

Supervisory Academic Supervision at SMA Negeri 9 Banda Aceh

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Abstract—Educational supervision aims to provide guidance, services and ensure the implementation of activities in accordance with the educational objectives that have been set in improving the quality of teaching, as well as developing the potential of professional teacher quality. The purpose of this study is to determine (1) the supervisory work program, (2) the implementation of the supervisory work program, (3) the evaluation of the work program carried out by the supervisor. This research uses a descriptive method with a qualitative approach. Data collection techniques through observation, interviews, and documentation studies. The results showed that: (1) Preparation of supervisory work programs based on annual supervision programs, semester supervision programs, managerial supervision plans, academic supervision plans, performance assessments and continuous professional development, evaluation and reporting are all prepared based on work periods and time periods; (2) The implementation of the academic supervision work program for teachers can increase awareness building in improving teacher professionalism and have an impact on the teacher's ability to teach in the classroom; and (3) Evaluation of the supervision program to determine the extent of the achievement of the implementation of the supervision program from the objectives, context, inputs, processes and results and find out what are the obstacles faced in the field from both teachers and supervisors and this will be used as a reference in carrying out follow-up inputs in the new program in the future

Keywords— *supervision, academic supervision, and supervisor*

INTRODUCTION

The national education system is the entire educational component; includes inputs, processes, outputs, and outcomes; which are interrelated in a unified manner to achieve the goal. To ensure that the implementation of education leads to the achievement of

national education goals, an education system is needed in the implementation of the education system. The functional position of School Supervisor is a functional position that has the scope of duties, responsibilities and authority to carry out supervisory activities, both academic and managerial in the education unit.

Education supervision is a process in which there are activities and is systematically arranged to ensure that the educational process runs in accordance with predetermined plans and standards so that in turn it can be ensured to achieve the educational goals that have been set. Supervision is very important considering the many factors that can cause deviations in execution. [1] stated that the purpose of supervision is to ensure that the implementation of activities is in accordance with the plan and can achieve the objectives. The implementation of education is faced with the complexity of the social system faced with various problems, attributes, character, psychological and psychic.

School superintendents have a very important task in motivating teachers to carry out a learning process that is able to foster innovative creative critical thinking capable of solving problems and entrepreneurship for students as a product of an educational system. Government Regulation No. 74 of 2008 [2] concerning teachers in article 15 paragraph 4 states that teachers who are appointed in the position of supervisor of the education unit carry out the task of mentoring and professional training of teachers and supervisory duties. The task of supervision in question is to carry out academic supervision activities and managerial supervision. For the implementation of duties contained in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 21 of 2010 [3] concerning the functional position of school supervisors and credit numbers.

The quality of education in this context is the quality of the process which refers to the process standards and

the quality of results which refers to the competency standards of graduates. According to [4] that the Government is very serious about implementing education policies to improve and improve the quality of education because the quality of the process is closely related to the quality of results. If the learning process is of high quality, of course, the competency standards of graduates can be achieved with quality as well. The achievement of the two qualities in question is obviously in dire need of the existence of a school superintendent. This is related to its main task, which is to assess and foster educational techniques and administrative techniques.

This study specifically aims to find out: (1) the programs run by the supervisor in carrying out teacher supervision (2) the implementation of the supervisor's work program, and (3) the evaluation of the supervisor's work program.

METHODOLOGY

This research uses a qualitative descriptive method which is a study that describes the condition of the research subject at the time the research is carried out. The data obtained such as observation results, interview results, shooting results, document analysis, field notes, compiled by the researcher at the research site, are not set forth in form and figures. The subjects in this study were the Superintendent of Schools, the Principal, as well as the teachers. This study used interview, observation and documentation instruments. According to [5] that: Qualitative research credibility tests can be carried out in several ways including the extension of observations, increased persistence in research, triangulation, discussions with peers, analysis of negative cases, and member checks".

Data collection techniques are the methods used by researchers to collect data are as follows: (1) Observation, (2) Interview/interview, (3) documentation. This research in accordance with its objectives is expected to have theoretical implications in the form of propositions as a result of field data analysis and will then be useful as a formal theoretical enrichment, to support this, in this study a data analysis technique developed by [6] was used, through three procedures, namely: data presentation, data reduction, and drawing conclusions /Verification.

FINDING AND DISCUSSION

A. The Supervisory Work Program in Carrying out Teacher Supervision

Preparation of supervisory work programs based on their time period or period of work, the school supervision program consists of an annual supervision program, semester supervision program, academic supervision plan (RKA) and managerial supervision plan (RKM). The school supervision program is a plan of supervision activities that will be carried out by the school supervisor / madrasah within a period of time (one certain period). In order to carry out their duties properly, the school superintendent must start his activities by compiling a supervisory work program that is clear, directed, and sustainable with the supervision activities that have been carried out in the previous period.

[7] said the purpose of supervision is to improve teacher performance in improving the learning situation for which he is responsible. School supervision activities began with the preparation of a work program based on the results of supervision in the previous year.

According to [8] teachers are supervised in one semester twice involving the vice principal and teachers. Supervision programs usually contain activities that will be carried out to improve teacher performance in improving the learning situation for which they are responsible. In the supervision program, there are various efforts and actions that need to be carried out so that learning becomes better, so that the acceleration of student learning is faster in developing their potential, because teachers are better able to teach.

The teaching supervision program prepared by the principal is oriented towards guidance on teacher tasks, such as the preparation of teaching programs, preparation of learning or tools Lesson reference units, lesson plans, evaluation tools, preparation of learning media and others [9]. From the above opinions, it can be concluded that the supervision preparation program is very important to guide teachers for PBM, compile a supervision work program for each year at the schools they foster, so that every step taken is directed and on target based on the main duties and responsibilities of the school supervisor.

The school supervision program is a plan of supervisory activities that will be implemented by the school superintendent within a certain period of time (one period). In order to carry out their duties properly, the school superintendent must start his activities by

compiling a supervisory work program that is clear, directed, and sustainable with the supervision activities that have been carried out in the previous period.

B. Implementation of the Academic Supervisory Work Program in Carrying Out Teacher Supervision

The implementation of the supervision work program by the supervisor of the supervisor of the teacher can improve the teacher's ability to manage teaching and learning activities, can change the awareness of teachers to improve their professional abilities. Likewise, the supervision activities that have been carried out by the school superintendent together with the principal and teachers are continuous, and continuous from pre-observation, the supervision process, and until follow-up activities.

The approach taken by the supervisor in carrying out his supervisory duties is a supervision technique that is cooperative and collaborative, because supervision already contains the meaning of coaching, assessment and also monitoring to the extent to which the coaching targets have been implemented as described in the supervision cycle.

According to [10] supervisors in carrying out teaching supervision require precise and effective techniques so that supervision activities are able to achieve the expected goals. From the description above, it can be concluded that the technique of educational supervision means a way or path used by educational supervisors in providing services and assistance to supervisees.

According to [11] Supervision techniques have a huge influence on improving teacher performance. The principal conducts class observations while the teacher is teaching by first entering into an agreement with the teacher concerned.

Class visits are carried out in an effort by the supervisor to obtain data on the actual state of affairs regarding the abilities and skills of the teaching teacher, [10]. From the description above, the class visit is carried out by the supervisor in order to see the ability of a teacher, whether the teacher is able to teach or not after that the supervisor will follow up. The purpose of this class visit is to assist the teacher in overcoming the teacher's difficulties or problems in the classroom. Through class visits, the supervisor will help with the problems he is experiencing. Class visits can be made with notice or without prior notice, and biased also on the basis of an invitation from the teacher himself.

In carrying out the supervision of the school supervisor, the school supervisor should have a special role as: a partner (partner) of teachers in improving the quality of the process and results of learning and guidance in their target schools, innovators and pioneers in developing learning innovations and guidance in their target schools, motivators to improve the performance of teachers and all education personnel in schools.

C. Evaluation of Work Programs Carried Out by Supervisors in Carrying Out Teacher Supervision

Evaluation of the implementation of the supervision program as an assessment process that is carried out systematically to determine the achievement of goals and disclosure of program performance problems by comparing between contexts, inputs, processes and products to provide feedback on improving the quality of program performance or decision making as a reference in developing the next program. Supervision is the activity of the supervisor of the education unit in preparing supervision programs, carrying out academic and administrative guidance, monitoring the fulfillment of eight national education standards, assessing the performance of teachers and principals, guiding teachers and principals in developing professional capabilities and evaluating the results of the implementation of supervision programs.

According to [12] the purpose of the evaluation is to find out the difference between the ability, skills, satisfaction, and work discipline of teachers before and after obtaining supervision. In addition, evaluation activities are carried out to determine the effectiveness of supervision that evaluation activities are carried out in conjunction with supervision activities. This evaluation activity can be said to be a direct evaluation activity. By direct evaluation, the teacher can understand well the solution of the problems he faces, so it can be said that the supervision activities are more effective. From the description above, it can be concluded that the evaluation in guiding the teacher, a supervisor must know the level of the teacher's ability to teach so that it can be followed up so that it is given direction or guidance.

A complete report on the evaluation of the results of the implementation of professional guidance and training of teachers and principals in accordance with applicable systematics and known to the supervisory coordinator. According to [1] the supervision report is a document that contains a structured record of the results of the work done by the supervisor. Supervision reports

can be useful for various parties, including teachers, principals, parents of students, supervisors, for supervisors, for supervisors. It can be concluded that the supervisor's report is the result of the activities of teachers and principals whose performance has been recorded.

From the results of the evaluation of the supervisory program, it is very useful for various parties, especially teachers because teachers are one of the human resources to improve the quality of education. The results of this evaluation are intended so that the teachers get direction from the supervisor and after that can be followed up. According to [13] supervision is a follow-up to the learning process. Follow-up is a recommendation and execution submitted by the supervisor or head of the education unit about the educator who is the target of his supervision.

CONCLUSION AND RECOMMENDATION

The Preparation of supervisory work programs based on their time period or period of work, the school supervision program consists of an annual supervision program, semester supervision program, academic supervision plan (RKA), managerial supervision plan (RKM), performance assessment and continuous professional development, evaluation and reporting. The implementation of the supervision work program by the academic supervisor on the teacher can improve the teacher's ability in the management of KBM, and can change the awareness of teachers to improve their professional abilities. Evaluation of the implementation of the supervision program as an assessment process that is carried out systematically to determine the achievement of goals and disclosure of program performance problems by comparing contexts, inputs, processes, and products to provide feedback on improving the quality of program performance or decision making as a reference in developing the next program.

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