



## Organizational Management of SMP IT Mutiara in Improving Teacher Professionalism through Academic Supervision

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### ABSTRACT

This study aims to analyze the organizational management pattern at Mutiara IT Junior High School and the implementation of academic supervision as a strategy to improve teacher professionalism and its impact on learning quality. The approach used is qualitative with data collection techniques through interviews, observation, and documentation. The results show that Mutiara IT Junior High School implements collaborative, participatory, and structured-based organizational management, with transformational principal leadership. The open organizational structure enables effective coordination in the implementation of academic supervision. Academic supervision is conducted systematically and sustainably with an approach of mentoring, reflection and adjustment based on teachers' needs and the learning context. The implementation of this supervision increases teachers' awareness of the importance of reflective learning and continuous professional development. The positive impact is seen in the improvement of pedagogical competence, commitment to duty, and active participation of teachers in self-development. These findings confirm the importance of effective organizational management and academic supervision in creating a productive and innovative educational ecosystem. Thus, Mutiara IT Junior High School serves as a best practice model for managing school organizations to support teacher professionalism and education quality.

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## INTRODUCTION

Teacher professionalism is one of the key factors in improving the quality of education. Professional teachers not only have good pedagogical competence but are also able to adapt to the times, including in terms of technology and learning methods. To achieve this, systematic efforts are needed from the school, one of which is through effective organizational management and proper implementation of academic supervision.

Mutiara IT Junior High School as an integrated Islamic education institution has its own challenges in improving teacher professionalism. As a school that integrates the national curriculum with religious values, Mutiara IT Junior High School is required to produce graduates who are not only academically intelligent, but also have good morals. For this reason, continuous efforts are needed to improve teacher competence through effective academic supervision.

Academic supervision by school principals has an important role in improving teacher professionalism. According to research by Oktaviani et al, academic supervision conducted by school principals can improve teachers' pedagogical competence, which in turn will improve the quality of learning in schools (Oktaviani, Sufyarma Marsidin, 2022). In addition, principals' academic supervision has a positive effect on the quality of education in primary schools (Kuswandari, Murniati, & Abdullah, 2022; Suwartini, 2017).

However, the implementation of academic supervision at Mutiara IT Junior High School has not been optimal. Some teachers still face difficulties in developing their competencies, especially in terms of using technology in learning and effective classroom management. This suggests the need for evaluation and improvement in school organizational management, particularly in the implementation of academic supervision (Sudarman, 2021).

In addition, the main challenge in managing organizational management at Mutiara IT Junior High School is how to bridge the school's vision of creating an Islamic and modern learning environment with the need to improve teacher competence. In practice, coordination and communication between organizational elements, such as principals, vice principals, and teachers, have not been fully optimal, which has an impact on the implementation of academic supervision that is less than optimal (Neni Putri, Oma Aprida, Jumira Warlizasusi, Abdul Sahib, 2021). This causes teachers to not fully receive effective guidance and feedback in developing teaching methods and mastering materials that are relevant to the national curriculum and religious values.

Furthermore, technological developments and the dynamics of rapid curriculum changes require teachers to continue to adapt and develop their professionalism. Academic supervision as one of the management functions of the school organization plays an important role in providing support to teachers to be able to face these demands. However, at Mutiara IT Junior High School there are still obstacles such as limited supervision time, low teacher motivation, and a lack of structured specialized training. This condition creates an urgent need for school organization management to formulate an effective

and sustainable academic supervision strategy to support the overall improvement of teacher professionalism.

Based on this background, this study aims to analyze how organizational management at Mutiara IT Junior High School can improve teacher professionalism through effective academic supervision. It is hoped that the results of this study can provide recommendations for schools in designing and implementing better academic supervision, so as to improve the quality of education at Mutiara IT Junior High School.

## **RESEARCH METHOD**

This research uses a qualitative approach with a case study type. This approach was used because the research aims to explore in depth how organizational management at Mutiara IT Junior High School manages academic supervision to improve teacher professionalism. Case studies allow researchers to explore the context, processes and dynamics that are unique to one institution intensively and in depth (Creswell, 2015). A qualitative approach was chosen to capture the meanings, perceptions and experiences of educational actors, especially principals, teachers and other management, towards managerial practices and academic supervision in the context of integrated Islamic schools.

The population in this study included all elements of the school organization at Mutiara IT Junior High School involved in the management process, teacher coaching, and implementation of academic supervision. The research subjects were selected using purposive sampling, which is the deliberate determination of informants based on criteria determined by the researcher (Sugiyono, 2016). The criteria for research subjects include: The principal who is responsible for the implementation of organizational management and academic supervision, the vice principal for curriculum or education, teachers who have undergone the academic supervision process for at least the past year, and the quality developer or coordinator of the teacher professionalism improvement program.

Data analysis in this study used the interactive model of Miles, Huberman, and Saldaña which includes three main components: Data reduction: Sorting out relevant data, simplifying, and organizing it based on the research focus. Data presentation: Organizing data into narratives, tables, or diagrams to facilitate drawing meaning. Conclusion drawing and verification: Concluding findings based on emerging patterns, relationships, or categories, and verifying them continuously (Milles, 2014).

To maintain data validity (credibility), triangulation techniques were used as suggested Lincoln (Denzin, 2009). The forms of triangulation in this research include: Source triangulation: Data were obtained from various informants (principals, teachers, quality team) to compare and corroborate the findings. Triangulation techniques: Using interviews, observation, and documentation simultaneously. Time triangulation: Data collection was conducted at different times to see the consistency of information. This triangulation step aims to make the data obtained valid, objective and reliable.

## **RESULT AND DISCUSSION**

### **Organizational Management Pattern of Mutiara IT Junior High School**

The results show that organizational management at Mutiara IT Junior High School has implemented the principles of modern management based on collaborative, participatory and structured. The organizational structure is hierarchical but flexible, allowing for effective coordination across areas, such as between the principal, vice-principal and area coordinators. Openness to inputs and joint discussions are key strengths in strategic decision-making, especially in supporting teacher quality improvement programs through academic supervision.

The principal acts as a transformational leader who encourages a professional and innovative work culture. During observations and interviews, it was observed that principals actively foster personal relationships with teachers, provide space for aspirations and facilitate regular internal training. The principal is also a role model in integrating Islamic values with modern leadership principles. This is in accordance with the theory of Bass & Riggio which states that transformational leaders are able to create a shared vision, generate commitment, and improve organizational performance through individual empowerment (Bass & Riggio, 2018).

One important finding is the existence of regular cross-cutting meetings that are not only administrative in nature, but serve as a space for joint reflection and organizational capacity building. This forum shows that management at Mutiara IT Junior High School is participatory, with teachers involved in academic policy-making and quality development. This is in line with the concept of shared leadership as proposed by Ramos et al, that shared leadership strengthens teachers' sense of ownership of school goals and improves professional collaboration (Ramos-Pla, Tintoré, & del Arco, 2021).

From the documentation aspect, the organizational structure is clearly visible through detailed job descriptions and effective task delegation. Managerial functions such as planning, organizing, implementing and

evaluating are thoroughly implemented in the annual work cycle. This practice supports the views of Robbins & Coulter who emphasize that a successful educational organization is one that is able to manage human resources systematically and adaptively to changes in the strategic environment (Robbins, 2012).

In addition, the organizational culture promotes the values of integrity, sincerity and cooperation. This research reinforces Bush's opinion that strategic leadership in education must consider the local context and distinctive values of the institution (Bush, 2019). Furthermore, at Mutiara IT Junior High School, integrated Islamic values become a moral framework that binds all elements of the organization, as well as a differentiator from conventional management approaches. This culture contributes to creating a positive work climate and increasing teachers' loyalty to the institution.

### **Implementation of Academic Supervision as a Strategy for Improving Teacher Professionalism**

Academic supervision at Mutiara IT Junior High School is designed as a systematic development process, not just administrative supervision. The process is structured and scheduled every semester, involving the principal, curriculum deputy, and senior teachers as part of the supervision team. Supervision is based on data on teachers' professional needs and the results of previous learning evaluations. This model reflects a clinical supervision approach that emphasizes personal coaching and reflective dialogue between supervisors and teachers, as described by Glickman, Gordon, & Ross-Gordon (Glickman, C. D., Gordon, S. P., & Ross-Gordon, 2018).

In practice, supervision activities include several important stages: pre-observation, direct classroom observation, post-observation conference, and follow-up planning. The supervision team uses observation instruments that are developed internally and evaluated regularly. This instrument includes indicators of pedagogical competence, differentiated learning strategies, and integration of Islamic values. The findings show that academic supervision is conducted contextually, taking into account the characteristics of integrated Islamic schools.

Interviews with teachers show that they feel more motivated because the supervision approach is not judgmental, but supportive and nurturing. Teachers are given constructive feedback that encourages them to reflect and continuously improve their teaching practices. Some research shows that coaching and reflection-based supervision is very effective in improving teacher professionalism, especially in the context of schools that prioritize spiritual values and work integrity (Ramadhan, 2017; Rohmah, 2019; Rahayu et al, 2022).

In addition, documentation of academic supervision shows an increase in teachers' involvement in self-development activities, such as workshops, training and learning communities. This is in line with the findings of Acheson & Gall who emphasize that the success of academic supervision is largely determined by the partnership relationship between teachers and supervisors and the existence of a clear and planned follow-up system (Acheson, K. A., & Gall, 2013). At Mutiara IT Junior High School, the results of supervision form the basis for the preparation of teacher competency improvement programs and annual performance appraisals.

Thus, academic supervision is not just a monitoring tool, but has become an integral part of the teacher professional development strategy at Mutiara IT Junior High School. This approach is consistent with the principles of modern humanistic and collaborative supervision. This model supports Zepeda's (2020) view that effective academic supervision is one that provides space for teachers to grow professionally through reflective processes, personalized coaching and ongoing support from school leaders.

### **The Impact of Management and Supervision on Teacher Professionalism**

Teacher professionalism at Mutiara IT Junior High School has improved significantly along with the implementation of strategic organizational management and systematic academic supervision. Based on observations and interviews, this improvement can be seen in three main aspects: pedagogical competence, commitment to duty and participation in self-development. Teachers became more purposeful in lesson planning, showed enthusiasm in teaching, and were more open to feedback and learning innovations.

One important indicator of improved pedagogical competence is teachers' ability to design active and student-centered learning, as well as the use of varied and contextual methods. Academic supervision conducted by school principals also encourages teachers to reflect on their teaching practices, improve their approaches and adapt to students' needs. This is consistent with the opinion of Darling-Hammond which states that the quality of teaching is highly dependent on the system of support and professional development that is available on an ongoing basis (Darling-Hammond, 2021).

In addition to teaching competence, academic supervision also has an impact on improving teachers' commitment to professional duties and responsibilities. Teachers show higher discipline, are more involved in school activities and show ownership of the school's vision and mission. This involvement is influenced by the inclusive and communicative leadership of the principal. According to some researchers, collaborative leadership and distribution of responsibilities in school organizations can increase teachers'

work motivation and create a positive professional culture (Maalouf, 2019; Amallilah & Ahmad, 2024; Arlindo, Fatima, & Yandi, 2023).

In terms of self-development, teachers at Mutiara IT Junior High School actively participate in internal and external training facilitated by the school. Some teachers have also taken the initiative to form learning communities to share good practices. This shows that school management has succeeded in creating a learning climate for teachers. Research by Timperley et al. confirms that effective professional development occurs in a school culture that encourages collaboration, reflection and support from school leaders (Timperley, Wilson, Barrar, & Fung, 2007).

Overall, the integration of strong organizational management and effective academic supervision has created a work ecosystem conducive to improving teachers' professionalism. The combination of visionary leadership, reflective supervision and strengthening teachers' learning culture shows that schools are capable of becoming agents of educational transformation. This finding corroborates the OECD view that education reform at the school level is highly dependent on the quality of leadership and support mechanisms for teachers as the main actors of learning (OECD, 2021).

## **CONCLUSION**

This study shows that the organizational management pattern at Mutiara IT Junior High School has been implemented effectively with a collaborative, participatory and structured approach. The hierarchical yet flexible organizational structure allows for optimal cross-field coordination, facilitating the implementation of academic supervision and teacher professional development. The transformational leadership of the principal also strengthens the morale and commitment of all teaching staff.

In terms of implementing academic supervision, Mutiara IT Junior High School conducts supervision in a systematic, sustainable and data-based manner. Supervision is not control-oriented, but rather involves teacher mentoring, reflection and capacity building. This approach has increased teachers' awareness of the importance of reflective learning and continuous professional development.

In terms of the impact of management and supervision on teacher professionalism, there were significant improvements in pedagogical competence, commitment to duty, and active participation in self-development. The collaboration between strong organizational management and quality academic supervision creates a conducive and innovative work ecosystem for teachers. These findings corroborate the theory that effective leadership and

reflective supervision are key factors in improving the quality of education at the school level.

Overall, Mutiara IT Junior High School can serve as a model of good practice in combining organizational management and academic supervision to improve teacher professionalism, which in turn contributes to improving the quality of learning and achieving the school's educational vision.

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