

IMPLEMENTATION OF PRINCIPAL ACADEMIC SUPERVISION TO IMPROVE TEACHER PERFORMANCE IN NORTH BOGOR

Sri Setyaningsih^{a*)}, Yudhie Suchyadi^{a)}

^{a)}*Universitas Pakuan, Bogor, Indonesia*

^{*)}*Corresponding Author: sri_setya@unpak.ac.id*

Article history: received 04 May 2021; revised 18 May 2021; accepted 06 June 2021

Abstract. The purpose of this research was to obtain information about the implementation of academic supervision done by the headmaster in order to develop teachers' performance. This research used qualitative method. Data were collected through interview, observation and documentation. The subjects of this research were the headmaster and the teachers. The results showed that the implementation of the academic supervision was done on three steps were planning, implementation and evaluation. The teachers gave positive responses to the implementation of academic supervision..

Keywords: academic supervision, headmaster, teachers' performance

I. INTRODUCTION

In the world of education, the role of the teacher is very important, namely the person who is responsible for educating the lives of students, and is responsible for all attitudes, behavior and actions in order to foster students to become people who are virtuous, capable, and useful for the homeland and nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education [1]. Because teachers have an important role in the world of education, teachers must have good performance. Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set (Sulistiyorini [2]). Meanwhile, according to Timple [3] that performance is the result of a specific job function or activity which consists of three aspects, namely the clarity of the task or work that is his responsibility; clarity of expected results from a job or function; and clarity of the time required to complete a job so that the expected results can be realized. To see and assess and assist teacher performance so that all programmed activities can run effectively and efficiently and in accordance with what has been planned, supervision or supervision is needed by the principal. This is in accordance with what was expressed by Sahertian [4] that supervision or supervision of education is nothing but an effort to provide services to education stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of learning processes and outcomes. Thinking skills and science processes must be developed through science learning with certain models and media to foster students' abilities to think creatively, innovatively and productively [5].

The purpose of supervision is to help teachers develop their ability to achieve learning goals that must be achieved by students. namely by increasing the knowledge and skills of teaching teachers, increasing commitment, and willingness and motivation of teachers, because by increasing the ability and work motivation of teachers, the quality of learning will increase (Ruswenda [6]). The supervision or teacher development emphasizes more on the professional development of teachers, namely coaching that is more directed at efforts to improve and enhance the professional abilities of teachers [7]. Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial abilities, are skilled, creative, have professional openness in understanding the potential, characteristics and developmental problems of students, are able to develop study plans and students' careers and have the ability to research and develop curriculum [8]. Referring to this study, the researcher chose an elementary school in the district of North Bogor, where many of the teachers were young, not yet optimal in the experience in the learning process.

The application of educational supervision specifically aims to develop the potential of students through quality learning activities carried out by teachers [9]. Supervision is one of the mechanisms in improving the performance of professionalism to create a better student learning process through better learning [10]. Meanwhile, in general, supervision aims to develop and achieve an effective and relevant teaching and learning process through improving the ability of teachers [11]. Supervisors have the task of coordinating all school efforts, expanding teacher experience, encouraging creative learning, providing continuous assessment and providing knowledge and creativity to teachers (Fahmi [12]). Potmesilova [13] explains that educational supervision is a form of psychological support that needs to be done for all school

members in carrying out all programs and achieving predetermined goals. The concept of educational supervision has gone through several developments and is now understood in a more democratic view. Supervision is the main instrument for ensuring quality and for developing educational standards. Currently, the scope of educational supervision is expanded to understand the functions of educational organizations simultaneously, the role of supervisors needs to be increased to become facilitators. (Sangeeta Kalita [14]).

Supervision must be carried out by people who have extensive knowledge and qualified skills in terms of supervising, controlling and following up on findings in the field, this is an important part because every finding that is considered a deficiency must be given an alternative solution by the supervisor (Ali Unal [15]). According to Ugurlu [16] revealed that supervision requires all school members to make changes for the better to achieve national and instructional goals. Supervision acts have an active role for education actors to develop and modify themselves, equipping more skills in order to create quality graduates and have value in society [17]. The importance of the supervisor's role in education requires everyone to continue to equip themselves with knowledge and skills in carrying out supervision because the success of education is a shared responsibility [18].

According to Kristiawan [19] the principal is the driving force, the determinant of the direction of school policies that will determine how the goals of schools and education in general are realized. According to Purwanto [20], supervision is nothing but an effort to provide services to teachers both individually and in groups in an effort to improve teaching. Meanwhile, Supardi [21] defines supervision as a service to help, encourage, guide, and foster teachers to be able to improve their abilities and skills in carrying out learning tasks. According to Yudhie [22] to carry out this supervision, the principal must have 3 academic supervision competencies, namely 1) planning an academic supervision program in order to increase teacher professionalism; 2) carry out academic supervision of teachers by using appropriate supervision approaches and techniques; and 3) following up on the results of academic supervision of teachers in order to increase teacher professionalism.

Educational supervision activities are mandatory activities aimed at improving learning in order to improve learning outcomes. According to Arikunto [23] supervision has the function of improving the quality of education which is focused on the academic aspects that occur in the classroom when the teacher is carrying out learning, triggering changes related to education that are focused on elements that affect the improvement of the quality of learning and as an activity in terms of leading and Guiding is focused on the implementation of supervision directed at teachers and administrative staff.

In order for the supervision to be carried out properly, it must be carried out with the following principles: a sense of security for the supervised party, constructive and creative,

realistic based on actual conditions and reality, implemented simply, established professional relationships not based on personal relationships, and based on the ability, ability, condition and attitude of the supervised party, and supervision must help teachers to always grow independently of the principal. (Jerry H. Makawimbang [24]). With the implementation of good supervision will have an impact on teacher performance.

Performance appraisal requirements must meet certain measures or standards. This means that performance measures are carried out in accordance with performance indicators as a measuring tool. According to Mitchell and Larson [25] the areas (indicators) of performance appraisal are the quality of work results, timeliness of completing work, initiative/initiative in completing work, ability to complete work, and communication/ability to foster cooperation with other parties. Assessment of a teacher's performance is an important part of the whole process of the teacher's performance in question. According to Martinis Yamin and Maisah [26] several sources of assessment for education personnel are: (1) self-assessment; (2) assessment by students; (3) peer assessment; and (4) assessment by direct supervisor.

II. RESEARCH METHODS

This study intends to see how the implementation of the principal's academic supervision as an effort to improve teacher performance in improving the quality of education in the Cluster 2 Teacher Working Group in the North Bogor District. In this study, researchers used a descriptive method with a phenomenological qualitative approach, namely investigating a social phenomenon or human problem. According to Sugiyono [27], qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive and qualitative research results emphasize meaning rather than generalization. Data collection techniques in qualitative research are naturalistic, namely by observation, interviews, and documentation. According to Moleong [28] data in qualitative research is obtained through literature, observation, and interviews as well as documentation and then analyzed and compromised critically. The observation as a scientific method is defined as systematic observation and recording of the phenomena studied (Sutrisno [29]). While the definition of interview, according to Nazir [30] is the process of obtaining information for research purposes by means of question and answer while face to face between the questioner or interviewer and the answerer or respondent using a tool called an interview guide (interview guide). In this study, the interviewees were principals and teachers in the Cluster 2 Teacher Working Group in the North Bogor District. In interviews conducted, researchers collected information about how the implementation of academic supervision in the Cluster 2 Teacher Working Group in the North Bogor District.

III. RESULTS AND DISCUSSION

Based on the results of interviews with elementary school principals in the Cluster 2 Teacher Working Group in the North Bogor District, it was found that the implementation of academic supervision was carried out by planning first, then implementing, then following up on the implementation of the supervision. Thus, the implementation of supervision in the Teacher Working Group of Cluster 2 in the North Bogor District is carried out through 3 (three) ways, namely planning, implementation, and evaluation. This is in accordance with the opinion of Asmendri [31] that the implementation of supervision consists of three stages, namely planning, implementation, and evaluation.

In planning supervision there are several things that must be done, namely determining goals, implementation time, and making a supervision schedule. In interviews with elementary school principals in the Gugus 2 Teacher Working Group in the North Bogor District, it was concluded that the activities in planning are setting goals and making a schedule that is listed in a decree (SK) on academic supervision accompanied by a schedule for its implementation. This was reinforced by interviews with teachers in the Cluster 2 Teacher Working Group in the North Bogor District. They said that before the supervision was carried out they had received a decree (SK) on academic supervision activities attached with the implementation schedule from the principal. This is done so that teachers can prepare themselves and know the schedule when they will be supervised in accordance with the specified time. This activity is in accordance with the opinion of Asmendri [31] that things that must be included in the supervision plan are the purpose of supervision, the reasons why the activity is carried out, how the methods/techniques achieve the goals that have been formulated, who will be involved, the time of implementation, and other matters. what is needed in its implementation and how to obtain these things.

In the implementation of supervision in elementary schools in the Gugus 2 Teacher Working Group in North Bogor District, there are two supervision methods used, namely regular supervision (outside class) and clinical supervision (in class). Supervision is usually carried out in the form of activities that can assist teachers in overcoming the difficulties faced by teachers such as conducting discussions and interviews with teachers. This is not scheduled but occurs suddenly or when needed by the principal or the teacher himself in solving a problem. Clinical supervision is carried out according to the schedule set by the school in accordance with the principal's decree (SK) so that teachers are not surprised when the principal enters to carry out the supervision. In interviews with elementary school principals in the Gugus 2 Teacher Working Group in North Bogor District, during clinical supervision, the researcher found that the implementation was carried out directly in the classroom while the teachers were teaching. Before entering the classroom, the principal conducts pre-observation in the form of an initial meeting to see the preparation of the teacher to be supervised, such as

reviewing the lesson plans that will be taught to students during clinical supervision. After observing and paying attention to how the teacher teaches and the suitability of teaching materials with students, the principal calls the teacher into the room to discuss the results of the observations that have been made and provide solutions to existing problems. This is also reinforced by the results of interviews with several teachers, who said that the method used by the principal in the implementation of supervision was sometimes the method directly into the classroom and also outside the classroom. For in the classroom or clinical supervision, the principal observes the teacher who is teaching and gives an assessment of the teacher. Meanwhile, according to teacher the implementation of clinical supervision carried out by the principal of the Elementary School Teacher Working Group of Cluster 2 in the North Bogor District is to conduct direct observations of teaching teachers and evaluate teacher performance. Then the teachers who were interviewed also stated the same statement that after making observations, they were called by the principal of their room to discuss the results of the observations during clinical supervision. Then the principal provides input and solutions to teacher weaknesses during supervision. From the results of the interview, there are similarities with the opinion of Asmendri [31], which reveals that the implementation of supervision includes several activities, namely data collection, assessment, detection of weaknesses, correcting weaknesses, guidance and development.

Furthermore, the evaluation of supervision is the stage of evaluating each activity carried out, whether the supervision is in accordance with the stated objectives or not. The extent to which the implementation carried out in the overall process of the organization achieves results in accordance with the plans or programs that have been set in order to achieve educational goals (Asmendri [31]). Supervision evaluation is better known as follow-up. The follow-up carried out is if in the implementation of supervision after being given input but the problem still cannot be overcome, the teacher concerned will be included in scientific activities such as workshops, training, seminars and others. This is done to improve the knowledge and skills of teachers. Then in interviews with elementary school teachers in the Cluster 2 Teacher Working Group in the North Bogor District. They said that the evaluation of the implementation of supervision was carried out in order to improve the abilities and skills of teachers.

From the results of interviews that have been conducted with the principal regarding the teacher's response to the implementation of supervision, he said that the teacher responded positively to the supervision carried out by the principal. This was confirmed by teacher. who said that the supervision carried out by the principal was important, this was because it was the duty of the principal in supervising teachers. Then from the results of interviews with teachers, it was stated that the implementation of supervision for a teacher is something that is highly expected because through supervision one will be able to see the extent of one's ability

in carrying out their duties. The implementation of supervision by school principals really needs to be carried out, because it can change teacher performance for the better and can motivate teachers in carrying out their duties to educate the nation's children. This is in accordance with the results of Joni's research [32] which concludes that supervision is very important to be carried out by a school principal in order to improve the quality of a teacher's work.

IV. CONCLUSION

The implementation of academic supervision at the Elementary School Teacher Working Group Cluster 2 in the North Bogor District is carried out through 3 (three) stages, namely planning, implementing, and evaluating or following up on the supervision. In planning, the principal issues a decree (SK) attached with a schedule for the implementation of supervision. In practice, supervision activities are carried out in the usual way (outside the classroom) and clinically (in the classroom). Elementary school teachers in the Cluster 2 Teacher Working Group area of North Bogor District responded positively to academic supervision by the principal because supervision activities are very important to do to change teacher performance for the better.

REFERENCES

- [1] Peraturan Menpan dan Reformasi Birokrasi No. 16 Tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya.
- [2] Sulistyorini. 2001. Hubungan antara Keterampilan Manajerial Kepala Sekolah dan Iklim Organisasi dengan Kinerja Guru. Ilmu Pendidikan
- [3] Timple, A. Dale. 1992. Kinerja. Jakarta: PT. Gramedia Asri Media.
- [4] Sahertian, Piet. 2000. Konsep-Dasar dan Teknik Supervisi Pendidikan Dalam rangka Pengembangan Sumber Daya Manusia. Jakarta: PT. Rineka Cipta.
- [5] Y. Suchyadi *et al.*, "Using a Multimedia as an Effort to Improve Creative Thinking Skills of Elementary Teacher Education College Student," in *11th Annual International Conference on Industrial Engineering and Operations Management. IEOM Society International*, 2021, pp. 2948–2954.
- [6] Uus Ruswenda 2011. Berbagai Faktor Dalam Supervisi Akademik Pengawas Sekolah Menengah Kejuruan (SMK) Di Kabupaten Kuningan. Tesis. Jakarta: Fakultas Ilmu Sosial dan Ilmu Politik Program Studi Ilmu Administrasi Kekhususan Administrasi dan Kebijakan Pendidikan. Universitas Indonesia
- [7] Y. Suchyadi and Nurjanah, "Relationship between Principal Supervision in Increasing the Job Satisfaction of Private Junior High School Teachers in East Bogor District," *JHSS (Journal Humanit. Soc. Stud.*, vol. 02, no. 01, pp. 26–29, 2018.
- [8] Y. Suchyadi *et al.*, "Improving The Ability Of Elementary School Teachers Through The Development Of Competency Based Assessment Instruments In Teacher Working Group , North Bogor City," *J. COMMUNITY Engagem.*, vol. 02, no. 01, pp. 1–5, 2020.
- [9] N. Karmila and Y. Suchyadi, "Supervisi Pendidikan Di Sekolah Alam Bogor," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, pp. 31–33, 2020.
- [10] Y. Suchyadi *et al.*, "Increasing Personality Competence Of Primary School Teachers, Through Education Supervision Activities In Bogor City," *J. COMMUNITY Engagem.*, vol. 01, no. 01, 2019.
- [11] O. Sunardi and Y. Suchyadi, "Praktikum Sebagai Media Kompetensi Pedagogik Guru Sekolah Dasar," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, no. September, pp. 124–127, 2020.
- [12] Fahmi, Cut Nurul, Eli Nurliza, Murniati AR, Nasir Usman. 2018. The Analisis of Supervision Perception at The Elementary School Aceh Besar Indonesia. The International Journal of Social Sciences and Humanities Invention. Vol. 5. No. 8.
- [13] Potmesilova, Petra, Milon Potmesil, Marcela Fojtikova Roubalova. 2013. Supervision as a Prevention and Support to Teachers in Inclusive Supervision as a Prevention and Support to Teachers in Inclusive Education. Education Electronic Journal for Inclusive Education. Vol 2 No. 11.
- [14] Sangeeta Kalita. 2017. Theoretical perspectives of educational supervision. International Journal of Advanced Educational Researc. Vol. 2 Issue 5
- [15] Ali Unal. 2010. Analysis of perception on supervisors in primary education. Procedia Social and Behavioral Sciences 2. 5028–5033.
- [16] Ugurlu, Celal Teyyar. 2014. Current Problems in Terms of Supervision Process of School Principals' Views. Hacettepe Universiti: Journal of Education. (29) 3.
- [17] D. Destiana, Y. Suchyadi, and F. Anjaswuri, "Pengembangan Instrumen Penilaian Untuk Meningkatkan Kualitas Pembelajaran Produktif Di Sekolah Dasar," *J. Pendidik. Pengajaran Guru Sekol. Dasar (JPPGuseda)*, vol. 03, no. September, pp. 119–123, 2020.
- [18] Y. Suchyadi, O. Sunardi, and L. Novita, "Kontribusi Sikap Disiplin Terhadap Kemandirian Belajar Siswa Di Sekolah Dasar," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 3, no. 2, pp. 115–118, 2020.
- [19] Kristiawan, M. Safitri, D. Rena L. 2017. Manajemen Pendidikan. Yogyakarta: Deepublish.
- [20] Purwanto, M. Ngalim. 2002. Administrasi dan Supervisi Pendidikan. Bandung: Remaja Rosda Karya.
- [21] Supardi. 2014. Kinerja Guru. Jakarta : Raja Grafindo.
- [22] T. Windiyani and Y. Suchyadi, "Hubungan Antara Sikap Belajar Mahasiswa Dengan Prestasi Belajar Mata Kuliah Etika Profesi," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, no. 01, pp. 52–55, 2020.

- [23] Arikunto, Suharsimi. 2004. Dasar-Dasar Supervisi. Jakarta: PT Rineka Cipta.
- [24] Jerry H. Makawimbang 2011. Supervisi dan Peningkatan Mutu Pendidikan. Bandung, Alfabeta.
- [25] Mitchell, T. R., & Larson, J. R., jr. 2007. People in Organizations, an Introduction to Organizational Behavior (3rd ed). Singapura : Mc Graw Hill Book Company.
- [26] Martinis Yamin, & Maisah. 2010. Standarisasi Kinerja Guru. Jakarta: GP Press.
- [27] Sugiyono. 2017. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta, CV.
- [28] Moleong, Lexy J. 2017. Metode Penelitian Kualitatif, cetakan ke-36, Bandung : PT. Remaja Rosdakarya Offset
- [29] Sutrisno Hadi, Metodologi Research 2, Andi Offset, Yogyakarta, 2004
- [30] Nazir. 2005. Metode Penelitian. Bogor : Ghalia Indonesia.
- [31] Asmendri, Teori dan Aplikasi Manajemen Peningkatan Mutu Pendidikan Sekolah/Madrasah, Batu Sangkar: STAIN Batu Sangkar Press, 2012.
- [32] Joni 2016 “Pelaksanaan Supervisi Akademik Kepala Madrasah dalam Meningkatkan Kinerja Guru pada Madrasah Ibtidaiyah Swasta (MIS) Singkarak Kabupaten Solok”. *Jurnal Manajemen Kependidikan Al Fikrah Batusangkar*. . Vol. IV, No. 2, Juli - Desember 2016. ISSN: 2339-0131.