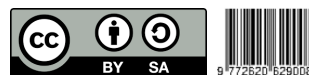


MANAGEMENT OF SUPERVISOR ACADEMIC SUPERVISION IN INCREASING TEACHER PERFORMANCE

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Abstract

Teachers are the spearhead of educational success in madrasas who are tasked and responsible directly to citizens as users of educational services, madrasa heads as leaders of formal educational institutions, government as policy makers, and makers of regulations governing the implementation of education management. Management of academic supervision of supervisors in improving teacher performance has been carried out through management stages but is still not optimal according to the program and objectives of improving teacher performance so that it is in accordance with national education standards through policy programs, policy implementation and supervisory academic supervision programs because there are still weaknesses in academic supervision supervisor.

Keywords: *Teachers, Academic Supervisor, Teacher Performance.*

INTRODUCTION

One of the empowerment programs for teachers is academic supervision. Academic supervision is a series of activities to help teachers develop the ability to manage the learning process in order to achieve academic goals. Academic supervision is an effort to help teachers develop the ability to achieve academic goals. Ismail (2016) in his research results found that: (1) the performance of good supervisors greatly influences teacher performance, so in this case madrasa supervisors and teachers in Gorontalo Regency continue to work together, especially in responding to curriculum development and changes (2) some madrasa supervisors found that the teacher's performance is influenced by the age factor, namely on teachers who are approaching retirement so that it affects the style and optimal achievement of the teacher's performance, (3) it was found that some supervisors were still consistent with the old patterns and structures in managing teacher learning administration, and (4) there are still differences between supervisors and teachers in understanding curriculum changes, and this certainly affects the optimization of the second performance.

From the results of Mudzakir's research (2016), it is revealed that:

- 1) Planning for academic and managerial supervision of supervisors begins with the preparation of annual programs and semester programs of supervision.
- 2) Create an administrative observation instrument for the learning process, an instrument for observing the learning implementation plan and an instrument for implementing learning in the classroom;
- 3) Implementation of supervision is carried out through class visits, delivery of supervision results, and follow-up supervision programs;
- 4) Academic and managerial supervision have an effect on improving teacher performance in making learning implementation plans. Optimizing and maximizing the teacher's learning process. The success of managerial and academic supervision creates a conducive learning climate.

Hidayat (2016:2) in the results of the study explains that in order to produce maximum teacher performance in one activity, a good program is needed, as well as in the development of professional competencies carried out by the performance of pendais supervisors. The program created will provide clear directions and goals. There is also the goal of developing the professional competence of Islamic religious education teachers carried out by Islamic basic education supervisors (pendais) in the form of providing guidance, assistance, increasing knowledge, and improving professional attitudes in carrying out daily tasks, so that teachers further improve the quality of Islamic religious education learning.

Improving the quality of learning is an activity that takes place continuously. Teachers are the spearhead of educational success in madrasas who are tasked and directly responsible to citizens as users of educational services, madrasa heads as leaders of formal educational institutions, government as policy makers, makers of regulations governing the implementation of education management, then the application for quality assurance of education is carried out. teachers, so that national education goals are achieved.

The first goal of national education is to educate the nation's life. As a tool for mapping the quality of education, the government carries out teacher performance assessments. From the results of the teacher's performance assessment, it can be seen that the competence of teachers every year can be seen. Competence can be interpreted as knowledge, skills and abilities that are controlled by someone who has become part of him so that he can perform cognitive, effective and psychomotor behaviors as well as possible.

Based on the results of preliminary studies and interviews with madrasa teachers at two research sites, empirical data on the results of teacher performance assessments in 2019 showed an average score of 77 at MTsN 3 Banjarmasin while at MTsN 4 Banjarmasin an average of 79. Madrasah Education Regional Office of the Ministry of Religion of South Kalimantan Province Hj Elisa Roosmawati, S.Pi.,M.Pd.I, the results of the online AKG in madrasas showed a value of 78.

The Head of the Supervisory Working Group of the Ministry of Religion of Banjarmasin Drs.Ahmad Husaini, M.Pd in his explanation admitted that the implementation of the supervision program had not been maximized even though it was absolutely necessary for supervisors to carry out academic

supervision to provide motivation and provide optimal academic supervision services to teachers according to the conditions of educators in madrasas.

Based on the description of the information and initial data presented above, it is necessary to improve teacher performance in the future so that there is an increase in achieving professionalism which will have a positive impact on students. One of the efforts to improve teacher performance is through academic supervision of teaching.

METHOD

This study uses a qualitative approach that will describe the implementation of supervisory academic supervision in improving teacher performance at MTsN 3 and MTsN 4 Banjarmasin City. In this study, the researcher tried to explore data in the form of words that became written or spoken sentences from people and observable behaviors that were obtained naturally or in the field through intensive observation and communication with various data sources, both madrasa supervisors, madrasa heads, vice principals and teachers.

RESULT AND DISCUSSION

1. Policies and Programs for Academic Supervision of Supervisors in Improving Teacher Performance at MTsN

Jerry H. Makawimbang (2011: 8-8) states that the objectives of academic supervision are, among others, to assist teachers in: (a) Planning learning and/or guidance activities; (b) Carry out learning/guidance activities; (c) Assessing the process and outcomes of learning/guidance; (d) Utilizing the results of the assessment to improve learning/guidance services; (e) Provide feedback appropriately and regularly and continuously to students; (f) Serving students who have learning difficulties; (g) Provide learning guidance to students; (h) Creating a pleasant learning environment; (i) Develop and utilize learning aids and media and/or guidance; (j) Utilizing learning resources; (k) Develop appropriate and effective learning/guidance interactions (methods, strategies, techniques, models, and approaches); (l) Conducting practical research for the improvement of learning/guidance; and (m) Developing learning/guidance innovations.

The supervision program is based on a principle that recognizes that every human being already has potential that can be developed. According to Burton & Brucker, quoted by Soetopo and Soemanto that supervision is a service technique whose purpose is to study and improve together the factors that affect the growth and development of children.

This is in line with the education process, supervision or supervision is an inseparable part in efforts to improve learning achievement and school quality. Sahertian (2008:19) asserts that "supervision or supervision of education is nothing but an effort to provide services to educational stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of learning processes and outcomes". According to the explanation of Briggs and Justman, (Fathurrohman & Suryana, (2011: 19), said that "supervision is a systematic and continuous effort in order to provide encouragement and direction for the professional development of teachers".

Supervision tries to help improve the learning process by overcoming the problems that occur in it, be it problems faced by teachers in teaching, student learning conditions, even the available media and facilities. Therefore, every institution or educational institution certainly cannot escape from supervision activities. Carrying out supervision activities in the context of improving learning is one of the duties of a supervisor. In order for its implementation to run effectively, a technical skill is needed that must be possessed by a supervisor.

The skills referred to in the form of the ability to apply appropriate supervision techniques in the implementation of supervision activities. Understanding and mastery of these techniques by supervisors is a must if you want the implementation of supervision in schools/madrasas to run well so as to improve the quality of learning. In general, there are two kinds of supervision techniques that should be understood and mastered by a supervisor. The two kinds of techniques are individual supervision techniques and group supervision techniques. Educational supervision techniques are tools used by supervisors to achieve the supervision goals themselves which in the end can make improvements to teaching according to the situation and conditions.

Education experts have emphasized that a person will work professionally if he has adequate competence. The point is that someone will work professionally if he has full competence. A person will not be able to work professionally if he only meets one of the required competencies. The competence is a combination of ability and motivation. No matter how high a person's ability is, he will not work professionally if he does not have high work motivation in carrying out his duties. On the other hand, no matter how high a person's work motivation is, he will not work professionally if he does not have high abilities in carrying out his duties.

The above is in line with Glikman's opinion, (Fathurrohman and Suryana, (2011:30) academic/teaching supervision is "a series of activities to help teachers develop the ability to manage the teaching and learning process in order to achieve teaching goals." There is no success for academic supervision if it only pays attention to one one particular goal to the exclusion of others. Only by reflecting on these three goals will academic supervision function to change the teaching behavior of teachers.

In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior. Because the teaching supervision approach, according to Fathurrohman and Suryana, (2011:47-48) is "a humanistic approach, a competency approach, a clinical approach, and a professional approach". Through academic supervision, it is hoped that the academic quality carried out by teachers will increase. Capacity development in this context should not be interpreted narrowly, only emphasizing on increasing the knowledge and teaching skills of teachers, but also on increasing the commitment or willingness or motivation of teachers, because by increasing the ability and work motivation of teachers, the quality of learning will increase.

2. Implementation of Supervisory Academic Supervision Policies and Programs in Improving Teacher Performance at MTsN

The implementation of academic supervision carried out by the principal includes teacher teaching planning, teacher teaching implementation, teacher teaching evaluation. In carrying out academic supervision, madrasa supervisors have developed a supervision instrument. In addition, in conducting observations, school principals use digital media such as voice recorders and/or cameras.

The purpose of using information technology is so that the implementation of academic supervision can run more effectively. The academic supervision instruments needed. As stated, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education path. In addition to that task, teachers also have special abilities and expertise including teaching planning, the ability to carry out learning so that with these abilities the teacher is able to carry out tasks optimally Mudlofir in (Huda, 2018:81).

Furthermore, related to performance, according to Yulianto in Huda (2018: 82) teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Novita Siswanti in Huda (2018) states that teachers are educators or people who work in the field of education and teaching, who have skills and expertise in the field of methodical didactics in a professional manner, and get a teaching certificate officially and are responsible for helping students reach maturity through the transfer of knowledge. and transfer of value, which takes place in teaching and learning activities in educational institutions.

According to Gordon (in Usman (2000), teachers have duties and jobs as group workers who create a learning atmosphere in the classroom and outside the classroom, as counselors who help students to be able to direct and adjust to their environment, and as implementers of research that function to improve services). education and teaching The tasks that must be carried out by teachers are: (a) Planning and organizing teaching assignments; (b) Motivating students; (c) Using available resources; (d) Implementing instructional techniques; (e) Responsible for professional growth ; and (f) Liaising with parents.

3. The Problem of Implementing Supervisory Academic Supervision in Improving Teacher Performance in MTsN

The problem of low performance of MTsN teachers at this time cannot be separated from the problem of academic supervision management carried out by supervisors and principals. The Ministry of National Education (2011) explained that the socialization strategy and the academic supervision guidance strategy that had been implemented so far were still inadequate, so that the intensity and mastery of the material was lacking. Furthermore, Ambarita (2013:98) revealed that some of the supervisors/supervisors did the following: (1) supervised without prior agreement; (2) fill out the assessment instrument when the teacher teaches without any notification of the results of the assessment; (3) carry out supervision without any follow-up; and (4) supervise only some teachers. This shows that the supervisor/supervisor has carried out academic supervision that is not based on education management, so that the objectives cannot be achieved effectively and efficiently.

The teacher performance improvement program has been carried out but the real results are still unclear because the program implemented is not based on an analysis of needs or real problems faced by each teacher in the classroom, besides that training activities are not sustainable and only involve aspects of knowledge. The government and schools rarely exercise control and guidance on the needs of teachers. Whereas control and coaching is a necessity, especially to see how far the educational process is going according to its goals.

The above conditions are reinforced by Mark et al (1991:79) (in Purba (2013:3) one of the extrinsic factors that contribute significantly to the work motivation, achievement, and professionalism of teachers is the supervision service. Peter (1994: 67) in Purba (2013: 56) also states that the low

motivation and achievement of teachers that affect the teaching profession cannot be separated from the low contribution of principals in fostering teachers in schools through academic supervision activities. Principals and supervisors from the education office tend to ignore academic supervision activities. Academic supervision activities are carried out only on the administrative assessment of teachers. While in reality, teachers who have good judgment administratively are not necessarily able to have good performance in the classroom. Academic supervision activities seem to be neglected. In fact, if done with maximum academic supervision, it can increase the professionalism of educators and education because of In the process of assessing there is also a follow-up in the form of guidance for the purpose of periodic improvement so that it leads to continuous quality improvement.

To meet this goal, the redesign of the academic supervision system must also be carried out optimally. According to Glickman (in Ambarita (2013: 100) academic supervision is a series of activities to help teachers develop their ability to manage learning to achieve goals effectively and efficiently. Academic supervision is an activity to help teachers develop their abilities, so in the implementation process, it is necessary to first assess the ability of teachers , so that it can be determined which aspects need to be developed and how to develop them.

Through supervision activities, teachers as the spearhead in educational activities are expected to be able to facilitate teaching and learning activities for their students so that in the end they will be able to improve student achievement and improve the quality of education as a whole. Supervision in practice is divided into four models according to Sahertian (2010:34) namely conventional model supervision, scientific model supervision, clinical model supervision, and artistic model supervision. Supervision of the scientific model has the characteristics of being carried out in a planned and continuous manner, systematically, using certain procedures and techniques, using data collection instruments, there is objective data obtained from the actual situation.

While the supervision of the clinical model is focused on improving the learning process by using a systematic cycle. Clinical supervision helps teachers narrow the gap between actual teaching behavior and ideal teaching behavior. Supervision of the artistic model has characteristics that require listening attention, require special skills to understand one's needs, demand to pay more attention to the classroom life processes that are observed over a certain time, require reports showing that the supervisor/supervisor and the supervised teacher dialogue.

4. Solutions and Future Improvements for the Implementation of Academic Supervision of Supervisors to Improve Teacher Performance at MTsN

To encourage the efforts of teacher professionalism, a factor that should not be ruled out is supervision or supervision. Supervision in schools on teacher performance in the learning process is carried out by supervisors and supervisors in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning Supervisory Standards/Madrasahs, which emphasizes that a supervisor/madrasah must have five dimensions of minimum competence, namely: personality, managerial, entrepreneurial, supervisory competencies. , and social as well as supervisors must have teacher competencies, namely: pedagogic, personality, social, and professional competencies. One indicator of professional competence is self-development (professional) competence, namely, as institutional leader, manager as well as supervisor.

Management of academic supervision is the activity of planning and implementing supervision through monitoring and evaluation that focuses on observing academic problems that are directly in the environment of learning activities carried out by teachers to help students while in the learning process.

Based on the research, the objectives of the supervisor's academic supervision on the assessment of the professional competence of teachers include:

- a. Controlling the implementation of the educative technical field in schools according to the provisions and policies that have been set
- b. Conduct classroom visits and discuss teaching methods with teachers, guide teachers in preparing lesson plans and develop learning resources.
- c. Improving the effectiveness and efficiency of the learning process
- d. Assisting teachers in developing teaching and learning situations in the classroom, assessing and reflecting on results through coaching and improving the teaching profession.

Yusak Burhanuddudin as quoted by Tatang S., explained that the functions of academic supervision include: 1) service function (service activity) teacher performance appraisal activities to improve their professionalism, 2) Research to obtain objective, realistic and relevant data, 3) leadership, so that teachers have the intelligence to solve difficulties in choosing the right method and use of media, 4) Management, so that teachers and madrasah principals have the skills to manage the learning process well, 5) evaluation function, supervision is carried out to evaluate and formulate indicators of teacher weaknesses and shortcomings in teaching, and assisting and fostering teachers and principals by providing direction and training in order to improve their performance better. (Burhanuddin, Yusak. 1998: 45).

CONCLUSION

The supervisory academic supervision policies and programs in improving teacher performance are implemented based on the supervisory working group policies and programs, but are still not optimal in improving teacher performance.

The implementation of supervisory academic supervision policies and programs in improving teacher performance based on aspects of teacher performance appraisal has been carried out, however, PK Guru is more on administrative requirements and has not fully touched the actual performance of teachers.

The problem of implementing academic supervision of supervisors in improving teacher performance is faced with the mentality of teachers, infrastructure support, financing, and there is still an unclear division of tasks for academic supervision.

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