

The Influence of School-Based Management and Academic Supervision towards the Professionalism of Junior High School Teachers

Susilo, Ismaya¹, Erik Aditya¹, Zamroni, Edris^{1*} & Muliana, Lily²

¹Universitas Muria Kudus, Kudus, Central Java 59327, INDONESIA

²City University, 46100 Petaling Jaya, Selangor, MALAYSIA

*Corresponding Author: edris.zamroni@umk.ac.id

To Cite This Article:

Susilo, I., Erik Aditya, Zamroni, E., & Muliana, L. (2024). The Influence of School-Based Management and Academic Supervision towards the Professionalism of Junior High School Teachers. *ICCCM Journal of Social Sciences and Humanities*, 3(5), 27–32. <https://doi.org/10.53797/iccmjssh.v3i5.5.2024>

Abstract: This research aims to: 1) analyze the influence of School Based Management (MBS) on the professionalism of State Middle School teachers in Juwana District, Pati Regency; 2) analyze the influence of academic supervision on the professionalism of State Middle School teachers in Juwana District, Pati Regency; 3) analyze the influence of School Based Management (MBS) and academic supervision on the professionalism of State Middle School teachers in Juwana District, Pati Regency. This research uses a quantitative type of research with an ex post facto design approach. The sample from this research was obtained using random sampling, namely 70 State Middle School teachers in Juwana District, Pati Regency. The research design includes data collection techniques through questionnaires. The data analysis technique is to use classical assumption tests including: normality test, linearity test, multicollinearity test, heteroscedasticity test, regression analysis, partial hypothesis test (t test), multiple regression (F test) and coefficient of determination (R²). The results of the research and discussion concluded that 1) School-Based Management (SBM) has a significant effect on the professionalism of junior high school teachers in Juwana District, Pati Regency for the 2023/2024 academic year; 2) academic supervision affects the professionalism of junior high school teachers in Juwana District, Pati Regency; 3) school-based management and academic supervision together have a significant effect on the professionalism of junior high school teachers in Juwana District, Pati Regency.

Keywords: School based management, academic supervision, teacher professionalism

1. Introduction

School-Based Management (SBM) is an educational management approach that grants greater authority and responsibility to schools for decision-making in planning, implementing, and evaluating the learning process (Elmelegy, 2015). The primary objective of SBM is to enhance the efficiency, effectiveness, and accountability of the education system by allowing schools the autonomy to design and execute educational policies and programs tailored to the specific needs of students and local communities (Coleman, 1984). In parallel, academic supervision refers to the oversight and guidance provided by authorities, such as principals and school supervisors, on learning activities and other academic functions within educational institutions like schools (Rahman, 2014). The goal of academic supervision is to elevate the quality of education by supervising and fostering the performance of educators, ensuring that the learning process is conducted effectively and efficiently, and thereby enhancing teacher professionalism (Kemendiknas, 2010).

Despite the intended benefits of SBM, several challenges persist in its implementation at target schools. These include: (a) Limited teacher involvement in decision-making processes, where typically only certain teachers, often chosen by the principal, are involved; (b) Resistance to changes in duties and responsibilities, with additional responsibilities in budget management, staff recruitment, or program development often assigned to long-standing staff members without proper transparency; (c) Insufficient collaboration and engagement in teacher working groups (MGMP) at the school level; (d) Weak managerial skills among teachers, particularly in planning, organizing, supervising, and evaluating the development of learning tools; (e) Inadequate participation in meetings, decision-making, and additional managerial tasks; and (f) A lack of adequate support and training, which hampers teachers' ability to adapt to the changes and challenges posed by SBM (Greenberg, 2004).

Similarly, the current state of academic supervision at these schools reveals several areas of concern: (1) The supervision of the learning process is inadequate, with issues in the preparation of teaching materials and assessment of the learning process; (2) Teacher performance remains subpar, with instances of teachers arriving late to class; (3) Coaching and training for teachers are typically conducted only once a year, which is insufficient for sustained professional development; (4) The monitoring of student learning outcomes is limited, often focusing only on knowledge assessment; (5) Curriculum development programs are not fully responsive to student needs; and (6) Coordination among teachers and academic staff is minimal, leading to misalignment in learning programs and a lack of collaboration toward educational goals (Susanti et al., 2020).

Academic supervision is a continuous process and a critical component of educational management aimed at improving the quality and effectiveness of education within schools. Effective academic supervision is expected to contribute to the continuous improvement of student learning outcomes and overall academic achievement (Rahabav, 2016). However, data from the 2022 education quality report card for target schools such as SMP Negeri 1 Juwana, SMP Negeri 2 Juwana, SMP Negeri 3 Juwana, and SMP Negeri 4 Juwana indicate several areas that require attention, including literacy and numeracy skills, bullying, drug use, inclusion services, human resource development for students, teachers, and educational staff, as well as projects to strengthen the Pancasila student profile (focusing on mutual cooperation, independence, creativity, and critical reasoning). Other areas of concern include classroom management, innovative learning, school safety, the well-being of students and teachers, sexual violence, support for gifted children, facilities and infrastructure, instructional leadership, and the issue of corporal punishment.

The combined effect of SBM and academic supervision on teacher professionalism is a key focus of government policy aimed at improving educational quality. Through effective school management and a well-designed curriculum, educational success can be achieved, with teacher professionalism being a crucial determinant of this success. This conceptual framework is illustrated in Fig. 1.

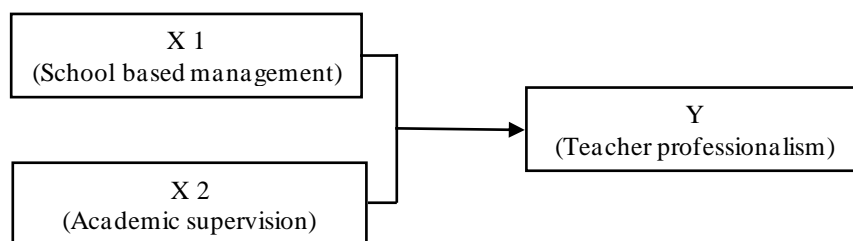


Fig. 1: Conceptual framework

Data from a recent survey assessing the achievement of the Platform Merdeka Mengajar (PMM) in target schools in Juwana revealed that the results fall into the very low category. This is largely attributed to a lack of training and insufficient use of the workspace learning account IDs. The data on academic supervision under the new independent curriculum shows only moderate success, with an average score of 68. Teachers are still struggling significantly in several areas, including the development of teaching tools (such as learning outcomes, ATP, and teaching modules), the implementation of differentiated learning, and the assessment methods required by the independent curriculum.

In terms of teacher professionalism in the target schools in Juwana, several key aspects were identified: (1) Competence: The engagement with the independent curriculum and the use of the Independent Teaching Platform is low, with only about 57% of the target schools showing active participation; (2) Ethics: While professionalism generally involves ethical behavior, it is notable that there have been no reported cases of unethical conduct within these schools; (3) Responsibility: Teacher attendance is high, with a 99% attendance rate across the five schools, indicating strong responsibility among educators; (4) Effective Communication: Communication among school stakeholders is generally good, though there are still teacher groups that resist collaborative progress; (5) Openness to Feedback: Feedback mechanisms between teachers are underdeveloped, as evidenced by the underutilization and unscheduled nature of teacher group meetings (MGMP); (6) Problem Solving: Collaboration with counseling teachers remains weak, with diagnostic testing activities in schools not being fully implemented. Addressing these challenges requires solutions, such as the implementation of School-Based Management (SBM) in conjunction with Academic Supervision, to enhance the professionalism of junior high school teachers in Juwana District.

The significance of these findings is underscored by previous research. Purkey and Smith (1985) highlighted SBM as a strategy to improve schools by transferring significant decision-making authority from state and district levels to individual school units. Similarly, Bandur (2012) described SBM as a management system that grants schools greater flexibility by involving stakeholder participation to optimize available resources, ensuring that education is delivered effectively and efficiently. The goal of SBM is to empower schools by granting them autonomy, increasing their flexibility in managing resources, and fostering the participation of the school community to enhance the quality of education.

Key components of academic supervision include: (1) Supervision of the Learning Process: Academic supervisors monitor classroom activities to ensure that teachers use appropriate methods, deliver content effectively, and maintain a

conducive learning environment; (2) Evaluation of Teacher Performance: Supervisors evaluate teachers' performance by providing feedback on their strengths and areas for improvement; (3) Coaching and Training: Academic supervisors offer guidance and training to help teachers overcome challenges and develop their pedagogical skills; (4) Monitoring Student Learning Outcomes: Supervisors monitor students' academic achievements and provide interventions when necessary; (5) Curriculum Development: Supervisors are involved in creating and refining the school curriculum to meet educational standards and student needs; (6) Coordination Among Teachers and Staff: Supervisors facilitate coordination among educators to ensure alignment of learning programs and collaboration toward educational goals (Usman et al., 2023; Sunaryo, 2020).

Academic supervision is a continuous process and a vital part of educational management, aiming to enhance the quality and effectiveness of education in schools. With effective academic supervision, the quality of teaching and student academic achievement is expected to improve steadily. Professionalism in education is defined by several key attributes: (1) Competence: Professionals must have the necessary knowledge, skills, and experience to perform their duties effectively and should continually seek to improve through training and self-development; (2) Ethics: Professionalism involves acting with honesty, fairness, and respect for others, adhering to a code of ethics or professional standards; (3) Responsibility: Professionals are accountable for their work, understanding their duties and obligations, and accepting the consequences of their actions; (4) Effective Communication: Professionals must communicate clearly and openly with colleagues, clients, and other stakeholders to minimize misunderstandings and ensure that all parties understand goals and expectations; (5) Openness to Feedback: Professionals should be receptive to criticism and feedback, using it to learn and improve continuously; (6) Problem Solving: Professionalism includes the ability to identify problems, analyze situations, and make informed decisions to overcome challenges (Muslimin, 2020; Kholid, 2019).

The purpose of this study is to: (1) Analyze the influence of School-Based Management (SBM) on the professionalism of public junior high school teachers in Juwana District, Pati Regency; (2) Analyze the influence of Academic Supervision on the professionalism of public junior high school teachers in Juwana District, Pati Regency; and (3) Analyze the combined influence of School-Based Management (SBM) and Academic Supervision on the professionalism of public junior high school teachers in Juwana District, Pati Regency.

2. Methodology

This research employs a quantitative approach with a survey methodology. The study population consists of 232 public junior high school teachers in the Juwana sub-district. The research sample, also comprising 232 civil servant teachers, was selected using the Proportional Random Sampling technique, applying the Slovin formula to determine sample size. With a confidence level of 5%, the calculated sample size of 69.87 was rounded up to 70 participants. The sampling process involved determining the proportion of the population in each junior high school within Juwana District, ensuring representativeness (Anugraheni et al., 2023).

Data collection was conducted using a structured questionnaire. The questionnaire was direct, closed-ended, and featured multiple-choice questions with five response options: Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), and Strongly Disagree (STS). The instrument covered three main areas: school-based management, academic supervision, and the professionalism of junior high school teachers in Juwana District.

The school-based management section of the questionnaire included indicators such as planning and evaluation, curriculum management, teaching and learning process management, personnel management, facility management, financial management, student services management, community-school relations management, and school climate management. Academic supervision was assessed through indicators like supervision of the learning process, teacher performance evaluation, coaching and training, monitoring of student learning outcomes, curriculum development program preparation, coordination among teachers, coordination of academic staff, and evaluation, analysis, and follow-up. Teacher professionalism was measured using indicators such as academic supervision, coaching and training, program and curriculum development, learning processes, implementation of teaching programs, and teacher performance evaluation.

The research instruments underwent validity and reliability testing. The validity test employed the Pearson product-moment correlation with a sample of 70 respondents from outside the population, encompassing 20 questionnaire items (Rosenthal, 2006). With a sample size of $N=70$, the critical value for the r -table was 0.707. A questionnaire item was considered valid if the calculated r -value was greater than 0.707, and invalid if it was less. The reliability test, which determined the consistency of respondents' answers, was calculated using the Spearman-Brown formula.

Data analysis was conducted through several stages, beginning with classical assumption tests, which included tests for normality, linearity, multicollinearity, and heteroscedasticity. This was followed by regression analysis, partial hypothesis testing (t -test), multiple regression analysis (F -test), and the determination of the coefficient of determination (R^2).

Descriptive statistical analysis provided a summary of the data, including the minimum, maximum, mean, and standard deviation values for each research variable. These variables included school-based management, academic supervision, and teacher professionalism. The data were derived from questionnaires distributed to the 128 respondents who were sampled in this study.

3. Results and Discussion

From the statistical data of the School Based Management (X1) questionnaire above, the questionnaire score spread from a low of 68 and a high of 98. While the range of scores that appear is 68 from 30 to 99. These figures were analyzed and the results were as follows: a) an average score (mean) of 86.60; b) standard deviation (Standard Deviation) of 7.412; (c) median (me) of 88.00; and (d) mode (mo) of 82. As for finding the average value of the variable (X1), namely: School-Based Management (X1) by summing the overall value of the questionnaire with the number of respondents

Table 1. School based management statistics (X1)

N		Mean	Median	Mode	Std. Deviation	Variance	Range	Min	Max	Sum
Valid	Missing									
70	0	86.60	88.00	82	7.412	54.939	30	68	98	6062

From the statistical data of the academic supervision questionnaire (X2) above, the questionnaire score spread from a low of 70 and a high of 99. While the range of scores that appear is 70 from 29 to 99. These figures were analyzed and the results were as follows: (a) an average score (mean) of 87.91; (b) standard deviation (Standard Deviation) of 7.19; (c) median (me) of 88.00; and (d) mode (mo) of 88. As for finding the average value of the variable (X2), namely: academic supervision (X2) by summing the overall value of the questionnaire with the number of respondents.

Table 2. Academic supervision statistics (X2)

N		Mean	Std. Error of Mean	Median	Mode	Std. Deviation	Variance	Range	Min	Max	Sum
Valid	Missing										
70	0	87.91	.859	88.00	88	7.190	51.703	29	70	99	6154

From the statistical data of the Teacher Professionalism questionnaire (Y) above, the questionnaire score spread from the lowest 60 and the highest 96. While the range of scores that appear is 60 from 36 to 96. These figures were analyzed and the results were as follows: (a) an average score (mean) of 83.99; (b) standard deviation (Standard Deviation) of 8.63; (c) median (me) of 86.00; and (d) mode (mo) of 90. As for finding the average value of the variable (Y), namely: Teacher Professionalism (Y) by summing the overall value of the questionnaire with the number of respondents.

Table 3. Teacher professionalism statistics (Y)

N		Mean	Std. Error of Mean	Median	Mode	Std. Deviation	Variance	Range	Min	Max	Sum
Valid	Missing										
70	0	83.99	1.032	86.00	90	8.632	74.507	36	60	96	5879

The study found that School-Based Management (SBM) has a significant positive effect on the professionalism of junior high school teachers in the Juwana District of Pati Regency during the 2022/2023 academic year. This is demonstrated by a correlation coefficient of 0.633 and a coefficient of determination (R^2) of 0.400. The R^2 value indicates that 40% of the variance in teacher professionalism can be explained by SBM. The regression equation $Y = 20.189 + 0.737X1$ was found to be both statistically significant and linear. The significance of this relationship was further confirmed by a t-test, which yielded a t-value of 6.735, compared to a critical t-value of 1.671 at a 0.05 significance level. Since the calculated t-value exceeds the critical value, the first hypothesis is supported, indicating a significant positive relationship between SBM and teacher professionalism in the Juwana District.

Similarly, Academic Supervision was also found to significantly influence the professionalism of junior high school teachers in the same district. The correlation coefficient for this relationship is 0.534, with an R^2 value of 0.285, suggesting that 28.5% of the variance in teacher professionalism is attributable to Academic Supervision. The regression equation $Y = 27.604 + 0.641X2$ was confirmed to be significant and linear. A t-test produced a t-value of 5.221, which is greater than the critical t-value of 1.671 at a 0.05 significance level. Thus, the second hypothesis is confirmed, demonstrating a significant positive impact of academic supervision on teacher professionalism.

When considering both School-Based Management and Academic Supervision together, their combined effect on teacher professionalism is even more pronounced. The multiple correlation coefficient was found to be 0.707, with an R^2 value of 0.499, indicating that 49.9% of the variance in teacher professionalism can be explained by these two factors combined. The regression equation $Y = 2.632 + 0.584X1 + 0.410X2$ was found to be highly significant and linear. The F-test for the third hypothesis produced an F-value of 33.456, which exceeds the critical F-value of 3.98 at a 0.05 significance level. Therefore, the third hypothesis is supported, confirming that there is a significant combined influence

of School-Based Management and Academic Supervision on the professionalism of junior high school teachers in the Juwana District of Pati Regency.

4. Conclusion

Based on the findings of this study, it is evident that both School-Based Management (SBM) and Academic Supervision significantly influence the professionalism of junior high school teachers in the Juwana District of Pati Regency during the 2022/2023 academic year. The statistical analysis shows that SBM has a substantial positive impact, explaining 40% of the variance in teacher professionalism. This suggests that effective school management practices, including planning, curriculum management, and resource allocation, are crucial for enhancing teacher professionalism. Similarly, Academic Supervision, which encompasses monitoring and evaluation of teaching processes, contributes to 28.5% of the variance in teacher professionalism. This highlights the importance of continuous professional development and performance evaluation in fostering a professional teaching environment. When SBM and Academic Supervision are considered together, they explain nearly half (49.9%) of the variance in teacher professionalism. This combined effect underscores the interdependence of management practices and supervisory functions in promoting a professional culture among teachers. The positive and significant correlations identified in this study suggest that improvements in both SBM and Academic Supervision can lead to enhanced teacher performance, which is critical for achieving educational objectives. In conclusion, the study affirms that a well-implemented School-Based Management system, coupled with effective Academic Supervision, is vital for improving the professionalism of teachers. Educational policymakers and school administrators should focus on strengthening these areas to cultivate a more professional and effective teaching workforce, ultimately leading to better educational outcomes for students.

References

- Anugraheni, T. D., Izzah, L., & Hadi, M. S. (2023). Increasing the students' speaking ability through role-playing with Slovin's Formula Sample Size. *Jurnal Studi Guru Dan Pembelajaran*, 6(3), 262-272. <https://doi.org/10.30605/jsgp.6.3.2023.2825>
- Bandur, A. (2012). School-based management developments: challenges and impacts. *Journal of educational administration*, 50(6), 845-873. <https://doi.org/10.1108/09578231211264711>
- Coleman, P. (1984). Improving schools by school-based management. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 19(001).
- Elmelegy, R. I. (2015). School-based management: An approach to decision-making quality in Egyptian general secondary schools. *School Leadership & Management*, 35(1), 79-96. <https://doi.org/10.1080/13632434.2014.962499>
- Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. *Prevention science*, 5, 5-13. <https://doi.org/10.1023/B:PREV.0000013976.84939.55>
- Kemendiknas. (2010). *Supervisi Akademis, Materi Pelatihan Penguatan Kemampuan Kepala Sekolah*. Kementerian Pendidikan Nasional.
- Kholid, K. (2019, October). Principal's Strategies and Approaches to Perform Effective Academic Supervision. In *Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia*. <http://dx.doi.org/10.4108/eai.20-8-2019.2288126>
- Muslimin, I. (2020). Academic supervision barrier and Its strategic implication. *Universal Journal of Educational Research*, 8(12A), 7305-7315.
- Purkey, S. C., & Smith, M. S. (1985). School reform: The district policy implications of the effective schools literature. *The elementary school journal*, 85(3), 353-389.
- Rahabav, P. (2016). The Effectiveness of Academic Supervision for Teachers. *Journal of education and practice*, 7(9), 47-55.
- Rahman, B. (2014). Refleksi diri dan upaya peningkatan profesionalisme guru sekolah dasar. *Refleksi Diri Dan Upaya Peningkatan Profesionalisme Guru Sekolah Dasar*, 17(1), 1-14.
- Rosenthal, R. (2006). Praising Pearson Properly: Correlations, Contrasts, and Construct Validity. *Advances in Social and Organizational Psychology: A Tribute to Ralph Rosnow*, 25.
- Sunaryo, Y. S. (2020). Academic supervision of school principals and teacher performance: A literature review. *International Journal Pedagogy of Social Studies*, 5(2), 17-34.

- Susanti, S., Wardiah, D., & Lian, B. (2020). Effect of academic supervision of school heads and school culture on quality teaching teachers. *International Journal of Progressive Sciences and Technologies*, 20(1), 67-77.
- Usman, H. M., Mudhofir, M., & Gusmian, I. (2023). The Important Role of Academic Supervision in Improving the Quality of Education. *Kontigensi: Jurnal Ilmiah Manajemen*, 11(2), 704-716. <https://doi.org/10.56457/jimk.v11i2.459>