

Improving Teacher Professionalism Through Academic Supervision

Poniman Poniman, Hakima Maris, Undang Rosidin, Sowiyah Sowiyah, Hasan Hariri

Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Lampung

Jl. Prof. Dr. Sumantri Brojonegoro No. 1 Bandar Lampung, Lampung, Indonesia

Correspondenc: poniman@stiab-jinarakkhita.ac.id

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Abstract: This study aims to comprehensively describe the role of academic supervision in improving teacher professionalism at Sekolah Menengah Kejuruan Negeri (SMKN) in Mesuji District, Lampung Province. The research was conducted using a quantitative approach with survey methods to measure the level of influence between the two variables. The population consisted of 173 teachers from various SMKNs in the district, and a sample of 120 teachers was determined using the Taro Yamane formula with proportional random sampling. Data were collected through a structured questionnaire that assessed indicators of academic supervision—such as planning, implementation, follow-up, and feedback—and aspects of teacher professionalism, including pedagogical competence, discipline, innovation, and responsibility. The collected data were analyzed using prerequisite tests and hypothesis testing through regression analysis. The results reveal that academic supervision has a positive and significant effect on improving teacher professionalism. Effective supervision encourages teachers to reflect on their teaching practices, develop creative learning strategies, and maintain continuous professional growth. Therefore, consistent and constructive academic supervision can be considered a key managerial function for enhancing teacher performance, instructional quality, and ultimately, the overall effectiveness of vocational education in Mesuji District, Lampung.

Keyword: Academic Supervision, Teacher Professionalism.

Professionalism is the condition, values, goals and quality of expertise and authority related to individual life. A professional demonstrates the necessary expertise, competence and proficiency in the areas for which it is fully responsible. This professionalism is needed in various fields, including education. Teachers are required to have professionalism, this requires skills that support work to obtain maximum results. Under the Law no. 14 of 2005 Article 1 paragraph (1) states that 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. As professionals, teachers play a very important role in the success of student learning, this is also determined by their participation in learning (Tasnim, Muntari and Sukardi, 2021).

Professional teachers are those who have professional abilities with various capacities as educators. According to Mulyasa (2008), professional teachers have teaching experience, intellectual capacity, morals, faith, devotion, discipline, responsibility, broad educational insights, managerial abilities, skills, creative,

have professional openness in understanding the potential, characteristics and developmental problems of students, able to develop student study plans and careers as well as can research and develop curricula (Bafadal, 2009; Muhson, 2012; Anwar, 2020; Noor. Widiastuti, 2021). Moore (in Yamin, 2005) identified that a professional teacher has characteristics, such as (1) professional uses the full time to carry out his work, (2) is bound by a calling in life treating his work as a set of norms of obedience and behavior, (3) a formal professional member, (4) mastering useful knowledge and skills or basic specialization training or very special education, (5) being bound by the terms of competence, awareness, and dedication, and (6) obtaining autonomy based on very high technical specialization (Masaong, 2011).

Professional teachers must perform well and meet educational standards. Teachers professional skills include skills and abilities based on knowledge, behavior, and motivational skills to achieve maximum educational goals (Dewi, 2015). That way, professional teachers can help improve the quality of teaching through a learning process that does not only focus on adding material, but also has an impact on changing student behavior and knowledge (Yunus, 2016; Setiawan and Sitorus, 2017). In fact, there are still many unprofessional teachers who have problems in implementing learning. Inappropriate learning processes are one of the causes of low student achievement, inaccuracies in the implementation of learning, lack of teacher willingness in learning, lack of teacher creativity in the classroom and a learning environment that is not utilized optimally to convey the subject matter. This can be followed up to improve teacher professionalism by conducting academic supervision.

Academic supervision is a series of activities carried out by school principals to help teachers improve their ability to manage the learning process in order to achieve set goals (Wildawati, Kandar and Rini, 2013; Suhariato and Effendy, 2015; Dwikurnaningsih, 2020). The results of this academic supervision serve as a source of information for the development of teacher professionalism. The implementation of this supervision is assumed to be a service carried out by the principal in teacher development, it is hoped that it can advance and develop teaching, so that the goals of academic supervision are achieved and it has an impact on professional teachers and increased student learning outcomes (Zepeda, 2013). Academic supervision is a type of educational supervision carried out at all levels, in this case including vocational high schools.

Supervision must be carried out based on the principles of academic supervision. The principles of supervision consist of: practical, systematic, objective, realistic, anticipatory, constructive, cooperative, democratic, humane, sustainable, and comprehensive (Prasojo and Sudiyono, 2015: 87). In addition, academic supervision has a goal, namely academic supervision is carried out to help teachers improve competence and professionalism, as well as check or ensure the learning process in schools is under the provisions and objectives set (Fahmi *et al.*, 2018). In this way, academic supervision is expected to be able to provide professional assistance to improve teacher professionalism in improving the quality of learning (Mujiono, 2020; Noor. Widiastuti, 2021; Efendi, 2022). The essence of the dimension of academic supervision is in the context of fostering teachers to improve the quality of the learning process (Tasnim, Muntari and Sukardi, 2021). The target of academic supervision of the implementation of the learning process, which consists of the subject matter in the learning process, preparation of syllabus and lesson plans, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessing learning processes and outcomes as well as classroom action research (Directorate of

METHOD

The research method is essentially a scientific method to obtain information for specific purposes and uses. Based on this, there are three keywords that must be considered, namely the scientific method, purpose and use (Sugiono, 2022). The method used in this study was a survey method with a quantitative approach to correlation and regression analysis. This analysis is used to examine the effect of how academic supervision improves teacher professionalism.

This research was conducted in public elementary schools in the Mesuji district for the 2022/2023 academic year. The population in this study were all teachers at the Mesuji District Vocational High School, totaling 173 people. The sampling technique used the taroyamane formula and the sample of 120 teachers was obtained. The sampling technique uses proportional random sampling technique by paying attention and considering to the elements and categories that exist in research population in a balanced manner (Arikunto, 2020).

The data collection technique used in this research is using a research instrument in the form of a questionnaire. The questionnaire used in this study was in the form of a google form and distributed to the respondents directly. Afterward it is tabulated and a prerequisite analysis test is carried out by conducting a validity test and a reliability test. The data analysis technique in this study used a correlation test with the help of Statistical Product and Service Solution (SPSS) (Romie, 2017).

RESULT AND DISCUSSION

RESULT

Before the data were analyzed, the analysis prerequisites first tested which included the normality test, homogeneity test, and linearity test. The Kolmogrov-Smirnov test for testing the normality of the data shows that all p numbers are greater than 0.05, which means that the data is normally distributed at a significance level of 0.05. The homogeneity test on the academic supervision variable is that the data has a homogeneous variance, this is because the value of the probability variable (Sig.) is greater than 0.05. The linearity test between the variables of academic supervision and the variable of teacher professionalism shows that the p value is greater than 0.05, which means that the regression model is linear. Variable multicollinearity testing of academic supervision with sig. (2-tailed) 0.000 <0.05 so that there is multicollinearity between the independent variables.

Table 1. Coefficient of Academic Supervision and Professionalism

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.918	2.916		16.776	.000
	supervisiakademik	.311	.040	.448	7.720	.000

a. Dependent Variable: profesionalisme

The results of the above calculations show that the t_{hitung} for the academic supervision variable 7,720 and the significance level (sig.) 0,00, even to t_{tabel} with $dk \quad n-2 = 237-2 = 135$ and

obtained 1,645 thus $t_{hitung} > t_{tabel}$ atau $7,720 > 1,645$ at a significance level $< 0,05$ then H_0 is rejected and H_1 is accepted, meaning that academic supervision has a significant effect on teacher professionalism.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.200	.197	5.35359

a. Predictors: (Constant), supervisi akademik

b. Dependent Variable: profesionalisme

The results of the correlation coefficient test are shown in the Model Summary table. The table shows an R score of 0.448, this means that the influence of the academic supervision variable on the professionalism of SMKN teachers in Mesuji Regency is 44.8%, while the remaining 55.2% is influenced by other variables not included in this study.

DISCUSSION

The results of this study illustrates that academic supervision has a positive and significant influence on increasing teacher professionalism. This is in line with research conducted by (Wanzare, 2012; Berliani, 2017; Hariyati, 2020; Prasetya, 2021; Tasnim, Muntari and Sukardi, 2021). Academic supervision that is carried out properly and in accordance with procedures will improve teacher professionalism. Furthermore, how is the implementation of academic supervision that can increase teacher professionalism.

Teacher professionalism is a job with special expertise that requires a base of attitudes, knowledge and skills as well as commitment and dedication according to their main duties and functions in an effort to develop the potential of students (Noor. Widiastuti, 2021). The correlation between academic supervision and teacher professionalism shows a large number. Every increase in the implementation of academic supervision will be followed by an increase in teacher professionalism. The correlation between academic supervision and teacher professionalism here shows a relatively high number, meaning that academic supervision is very influential on teacher professionalism, especially in the dimensions of implementing supervision in learning.

The implementation of academic supervision is carried out according to a predetermined schedule, following the integral principle, which is integrated with the overall educational program. Supervisors use democratic, objective, humanist and constructive principles, by applying sustainable principles and supervision is carried out in a programmed and continuous manner (Berliani, 2017; Dwikurnaningsih, 2020). Implementing structured and measurable supervision will result in increased teacher professionalism in carrying out their duties (Bafadal, 2009; Hardiyanto, 2009; Anwar, 2020). Good implementation of this

supervision will greatly assist teachers in improving their performance (Wildawati, Kandar and Rini, 2013; Hariyati, 2020).

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The main problem that teachers encounter in increasing their professionalism includes the supervision process which is not continuous and is only a formality (Prasetia, 2021). This supervision will be successful and give good results if it is carried out in a structured manner according to the standards provided by the education office.

The preparation of the supervision program should be prepared for a period of one school year. Therefore, in its implementation, a more specific activity plan is needed which is programmed for the semester period, monthly program and weekly program. So that it will provide clarity about what supervisors should do in an effort to implement a supervision program for a certain period of time (Pohan, 2020).

The strategy for implementing school principal supervision to increase teacher professionalism in schools shows that: (1) implementation of monitoring activities is carried out according to schedule, namely twice in one semester with a period of three months from the start of the semester which is prepared by the deputy school supervisor at the place of learning; (2) supervision activities in schools are carried out by school supervisors, principals, vice principals, and homeroom teachers; (3) the monitoring technique used during supervision is an individual technique including class visits and class observations; and (4) the supervision evaluation process carried out in schools in the form of direct feedback/feedback with supervised teachers, as well as evaluations carried out in meetings with school principals, deputy principals and all teachers (Berliani, 2017).

Constructivism theory suggests that the teacher is a facilitator in learning that involves student activities and uses direct experience (Suparlan, 2019). Through effective academic supervision, teachers can obtain timely and constructive feedback on their performance in implementing constructivist learning strategies. In addition, social learning theory also supports the positive influence of academic supervision on teacher professionalism. According to this theory, individuals learn through interactions with others, including through modeling and feedback from people who are more experienced (Herly, 2019). Academic supervision that focuses on direct observation and collaborative feedback provides opportunities for teachers to observe best practices from more experienced supervisors or fellow teachers. Furthermore, according to this theory, school principals or supervisors

have an important role in shaping a learning culture that supports the development of teacher professionalism. Academic supervision that focuses on providing feedback that is oriented towards improving teacher performance, collaborative learning, and skills development can help create an environment where teachers feel supported and encouraged to continue to improve their professionalism (Dwiyono, Warman and Kurniawan, 2022).

Empirical evidence supporting the positive effect of academic supervision on increasing teacher professionalism. (Gottfried and Ansari, 2019) shows that academic supervision that focuses on class observation and feedback has proven to have a positive effect on teacher professional development. Another study conducted by (Zeng *et al.*, 2020) also supports these findings.

Overall, the theoretical and empirical justifications jointly support the finding that academic supervision has a positive and significant effect on increasing teacher professionalism. The theories of social learning and constructivism provide a strong conceptual foundation, while empirical evidence from previous research studies provides empirical support for these claims.

The monitoring method used is collaborative and directed. Which in a directed approach, the supervisor monitors, explains, introduces, guides, leads by example, sets minimum standards and provides teacher reinforcement phrases (Berliani, 2017; Hariyati, 2020). A collaborative approach is taken between the Principal and the Teacher collaborating and agreeing to define structures, procedures, and standards for implementing the process of discussing learning problems that arise and finding ways to solve them together (Dwikurnaningsih, 2020; Hariyati, 2020). Supervisors in implementing experienced teacher supervision, use a collaborative approach by discussing with teachers to solve learning problems.

The principal is an administrator who must manage the school according to his functions and duties assisted by the teacher (Fitria, 2013; Prastania and Sanoto, 2021). One indicator of academic success is a student's academic achievement reaching the maximum. This concerns the improvement of teacher skills that still need to be developed and improved. Involve teachers in various types of training or workshops, providing motivation, enthusiasm and teacher orientation is the job of the principal. Not only that, to achieve good development in professional competence, school principals can help acquire facilities, infrastructure and facilities that support the development of teacher professional abilities. Trying to improve the professional ability of teachers can be done in various ways, The principal must always excel and strive (Hasanah and Kristiawan, 2019; Hariyati, 2020).

Good academic supervision is academic supervision that is able to function to achieve multiple goals. There is no success for academic supervision if it only pays attention to one particular goal to the exclusion of other objectives. Only by reflecting on the three objectives of academic supervision will it function to change teacher teaching behavior. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior (Hariyati, 2020; Prastania and Sanoto, 2021).

CONCLUSION AND SUGGESTION CONCLUSION

The results of this study illustrates that academic supervision has a positive and significant influence on increasing teacher professionalism. The strategy for implementing supervision by supervisors to increase teacher professionalism is carried out quite well. This can be seen from the planning of supervision, the implementation of supervision, the techniques used and evaluation of improvements to the implementation of supervision carried out.

The technique of carrying out academic supervision by supervisors is by class visits, group discussions, individual talks, and in its implementation a more specific activity plan is needed which is programmed for semester periods, monthly programs and weekly programs. So that it will provide clarity about what supervisors should do in an effort to implement a supervision program for a certain period of time. So that the academic supervision carried out can be maximized and provide an increase in teacher professionalism. When the teacher has carried out his main functions properly, strong teacher professionalism is created and at the end of the education quality is good.

SUGGESTION

For supervisors to be able to carry out academic supervision in a structured and measurable manner. Empowering teachers in managing classroom learning in order to increase creativity and attractiveness for students in learning. Furthermore, the continuation of supervision and assistance so that teachers continue to develop their potential. This research was conducted in Mesuji district of Lampung, it is necessary to conduct research in places that have the same characteristics so that comparable results are drawn.

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