



IMPLEMENTATION OF ACADEMIC SUPERVISION AND SCHOOL CULTURE IN QUALITY OF EDUCATION : A SYSTEMATIC LITERATURE REVIEW

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Abstract:

The abstract The quality of education in educational institutions is felt to have not been maximized. Researchers are interested in examining how school culture and academic supervision are implemented and how they affect educational quality. The purpose of the study is to evaluate how well academic supervision functions within a company and how organizational culture affects educational quality. Increase the supervisors' understanding of leadership. An organized strategy of literature review was used in this investigation. locating data and information using Google Scholar, Mendeley, and journals. The findings indicated that the use of academic supervision and organizational culture in some studies had an impact on the enhancement of educational quality.

Keywords: *Academic Supervision, School Culture, Quality of Education*

INTRODUCTION

The purpose of implementing educational programmes in schools is to develop human resources through the learning process. The teacher becomes the primary factor affecting the learning quality. The success of implementing education is primarily determined by teachers' readiness to engage in learning activities (Dina, 2022). The performance of teacher significantly affects student achievement (Yulianingsih, 2017). The research findings Shahzad, (2017) reveal a positive correlation between teacher self-efficacy and student academic achievement.

The education quality is highly correlated with teacher performance in the learning process. Therefore, a teacher must possess learning competencies (Harahap, 2022). In order to assist teachers in enhancing their performance, operational assistance in learning, namely academic supervision, is required. Academic supervision is overseeing teachers and principals that aim to enhance student learning performance (Burhanuddin, 2007). In addition to the study results Amri, (2022) academic supervision has a role in controlling the course of education, correcting weaknesses and strengths to improve education quality.

The quality of education is affected not only by academic supervision, but also by school culture. School culture displays how students can learn about life around the school environment (Poore, 2005). According to studies Zubaidah, (2015) school culture positively affects the quality of education, this is consistent

with the findings of research Mustowiyah, (2017), that school culture significantly affects the quality of education.

The low quality of teachers mirrors the existing quality of the national education. Thus, the quality of education requires the application of academic supervision and the improvement of school culture. The quality of education in Indonesia is relatively low, and numerous impediments exist (Nurhuda, 2022). The attainment of quality education is determined by teacher performance, student, economic, and other factors (Kurniawan, 2016).

This study sought to examine the effects of academic supervision and school climate on the caliber of instruction provided in educational institutions. The systematic literature review (SLR) method was used for this investigation. The SLR technique locates, assesses, and translates pertinent research findings associated with study questions, subjects, and phenomena (Kitchenham, 2004).

LITERATURE REVIEW

Academic Supervision

In teacher education, supervision is part of a complex learning system (Paro, 2018) (Mena, 2017). Supervision is a programme to aid educators, students, and supervisors with school-based learning assignments (Mulyasa, 2003). The purpose of supervision is to assist educators in implementing improved teaching and learning activities. According to Umiarso, (2011) the objective of supervision is to enhance the quality of teaching. Several factors affect supervision include 1. Consultative, collegial, not hierarchical relationship, 2. Democratic, 3. Educators-centred, 4. Based on the requirements of educators, 5. Professional assistance (Nurpuspitasari, 2019). Several indicators included in supervision implementation 1. Directing, 2. Assisting solve issues, 3 and conveying task implementation directions, 4. Supervising, 5. Creating interpersonal relationships, 6. Evaluating work outcomes (Nurpuspitasari, 2019).

Stated that the purpose of academic supervision is to assist teachers in enhancing the quality of their teaching, which has consequences for increasing student learning outcomes; thus, learning objectives can be attained effectively and efficiently (Nurwati, 2021). According to Glickman, (2017) academic supervision is one strategy to develop teacher professionalism in planning, executing, and evaluating student learning outcomes to improve learning and attain learning objectives. Umiarso, (2011) described that academic supervision is conducted according to scientific principles to enhance the quality of education depending on the level of development and users necessities. The supervisor promotes academic quality development that is relevant to attempts to establish improved learning environments while carrying out this academic supervision.

The four models of academic supervision stated by (Sahertian, 2010) are the conventional, scientific, artistic, and clinical models. According to Sahertian, (2000) the conventional model is a supervisor who is constantly on the lookout for mistakes in the individual being monitored; thus, in practice, the individual concerned is unwilling to accept the input of others. According to Zulfiani, (2021) the scientific model is implemented in a planned and continuous manner. The Artistic Model Nafiah, (2020) is a holistic approach of supervision that emphasises perception and supervisor knowledge to express everything in class. Clinical supervision is fundamental aspect for preparing mental health professionals to practise competently (Shiflett, 2011).

Several factors must be considered in the implementation of supervision,

including 1, arousing and stimulating the enthusiasm of educators and education staff in performing their duties; 2, developing and seeking new teaching and learning methods in an appropriate and better learning process; 3, developing an environment conducive to harmony between teachers and students; and 4, enhancing the quality of educators and education staff's insight and knowledge by performing coaching in workshops and seminars (Piet, 2008).

School Environment

Organisational culture is a system of orientation that unifies the unit and provides it with a unique identity (Miskel, 2014). School culture is seen as a sustained school quality improvement. According to research findings Lee, (2019) school improvement will be realised by establishing a robust culture. For this reason, schools must establish and cultivate a healthy culture to promote school progress (Hollingworth, 2018), (Palmer, 2017). In addition to the principal's leadership role in sustaining school progress, teachers also play a leadership role. Based on the expression of school development driven by teachers' connection and professional network of teachers will last longer (Lin, 2018). A focus on school culture is essential, but long-term viability also demands attention to the local community's culture and the more crucial policy culture (Leithwood, 2000).

The school's culture can encourage the implementation of quality management to realise the value of quality enhancement Markowitsch,(2018). School culture has a favourable effect on the quality of instruction. Relevant to the view Husni, (2014) that school culture has an essential role in enhancing the quality of education. School culture is a network of multiple-actor interactions in schools, exemplified by a tradition constructed by teachers, students, parents, and other administrators to fulfil their aims (Qoamrruzzaman., 2012).

Several aspects contained in the school culture include 1. Innovation, adaptability, caring for others, 2. Discipline, honesty, superficial relationships with others, 3. Responsibility, sense of belonging, and commitment to the institution, 4. Cooperation, mutual assistance, motivation and guidance (Muhaimin, 2010). Contrary to what was stated Reinius, (2022) school culture only sometimes favours innovative activities, and a school culture transformation requires the assistance of the school administrator.

Quality of Schooling

Management in enhancing the quality of education is an educational institution's innovative management idea for implementing education in schools. Which subsequently can be expected to give better modifications by following the times (Umiarso., 2011). Regarding education's correlation, the quality of education is the schools' operational and efficient management of linked organisational components (Djaujak, 1996).

The quality of education is so good that it can generate academics and students capable of continuing their education or completing specific learning programmes (Danim, 2008). According to several viewpoints, the advantage of schools in managing education effectively and efficiently to print the output of the potential advantages of students is the quality of education.

According to Umiarso, (2011) there are several management concepts for quality improvement, including 1. Improving the quality of education in educational institutions, 2. Good leaders, 3. We can only implement quality improvement. Quality improvement is conducted based on data, 4. Quality

improvement encompasses all aspects of schools; 5. Quality improvement seeks to satisfy students, parents, and the community. According to the research findings Sutikno, (2022) the leadership of school principals significantly impacts the quality of education. According to Sudarwan, (2007) five elements determine the quality of education 1. Principal leadership, 2. Maximum teacher involvement, 3. Learners, 4. Curriculum 5. Cooperation relations. Other elements that influence the quality of education, according to Hadis, (2010) are curriculum factors, policies, facilities, technology, human resources, educational costs, and education management.

RESEARCH METHODS

The process of creating scientific articles uses qualitative methods and rigorous literature reviews. Examine the theory and the link or influence between variables using books and journals from the library, Mendeley, scholar, and other internet sources. Qualitative research is reported and classified under the research field's conditions. The qualitative research paradigm + is inductive thinking. Each study subject is considered a micro instance and brought to a larger general framework (Cruz, 2003). In qualitative research, a literature review must adhere to methodological presumptions. The criteria for accepting and rejecting publications, notably the initial search, is academic supervision with the year criteria from 2010 to 2022, so the study results are still applicable for future applications. Academic oversight is narrowed by the role of academic supervision and organisational culture in increasing the quality of education.

Table I

No	Author, Year	Title	Name Journal
1.	Jose Soria Garcia (2020)	The influence of culture on quality managemetpractice s and their effects on perceived service quality by secondary school students	Quality Assurance in Education ©Emerald Publishing Limited
2.	Nancy Bouranta and Evangelos Psomas (2020)	Findings of quality managemet studies in primary and secondary education: asystematic literature review	The TQM Journal © Emerald Publishing Limited
3.	Rica Widiastuty (2022)	Supervisi Akademik Kepala Sekolah Dan Pengaruh nya Terhadap Mutu Pendidikan Supervisi Akademik Kepala Sekolah, Profesionalisme	Journal Of Education

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| 4. | Erni Agustina Suwartini (2017) | Guru Dan Mutu Pendidikan Pengaruh Supervisi Akademik Kepala Sekolah Dan Kompetensi Pedagogik Terhadap Mutu Sekolah Di SMA Se-Kecamatan Pekalongan Lampung Timur | Jurnal Administrasi Pendidikan |
| 5. | Yunia Sari Reziki, M. Ihsan Dacholfany (2018) | Improving the Quality of Learning Through Academic Supervision (Study in SMP Negeri 14 Banjarbaru) Supervisi Akademik dalam Membangun Mutu Pendidikan Madrasah di Yayasan Pondok Pesantren Ats-Tsaqofiy Optimalisai Budaya Mutu Sekolah Untuk Meningkatkan Komitmen Guru | Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM Metro |
| 6. | Aidil Abdi Rachman (2020) | Dynamics between self and culture in school: A dialogical and developmental perspective Improving the Quality of Education Through Academic Culture at SMP Islam Sabilurrosyad Malang | The Innovation of Social Studies Journal |
| 7. | Hotni Sari Harahap, Nurul Hidayah (2022) | The Effect of Organizational Culture and School Climate on the Quality of Education Services and Their Implications on the Quality of the Graduates | Jurnal Pengabdian Kepada Masyarakat |
| 8. | | Impact of School Culture on School Effectiveness in | Jurnal Manajemen Pendidikan |

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| | | Government
Schools in Maldives | Learning, Culture and School
Interaction |
| | | Pengaruh Budaya
Sekolah Dan | |
| | Rais Hidayat,
Henny
Suharyati
,Yuyun
Elizabeth | Motivasi Kerja Guru
Terhadap Mutu
Pendidikan Di
SMKN 1 Pabelan | |
| 9. | Patras, Sutji
Harjanto,
Haposan
Andi. (2018) | Pengaruh Supervisi
Akademik Kepala
Sekolah dan Budaya
Sekolah terhadap
Mutu Mengajar
Guru | Jurnal Studi Manajemen
Pendidikan |
| | Sandra Ferraz
de Castillo
Dourado
Freirea,
Angela Uchoa
Branco
(2017) | The Influence of
Academic
Supervision
Activities, School
Culture,
Infrastructure, on
the Quality of
Learning Processes
and Outcomes
Madrasah | Budapest International
Research and Critics in
Linguistics and Education
Journal |
| 10. | | | |
| | Moh Eko
Nasrulloh,
Imam Safi'i,
Faridatus
Sa'adah
(2021) | | |
| 11. | | | Participatory Educational
Research |
| | Herdianto,
Wahyu
Pratomo
(2020) | | |
| 12. | | | Prosiding Seminar Nasional
Pendidikan |
| | | | |
| 13. | | | Journal of Innovation in |

Mamdooha
Ismail, Abdol
Ali Khatibi,
Ferdous
Azam (2022)

Teaching and Instructional
Media

Siti Zubaidah
(2015)

Jurnal Manajemen Pendidikan
Islam

14.

Lidya Setio
Handhini,
Syarwani
Ahmad,
Achmad
Wahidy
(2020)

15.

Ihsan
Mustofa,
Sutaryat
Trisnamansy
ah, Agus
Mulyanto,
Husen Saeful
Insan. (2019)

RESULTS AND DISCUSSION

Numerous domestic and international researchers have conducted academic supervision and school culture-related studies. According to research by Garcia, (2020) aesthetic quality influences the efficiency of quality management. According to additional research Psomas, (2020) quality management studies in primary and secondary education focus on the following topics: principal school leadership, quality assurance, relationships and collaboration between stakeholders, school performance and education quality and quality, and the role of the government.

Another study Widiastuty, (2022) revealed that the academic supervision of school principals drastically improves the quality of education and has a considerable favourable impact on the quality of education services. The higher the quality of educational services, the more oversight of educational leadership. In enhancing the quality of education, there must also be supervision to review and repair things that still need to be corrected. Similar research was conducted Reziki, (2018) which concluded that the implementation of school principals' academic supervision and teacher pedagogical competency positively impacted the quality of high schools in the Pekalongan District.

Education is crucial to the production of high-quality human resources. For this reason, education must evolve in tandem with an advancing and evolving

society. According to research Suwartini, (2017) there is a 39.9% positive correlation between the academic supervision of school principals and the quality of education. 2. There is a strong relationship between teacher professionalism and education quality 20.2%. This indicates that the more outstanding the instructor's professionalism, the higher the quality of education. 3. There is a mutually favourable and significant connection between the principal's academic supervision of teacher professionalism on the quality of education of 36.3%.

Academic supervision significantly impacts the success of implementing learning. Where the adoption of teacher academic monitoring can aid in correcting associated weaknesses, it can have a favourable effect on the quality of pupils. The outcomes of research Rachman, (2020) on teacher preparation to learn administration is anticipated to prepare teachers to learn administration. 1. Planning, 2. Execution, 3. Observation, and 4. Retrospection. With these four steps, it is intended that teachers will take the learning process seriously. The results of another study were also carried out by Harahap, (2022) stating that in carrying out academic supervision, supervisors are expected to 1. Create good collaborative connections between teachers, 2. Make observation instruments 3—class visits. At the same time, the academic supervision concepts are democratic, teacher-centred, and professional, respectively.

In addition to boosting instructor competence in the learning process. A teacher's dedication is equally crucial to a building, and teacher commitment is a crucial aspect of promoting education. According to research findings Hidayat, (2018) a teacher's dedication can be increased by enhancing a school's quality culture. We are developing cooperative relationships with external parties, conducting school evaluations, and defining rewards and penalties. The results of the research also carried out by de, (2017) reveal that education can mobilise the meaning of negotiation and active involvement, positioning and counter positioning, and produce the integration of knowledge systems and future-oriented self-development.

In addition, academic supervision is seen as an influence on the quality of education. Research findings Nasrulloh, (2021) indicating the quality of education at MTs Sabilurrosyad Malang has grown through academic culture; a positive school culture can also affect the quality of education. According to the findings of a study Pratomo, (2000) school culture and climate have a favourable influence on the quality of educational services. Likewise, the quality of education services also determines the quality of student graduation. Other research linked to school culture was also carried out Ismail, (2022) with the findings that positive school culture also enhances school effectiveness. School culture is considered a system of meaning that influences every school area, including school success.

Also, research on school culture Zubaidah, (2015) revealed that school culture influences education quality by 67.6% in the strong group. The category of teacher job motivation influences the quality of education by one hundred per cent. So, school culture and teacher job motivation mutually influence the quality of education.

Therefore, To Improve The Quality Of Education, School Principals Must Enhance The Implementation Of Academic Monitoring And Foster A Positive School Culture (Mustofa, 2019). According To The Findings Of The Study Handhini, (2020) Academic Supervision And School Culture Significantly Impact The Quality Of Teacher Instruction

CONCLUSION

From the results of numerous literature research that the authors did, academic supervision and organisational culture affect the improvement of educational quality. The execution of supervision carried out by the principal as a supervisor has an impact on increasing the quality of education, even though it may be more ideal. The school principal must appropriately consider the measures in adopting academic monitoring. Academic monitoring activities encompass the entire process of teaching and learning. In this arrangement, the instructor becomes the primary character supervisor who will observe. School administrators may use individual or group strategies to improve the execution of academic monitoring. The usage of techniques needs to be modified to the conditions that occur.

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