The Existence of the Implementation of Academic Supervision of Principals in Improving the Personality Competencies of Early Childhood Teachers: A Case Study in the Context of Deep Learning

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ABSTRACT

The improvement of the quality of early childhood education is not only determined by the pedagogical and professional abilities of teachers, but also by personality competencies that play an important role in creating a safe, comfortable, and meaningful learning environment for children. Early childhood education teachers are required to have emotional stability, patience, integrity, exemplary attitude, and the ability to build positive relationships with students. However, conditions in the field show that the implementation of academic supervision in many PAUD units is still administrative. Supervision is more focused on the implementation of school programs and learning assessments, while the personal needs and personality development of teachers are often not the main concerns. This study aims to describe and analyze the implementation of academic supervision by school principals in improving the personality competence of PAUD teachers through *a deep learning approach*. This research uses a qualitative descriptive method with a constructivist paradigm and was conducted as a case study at Ceria Children's Family Planning, Bandung. Data were collected through classroom observations, in-depth interviews, and documentation studies. Data analysis was carried out using the Miles and Huberman interactive model which included data reduction, data presentation, and conclusion drawn. The results of the study show that (1) Academic supervision that is carried out in a planned, humanistic, and sustainable manner can strengthen teachers' personality competencies; (2) The application *of deep learning principles* in supervision encourages teachers to reflect on themselves, manage emotions, increase a sense of responsibility, and develop a professional attitude in learning. This approach is in line with humanistic theory that emphasizes the development of individual potential through support, empathy, and positive appreciation for teachers. The conclusion of the study is that the implementation of academic supervision of school principals can improve the personality competence of PAUD teachers in the context of deep learning. Therefore, academic supervision needs to be carried out

consistently with a more humanist approach in order to support the development of the personality of PAUD teachers in a sustainable manner.

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1. INTRODUCTION

The quality of early childhood education is very closely related to the personal quality of teachers, because teachers not only play the role of teachers, but also as role models and emotional buffers for early childhood students. Personality competencies—such as emotional stability, patience, integrity, and example—are the main foundations in building an early childhood education learning environment that is *nurturing* and oriented towards the formation of children's character. In practice, teachers' interactions with early childhood take place intensely and emotionally, so that the quality of the teacher's personality greatly determines the child's sense of security, comfort, and social-emotional development.

However, strengthening the competence of teachers' personalities cannot be achieved only through technical training or improving pedagogical skills alone. This competence develops through a process of self-reflection, professional experience, and continuous mentoring. Therefore, a professional development mechanism is needed that focuses not only on the cognitive aspects and teaching skills, but also on the personal and emotional dimensions of teachers.

Academic supervision plays a strategic role in these efforts. Ideally, academic supervision does not solely function as an administrative or evaluative activity, but as a professional development process that is dialogical, reflective, and humanistic. Through proper supervision, the principal can help teachers recognize their strengths and weaknesses, manage their emotions, and cultivate a professional attitude and moral responsibility as early childhood educators.

In line with contemporary educational paradigms, *the deep learning* approach emphasizes meaningful learning that encourages deep reflection, metacognition, collaboration, and self-transformation. When the principles *of deep learning* are integrated into academic supervision, supervision focuses not only on technical improvement of learning, but also on the process of interpreting the teaching experience and developing the teacher's professional identity. This approach provides space for teachers to reflect on personal attitudes, emotional responses, and the values that underlie learning practices.

However, the reality on the ground shows that the practice of academic supervision in many PAUD units is still administrative and formalistic. Supervision is often carried out as an obligation of the school program and focuses more on the completeness of the learning tools and pedagogical abilities of the teachers, without touching deeply on the personality aspects, emotional needs, and personal challenges faced by the teacher. This condition causes supervision to not fully function as a means of complete and sustainable professional development.

Based on these conditions, this study aims to make an empirical contribution on how academic supervision carried out by school principals, when aligned with *deep learning principles*, can play a role in improving the personality competence of PAUD teachers. The results of the research are expected to be a reference for school principals, teachers, and education stakeholders in developing academic

supervision practices that are more humane, reflective, and oriented towards the sustainable development of teachers' personalities.

2. METHODS

This research uses a qualitative approach with the constructivism paradigm, because the reality of academic supervision is seen as the result of meaningful social interaction. The data was analyzed naturalistically to understand the in-depth experience of teachers and principals.

The research method used in this study is a descriptive method with a qualitative analysis approach. This method is used to solve the problems studied where this research is aimed at exploring data and information related to the existence of the implementation of academic supervision of school principals in improving the personality competence of PAUD teachers. To obtain objective data in this study, the author uses certain data collection methods and techniques. The use of descriptive analysis methods is intended as a research method that seeks to describe and interpret objects as they are.

1. **Research Techniques and Instruments**
a. **Data Collection Techniques**
   1) Observation.
   2) Wawancaraa
   3) Documentation

Collect lesson plans/RKM, teacher reflection notes, supervision journals, supervision instruments, photos of activities, and policy documents.

b. **Research Instruments**
   1) Interview guidelines: Contains open-ended questions related to supervisory experiences, reflection, and personality development.
   2) Supervision observation sheet: Used to record behavior, coaching process, and learning dynamics.
   3) Documentation format: Contains a checklist of learning documents, reflection notes, and supervision reports.

The instrument was prepared by taking into account the validity of the content and the needs of the PAUD context.

2. **Location and Data Sources**
a. **Research Location**

This research was carried out at KB Anak Ceria Bandung City, as a research location that has the application of structured academic supervision.

b. **Research Data Sources**
The data sources in this study include:
1) Principal

Providing key data related to the implementation of academic supervision, coaching strategies, the application of deep learning principles, and the dynamics of professional interaction.
2) Early Childhood Teacher

Become a key informant to explore direct experience in the supervision process, perception of coaching, self-reflection, and its impact on personality competence.
3) Supervision Documents

Including: supervision schedules, academic supervision instruments, coaching notes, reflection reports, lesson plans/RKM, teachers' daily journals, and school policies.
4) Additional informant (optional)

Such as school supervisors or foundation administrators, when necessary for triangulation of policies and institutional culture.

3. Data Validity

To ensure the credibility, validity, and reliability of the research results, a triangulation strategy is carried out to increase the validity of the data by comparing various sources, techniques, and timers.

4. Data Analysis Techniques

Data analysis was carried out using the Miles & Huberman interactive model, which consists of three main steps and takes place simultaneously during the research process:

a. Data Reduction

The process of selecting, focusing, simplifying, and categorizing raw data from the field. Activities include:

1) Segment data by theme (supervision, deep learning, teacher personality).
2) Coding interview transcripts, field notes, and documents.
3) Eliminate irrelevant data.
4) Compile an initial pattern and theme.

The reduction was carried out continuously from before the data collection to the final stage of analysis.

b. Data Display

The presentation of data is carried out in the form of:

1) Thematic matrices
2) Categorization table
3) Relationship chart between concepts
4) Descriptive narrative

The presentation of this data makes it easier for researchers to see patterns, relationships between categories, and find deep meaning in deep learning-based academic supervision practices.

c. Conclusion Drawing & Verification

Conclusions are drawn through:

1) Interpretation of data patterns
2) Empirical findings from the field
3) Relationship with supervision theory and deep learning
4) Verification through triangulation and member check

Conclusions are tentative at first, but they become strong once they are tested for consistency and validity.

3. FINDINGS AND DISCUSSION

Research Results

The results of the research were obtained through in-depth interviews, observations, and documentation studies at the PAUD institution where the case study was located. Data analysis uses the Miles & Huberman model: data reduction, data presentation, and conclusion drawn. Here are the main findings of the study:

1. Form of Implementation of Academic Supervision of School Principals
a. Supervision Planning

The principal prepares a supervision plan programmatically every semester. Plans include:

1) Schedule for the implementation of class supervision.
2) An instrument for learning to learn.
3) The supervisory focus is on the teacher's personality behavior, including patience, exemplarity, empathic communication, and professionalism.

However, some teachers stated that they were rarely involved in the preparation of supervision plans.

b. Supervision Implementation

Supervision is carried out through three approaches:

1) Structured class visits

The principal observes the learning planning, interaction with the child, and the management of the play environment.

2) Deep learning-based coaching

The principal applies techniques such as deep reflective questions, discussion of meaning, mapping of teachers' behavior patterns, identification of personal difficulties in dealing with class dynamics.

3) Personal assistance

Teachers who experience personality problems (irritability, lack of empathy, lack of confidence) receive individualized guidance.

c. Evaluation and Feedback

Evaluations are carried out periodically through:

1) Joint reflection after observation.

2) Assessment of the teacher's personality development every three months.

3) Providing recommendations for self-development.

Some teachers feel that evaluation is constructive, but there are also those who feel that they lack continuous follow-up.

2. The Existence of Supervision in Improving the Personality Competence of Early Childhood Education Teachers

The findings show that academic supervision has a real contribution to teachers' personality competencies, including:

a. Emotional Control and Patience

Reflection-based supervision helps teachers manage anger when children are difficult to control, be calmer during conflicts between children, understand the meaning of role models.

b. Developing an Exemplary Attitude

Teachers become more aware to maintain speech, show honest and disciplined behavior, become a reliable figure for children.

c. Increased Professional Responsibility

Teachers show an improvement in attendance discipline, neatness in lesson planning, commitment to internal training.

d. Reflective Capacity Building (Deep Learning Competence)

Through in-depth coaching, teachers are able to analyze the causes of their behavior, understand personal motivations in teaching, and recognize personality areas that need to be improved.

3. Supporting and Inhibiting Factors

a. Supporting Factors

   1) Humanist leadership of the principal.

   2) Positive school climate.

   3) Availability of supervision instruments.

   4) Teachers' commitment to change.

b. Inhibiting Factors

   1) The principal's busyness makes supervision less intense.

   2) The teacher felt anxious when observed.

   3) Not all teachers understand the concept of deep learning-based supervision.

   4) Limited reflection facilities (special coaching room).

Discussion

The discussion interpreted the findings by relating them to academic supervision theory, teacher personality competencies, and deep learning frameworks.

1. The Existence of Academic Supervision in the Perspective of Early Childhood Education Management

The findings show that academic supervision still exists and functions strongly as an instrument to improve the quality of teachers. This is in line with the theory:

a. Glickman said supervision should be helpful, not judgmental.

b. Sergiovanni who emphasized the development of moral values and professional character.

It is evident that the principal not only assesses teaching practices, but also develops personality aspects through reflective feedback.

2. Academic Supervision and Teacher Personality Competency Improvement

Supervision has been proven to affect teachers' ability in self-control, emotional stability, example, independence in action, and a sense of responsibility. This is in accordance with the definition of teacher personality competence according to Permendiknas No. 16 of 2007: a person who is steady, noble, wise, and authoritative. Regular mentoring helps teachers display consistent positive behavior in educational interactions.

3. The Role of Deep Learning in the Supervision Process

Supervision in this context not only corrects teaching techniques but also:

a. Encourage teachers to understand the meaning of

Teachers are invited to interpret the teaching experience in depth so that personality changes are more authentic, not just superficial.

b. Dig into the root cause of behavioral problems

Through reflective questions:

"What causes you to be irritable?"

"What value do you want to show the child?"

The deep learning approach triggers higher self-awareness.

c. Integrating old and new experiences

Teachers can relate previous teaching experiences to new, more educational practices. This is in line with Marton & Säljö's theory that deep learning emphasizes understanding meaning, not just technical actions.

4. Limitations of Supervision Implementation

Although supervision has a positive impact, there are limitations:

a. The intensity of mentoring is inconsistent.

b. There are still teachers who find it difficult to accept criticism.

c. Support facilities are still minimal.

These limitations show that the existence of supervision still needs to be improved through strengthening the school management system, including policies, time, and a culture of reflection.

5. Research Implications

a. School principals need to improve supervision patterns to be more structured and sustainable.

b. Deep learning-based supervision has proven to be effective and can be used as a model for fostering the personality of early childhood education teachers.

c. Teachers need to be trained in self-reflection and empathic communication.

4. CONCLUSION

Based on the results of the research on "The Existence of the Implementation of Academic Supervision of Principals in Improving the Personality Competence of PAUD Teachers (Case Study in the Context of Deep Learning)", it can be concluded as follows: The implementation of academic supervision in PAUD institutions This study shows that school principals are still carrying out supervision functions in an active and structured manner. The supervision process consists of stages:

a. supervision, which includes preparing schedules, determining the focus of supervision, and providing observation instruments. However, teachers have not been fully involved in the preparation of the plan.b. The implementation of supervision is carried out in the form of classroom observation, deep learning-based coaching, and individual mentoring. School principals try to dig into the root of teachers' behavioral problems and help increase their awareness of their role as educators. Evaluation and feedback are carried out through joint reflection, periodic assessment, and the provision of self-development recommendations. However, not all recommendations are followed up on an ongoing basis. The implementation of academic supervision in this study shows a strong existence, although there are still some weaknesses related to the intensity and consistency of implementation.

1. The Impact of Academic Supervision on Teachers' Personality Competencies

Supervision has been proven to make a significant contribution to improving the personality competence of PAUD teachers. The improvement is seen in:

a. Emotional control and the teacher's ability to deal with children's behavior patiently and calmly.
b. Examples, such as maintaining speech, show polite, honest, and disciplined behavior.
c. Professional responsibility is characterized by increased discipline, neater learning planning, and commitment to coaching.
d. Reflective skills (deep learning competence), where teachers are increasingly able to understand personal motivations, analyze their weaknesses, and connect old experiences with new and more educational practices.

Thus, academic supervision becomes a strategic instrument in shaping teachers' personalities according to the competency standards of early childhood teachers.

2. Supporting and Inhibiting Factors of the Existence of Supervision The existence of academic supervision is influenced by various factors:

a. Supporting factors: humanist leadership of the principal, positive school climate, availability of supervision instruments, and the willingness of teachers to change.
b. Inhibiting factors: limited time of the principal, teachers' anxiety when observed, lack of teachers' understanding of the concept of deep learning-based supervision, and lack of support facilities for the reflection process.
c. These factors determine the success and sustainability of academic supervision in PAUD.

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