

The Implementation of Academic Supervision and Teacher Development to Improve Teachers' Competencies

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Abstract— This study purposes to find out the implementation of academic supervision and teacher development activities in order to improve teacher's competencies in the school. This study conducted in SMAN 1 Subang and used qualitative research with descriptive method. To obtain data, the researcher employed in the depth interview, and the documentation to the school principal and teacher for collecting the data. The result showed that academic supervision activities at SMAN 1 Subang are consisting in three stages, namely planning, implementation, and evaluation/RTL (follow-up plan) which are carried out every semester. The teacher development activities carried out by the school. In improving the quality of teachers at SMAN 1 Subang are IHT, workshops and educational seminars, and support the teacher career. The conclusion of this research is teacher development activities and academic supervision is needed for teachers in improving their competencies.

Keywords— *academic supervision, teacher development, teacher competencies*

INTRODUCTION

One of the factors that improve the quality of education is teacher competencies [1] Competencies is one of the absolute requirements that must be possessed by teachers [2]. With competencies, a teacher will be able to carry out their duties as educators professionally. Based on the study by [3] teacher competencies determine the success of teachers in carrying out their roles well in every educational institution. The four competencies are interrelated and cannot be separated. These teacher competencies have to be developed either through education, profession, training or teaching experience. The more teacher competencies are developed, the more quality the output or learning success will be.

Supervision in the field of education is an activity in the form of assistance and guidance provided by supervisors to teachers and administrative staff to improve their performance in achieving educational goals [4]. [5] added academic supervision is one of the things that needs to be considered to improve the four competencies because supervision aims to provide technical assistance and guidance to teachers so that they can improve the quality of their performance, especially in carrying out tasks on the learning process. [6] agreed academic supervision is a series of activities to help teachers develop their abilities in managing the learning process for the achievement of learning objectives.

[7] mentioned in the process of teaching and learning activities, there are many problems faced by teachers occur before learning, during learning process and evaluation of learning outcomes, there are the important role of academic supervisor to help the teacher solve teaching and learning activities. Through a systematic and well-planned supervision process, teachers are able to fully integrate and apply their various abilities in learning. In addition, teachers can take lessons from reflection exercises which are a hallmark of teacher professionalism [8].

Research from [9] with the title *Academic Supervision to Improve the Competence of Elementary School Teachers* reveals that most elementary school principals have compiled and implemented an academic supervision program as an effort to improve the teacher competencies. The research became a reference in conducting research on academic supervision at SMAN 1 Subang as the best state high school in Subang Regency based on school graduate profiles, academic and non-academic achievement to find out about the impact of academic supervision and teacher development on teacher competence at SMAN 1 Subang.

LITERATURE REVIEW

Teacher Competencies

Law No. 14 of 2005 Article 10 Paragraph 1 states that teacher competencies consist pedagogic competence, personal competence, social competence, and professional competence. Pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials; personality competence in the personality of educators who are steady, stable, mature, wise, and authoritative, become role models for students, and have a good character. Social competence is the ability of educators to communicate and interact effectively with students, other teachers, principal, education staff, parents/guardians of students, and the community. Professional competence is the ability of educators to master learning materials broadly and deeply which allows them to guide students in obtaining the specified competencies (10)

Academic Supervision

Daresh [9] stated that academic supervision is a series of activities to help teachers develop the ability to manage the learning process for the achievement of learning objectives. [11] also mentioned that academic supervision as an effort of the education supervisor in helping teachers improve their work patterns and performance, so that it has a positive effect on teaching and learning processes and activities and the quality of education. It is expected to have an impact on improving the quality of learning and improving the quality of schools.

Academic supervision techniques by school principals use the class supervision techniques, observation, group techniques such as meetings, group discussions, and solving problems together. The principal in preparing the supervision program for teachers by the consideration of the academic, curriculum vice principals, and involving senior teachers. The supervision technique carried out by the principal is individual, namely class visits, private conversations, and others [2]. In the implementation academic supervision, school supervisors not only conduct administrative supervision but also provide assistance to teachers, so that teachers can improve and enhance their professional abilities so that they can help good learning services which in turn obtain optimal student learning outcomes [13].

Teacher Development

Bell and Gilbert [14] described the teacher development as teacher learning. Furthermore, they implied:

In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing.

They also mentioned the three main types of developments: personal, professional, and social. The process of teacher development can be seen as one in which development in one aspect cannot proceed unless the other aspects develop.

METHODOLOGY

This study conducted in SMAN 1 Subang and used qualitative research with descriptive method. The data collection technique was by depth-interviewing the school principal and two teachers in SMAN 1 Subang, analysing document of academic supervision assessment instrument. the data collection instruments include cameras and recording devices.

FINDING AND DISCUSSION

Academic Supervision at SMAN 1 Subang

Academic supervision at SMAN 1 Subang implemented by the principal, the vice principal to the senior teachers. The vice principal and senior teachers supervise other teachers. Those who called senior teachers can be seen from various perspectives, based on experiences and age of the teacher. There are about 1/3 of the teachers in SMAN 1 Subang are called senior teachers.

Academic supervision in SMAN 1 Subang has three stages, they are planning, implementation, and evaluation or follow-up stages. Academic supervision definitely begins with the preparation of a work program. With the work program, supervision activities can be directed and have clear goals and objectives. All activities, including the scope, expected outputs, and monitoring schedules in the prepared program. In the planning stage, there are preparations in the form of collecting administrative requirements and scheduled by the vice principal of the curriculum. These things were conveyed at the official meeting at the beginning of the year in mid-July. After the teachers have finished making the learning program (learning lesson), it is signed by the principal as an administrative requirement.

The implementation stage can be using the class visit technique and group discussion. The implementation of class visit is carried out in the classroom and accompanied by representatives and curriculum staff and taking photos and recordings (documentation) for physical evidences. Learning activities carried out based on KD (basic competencies) which have been written in the lesson plan. The supervisor fills out the academic supervision assessment instrument according to observations in the classroom from the opening to the closing of the lesson seen from the learning method, time adjustment, selection of teaching materials, teacher and student interactions, student evaluation after learning is carried out, and the suitability of the learning activities with the lesson plans.

The evaluation or RTL (Follow-Up Plan) implemented after the academic supervision has been held. Supervisor and his assistant discuss the results. The assessment is submitted and they can deliver it to the teacher directly as the feedback. The teachers always be open minded about the suggestions from the supervisor. The supervisor either can deliver it one-to-one to the teachers or discuss it together with the same subject teacher. SMAN 1 Subang conducts academic supervision by visiting class once in a semester to each teacher. For the group discussing is held based on the needs, but at least once in a year

The obstacle that occurs in the planning of academic supervision expressed by the principal of SMAN 1 Subang is there are incomplete teacher administrative requirements. To handled that when they held meeting for academic supervision, the principal gives the detail information about the administrative requirements and remind the teacher as long as possible if the teachers have not submitted it yet. Meanwhile, one of the teachers at SMAN 1 Subang revealed that the main thing that inhibit in implementing academic supervision is the teacher's readiness when being supervised because there will be anxiety and a different atmosphere when teaching normally. The result of academic supervision finds out mostly the teacher material during is not matching with the study lesson plan, time allocation exceeded the KBM schedule, and the learning evaluation of student is not comprehensive at the end of the lesson.

Teacher Development in SMAN 1 Subang

In addition to conducting academic supervision, school principals need to develop teachers in order to enhance teacher's quality and performance. SMAN 1 Subang have several strategies in teacher development by conducting some education activities. First, In House Training (IHT) every year regarding the procedures for making learning tools and good teaching strategies,

discuss and solve the problems that exist inside the school. Besides that, the teachers can request the topics which is necessary for the school. For years IHT held in the school, but since COVID-19 Pandemic, it was held online.

Second, they held workshops and educational seminars facilitated by MGMP (Teacher Community) leaders in Subang Regency where almost each subject is chaired by SMAN 1 Subang teachers. There are well-known speakers from national level are invited. Nowadays, the school focused to utilise the ICT in the education as the response of online learning activities.

Beside the annual program, the principal support the teacher's career by giving them the easier procedure whenever the teachers want to continue their study to master degree, the school also inform to the teacher whenever there is a scholarship program. The school also support the teacher to participate in government educational program i.e., Guru Penggerak, Literation Ambassador, and the leaders of MGMP in Subang Regency. The school principal believes that he must be able to support the teachers in order to develop their potential and facilitating their ideas continuously because one of the success factors of SMAN 1 Subang being the main parameter of education in Subang Regency seen from academic, non-academic achievements, and most school graduates accepted at PTN (state university) is the quality of teachers.

The Impact of Academic Supervision and Teacher Development to Teacher Competencies in SMAN 1 Subang

Teachers in SMAN 1 Subang agree that academic supervision is really helpful to improve their competencies because they get more motivation to make the best teaching activities. They revealed by listening the supervisor feedback and reading the result of academic supervision assessment could make them learning more to improve themselves. The academic supervision assessment instrument can also help teachers measure their competence because it contains a list of pre-observation and post-observation questions related to self-evaluation for pedagogic, personality, social, and professional competencies.

Supervisor observations during academic supervision are carried out by observing various aspects during the teaching and learning process including how the teacher's attitude in giving lessons, how the teacher interacts with students, how the teacher uses learning methods, and how the teacher masters the subject matter and makes learning take place according to what has been planned. These things are included in the four teacher competencies that

can be continuously improved with academic supervision. In House Training, workshop, and educational seminar held to enrich teacher's knowledge and skill. The materials are delivered by the expert and mostly the topic is related to the teacher's competencies, with that the school expects those knowledges can be implemented and bring the positive impact for the school.

CONCLUSION AND RECOMMENDATION

Subang implemented in three stages, they are planning, implementation, and evaluation once in a semester. The teacher development activities carried out by the school in improving the quality of teachers at SMAN 1 Subang are IHT, workshops and educational seminars, and support the teacher career for continuing their study or participated in the government program. The existence of academic supervision and teacher development are helpful for teachers in improving their competencies

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