



Principal Academic Supervision in the Construction of *Merdeka* Curriculum Based on Humanistic Spiritual Values

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Abstrak

Rendahnya mutu pembelajaran saat ini ditandai dengan rendahnya hasil belajar peserta didik. Salah satu indikator penyebab rendahnya mutu pembelajaran adalah kelemahan kepala sekolah dalam kegiatan supervisi akademik untuk mengungkit dan memberdayakan potensi pengajaran guru. Dengan demikian, penting untuk mengkonstruksi kegiatan supervisi akademik kepala sekolah berbasis nilai-nilai spiritualitas humanistik sesuai pedoman kurikulum merdeka. Tujuan penelitian ini untuk mendeskripsikan alasan penerapan nilai-nilai spiritualitas humanistik dan bentuk peran kepala sekolah dalam kegiatan supervisi akademik. Metode penelitian menggunakan penelitian kualitatif, desain studi kasus. Partisipan dalam penelitian ini adalah 3 kepala sekolah dan 3 guru senior dari 2 sekolah yang diteliti. Pengumpulan data melalui wawancara, observasi, dan studi dokumentasi. Analisis data menggunakan metode analisis analitik yang dimodifikasi. Hasil penelitian menjelaskan alasan kepala sekolah menerapkan nilai-nilai spiritualitas humanistik (karakteristik pribadi, spirit yang dihidupkan di lingkungan sekolah, dan penghayatan ajaran agama) dalam supervisi akademik. Selain itu, peran kepala sekolah dalam supervisi akademik dibuktikan melalui perilaku etis, ketulusan, kesabaran, kerendahan hati, sensibilitas, keramahan, kesetaraan, komunikasi terbuka, saling menghormati. Penelitian ini berimplikasi pada pengembangan supervisi akademik kepala sekolah berbasis nilai-nilai spiritualitas humanistik dalam upaya memberdayakan potensi pengajaran guru yang dibuktikan dengan peningkatan motivasi berprestasi peserta didik.

Kata Kunci: Kepala Sekolah, Supervisi Akademik, Spiritualitas Humanistik, Motivasi Berprestasi

Abstract

The low quality of learning today is marked by the low learning outcomes of students. One of the indicators causing the low quality of learning is the need for school principals in academic supervision activities to leverage and empower the teaching potential of teachers. Thus, it is important to construct principals' academic supervision activities based on humanistic spirituality values according to the Merdeka curriculum guidelines. The purpose of this study is to describe the reasons for implementing humanistic spiritual values and the role of the principal in academic supervision activities. The research method uses qualitative research and case study design. The participants in this study were three principals and three senior teachers from the two schools studied—data collection through interviews, observation, and documentation studies. Data analysis used a modified analytic analysis method. The study results explain the reason for the principal's application of humanistic spiritual values (personal characteristics, the spirit that is lived in the school environment, and the appreciation of religious teachings) in academic supervision. In addition, the role of the principal in academic supervision is proven through ethical behavior, sincerity, patience, humility, sensibility, friendliness, equality, open communication, and mutual respect. This research has implications for the development of school principals' academic supervision based on humanistic spiritual values to empower the teaching potential of teachers, as evidenced by an increase in student achievement motivation.

Keywords: Principal, Academic Supervision, Humanistic Spirituality, Achievement Motivation

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1. INTRODUCTION

Education is a conscious effort to build awareness of changes in thinking, behavior, and character through learning activities. Quality learning activities are very important to realize the competency ownership of students in facing competition in the Industrial Revolution 4.0 era (Fatah & Komariah, 2020; Umachandran et al., 2018). Concentration on the meaning of knowledge through quality learning activities supports the dimensions, elements, and sub-elements of the Pancasila student profile in the Merdeka curriculum. The achievement of the Pancasila Student Profile (P3) in question is covered in six dimensions,

namely the dimension of faith, piety to God Almighty, and noble character, the independent dimension, the dimension of cooperation, the dimension of global diversity, the dimension of critical reasoning, and the creative dimension (Indah Junia & Sujana, 2023; Nurasiah et al., 2022a). In achieving the success of a project, of course, cooperation between students is needed (Gunawan & Suniasih, 2022; Safitri et al., 2022). In addition, by becoming creative students, they can make changes or modifications and produce something original, meaningful, useful, and useful for the general public (Nurasiah et al., 2022b; Rachmawati et al., 2022).

There are problems experienced in the learning process. The low quality of learning in the aspect of learning failure or incomplete learning (learning loss) at the specified level is accompanied by weak mastery of the material at each stage of learning due to the low achievement motivation of students (Indrawati et al., 2020; Pratiwi, I. & Utama, 2020). The low achievement motivation of students in Indonesia is proven through the Indonesian National Assessment Program Survey (INAP) that 77.13% of students have difficulty understanding Mathematics, 46.83% Reading, and 73.61% Science. The quality of teacher learning in science, reading, and mathematics is lower than in other OECD countries. Indonesian learning quality issues related to reading ability (ranked 72 out of 77 countries), science (ranked 70 out of 78 countries), and mathematics (ranked 72 out of 78 countries). The cause of the low achievement motivation of students is that teachers tend to prioritize administrative completeness, ignore simple, innovative, and meaningful lesson plan designs, and are concerned with classroom action and the teacher's learning model is still conventional and teacher-centered, resulting in low student learning creativity (Aeini, 2019; Ari & Wibawa, 2019; Wahyuningtyas & Kristin, 2021). The cause of low quality of learning is caused by the ineffectiveness of the school principal's academic supervision activities in improving the quality of teacher teaching. The weakness of the principal as a supervisor indicates that the principal's approach is ineffective in helping teachers develop and empower teaching competencies (Peters & Rivas, 2018). Academic supervision by school principals in Indonesia has not positively impacted improving the quality of teacher learning, resulting in low student achievement motivation.

To overcome the weaknesses of the principal's approach to academic supervision activities, an effective strategy is needed to empower, develop, and leverage teacher-teaching competencies. The strategy offered through this research is the academic supervision of school principals in constructing a Merdeka curriculum based on humanistic spiritual values. In supervision, spiritual leadership focuses on inspiring, arousing, influencing, and moving members through example, compassion, and applying divine values in their leadership behavior (Budiarti et al., 2020). The best practice for clinical supervision is that supervisors should pay attention to spirituality, religion, and values in their work (Gutierrez et al., 2020). Spiritual competence, such as multicultural competence, should serve as a framework for ethically and effectively incorporating spiritual and religious issues into counseling. Principals need to understand the richness of the teacher's spirituality, show sensitivity, and be open to capturing the spiritual dynamics that inspire the teacher's life. The sensitivity of conscience of the school principal awakens interpersonal sensitivity through the dialogue of love and concern for teachers (Ismi, 2017; Kurniawati et al., 2020; Secor & Bridges, 2021). The spiritual leader expresses himself not in words or sermons but in values such as honesty, caring and concern, showing respect, fair treatment, and acknowledging the teacher's contribution to have a good influence on the work performance of the teacher who acts as a good educational agent. Build students' futures (Qudus et al., 2022).

Previous findings state that the approach to supervision activities focuses on the actions of spiritual leaders who need to be integrated with restoring humanistic dimensions. The role of leadership is limited to the behavior of spiritual leaders. It has yet to integrate

with the human values of respect for teachers with their strengths and weaknesses, so they do not help restore teacher self-confidence and elevate teachers to the level of teacher human morality (Legi et al., 2022; Opradesman et al., 2019). In addition, the practice of spiritual leadership has universal value. It is not specific to the development of the spirit lived in the workplace (school culture) as a manifestation of the school's uniqueness. Therefore, further research is still needed on school principals' academic supervision activities based on humanistic spiritual values inspired by the appreciation of religious teachings, and the spirit lived in the school environment (school culture). The novelty of this research is to examine the reasons that inspire school principals to apply humanistic spiritual values in academic supervision activities. This study aimed to analyze the role of school principals in academic supervision based on humanistic spirituality values to increase student achievement motivation. The existence of this research is expected to motivate school principals to put forward an attitude of respect for teacher dignity. These ethical practices are altruistic, compassionate, peaceful, full of love, concern, and care, and sincerely appreciate the strengths and weaknesses of teachers.

2. METHODS

This study uses a qualitative descriptive research design based on analytical studies (Yin, 2018). This method aims to describe the reality of the low quality of learning outcomes in Indonesia caused by the low quality of learning. Based on the problem of low-quality learning, the design of this study not only describes the role of the principal in academic supervision but also explains in depth the reasons that inspire school principals to apply humanistic spiritual values in academic supervision activities. In addition, this study describes the academic supervision activities of school principals based on humanistic spiritual values to leverage and empower the teaching potential of teachers, which has an impact on increasing student achievement motivation. Thus, this study unifies the values of humanistic spirituality in academic supervision activities. In addition to using qualitative research holistically in data collection to obtain in-depth information regarding the school principal's academic supervision activities in leveraging and empowering the teaching potential of teachers to increase student achievement motivation.

The research subjects consisted of 3 principals and six senior teachers. The sampling technique in this study was purposive sampling, carried out using the chimney technique (Yin, 2018). Selection of participants based on mastery of in-depth information trusted as a valid data source. The data sources used in this study consisted of two groups, the first two principals in two schools (private Catholic and Christian private schools) located in Malang, East Java, Indonesia. Collecting data from school principals is to find out and check the truth of the principal's reasons for implementing a humanistic spirituality approach and the principal's action steps in academic supervision activities based on humanistic spirituality values and their impact on teachers and students. The second group is six senior teachers who always accompany the school principal in academic supervision activities. Senior teachers were selected to obtain additional information regarding the truth of the principal's statement, specifically the reasons for implementing a humanistic spirituality approach in academic supervision and the steps of the principal's role in academic supervision activities based on humanistic spirituality values. These two research focuses were reviewed and described to prove that the principal's approach to academic supervision activities impacted empowering teacher teaching competencies which affected increasing student achievement motivation.

Methods of data collection by interviews, observation, and documentation. Interviews reveal the participants' perspectives in interpreting people, phenomena, activities, feelings, motivations, and recognition of the research focus (Miles et al., 2014). Regarding incidents or

supervision activities in class, we made direct observations. In addition, they are using the snowball sampling technique to collect information from one informant to another continuously. The process ends when the collected data is saturated. The data collection process starts with broad data collection, then narrows according to the research focus (Miles et al., 2014). Analysis activities are continued by analyzing data, compiling, dividing into units, synthesizing, looking for patterns, and finding what is meaningful, researched, and reported systematically. The inductive method is used to manage qualitative research data. Then the data is presented, which allows conclusions to be drawn. We draw temporary conclusions based on the matrix made to find patterns, topics, or themes according to the research focus (Miles et al., 2014).

The validity of the data in this study uses several measurements. First, the measure of credibility. The credibility of the data aims to prove the suitability of the data with the facts in the research (Miles et al., 2014). To establish the validity of the data, using vetting techniques expands engagement, thereby enabling an increased level of credibility in the data collected. Observation activities, looking for and finding situations relevant to the problem under study; triangulation helps check data by comparing it with other data (Miles et al., 2014). Second, transferability: This technique demands reporting research results as accurately as possible and refers to the research focus (Miles et al., 2014). Third, dependability: Dependency or dependency audits are carried out by presenting an auditor (supervisor) to examine the raw data that has been collected. Reduced data, results of data analysis, data reconstruction, and results of synthesis, notes on the course of research material related to the intent and intent, including research proposals, and instrument development information, including formats of interview questions, observations, and documents (Creswell, 2012). Fourth, confirmability. Examination of certainty criteria consists of several steps; the auditor needs to find out whether the research findings are derived from the data; the auditor determines whether conclusions are drawn based on data by considering accuracy and whether these conclusions are supported by theoretical studies or only based on the a priori of the researcher in conceptualizing the findings. Because of this, the criterion of study certainty relates to the extent to which the data and its interpretation are based on the data, not just the results of research constructs (Miles et al., 2014).

3. RESULTS AND DISCUSSION

Result

The application of a humanistic spirituality approach in academic supervision activities by school heads at private schools with Catholic status (School A) is the living spirit of the founder of the Congregation of Ursuline Sisters, Santa Angela Merici, "Servite Et Amate," "Serve and Love." This motto emphasizes Catholic Education teachings in the Instrumentum Laboris-Gravissimum Educationis (GE), which emphasizes ethical, moral values and Christian spiritual morality to form a new humanism in education. The reasons for implementing a humanistic spirituality approach are presented in Figure 1.

Based on Figure 1, the school principal explains the reasons underlying the academic supervision approach. The principal behaves as a parent, using ethical speech, respect, and empathy to guide teacher teaching, encouraging teachers to have a spirit of innovation, respecting the role of the teacher, and motivating teachers to become religious individuals, directing teachers to live up to the inspiration of St. Angela so that the spirit of Servite Et Amate always animates the teacher's actions in learning. The principal has an open, caring, sincere love attitude to guide and empower the teacher's teaching competence in supervision. Be honest, polite, and always motivated to work and serve students. Always set an example of gentle, humble behavior and professionally accept the teacher's strengths and weaknesses.

Private schools with Christian status are inspired by the spirit of the trilogy of Christian education ministry missions, namely Veritas (truth), Libertas (freedom), and Caritas (love). The inspiration for this approach is emphasized in Figure 2.

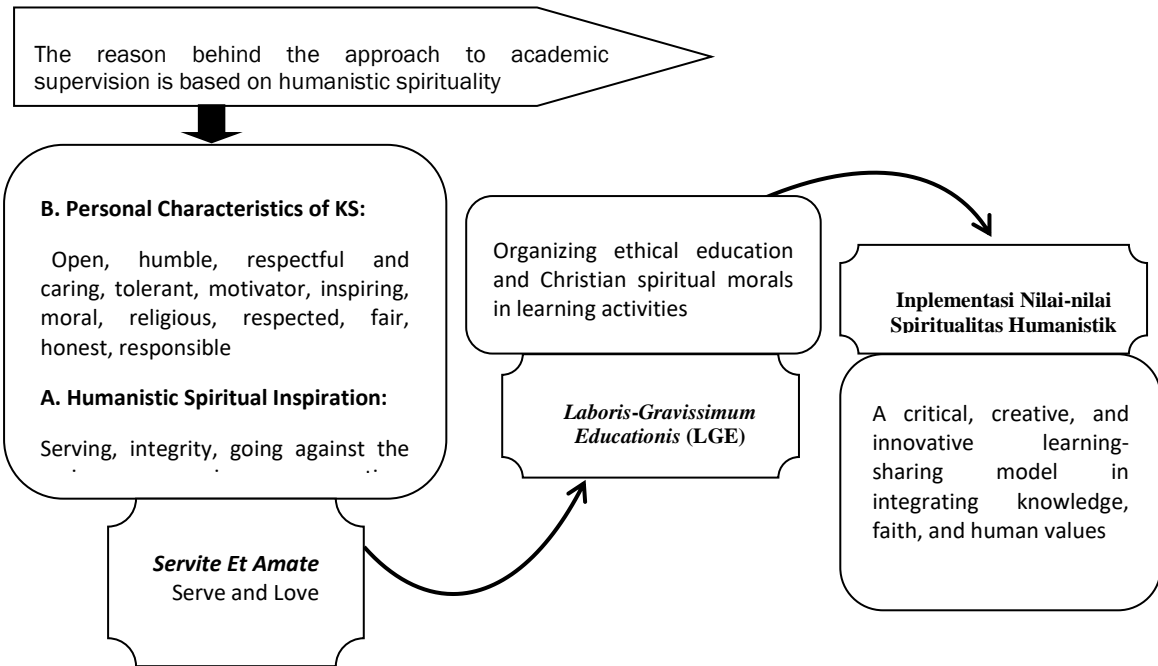


Figure 1. Background on the Application of Humanistic Spiritual Values in the Academic Supervision of Principals in Schools.

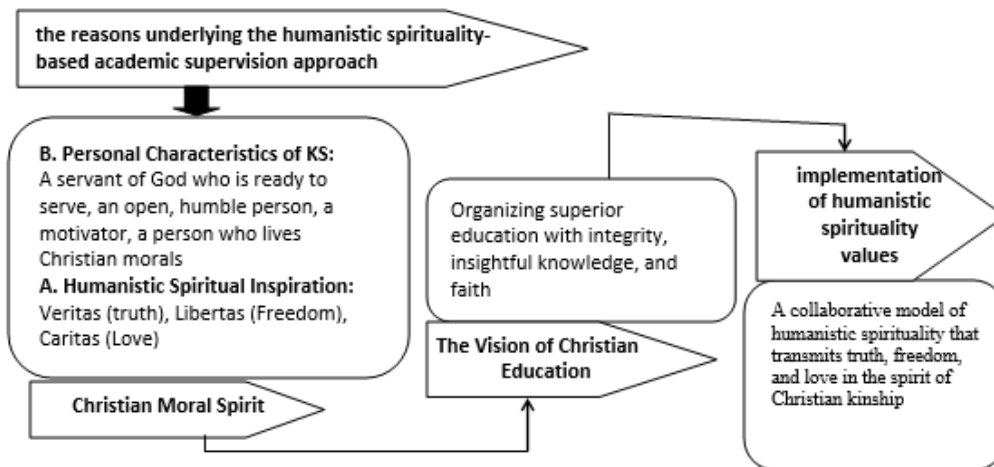


Figure 2. The Background of the Application of Humanistic Spirituality Values in the Academic Supervision of the Principal at the School

Based on Figure 2, the principal explains the reasons underlying the academic supervision approach in learning activities. As an educational servant, the school principal lives the spirit of Christian education service in supervision activities, namely, Veritas to teach the way of truth, Libertas (independence) to give teachers the freedom to innovate, and Caritas (love) always to care and love teachers. Therefore the principal's attitude in supervision is open, humble, and has the quality of faith to love and respect teachers. Based on the explanation of the school principal, three senior teachers stated that the principal

always shows family relations, uses polite language and respects teachers with love, motivates teachers to develop their abilities and has a spirit of achievement, and sets an example of good behavior to teachers and students. Forms of the Principal's Role in Academic Supervision. The roles of the two school principals studied were implementing the stages of planning, implementing, and evaluating. All steps of academic supervision by the principal aim to leverage and empower the teaching potential of teachers, which has an impact on increasing student achievement motivation.

The forms of academic supervision activities by the school principal is described as follows. First, planning supervision activities. In the planning activities, the two principals held an initial meeting with the teachers to discuss the supervision schedule and the material content prepared by the teacher in the Merdeka curriculum document, which included; scope, learning achievement (CP) according to phase (class), sequence of material, flow of learning objectives (ATP), Pancasila student character, learning scenarios, assessment, time allocation, and learning resources. Meanwhile, principals in Catholic schools apply humanistic spirituality values through an open attitude to the discussion, humble listening to learning scenarios prepared by the teacher, flexible and politeness in giving directions to the teacher. Furthermore, principals in Christian schools give freedom to teachers to innovate in developing assessments, encouraging teachers to pay attention to the characteristics of the subjects so that they are by the flow of learning objectives. The two principals' application of humanistic spirituality values is shown through a servant's attitude, such as; listening, appreciating, giving freedom of speech, and encouraging teachers to pay attention to students with feelings of love and belonging.

Second, the implementation of supervision activities. Stages of implementation of supervision through observation and discussion of material together in class. The two principals applied a love-based learning-sharing model to serve each other, commonly called the humanistic spirituality collaboration-sharing model. The teacher and the principal make material boundaries, and each gives material according to his distribution. The actions of these two principals have helped direct and guide teachers in a quality learning process. However, what is different between the two principals is that principals in private Catholic schools emphasize the sequence of material and the flow of learning objectives that the teacher does not optimally explain. At the same time, principals in private Christian schools give freedom to teachers to assess aspects that have yet to be optimally explained on their own and emphasize learning scenarios. The application of the values of humanistic spirituality by the two principals appears in behavior that is open to learning from each other, respecting each other, serving each other, giving teachers freedom to innovate, giving teachers opportunities to find problems, building teacher confidence, respecting the role and competence of teachers, accepting teachers as a person created by God who is equal and dignified, accepts a teacher with the uniqueness of being called a teacher.

Third, evaluation of supervision activities. At the evaluation stage, the two principals differ in their evaluation. At school A, the principal conducts evaluations with teachers and students. After attending the lesson, students were asked to talk about their understanding and satisfaction. Meanwhile, teachers are asked to find their sequence of material and flow of learning objectives that have yet to be presented optimally so that they can be improved at developing continuous learning. Furthermore, learning restoration activities are carried out through Teacher Working Groups (KKG) activities using the peer tutor guidance model, teacher mobilization training, teaching guidance workshops, conducting comparative studies to other schools fostered by the same school foundation, and comparative studies at other schools established by the government and other schooling foundations.

Furthermore, the principal conducts evaluations with students and teachers in one subject group at school B. Evaluation with students is carried out after the lesson to get input

from students regarding the depth and breadth of the material and the level of students' understanding of the material that has been presented. Meanwhile, evaluation with teachers is carried out in groups of teachers of the same subject so that teachers find problems with each other and find solutions together to overcome problems. Solutions to overcome the problem are implemented through teacher training activities programmed by the education office and internal schools. The application of humanistic spirituality values by the two principals is seen in an open attitude to accepting the strengths/strengths and limitations of teachers, encouraging teachers to overcome learning problems, having a concern for empowering teachers, building teacher confidence, respecting teachers as colleagues and fellow creatures of God who need to be supported.

The impact of supervision activities on increasing student achievement motivation. The application of humanistic spiritual values in academic supervision by the school principal through spontaneous delivery during preparatory meetings and at the end of the supervision activities contains motivation that makes teachers aware that being a teacher is a mandate from God. The impact is where the teacher shows confidence in carrying out learning scenarios. In addition, the teacher shows an open, flexible, democratic attitude when discussing, being gentle, humble, patient, and full of love guiding student learning. The students' responses were pleasant because they felt accepted and valued while studying. This pleasant learning atmosphere has a positive impact on students' learning motivation to excel. Furthermore, the principal invites students with gentleness and love so that they study hard, have good moral behavior, and become religious individuals.

Discussions

The principle applies the values of humanistic spirituality in academic supervision activities sourced from personal characteristics. This spiritual inspiration is lived in the school environment in the motto "Servite Et Amate": serve and love and the spiritual trilogy of Christian morals *veritas* (truth), *Libertas* (independence), *Caritas* (love), personal spirituality based on religious teachings that support humanist teacher academic supervision assistance. The importance of instilling new ethical, spiritual, and humanist moral values in the educational environment is based on leaders' behavior and personal characteristics (Jones, 2019; Peters & Rivas, 2018). A school principal must have a moral imagination (feelings, rationality, spirituality) to support teacher teaching activities (Bafadal et al., 2019b; Waddock, 2016). Thus, this study's results expand previous research that describes the cultivation of ethical, spiritual, and humanist moral values in the educational environment. In addition, the results of this study clearly describe the sources of inspiration behind which school principals apply these values in academic supervision activities. Furthermore, an explanation of why the principle applies humanistic spirituality values.

First, personal characteristics are characteristics, characters, and morals formed from beliefs through the internalization of various perspectives, mindsets, behaviors, and speech shown in everyday life. Some of the superior characteristics that need to be possessed by principals, in general, are instructional leaders, advancing the school's vision and mission, placing the needs of all school members above personal interests, and improving teacher performance (Mette et al., 2020; Wiyono, 2017). The results of this study expand the results of previous studies, which describe the personal characteristics of school principals in supporting the effectiveness of academic supervision activities, such as being open to accepting the strengths and weaknesses of teachers, being humble, respectful, and caring, tolerant, motivator, inspiring, moral, religious, respected, fair, honest, responsible, ready to serve. An educational leader is not only identified by leadership style but also by personality aspects, namely awareness of oneself and others, and appreciation of diversity (culture,

religion, ethnicity, and class) and flexibility (Aprida et al., 2020; Kusumaningrum et al., 2020; Mette et al., 2020).

Second, developing a spirit that is lived in the school environment. School spirit is a sense of identity and community shared by all school members as the spirit that drives an educational institution. Spirit directly reflects the school's culture, which strongly influences overall academic and non-academic performance (Crick & Jelfs, 2011; Lavine et al., 2014). The school principal's academic supervision activities are inspired by the spirit of "Serve Et Amate,": serve and love," and the trilogy of Christian moral spirituality in learning, namely Veritas (teaching the truth) Libertas (freedom to learn) Caritas (teaching love), by prioritizing an attitude of devotion to serving, integrity, compassion, cooperation. Principal leadership based on humanistic values aims to shape the moral imagination of teachers in managing learning through several emphases, namely, the teacher's life has meaning, purpose, and uniqueness. Teacher and student assistance activities aim to develop personal growth, so it is necessary to promote mutual respect and Open and democratic dialogue in the evaluation of learning (Kaeng et al., 2022; Nugrahani, 2017). In addition, the application of a leader's moral imagination is shown in a humanistic attitude that puts forward a working system using the heart, positive emotions, rationality, caring, and love when building working relationships with others (Peters & Rivas, 2018; Waddock, 2016). Working with the heart aims to create calm and self-awareness in subordinates on the meaning of work (Effendi et al., 2020).

Third, the appreciation of religious teachings is manifested in humanistic behavior. Values originating from religion that are internalized personally in the horizontal dimension give birth to an educational model called humanistic pedagogy (Effendi et al., 2020; Jones, 2019). The essence of education is to build a new humanism, willing to foster and accompany work to realize the common good (Effendi et al., 2020b; Sullivan, 2018). The appreciation of religious teachings by the principal in supervision activities builds a peaceful working relationship, which is interdependent and bound to a common goal, namely respect for the dignity of teachers and students as the image of God. Implementation of the Merdeka curriculum on the Pancasila student profile sub-element. The Pancasila student profile sub-element clarifies the purpose of implementing education in Indonesia, which does not only emphasize academic achievement but also considers respect and unconditional recognition of the dignity of teachers and students, dimensions of faith, piety to God Almighty, and noble character (Fitriani & Yanuarti, 2018; Kusumaningrum et al., 2020; Secor & Bridges, 2021). A learning environment that enlivens the values of humanistic spirituality shows learning characteristics that are more productive, flexible, creative, and humanistic (Arnetz et al., 2013; Gibson, 2011).

Forms of the principal's role in academic supervision based on humanistic spiritual values. Empowerment of teacher teaching professionalism is an excellent strategy for learning recovery (Marhawati, 2019). One of the superior strategies for learning recovery is by conducting academic supervision. Academic supervision strengthens teachers' teaching competence in learning activities (Najmiah, 2021; Sanoto, 2021; Suwartini, 2017). The aim is to measure the effectiveness, efficiency, relevance, and feasibility of curriculum and learning design and implementation. Academic supervision is an act of teacher principal's assessment of teacher learning behavior in directing students through lesson plan scenarios (Effendi, Y.R & Sahaertian, 2022). Thus, the role of the principal as a supervisor is described as a series of actions to monitor, assess and offer guidance and direction on learning practices to teachers to empower teaching quality and classroom management which have an impact on increasing student achievement motivation (Nurabadi et al., 2020; Bafadal et al., 2019a).

The results of this study expand the results of previous research, where one of the important indicators is the effectiveness of academic supervision through the application of humanistic spiritual values by school principals. Practically, academic supervision based on

the values of academic spirituality is not only related to controlling the effectiveness of the implementation of tasks and the teacher's role in learning but jointly looking for and finding problems and seeking action to restore learning in order to achieve quality learning that stimulates student achievement motivation. Applying this approach provides space for living a humanistic spirituality according to the spirit that is lived in the school environment and the personal appreciation of the principal based on religious teachings. Supervision is based on humanistic values in preparing important learning through an open attitude to help implement a more effective learning direction. The principal's application of humanistic spiritual values in planning supervision activities is a form of a certain feeling of work that gives energy for action (the spirit that drives) (Hull et al., 2016; Jones, 2019). The principal's application of humanistic spirituality values stimulates teachers to invest and motivates teachers to work effectively and help each other (Peters & Rivas, 2018). These humanistic spiritual values represent the significance of the principal's approach to mastering self, thoughts, feelings, and behavior (Ross et al., 2013). In addition, the values of humanistic spirituality lived in the school environment are eternal values that motivate school principals. Thus, academic supervision by the principal is focused on efforts to build a new humanism to realize quality learning (Nisenholz, 2014; Jones, 2019). This new humanism in the context of academic supervision is intended to place the teacher as an equal and dignified co-worker so that communication that is mutually respectful, interdependent, and bound to a common goal is formed, namely increasing student achievement motivation (Shih, 2018) ((Nisenholz, 2014; Shih, 2018).

This finding is reinforced by the findings of previous studies stating that teacher performance increases through the application of academic supervision (Ismi, 2017; Kotirde & Yunos, 2014; Priyanto, 2021). Given the limited number of research locations studied in this study, it is necessary to increase the number of research locations, especially to assess the effectiveness of academic supervision activities based on humanistic spiritual values by principals in other schools. In addition, it is necessary to carry out quantitative research studies in further research to statistically measure the effectiveness of the principal's role at each stage of academic supervision activities. Furthermore, it statistically measures the direct effect of the principal's academic supervision activities based on academic spirituality values on increasing teacher teaching competence and the indirect effect on increasing student achievement motivation.

4. CONCLUSION

Personal characteristics and spirit inspire academic supervision activities based on humanistic spiritual values in the school environment. School principals' implementation of academic supervision based on humanistic spirituality values aims to build a new humanism that places the teacher as an equal and dignified colleague, thus restoring teacher confidence and morality, improving teaching quality, and increasing student achievement motivation.

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