

Analysis of Implementation of Academic Supervision of School Supervisors in Efforts to Improve Teacher Professionalism

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Abstract. This study aims to find out about the implementation of school supervisor supervision in increasing teacher professionalism and improving the quality of education at SMP Negeri 1 Unter Iwes Sumbawa. The results of the study show (1) the supervision carried out by applying the official, partnership and familial approach, as well as the techniques developed by supervisors in carrying out academic supervision are quite varied; (2) the constraints of supervisors/supervisors in carrying out academic supervision are the large number of teachers, but limited time; (3) the implementation of general academic supervision is quite good, and is able to carry out its duties and functions properly; (4) the aspects that are the target of supervision by school supervisors/supervisors are still limited, not all aspects of academic supervision have been carried out; (5) the frequency of visits by school supervisors/supervisors in conducting academic supervision is considered insufficient because it is not evenly distributed; teachers receive class visits by supervisors; and (6) the efforts made by supervisors/supervisors in carrying out academic supervision, have not been optimal in providing guidance to teachers at SMP Negeri 1 Unter Iwes Sumbawa.

Keyword: *Academic Supervision; supervisor; Teacher Professionalism*

INTRODUCTION

A good education system must have three goals, namely (1) giving everyone the opportunity to freely and easily obtain learning resources at any time, (2) enabling everyone who wants to impart their knowledge to others to do so easily, likewise for those who want to

get it, (3) guarantee the availability of general input regarding education (Noor, 2018), (Ivan, 1984). In (National Education System Law, 2003), it is explained that education aims to improve the quality of human resources. One effort to improve the quality of human resources is through the learning process in schools. In an effort to improve the quality of human resources, teachers are a component that must be nurtured and developed continuously. Therefore, so that teachers are able to carry out their duties at school, they need to constantly receive refreshments in the form of technical assistance. This technical assistance is provided to teachers as an effort to continuously increase capacity. This assistance can be used in the form of academic supervision carried out by school supervisors in the context of improving teacher performance in order to achieve national education goals.

Academic supervision is a planned activity aimed at the qualitative aspects of the school by helping teachers through support and evaluation of the learning process in order to improve student learning outcomes. Academic supervision is a series of activities to assist teachers in developing their abilities to manage the learning process for the achievement of learning objectives to be achieved (Supriadi, 2019), (Suryani, 2015), (Dirjen, 2008). Coaching is more directed at efforts to improve and enhance the professional abilities of teachers. Professional teachers have teaching experience, morals, intellectual capacity, faith, discipline, piety, broad educational insight, managerial ability, skilled, creative, responsible, 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.

The main element of the implementation of supervision is the guidance carried out by school supervisors to all teachers in the school they are targeting. Through supervision activities, teachers receive direction, guidance, and coaching from school supervisors for various obstacles experienced in carrying out their duties at school.

Academic supervision as *Instructional Supervision* or *Instructional Leadership* focuses on assessing, studying, improving, improving, and developing the quality of teaching and learning activities carried out by teachers through a guidance and consultation approach in the nuances of professional dialogue. Educational supervision or supervision is an attempt to provide services to *stakeholders*, especially to teachers, both individually and as a group in an effort to improve the quality of learning processes and outcomes (Sagala, 2010).

In simple terms, according to (Milasari, 2021), (Rachmawati, 2016), (Makawimbang, 2011), the principles of supervision are (1) the implementation of supervision should establish professional relationships; (2) supervision based on attitudes, abilities, conditions, and abilities;

and (3) helping teachers to always grow on their own not depending on the principal; (4) provide a sense of security; (5) are constructive and creative; (6) actual circumstances and facts; and (7) activities carried out simply. The goals of academic supervision include helping teachers in terms of (a) serving students who have learning difficulties; (b) providing study guidance; (c) creating a comfortable learning environment; (d) developing and utilizing learning tools and media; (e) developing appropriate and efficient interactions; (f) planning learning activities; (g) carrying out learning activities; (h) assess the process and learning outcomes; (i) use for assessment to improve learning services; (j) provide good feedback; (k) conduct research to improve learning/guidance and develop learning/guidance innovations (Makawimbang, 2011).

In carrying out academic supervision, school supervisors must know and understand and implement techniques in supervision. Various techniques that can be used by school superintendents both in groups and individually are direct face-to-face and indirect face-to-face or through communication media (Rachmawati, 2016) (Sagala, 2010). School supervisors are teachers appointed by Civil Servants who are appointed to the position of supervisor at school. The activities of school supervisors are compiling programs, carrying out supervision programs, evaluating the results of program implementation, and implementing teacher professional guidance and training (PP, 2008).

Still according to (Muhammad, 2015), and (Sagala, 2010), said that school supervisors are professional education staff who are given full responsibility, duties, and authority by authorized officials to carry out guidance and supervision in the academic and managerial fields. The main duties of school supervisors by PP 74 of 2008 are to carry out academic and managerial supervisory duties as well as mentoring and professional training of teachers.

Teachers as educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct guidance and training as well as conduct research and community service. Teachers are required to develop and utilize their professional abilities so that they can improve their performance in carrying out their duties and functionalities because future education demands quality professional teaching skills. (Revelation, 2015), (Nurhayati, 2006).

Meanwhile (Daryanto, 2009) professionalism comes from the word profession which means a field of work that someone wants or will pursue but requires preparation through special education and training. Professionalism is an activity carried out by a person and becomes a source of lifetime income that requires special skills, skills, or abilities that meet the quality standards to be achieved.

Opinion (Makawimbang, 2011), says that professional teachers are those who have professional abilities with various capacities as educators. Professional teachers are very meaningful in the formation of excellent schools. Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insights, managerial abilities, skills, creativity, have professional openness in understanding their potential and characteristics.

In line with (Daryanto, 2009), professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. Competence here includes knowledge, attitudes, and professional skills, both personal, social, and academic. Studies conducted by (Makawimbang, 2011), (Stephanie, 2014) show that quality teachers can be measured by five indicators, including (1) *professional capacity*, as measured by diplomas, education levels, positions and classes, and training ; (2) *professional efforts*, as measured by teaching, dedication and research activities; (3) time devoted to professional activities (*teacher's time*), as measured by tenure, teaching experience; (4) the level of prosperity (*prosperity*) as measured by wages, honorarium or routine income for expertise and work (*link and match*); (5) as measured from the subjects that are following their specialization. A low level of welfare can encourage an educator to do additional work, and if this additional work is successful, the teaching profession may change to an additional one.

Quality is *conformance to requirements*, namely something with what is required or standardized. It may also mean that "quality is conformance to the requirements (*The Conformance of Requirements*)" (Crosby, 1979). Meanwhile, Garvin and Davis also stated that quality is a dynamic condition related to products, labor, processes and tasks, and the environment that meets or exceeds existing customers or consumers (Makawimbang, 2011). Still according to (Makawimbang, 2011) said quality improvement is the desire of the State in organizing its education. Efforts to improve quality are not easy, said the quality expert stating his sincerity. Improving quality requires formulating thoughts about what is to be improved, choosing the parts that are most needed by customers, and producing activity products that are the most superior among similar products.

Therefore, quality improvement requires new ideas that come from intelligent minds, always containing parts that are different from those that existed before, producing parts that are more perfect, more useful, and easier so that they are more desirable. According to (Kristiawan, 2017) quality products will not be produced without quality control in the process. Quality in the process will not be guaranteed without proper and effective organization. A proper and effective organization is meaningless without adequate leaders.

RESEARCH METHOD

This research is qualitative. According to (Sugiyono, 2009), (Darmawan, 2014), qualitative research is a method used to examine natural object conditions, where the researcher is a key instrument, data collection techniques are carried out by triangulation (combined), the nature of data analysis and qualitative research results emphasize meaning rather than generalization. According to (Kristiawan, 2017), (Sugiyono, Quantitative, Qualitative, and R&D Educational Research Methods, 2015) *qualitative is one of the research procedures that produces descriptive data informing words, writing, and behavior of the people being observed*. This research process uses a qualitative-phenomenological approach, namely investigating a social phenomenon or human problem. *Qualitative methods depart from the phenomenological views, where researchers are trying to understand the meaning of events and linkages to ordinary people in certain situations*, (Kristiawan M., 2017).

Nasution said that in qualitative research there is no other choice than to make humans the main research instrument because everything that still needs to be developed is during the research itself. In a situation that is completely uncertain and clear, there is no other choice, and only the researcher himself is the only tool that can achieve it (Sugiyono, 2009).

Sources of data in this study were school supervisors who were assigned to assisted schools at SMP Negeri 1 Unter Iwes, Sumbawa; the principal of SMP Negeri 1 Unter Iwes Sumbawa, and several teachers of SMP Negeri 1 Unter Iwes Sumbawa. In addition, other data sources are words and actions, the rest is additional data such as documents. Data sources according to (Arikunto, 2010), there are two kinds of data, namely primary data and secondary data.

The main data collection techniques in qualitative research are naturalistic (natural), namely by observation, interviews, and documentation. Interviews are used to collect data or information related to the implementation of academic supervision by school supervisors (Wulandari, 2017). The observation method is defined as observing humans in their "habitat" (Yuliani, 2017). The main research instrument is the researcher himself conducting observations, interviews, and documentation. The focus of the observations was on three main components, namely: *actors* (actors) *space* (space, place), and *activity* (activities). During the research, the researcher positioned himself as a human instrument who spent a lot of time in the field to be examined. The data analysis used in this study is inductive.

RESEARCH RESULTS AND DISCUSSION

This study aims to investigate the implementation of academic supervision by school supervisors as an effort to increase teacher professionalism in improving the quality of education at SMP Negeri 1 Unter Iwes Sumbawa. From the data source (*informant*), the data obtained includes: (1) a description of academic supervision techniques; (2) a description of the obstacles to the implementation of academic supervision; (3) a description of the implementation of academic supervision; (4) description of the aspects being supervised; and (5) a description of the efforts made by school supervisors in carrying out academic supervision. (6) frequency of visits by school supervisors in carrying out academic supervision.

The data (results) obtained through this study are as follows: (1) supervision carried out in supervision activities applies three models of approach, namely: using official, work partner, and familial approaches and techniques developed by supervisors in carrying out academic supervision in SMP Negeri 1 Unter Iwes Sumbawa is quite varied. The supervision techniques are individual (class observation, class visits, and individual meetings), and group supervision techniques (supervision meetings/teacher meetings, committees, and group work as in the MGMP); (2) The supervisor's constraints in carrying out academic supervision at SMP Negeri 1 Unter Iwes Sumbawa are due to a large number of target teachers for supervision; sometimes the schedule of class visits clashes with other activities. In addition, there are still teachers who are reluctant to be supervised so supervision activities are not going well, resulting in limited time. Supervision activity schedules are sometimes often disrupted by other activities or tasks, for example, such as official meetings, participating in workshops, and other activities both at the district level as well as at the provincial level; (3) Implementation of academic supervision by school supervisors can change teachers' awareness to improve their professional abilities and school supervisors have also been able to involve senior teachers as assistants in assisting academic supervision activities. The implementation of academic supervision at SMP Negeri 1 Unter Iwes Sumbawa is generally quite good and able to carry out its duties and functions as it should. The school supervisor understands enough academic supervision both in terms of the application of the pattern of supervision, the timing of the implementation of supervision, as well as the focus of the supervision activities; (4) aspects supervised by supervisors are aspects of learning planning including annual program, a semester program, syllabus, Learning Implementation Plan (RPP), daily agenda, list of values, maximum completeness criteria (KKM), education calendar, face-to-face schedule, and student absences. aspects of follow-up supervision activities are directed at efforts to improve the quality of learning outcomes. Aspects of teaching and learning implementation, class management starting from opening

activities, core activities, and learning evaluation of these aspects are the most dominant in supervision. Aspects that are the target of academic supervision by school supervisors at SMP Negeri 1 Unter Iwes Sumbawa are still limited, not all aspects of academic supervision are supervised by school supervisors; (5) The frequency of visits by school supervisors in carrying out academic supervision at SMP Negeri 1 Unter Iwes Sumbawa is considered insufficient. This can be seen from the uneven number or number of teachers receiving academic supervision activities (class visits) by school supervisors; (6) Academic supervision activities have been carried out by school supervisors together with school principals and senior teachers continuously, and continuously starting from the process of supervision, pre-observation, and to follow-up activities, such are the efforts made by supervisors in carrying out academic supervision at SMP Negeri 1 Unter Iwes Sumbawa has not been optimal in guiding to teachers.

In the opinion (Sagala, 2010), supervision activities pay primary attention to assistance that can improve the professional abilities of teachers. This professional ability is reflected in the teacher's ability to provide learning assistance to students, resulting in changes in academic behavior in students. Supervision is also carried out by supervisors constructive and creative way by encouraging the teacher's initiative to actively participate in creating a conducive atmosphere that can evoke an atmosphere of student creativity

in learning. The same opinion was conveyed by (Ali, 2011), meaning that learning supervision is assistance in the form of professional services provided by people who are more skilled in the context of increasing professional abilities, especially in the teaching and learning process.

Through these supervision activities, it is hoped that the teaching and learning process will improve, which involves teachers and students, through a series of actions, guidance, and directions. The improvement of the teaching and learning process, the achievement of which includes improving the professional abilities of teachers, is expected to contribute to improving the quality of education. The supervisor's role in fostering teachers or better known as educational/teaching has a very strategic position to improve the professionalism of teachers, especially in teaching and learning activities. Therefore supervisors are expected to be able to guide, foster, and encourage teachers in solving the problems of teaching and learning activities faced by teachers.

The role of the educational supervisor carried by seem supervisor in carrying out academic supervision must be to avoid actions that are ordered or patronizing, but should be carried out with a partnership approach pattern by supporting, assisting, and dividing tasks and work among all components of education. Opinion (Wahyudi, 2012), put forward eight

principles that can be used in carrying out supervisory actions. These principles include systematic, objective, realistic, anticipatory, constructive, creative, cooperative, and familial.

Systematic, in the sense that supervision is developed with careful planning under the desired goals. Objective, meaning that supervision provides input following the aspects contained in the instrument. Realistic means that supervision is based on actual reality, namely on conditions or things that have been understood and implemented by school staff. Anticipatory means that supervision is directed to deal with difficulties that might occur. Constructive, meaning that supervision provides suggestions for improvements to those being supervised to continue to be developed following applicable provisions or rules. Creative, meaning that supervision develops teacher creativity and initiative in developing the learning process. Cooperative, means that supervision develops a feeling of togetherness to create and develop a good learning situation. Kinship, meaning that supervision takes into account mutual sharpening, caring, and compassion among school members is often known as *Tutwuri Handayani*.

Referring to the concepts, principles, and techniques of supervision as well as the role of professional supervisors, in a fairly complex teacher task arrangement, a supervision approach is needed that is truly capable of directing and solving problems faced by teachers in the classroom (in the learning process). However, the supervisor's role often leaves the actual supervision corridor, the supervisor often acts as an evaluator, and supervision is carried out not because of the teacher's perceived need but because the supervisor himself is required to carry out his duties. Traditional supervision tends to be unpleasant, so interactions between teachers and supervisors tend to be avoided and reduced.

Efforts to improve the quality of learning outcomes related to the implementation of teaching and learning activities are directed at class management starting from opening activities, core activities, and evaluation of learning follow-up supervision activities directed at the ability of supervisors to carry out their duties as educational supervisors in determining supervision material, which consists of program planning including supervision programs related to teacher administration such as annual programs, semester programs, syllabus, Learning Implementation Plans (RPP), education calendars, face-to-face schedules, daily agendas, grade lists, maximum completeness criteria (KKM), and student absences.

School supervisors who carry out their functions as educational supervisors cannot be separated from several obstacles, both internally and externally. Internally, the constraints on supervision activities can be identified. supervision becomes constrained.

Based on the phenomenon that school supervisors always involve school principals and teachers in forming supervisory programs so that they always socialize programs and schedules that have been made to teachers and principals at the school. This can be seen when carrying out academic supervision which always gets a good response from the principal and teachers. Efforts made by school supervisors in carrying out academic supervision can run well and smoothly thanks to the ability possessed by school supervisors to always foster or build good communication with teachers and school principals.

Teachers who will be given supervision welcome and are always ready when they find out that a school supervisor has come to school to carry out academic supervision so the principal always shows a friendly attitude and considers the presence of supervisors at school to be seen as helping the teacher's duties and activities at school. because thanks to the establishment of good communication it gives a positive response because it already has the same perception about the program and schedule for implementing academic supervision to be carried out at the school.

Visits by school supervisors are very frequent and more numerous to assist teachers either through monitoring, coaching, assessment as well as mentoring and training activities that are carried out. At this school, a culture of honoring and respecting guests has been formed. Anyone who comes to school is always welcomed and served well, starting from the administration staff, and teachers to the principal himself, including the school supervisor, so that guests are well received.

If the 36.5-hour working hour is associated with the equivalent of 24 hours face-to-face, it can be interpreted that a supervisor must at least carry out supervisory duties for 24 hours face-to-face/meeting per week. The remaining time available is used for non-face-to-face activities such as the preparation of programs, reports, teacher professional development, and other supporting activities in schools.

CONCLUSION

From the research findings and discussion of the results in the previous section, the implementation of academic supervision by school supervisors as an effort to increase the professionalism of teachers in improving the quality of education at SMP Negeri 1 Unter Iwes Sumbawa can be conveyed as follows (1) supervision carried out in supervision activities applying three models of approach, namely: using official, work partner, and familial approaches, as well as techniques developed by supervisors in carrying out academic

supervision at SMP Negeri 1 Unter Iwes Sumbawa, are quite varied. The supervision techniques are individual (class observation, class visits, and meeting individually), and group supervision techniques (supervision meetings/teacher meetings, committees, and group work as in (MGMP)); (2) Implementation of academic supervision by school supervisors can change teacher awareness to improve their professional abilities and school supervisors have also been able to involve senior teachers as companions in assisting academic supervision activities. The implementation of academic supervision at SMP Negeri 1 Unter Iwes Sumbawa is generally quite good and able to carry out its duties and functions as it should. The school supervisor understands enough academic supervision both in terms of the implementation of supervision patterns, the timing of supervision implementation, and the focus of the supervision activities; (3) aspects supervised by supervisors are aspects of learning planning including annual program, a semester program, syllabus, Learning Implementation Plan (RPP), daily agenda, list of values, maximum completeness criteria (KKM), educational calendar, face-to-face schedule, and student absences. the follow-up aspects of supervision activities are directed at efforts to improve the quality of learning outcomes. The aspects of KBM implementation, and class management starting from opening activities, core activities, and learning evaluation of these aspects are the most dominant in supervision. Aspects that are the target of academic supervision by school supervisors at SMP Negeri 1 Unter Iwes Sumbawa are still limited, not all aspects of academic supervision are supervised by school supervisors; (4) The frequency of visits by school supervisors in carrying out academic supervision at SMP Negeri 1 Unter Iwes Sumbawa is considered insufficient. This can be seen from the uneven number or number of teachers receiving academic supervision activities (class visits) by school supervisors; (5) Academic supervision activities have been carried out by school supervisors together with school principals and senior teachers continuously, and continuously starting from the process of supervision, pre-observation, and until such follow-up activities. The efforts made by supervisors in carrying out academic supervision at SMP Negeri 1 Unter Iwes Sumbawa has not been optimal in providing guiding to teachers.

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