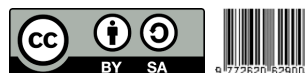


MANAGEMENT OF ACADEMIC SUPERVISION OF SCHOOL PRINCIPLES IN EFFORTS TO INCREASE TEACHER PERFORMANCE

Journal of Islamic Studies, Vol. 5 No. 1, 2022, pp: 74-85
<http://journal.islamicateinstitute.co.id/index.php/jois>
DOI: <https://doi.org/10.32506/jois.v5i1.719>



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Received: 3 January 2022 | Accepted: 11 February 2022 | Published: 30 June 2022

Abstract

The implementation of the academic supervision of English teachers carried out by the Principal is carried out at least once in a school year. Some things to consider include the large number of teachers who must be supervised. The smaller the number of teachers, supervision can be carried out more than once in a school year depending on the needs of the school. The solution made by the principal in overcoming obstacles in the implementation of academic supervision, the principal seeks to select a supervisory team selectively and motivate the supervisory team and teachers and collaborate with supervisors as supervisor partners.

Keywords: *Academic Supervision, English Teacher, School.*

INTRODUCTION

The success of a school is largely determined by the quality of the people who work in it. The people who work in the school are the principal, teachers and administrative staff. In carrying out educational activities, the teacher is the most important person because it is the teacher who carries out education directly towards its goals. It is the teacher who operationally carries out all forms, patterns, movements and movements of various changes at the forefront of education, because it has the main task of educating, teaching, guiding, directing, training, assessing and evaluating educator participants (Law No. Teachers and Lecturers). The implementation of the teacher's professional duties is revealed from how he works, or in other words from his performance.

One of the factors that become a benchmark for school success is the teacher's performance in teaching. Teacher performance or work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. (Hasibun, 2007:94).

Many factors can affect the improvement of teacher performance, and in this study the authors examine the problem of the principal's academic supervision. In the Regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of Principals, it is stated that a Principal must have five minimum competency dimensions, namely: personal, managerial, entrepreneurial, supervisory, and social competencies. Academic supervision activities are part of the principal's task in an effort to improve the quality of learning through coaching on teacher performance in the teaching and learning process.

The principal has a very large role in coordinating, mobilizing, and harmonizing all educational resources in the school, so that the principal is required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve school quality. (Mulyasa, 2007:97). Therefore, to improve teacher performance, good coaching is needed, one of which is through the application of supervisory management.

Management according to George R. Terry (quoted Fattah, 2003:2) provides understanding: 'Management is the accomplishing of a predetermined objectives through the efforts of other people', management is a process or framework, which involves guiding or directing a group of people towards organizational goals or tangible goals.

In the process, the steps that must be carried out by managers in the operational implementation of management are to carry out the stages of management as a systemically and consistently as Terry (Hasibuan, 2017: 2) as follows:

'Management is a distinct process, consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated goals by the use of human being and other resources', Management is a consistent process of planning, organizing, implementing and controlling, to achieve goals by empowering other people and other resources.

In this case, supervisory management is related to how to direct, guide so that teachers are competent and professional so as to produce good performance in carrying out the teaching and learning process through planning, organizing, implementing, and supervising academic supervision activities, so that the expected results are achieved, evaluating the overall results. supervision and take corrective steps as a follow-up to efforts to overcome problems that are inhibiting factors for supervision management

Supervision is part of an effort to improve the ability of teachers with the principle of helping solve problems faced by teachers. According to Kimbal Wiles (quoted Maryono, 2011:18), "Supervision is assistance in the development of a better teaching – learning situation", namely supervision is an aid to improve the teaching and learning situation of teachers to be better. Supervision according to Piet A. Suhertian (2000:17),

Academic supervision or educational supervision is an effort to improve the quality of the process and learning outcomes through increasing the professional abilities of teachers (Satori, 2004:3). Academic supervision carried out by school principals is very important because it is a series of quality assurance activities in education. Assessment of the principal's academic supervision

activities on an official basis is carried out by the school supervisor. Achievement motivation is part of a more specific work motivation with characteristics oriented to cleanliness, perfection, sincerity and excellence in carrying out work. This factor is very impressive if it is owned by employees, especially teachers and is important in supporting their performance.

METHOD

This study uses a qualitative approach. Qualitative approach (qualitative research). According to Sukmadinata (2012: 94) that: Qualitative research is aimed at understanding social phenomena from the participant's point of view or perspective. Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts and perceptions.

RESULT AND DISCUSSION

1. Implementation of Principal Academic Supervision in an Effort to Improve Teacher Performance

The implementation of the academic supervision of English teachers carried out by the Principal is carried out at least once in a school year. Some things to consider include the large number of teachers who must be supervised. The smaller the number of teachers, supervision can be carried out more than once in a school year depending on the needs of the school.

The technique of implementing academic supervision used at SMPN 2 Cianjur and SMPN 1 Pagelaran uses individual supervision techniques, namely individual supervision of English teachers, from five individual supervision techniques known as the supervision team, choosing a class visit supervision technique. This technique was chosen on the grounds that class visits are considered capable of obtaining accurate information that is seen directly from the learning process between teachers and students. However, the weakness of this technique is that for schools that have a lot of teachers, the class visit technique will be very draining of energy and time for the supervisor. Ideally, the implementation of academic supervision of English teachers in schools is carried out at least once in a semester or twice in a school year, so that difficulties or problems faced by teachers in carrying out learning can be resolved properly.

The principal can choose a group supervision technique, which is a way of implementing a supervision program aimed at two or more teachers. The teachers who after being analyzed have the same problems or needs are grouped into one. Then they are given supervision services together according to the problems or needs they face. Another alternative is to use Closed Circuit Television (CCTV) technology installed in each class, so that class visits that should be carried out can be replaced with observations through playing back CCTV recordings when the teacher is teaching in the classroom, although this method requires a lot of money because must provide the infrastructure but this method is very effective in solving the problem of limited time in observing class visits so that academic supervision can be carried out at least twice in one semester.

In addition to the group technique, the principal can form a supervision team that assists the principal's duties so that the implementation of supervision can be carried out at least twice a year, including by choosing a group approach technique and forming a supervisor team at the school..

According to Terry (1972:435) said that:

Actuating is setting all members of the group to want to achieve and to strike to achieve the actuating is setting all members of the group to want to achieve and strive to achieve mutual objectives because they want to achieve them objective.

Based on the foregoing, it can be seen that whether or not the goals are achieved depends on whether or not all members of the management group are engaged, starting from the top, middle to bottom levels. All activities must be directed to the target, considering that activities that are not directed towards the target are only a waste of labor, money, time and materials or in other words a waste of tools of management. The implementation of academic supervision using a demand-based approach or teacher needs is called clinical supervision.

According to Mulyasa (2004:12) one of the recommended academic supervision is clinical supervision, which has the following characteristics:

- a. As given in the form of assistance (not orders), so that the initiative remains in the hands of education personnel.
- b. Aspects that are supervised are based on the teacher's suggestion, which are reviewed with the principal as a supervisor to make an agreement.
- c. Observation instruments and methods were developed jointly by teachers and principals.
- d. Discuss and interpret the observations by prioritizing the teacher's interpretation.
- e. Supervision is carried out in an open, face-to-face atmosphere, and supervisors listen more and answer teacher questions than give advice and direction.
- f. Clinical supervision has at least three stages, namely initial meeting, observation, and feedback.
- g. There is reinforcement and feedback from the principal as a supervisor on positive changes in teacher behavior as a result of coaching.
- h. Supervision is carried out on an ongoing basis to improve a situation and solve a problem.

According to Clogan (Rohmatika, 2018:65) there are eight stages of clinical supervision, namely as follows:

- a. The stage of building and strengthening teacher-supervisor relationships.
- b. planning stage with the teacher.
- c. observation strategy planning stage.
- d. Teaching observation stage
- e. Phase Analysis of the teaching and learning process
- f. meeting strategy planning stage
- g. meeting stage, and
- h. the stage of exploring the next meeting plan.

Meanwhile, Goldhanner, Anderson and Krajewski (Wiles:171) stated that there were five activities in the clinical supervision process which he called and sequence of supervision, namely:

- a. Meeting before observation.
- b. Observation
- c. Analysis and strategy
- d. Supervision meeting
- e. Analysis after supervision meeting.

2. Evaluation of Principal Academic Supervision in an Effort to Improve Teacher Performance

The supervisory function in the head academic supervision management is the process of ensuring that everything that is carried out is in accordance with the planned reference. The supervisory management function is also called the controlling function. This function is integrated as a management function apart from the planning function, organizing function and implementation function. Understanding supervision as one of the management functions will provide clarity that supervision is needed primarily to answer the question of whether the ongoing academic supervision activities in the organization are in accordance with the desired goals. For that, of course, it is necessary to evaluate the results, both those that are currently being carried out and those that have already been implemented, and if there are deviations, repairs are immediately carried out, and all of this will also become feedback for planning for further academic supervision.

According to Terry (1972:535) supervision can be formulated as a process of determining what must be achieved, namely standards, what is being done, namely implementation, assessing implementation, and if necessary making improvements, so that implementation is in accordance with the plan, that is, in line with standards (measures).

According to Terry (1972:537), the process of supervision is as follows:

- a. Measuring the performance (measuring the work)
- b. Comparing performance with the standard and ascertaining the difference, if any
- c. Correcting the deviation by means of remedial action. (correcting unwanted deviations through corrective actions).

According to Rifai (1982:170), a supervisor is a person who evaluates and is evaluated. The success of his business as a supervisor is also determined by the results of his evaluation and the results of the evaluation of him. Therefore, a supervisor must really master the problem of supervision: its objectives, methods and techniques, compiling evaluation tools, methods of data processing. As an evaluator, certain traits and attitudes are needed, which will allow you to carry out an honest and objective evaluation.

The reality on the ground is that the supervision of the academic supervision program that has been carried out by the principal on the process of implementing supervision in schools includes the supervisor's performance and the implementation of the supervision activity itself. The supervision carried out covers the entire series of activities starting from the planning, implementation and follow-up programs. Evaluation starts at the selection of the supervisor team, how this team works according to the goals that have been set, teamwork and timeliness in completing the report.

To get maximum evaluation results from the stages of supervision carried out in schools, there should be evidence or document results covering each operational step as material for evaluating the principal to ensure that all steps of academic supervision activities have been carried out properly.

The results of the supervision of the principal's academic supervision program are said to have gone well if all stages of academic supervision management and operational steps have been carried out by the principal. So that indicators of the success of achieving the goals of academic supervision can be seen if the principal as stated by Snae.dkk (2017:11), the success of academic supervision activities needs to be considered the following signs. 1) The ability of teachers to increase, especially in the ability to plan, implement, and evaluate learning. 2) The quality of learning is getting better, especially with regard to the ability of teachers to teach. (Quality learning is expected to have an effect on high student learning outcomes) 3) Collegial relationships are established between supervisors and teachers in solving learning problems faced by teachers in the field.

Supervision of the school's academic supervision program is very important to be carried out by the principal, it is needed as material for evaluating the achievement of ongoing academic supervision goals and as material for improvement for the supervision program in the following school year.

3. Obstacles to Principal Academic Supervision in an Effort to Improve Teacher Performance

The success of management is largely determined by the availability and quality of existing resources. The management elements in question are elements that will be used or involved in carrying out the management process, which are also often referred to as resources.

According to O.F. Peterson provides a definition of management as "the use of men, materials and money to achieve a common goal" (the use of a group of people, materials and money to achieve a common goal). From this definition, it appears that there are 3 (three) basic elements that influence the success of management, namely a) Human (Man), b) Material (Materials) and c) Cost (Money).

Humans (Man) are people who will carry out management functions in the operations of an organization, humans refer to the human resources owned by the school in this case, namely the principal and teachers. In the management of academic supervision in schools, the principal and teacher factors are the most decisive. The principal who determines the goals of academic supervision and the principal also carries out the process to achieve the goals of academic supervision.

Materials are the raw materials needed, usually consisting of semi-finished materials and materials in this case school infrastructure that support the learning process in the classroom.

Cost (Money) is one element that cannot be ignored in the implementation of the supervision program, costs are a supporting factor for the implementation of the supervision program and the

predetermined plan, in this case money is a means of purchasing learning infrastructure in the classroom, payment of supervisor's honorarium and so on. These elements are interrelated and cannot be separated from one another. If one element is absent or not optimal, it can make it difficult for the principal to achieve his goals

The obstacles faced by school principals in carrying out academic supervision as an effort to improve the quality of English learning in schools cannot be separated from the 3 M factors such as the theory above, namely the Man, Material and Money factors.

Constraints from the human factor (man) in question are constraints from school principals and teachers. The reality in the field is that the main obstacle in carrying out supervision of English teachers is that the principal has a different educational background from the teacher to be supervised, and the second obstacle is the inconsistency of the principal in carrying out supervision according to a predetermined schedule because the principal must carry out official duties. other things that cannot be left behind, such as sudden official meetings and several other important activities. The main managerial tasks, in addition to developing entrepreneurship, and supervising teachers and education staff, the principal of the state tsanawiyah school also has duties as a Budget User Authority (KPA) and as a Head of School Working Group.

The second constraint of the man factor is the teacher factor who will be supervised, the attitude and response of the teacher is not too positive towards the academic supervision program that will be carried out by the principal, if there are supervision activity they feel they will be burdened, feel they will be judged and feel insecure because weaknesses and shortcomings in the learning process in the classroom will be seen. This has an impact on the learning process in the classroom that seems stiff and tense, tends as previously conditioned to show that learning is going as expected and looks fine by the principal.

The second obstacle is the infrastructure factor (Material), schools that have adequate facilities and infrastructure will be able to improve the quality of school education. This happens because adequate facilities and infrastructure will support learning activities to obtain the desired results. Apart from the ability of teachers to organize learning activities, the support of facilities and infrastructure is very important in helping teachers. The more complete educational facilities and infrastructure available, the easier it is for teachers to carry out their duties as educators.

The principal obstacle in implementing academic supervision in the third school is the financing factor (Money), in addition to human factors and facilities, financing is also a very influential element in the management of academic supervision, because the continuity of academic supervision activities cannot be separated from the need for budgets for tools. office writing and supervisory activity incentives. The provision of incentives is intended so that the material needs of the supervisor are met, with the fulfillment of the material needs, it is expected that the supervisor can work better, be trustworthy and in accordance with the expectations of the principal so that the output produced can improve the quality of student learning. This is as stated by Pandiangan ET (2006) which states that employee welfare has a positive effect on employee performance.

The reality on the ground is that the allocation of funds or financing for academic supervision activities carried out in schools is still very minimal. This of course can have an impact on the work motivation of supervisors in assisting school principals in carrying out academic supervision in

schools. The mismatch between activity incentives and long workloads can affect the results and quality of the principal's academic supervision carried out.

The three academic supervision obstacles faced by the principal above have an impact on the less than optimal implementation of the principal's academic supervision, so that the implementation of academic supervision carried out by the principal seems to only emphasize aspects of document completeness or learning administration including teaching preparation only such as syllabus, annual program, program semester, learning implementation plans, assessment plans, student attendance and others, while the implementation of class visit supervision has not been able to deeply touch on aspects of teacher professionalism improvement, supervision has not yet reached the intensive and in-depth guidance and guidance process for teachers which is expected to overcome English learning problems, but the supervision carried out tends to be only a process of monitoring the implementation of the teacher's duties in carrying out daily tasks.

4. Solutions for Principal Academic Supervision in an Effort to Improve Teacher Performance

The obstacles faced by school principals in implementing academic supervision of English teachers in schools are an indication that the implementation of academic supervision management has not been running effectively and efficiently. However, even though there are obstacles in carrying out the academic supervision activities mentioned above, the principal still has a commitment to carry out academic supervision tasks to the maximum extent possible. By looking at the existing potential and advantages, as well as the problems of supervision and weaknesses of the principal in conducting supervision as described above, it appears that the principal has tried to minimize all the things that are his shortcomings.

It takes the principal's ability to solve problems (problem solving), the ability to create fresh ideas to solve problems (creative & innovative thinking) and decision making (academic decision making in schools).

The principal's solution in overcoming the obstacles encountered while carrying out academic supervision at the school which includes the Man, Material and Money factors as follows:

To overcome the constraints of the human factor (man) in question is the constraints of the principal and teachers. In connection with different educational backgrounds with teachers to be supervised, the principal forms a supervision team selected from senior English teachers who are considered to have good pedagogical competence, professional competence, social competence and personality competence and are worthy of being supervisors. In addition to having these 4 competencies, the requirements set to become a supervisor are a higher rank and class than the supervised teacher and must have a good record relating to the practice of the 5 works culture of the Ministry of Religion, namely integrity, professionalism, innovation, responsibility and exemplary.

In addition to forming a supervisory team consisting of principal teachers, they also collaborate with school supervisors to be able to carry out academic supervision of English teachers in schools. It is based that according to PMA No. 2 of 2012 chapter VI Competence article 8 paragraph 1 explains that supervisors have competence in carrying out their duties and functions, namely: (1) personality competence, (2) academic supervision competence, (3) educational evaluation competence, (4) research and development competence, and (5) social competence. By collaborating with principal supervisors, they can share tasks related to the professional development of existing English teachers

because according to PMA No. 2 of 2012 paragraph 4 article 1 letter b explains that one of the functions of school supervisors is to provide guidance, guidance, and professional development of school teachers. Seeing the similarity of these tasks, it is very appropriate for the principal to collaborate with the supervisor of development to carry out joint academic supervision so that the problems faced by the principal related to the supervisor or man factor can be resolved. guidance and competency development are expected so that English teachers can run optimally and rescheduling caused by the absence of the principal due to carrying out other tasks can be resolved simultaneously.

Meanwhile, to overcome the constraints of the second man factor, namely the teacher factor to be supervised, related to the attitude and response of the teacher is not too positive to the academic supervision program implemented by the principal. As an educational leader in the school, the principal has full responsibility for developing all school resources. Principals have a very strategic role in efforts to improve teacher professionalism and the quality of education in schools, principals must also understand that the effectiveness of leadership depends on the ability to cooperate with all school members, in this case English teachers, as well as their ability to control the management of academic supervision to create an atmosphere or a family-friendly, democratic climate; cooperative, and humanist in achieving common goals. Good and effective communication is needed between school principals, supervisory teams and supervised teachers to change the mindset that learning developments occur so quickly that it is a necessity for teachers to always follow changes in learning according to the 21st century learning paradigm.

CONCLUSION

The implementation of academic supervision has been oriented towards academic supervision guidelines, but there are important aspects in which the implementation is still an annual routine activity of the principal and tends to be administrative in nature.

Supervision of academic supervision carried out by school principals has been oriented to the management supervisory function, however, such supervision has not been carried out in all aspects, there is no supervision of supervisors from senior teacher elements and there is still not maximum supervision in following up on the results of supervision.

The obstacles faced by school principals in implementing academic supervision management in improving the quality of English learning in schools are the 3M factor, namely the Man factor (supervisor and teacher), Material (infrastructure) and Money (budget / financing), the Man factor is still the main factor. the main constraining factor in the implementation of academic supervision.

The solution made by the principal in overcoming obstacles in the implementation of academic supervision, the principal seeks to select a supervisory team selectively and motivate the supervisory team and teachers and collaborate with supervisors as supervisor partners

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