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# THE ROLE OF PRINCIPAL SUPERVISION, EDUCATION AND TRAINING, AND THE IMPROVEMENT OF TEACHER PROFESSIONALISM AT UPTD SMP NEGERI 2 SEKAMPUNG UDIK, EAST LAMPUNG REGENCY

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## ABSTRACT

*This study aims to explore the role of principal supervision, education, and training in enhancing teacher professionalism at UPTD SMP Negeri 2 Sekampung Udik, East Lampung Regency. The objectives are to (1) analyze the effectiveness of school principal supervision in improving teacher professionalism, (2) evaluate the implementation of education and training programs, and (3) identify the supporting and inhibiting factors affecting professional development. The research employed a qualitative method using observation, interviews, and documentation as data collection techniques. Data were analyzed using the interactive analysis model consisting of data reduction, data display, and conclusion drawing. The results show that principal supervision has been implemented effectively through planning, execution, and evaluation stages. Education and training programs were found to be beneficial in enhancing professionalism, as evidenced by structured training needs analysis, curriculum development, implementation, and evaluation. Supporting factors include teacher discipline, motivation, and rewards, while inhibiting factors involve limited educational funding and lack of attention to teacher development.*

***Keywords***: *Supervision, Education and Training, Teacher Professionalism*

## Introduction

In today's era of educational transformation, the demand for teacher professionalism is increasingly significant. Teachers are required not only to master teaching materials but also to possess strong pedagogical, personal, and social competencies to create effective and meaningful learning processes(Samwel Mwasalwiba, 2010). Teacher professionalism is a crucial factor influencing the quality of education and is shaped by several aspects, including supervision by the school principal and the availability of continuous education and training program s(Cavanagh et al., 2020).

The school principal plays a strategic role in guiding and enhancing teacher professionalism through well-planned, structured, and continuous supervisory activities(Imam Agung et al., 2018). Effective supervision helps teachers identify weaknesses in their teaching practices and provides constructive feedback for improvement. Moreover, the principal acts as a motivator and facilitator in establishing a conducive working culture within the school environment (Mariyana et al., 2024).

In addition to supervision, education and training (Diklat) serve as essential tools to improve teachers' competencies. Through relevant and targeted training programs, teachers can update their knowledge, enhance their teaching skills, and adapt to ongoing changes in curriculum and technology(Barusman, 2024). However, in

practice, not all teachers have equal access to such professional development opportunities, resulting in gaps in teacher professionalism (Opper, 2019).

This issue is clearly evident at UPTD SMP Negeri 2 Sekampung Udik, East Lampung Regency. Based on observations and documentation over the last four semesters, it was found that the level of teacher professionalism remains low. Some teachers are unable to manage classrooms effectively, demonstrate limited mastery of subject content, and show weak discipline and time management. Quantitative data indicates a declining trend in average teacher professionalism scores, with most falling into the "low" category.

One contributing factor to the declining professionalism is the suboptimal implementation of principal supervision. This is due to various issues such as frequent changes in school leadership, lack of effective communication between principals and teachers, as well as limited resources and budget for supervision activities. Additionally, teacher education and training programs are not implemented evenly or sustainably, as they rely solely on programs from central or regional governments, meaning that not all teachers receive equal opportunities to participate.

Considering the importance of the principal's supervisory role and the urgency of teacher education and training, a comprehensive study is necessary to analyze how supervision and training efforts contribute to improving teacher professionalism. This research is essential as a foundation for developing effective human resource strategies in education, particularly within the context of junior secondary schools.

## Literature Review

### a. Teacher Professionalism

Professionalism refers to one's attitude and behavior in carrying out tasks in accordance with the ethical and technical standards of a particular profession. It involves the competence, skills, and knowledge necessary to perform a job effectively and efficiently within a specific field of expertise(Mariyana et al., 2024). According to Rusijono et al., (2020) professionalism is primarily a matter of attitude, characterized by high-level skills, a service orientation towards the public interest, and a reward system based on work performance. Prawitasari & Suharto (2020), states that professionalism is a key indicator of a civil servant's ability to perform tasks effectively. A professional teacher demonstrates strong pedagogical, personal, social, and professional competencies. Such teachers carry out their duties independently and responsibly, with the goal of improving student learning outcomes. Hughes et al., (2023)emphasizes that professionalism in human resources fosters competence, commitment, and a positive organizational image. Key characteristics of teacher professionalism include equality, equity, loyalty, and accountability as reflected in daily work performance.

### b. Principal Supervision

Supervision by school principals is a managerial function aimed at assisting and guiding teachers to improve the quality of learning (Ross & Cozzens, 2016). Yemini et al., (2014)defines supervision as the process of observing, reviewing, and evaluating teaching activities conducted by teachers. Educational supervision aims to improve teaching and learning processes in the classroom and to foster the professional development of teachers. (Kraft et al., 2020a) argue that effective supervision should be scientific, democratic, cooperative, constructive, and creative.

Supervision techniques can be divided into individual techniques (e.g., class visits, observations, interviews) and group techniques (e.g., meetings, seminars, workshops). Important aspects of supervision include observation, evaluation, coaching, and the provision of constructive feedback

### c. The Role of School Principals

As educational leaders, principals play a strategic role in shaping a conducive learning environment and enhancing teacher quality. According to (Kraft et al., (2020) a school principal is a functional teacher assigned to lead a school as a center for teaching and learning.

As a leader, the principal functions as a visionary, manager, administrator, supervisor, innovator, and motivator. Paais & Pattiruhu (2020), notes that effective school leadership requires a strong personality, extensive knowledge, and technical as well as conceptual skills in educational management.

### d. Education and Training

Education and training (commonly referred to as "Diklat") are systematic efforts to improve teacher competencies through the enhancement of knowledge, skills, and attitudes. Matraeva et al., (2020) differentiates between education, which focuses on theoretical understanding, and training, which emphasizes practical application.

According to Government Regulation No. 101 of 2000, education and training aim to develop professional civil servants capable of performing their duties effectively. In an educational context, training allows teachers to adapt to technological developments, improve their commitment, and strengthen their work ethic.

Types of training include in-house training, technical training, functional training, tiered training programs, and teacher community-based learning such as Teacher Working Groups (KKG) and Subject Teacher Forums (MGMP) (Hidayat & Budiatama, 2018).

## Methodology

This study employed a qualitative research approach with a descriptive design. This approach was chosen to understand and describe in depth the role of principal supervision as well as the implementation of education and training in efforts to enhance teacher professionalism (Aspers & Corte, 2019). The research was conducted at UPTD SMP Negeri 2 Sekampung Udik, East Lampung Regency, which served as the focus of the study. The subjects of the study included the principal, teachers, and other stakeholders involved directly in supervision and teacher training activities. Data collection was carried out using three primary techniques: observation, in-depth interviews, and documentation. Observations were conducted to obtain data related to the actual implementation of supervision and training activities at the school. Interviews were carried out with the principal, vice principal, teachers, and other relevant informants using open-ended questions to explore detailed and comprehensive information. Documentation was used to complement the data obtained from observations and interviews, including supervision reports, teacher training programs, and other supporting documents. The collected data were analyzed using the interactive analysis model proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved simplifying, categorizing, and focusing on data relevant to the research problems. Data display was presented in descriptive narrative form to illustrate the emerging patterns. Verification was conducted to draw conclusions based on valid and accountable findings. Data validity was ensured through source and method triangulation, member checking, and prolonged engagement in the field to ensure objectivity and the credibility of the research results.

## Result And Discussion

### a. Principal Supervision in Enhancing Teacher Professionalism at UPTD SMP Negeri 2 Sekampung Udik, East Lampung

Supervision is a crucial aspect in education that cannot be overlooked. The school principal plays a strategic role in conducting continuous supervision to monitor the ongoing teaching and learning process and to provide solutions to the challenges faced by teachers. In this context, the principal's efforts to enhance teacher professionalism at UPTD SMP Negeri 2 Sekampung Udik are reflected in several aspects:

a. Classroom Visits
   As part of their supervisory duties, the principal conducts classroom visits to observe directly how teachers deliver lessons and to provide guidance during the learning process. Research findings show that the principal carries out these visits across different classrooms during ongoing lessons. The main goal is to observe teaching practices and provide follow-up coaching based on actual classroom situations.
b. Classroom Observation
   This supervision technique involves the principal observing teachers while they teach, assessing their ability to manage the classroom and engage students. The principal also evaluates how students respond to the teacher's instruction. If a classroom becomes noisy or students are inattentive, the principal will address the issue by advising the teacher on better classroom management. Observations cover aspects

such as teacher-student interaction, use of teaching media, student engagement, and the overall physical and social environment.

c. Individual Meetings
If a teacher is found to have underperformed or made a mistake, the principal arranges a one-on-one meeting. This can take place in the classroom, in the principal's office, or spontaneously when an issue arises. The purpose is to provide clarification and constructive feedback to help the teacher improve their performance.

d. Self-Assessment
Every three months, teachers are given a self-assessment questionnaire focusing on the administration of lesson plans and learning tools. The results are compared by the principal during classroom visits to ensure alignment between planning and actual practice. This encourages teachers to be honest and accountable in evaluating their own performance.

e. Teachers' Meetings
As part of collective supervision, regular teachers' meetings are held at least once a month. These meetings serve to evaluate ongoing programs and to plan future activities. The principal leads the discussions and ensures that evaluation and planning are conducted collaboratively.

f. Group Discussions
Teachers also engage in discussions to address school-related issues, such as the implementation of the 2013 Curriculum or the latest Independent Curriculum. These sessions aim to enhance teachers' understanding and encourage active involvement in school development.

g. Seminars
To improve teacher quality, the principal encourages participation in seminars organized by external institutions such as the Ministry of Education. Seminars are intended to broaden perspectives, enhance professional skills, and facilitate experience sharing among teachers. One example is a seminar on the "hypnoteaching" method. These seminars are typically held once a semester.

h. Workshops
Workshops are conducted based on need, particularly when supervision reveals a decline in teacher performance. The aim is to improve competencies through focused training that addresses specific issues encountered by teachers. The timing of workshops depends on the results of the principal's evaluations.

i. Professional Organizations
To further promote professionalism, the principal facilitates teachers' involvement in professional groups such as the Teacher Working Group (KKG). These organizations offer mentoring and serve as a platform for exchanging ideas and enhancing professional knowledge and skills.

The principal's supervision process includes three key stages: planning, implementation, and evaluation. The approach tends to emphasize humanistic supervision through both direct and indirect methods. Techniques used include individual methods—such as classroom visits, classroom observations, individual meetings, and self-assessment—although peer observations between teachers have yet to be implemented. Group techniques involve meetings, discussions, seminars, workshops, and participation in professional organizations; however, some methods such as peer experience exchange, panel discussions, job libraries, and symposiums are not yet practiced.

### b. *The Implementation of Education and Training Conducted by UPTD SMP Negeri 2 Sekampung Udik, East Lampung to Enhance Teacher Professionalism*

The implementation of education and training programs is essentially aimed at ensuring the educational process effectively guides students toward achieving educational objectives. A tangible outcome of this implementation is the improvement of teacher capabilities and competencies. Thus, continuous professional development through education and training is essential and must be based on comprehensive needs analysis. The organization of training programs plays a crucial role in improving both the quality of instruction and teachers' career advancement, and should align with future demands.

In this regard, the education and training program at UPTD SMP Negeri 2 Sekampung Udik encompasses several key aspects:

a. Training Needs Analysis
Findings indicate that training needs are identified through teacher meetings and discussions with the principal, which help clarify tasks completed and those pending. Teachers also complete questionnaires to assess learning processes, challenges, and successes, thereby making training needs more identifiable.

b. Defining Training Objectives
The study reveals that the training objectives are clearly focused on improving teacher performance in classroom practices. These objectives are performance-oriented, measurable, and aligned with school context. However, there are still some deficiencies in instructional media and teaching materials preparation.

c. Curriculum Developmen
At UPTD SMP Negeri 2 Sekampung Udik, the training curriculum is structured as teaching modules derived from teacher competency standards. The materials emphasize strengthening core competencies and are tailored to the specific type and schedule of training, ensuring systematic delivery and evaluation.

d. Training Preparation
Research findings show that internal training sessions are held within the school premises, which serve as the main venue for the School Principals' Working Group (MKKS). The school is equipped with adequate facilities such as projectors and training rooms, enabling effective training sessions. Training may be conducted both on-site and off-site, depending on the context and available resources.

e. Training Implementation
During implementation, the training involves assigning daily coordinators, conducting daily evaluations, and providing necessary teaching aids (e.g., LCDs, flip charts). Observations confirm that the school has a large hall and classrooms suitable for training, as well as adequate equipment and infrastructure to facilitate a productive learning environment for participants.

c. *Supporting and Inhibiting Factors in Implementing Teacher Professionalism Improvement at UPTD SMP Negeri 2 Sekampung Udik, East Lampung*

a. Supporting Factors
1. Discipline – Teacher discipline at UPTD SMP Negeri 2 Sekampung Udik is considered quite good. Teachers are aware of the importance of punctual attendance at school and being disciplined in carrying out teaching and mentoring duties. This discipline is regarded as an essential element in fulfilling their professional responsibilities as educators.
2. Motivation – As a leader, the principal continuously provides encouragement to all teachers to perform their duties professionally. This is carried out through personal interactions as well as regular monthly meetings. Such motivation encourages teachers to be diligent in teaching, fulfilling their role as homeroom teachers, and participating in scientific activities.
3. Recognition – To foster work enthusiasm, the principal provides appreciation in the form of rewards, welfare support, and opportunities for teachers to enhance their competencies by attending seminars or other activities. Although these opportunities are offered alternately among teachers, participants often receive certificates as proof of participation.

b. Inhibiting Factors
1. Limited education budget – The main obstacle in improving teacher professionalism is the lack of funding, as all training activities require costs. Furthermore, some teachers lack innovation in varying teaching methods, with a few relying solely on a single method, resulting in monotonous learning experiences for students.
2. Lack of concern for development – Some teachers are reluctant to adapt their teaching practices to technological advancements and prefer using traditional methods. This attitude hampers professionalism improvement because not all teachers can fulfill their duties according to the evolving demands of education.

## Conclusions and Recomendation

### a.    *Conclusion*

Based on the research findings and discussions presented, the conclusions are as follows:

1. The supervision conducted by the principal at UPTD SMP Negeri 2 Sekampung Udik, East Lampung, has been implemented effectively, as seen from the planning, implementation, and evaluation phases. The supervision approach involved both direct and indirect methods, with a greater emphasis on a humanistic supervisory style. The techniques applied include individual approaches such as classroom visits, class observations, one-on-one meetings, and self-assessment; however, peer classroom visits have not yet been applied. Group techniques such as teacher meetings, discussions, seminars, workshops, and organizational activities have been implemented, although practices like teacher experience-sharing, panel discussions, job libraries, and symposiums have not been fully utilized.
2. The education and training programs held by UPTD SMP Negeri 2 Sekampung Udik have been adequately effective in improving teacher professionalism, as reflected in six key aspects: training needs analysis, goal setting, curriculum development, preparation, implementation, and evaluation.
3. The factors that either support or hinder the improvement of teacher professionalism at UPTD SMP Negeri 2 Sekampung Udik are as follows: among the supporting factors are teacher discipline, motivational efforts, and acknowledgment of achievements, while the inhibiting factors consist of insufficient educational funding and low awareness or concern for professional growth.

### b.    *Recommendation*

Based on the findings of the study on the role of principal supervision, education, and training in enhancing teacher professionalism at UPTD SMP Negeri 2 Sekampung Udik, East Lampung Regency, several recommendations are proposed. School principals are encouraged to improve the quality and continuity of supervision practices, not only in administrative aspects but also in academic and professional development, delivered in a constructive and continuous manner. Teachers are expected to proactively enhance their competencies through self-directed learning, participation in training programs, involvement in professional forums such as teacher working groups (KKG/MGMP), and openness to feedback obtained from supervision. The school should also independently design and implement internal education and training programs on a regular basis, without relying solely on those provided by local government agencies. In addition, support from the local education authorities is crucial, particularly in terms of funding, facilities, and policies that foster equitable and sustainable teacher development. Future research is recommended to adopt a broader scope, possibly involving schools from different regions or education levels, to provide a more comprehensive understanding of effective strategies for improving teacher professionalism in various educational contexts.

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