

Implementation of Principal's Academic Supervision in Improving Teacher Performance

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Abstract. The success of the administration of education is determined by the ability of the principal in managing all the resources available at the school. The objectives of this study are: (1) To describe the planning of academic supervision. (2). To explain the implementation of academic supervision (3.)To discuss the follow-up plans for supervision of teacher performance. This research is a qualitative research. The subjects in this study were the Head of the School, competent teachers and students, the research was conducted at the Vocational School of Pharmacy, APIPSU Medan. Data obtained from this study are (1) Planning and implementing Academic Supervision (2) Academic Supervision Assessment, (3). Implementation of Academic Supervision. (4) Follow-Up Academic Supervision. The results of research and discussion on the implementation of educational supervision on the performance of vocational school pharmacy teachers at APIPSU Medan, in general the management of school principals in carrying out academic supervision has been going well.

Keywords: Academic supervision · Principal · Teacher performance

1 Introduction

The administration and management of education in schools basically covers planning, implementation and supervision activities. Planning, implementation and supervision activities are interrelated and constitute the main functions and activities of education management. [1]. Educational management includes the arrangement of resources that support the implementation of education, namely: education personnel, students, learning resources (curriculum), facilities and infrastructure, finance, governance, school organization, and school relations with the community.

The success of the implementation of education is largely determined by the ability of the principal in managing all the resources that exist in the school [2].

Academic supervision is a series of activities to help teachers develop their abilities, so in their implementation it is first necessary to assess the ability of teachers, so that aspects can be developed and how to develop them. Educational supervision is coaching towards improving the educational situation. [3]. [4] ect. Educational supervision is to help create graduates who are optimal in quantity and quality. Helping teachers develop their personal, competence, and social. Through academic supervision it is expected that the academic quality carried out by teachers will increase. The final goal and supervision activities are to improve student learning outcomes.

Supervision needs to be carried out routinely and gradually with a clear schedule and supervision program, it is the principal's obligation to carry out supervision so that teachers are more professional in improving the quality of their students. In reality the headmaster has not been able to carry out supervision properly on the grounds that the workload of the principal is too heavy and the educational background is not in accordance with the supervised field of study. So the purpose of fostering and guiding teachers is still not perfect and teachers do not understand the meaning and importance of supervision conducted by the school principal [5].

2 Literature Review

Supervision is an activity to determine the conditions / essential conditions that will guarantee the achievement of educational goals. The principal's duty as a supervisor means that he must research, search for, and determine which conditions are needed for the progress of his school. Supervision is basically a service provided by school principals to help teachers become more capable or skilled in carrying out their tasks in accordance with the demands of the times. [6] Supervision is an effort made by school principals in helping teachers to be more able to realize the teaching and learning process. The aim of supervision of school principals is to foster teacher awareness to try with their own abilities to improve their weaknesses or weaknesses in carrying out their tasks, based on the results of assessments conducted by the school principal. [7] The principal's job as a supervisor, then he supervises and controls the teaching staff, especially teachers, which aims to improve the professional abilities of teachers and improve the quality of learning through effective learning.

Principal supervision competencies consisting of: (a) planning academic supervision programs in order to improve teacher professionalism, (b) carrying out academic supervision of teachers using the appropriate supervision approaches and techniques, and (c) following up on the results of academic supervision of teachers in order improvement of teacher professionalism. [8] The principles of academic supervision are: (a). Practical, (b) Systematic, (c). Objective, (d) Realistic, (e). Anticipatory, (f). Constructive, (g). Cooperative, (h). Family, (i). Democratic, (j). Active, (k). Humanist, (l). Continuous (m). Integrated, (n). Comprehensive. [9] The results of supervision conducted by the principal must be notified to the teacher concerned, so that the teacher can know the strengths and weaknesses in teaching. [2] In its implementation, the principal as a supervisor must pay attention to the following principles: (a) consultative, collegial, and not hierarchical relationships, (b) is carried out democratically, (c) is centered on teaching staff, (d) is based on the needs of the staff education or teacher, and (e) is professional assistance. Supervision activities by the school principal can be carried out effectively through: group discussions, class visits, individual talks and learning.

School principal supervision is academic assistance given by the school principal so that teachers are more professional at work, which includes: (a) planning academic supervision programs, (b) carrying out academic supervision appropriately, and (c) following up on the results of supervision in order to improve teacher professionalism.

In the education process, supervision or supervision is an inseparable part in efforts to improve learning achievement and school quality. [10] Educational supervision 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 the process and learning outcomes. Teachers can simply be interpreted as people who provide knowledge to students [11]. Because of that task, teachers can increase their authority and the existence of teachers is very much needed by the community, they no longer doubt the urgency of teachers for their students.

There are 19 roles of teachers, namely as educators, instructors, mentors, trainers, advisors, reformers, models and role models, personal, researchers, promoters of creativity, generating views, routine workers, campers, story carriers, actors, emancipators, evaluators, preservatives and culminators [12]. Performance is the implementation of the plan that has been prepared. Implementation of performance is carried out by human resources who have the ability, competence, motivation and interests. How organizations value and treat their human resources will influence their attitudes and behavior in carrying out performance [13].

Performance is the ability of teachers in a variety of teaching skills, guiding, assessing, using the media, associating or communicating with students, preparing teaching plans, skills in carrying out classroom administration. [14] Systematically are directed steps to achieve the goals that have been formulated by a teacher.

The above factors also determine the teacher's activity in analyzing the needs and priority scale carried out by a teacher to students. The ability of analysis will realize mutual understanding, respect and ultimately together to try to achieve the results that have been formulated. Positive and meaningful teacher performance will be able to color the behavior of their students. This behavior is work creativity that is actualized by the teacher and has an impact on performance. The higher the creativity the higher the teacher's performance. [10] Thus the performance carried out by the teacher helps to plan and implement activities programs more precisely and better. Required teacher competencies, namely: pedagogical competence, personal competence, social competence, and performance [15].

3 Methodology

The research approach used in this study is qualitative research, which is a research procedure that produces descriptive data, in the form of written or oral data and people and behaviors that can be observed as research objects. Qualitative research is the collection of data in a natural setting, using natural methods, and carried out by people or researchers who are naturally interested. [16] [17] Qualitative research has six characteristics, namely: (1) care about context and situation (concern of context); (2) natural setting; (3) human as the main instrument (human instrument); (4) data is descriptive (descriptive data); (5) research designs emerge in conjunction with observations (emergent designs); and (6) inductive analysis of data. In qualitative research humans are the main data source and the results of research in the form of words or statements that are in accordance with the actual.

The type of research the researcher is researching is using a case study research type, which is an empirical inquiry that investigates phenomena in real life contexts, when the boundaries between phenomena and contexts are not clearly visible and where multiple sources are utilized. [17] Case studies are: "In case study the investigator

attempted to examine individuals or units in depth. The investigator tries to discover all the variables that are important in the history or development of the subject. "Data collection is done using several techniques: a. participant observation, b. interviews (semi-structured and unstructured interviews), c. documentation. [18] The data analysis process here the researchers divide into three components, namely: data reduction, data presentation and drawing conclusions. This research was conducted at the Pharmacy Vocational School of APIPSU Medan for 3 months, from 1 April 2019 to 30 July 2019.

4 Result and Discussion

4.1 Academic Supervision Planning and Implementation Are Carried out by the School Principal

In the Planning, the elements supervised by the Head of Pharmacy Pharmacy at APIPSU Medan were related to professional competence in the form of supervision of the learning process, the implementation of the learning process and its assessment. In supervising the ability of learning planning the Head of Pharmacy Pharmacy APIPSU Medan pays attention to several things, including: 1) examining the teacher in making outlines of the organization of learning, 2) see the suitability of the subject matter analysis delivered by the teacher, 3) check the preparation of semester programs and annual programs, 4) checking lesson plans by the teacher, 5) checking KKM (Minimum completeness criteria) and the analysis.

The examination of learning planning is carried out every new school year, so before the teaching and learning process the teacher has prepared a learning plan that will be conducted in that semester. This learning plan is made as a guide for a teaching teacher. The making of this learning plan must be made by Medan APIPSU Pharmacy Vocational School Teacher every new school year, before the teaching and learning process is carried out. The School Principal always checks the completeness of the administration of learning before conducting teaching which includes the Syllabus, Annual Program, Semester Program, RPP, and KKM. Coaching includes giving a way of making good planning, and choosing a good learning method in accordance with the conditions of students, and providing opportunities to discuss with colleagues through the MGMP.

4.2 Academic Supervision Assessment Conducted by the School Principal

Assessment is the process of giving meaning or determining the quality of measurement results by comparing the number of measurement results with certain criteria. Criteria as a comparison of the process and learning outcomes can be determined before the measurement process or can also be determined after the measurement. This criterion can be the minimum required process / capability, or the limits of success, it can also be the average ability for group work and various other benchmarks. Criteria in the form of the minimum criteria that have been set before the measurement and are

absolute. The principal as a supervisor is expected to foster teachers in conducting assessments.

4.3 Academic Supervision Implemented by the Principal

Implementation is not an activity, but several activities are planned and carried out in accordance with certain facts to achieve the objectives of the activity. Therefore implementation does not stand alone by the next object. The implementation of academic supervision by the school principal discusses problems, learning methods, learning media and classroom management that requires teachers with non-educational backgrounds.

Implementation of academic supervision by school principals on improving teacher performance, by fostering teachers in learning methods, learning media and classroom processing, with various methods one of which uses peer tutors who are mentored by teachers who have received training transferred by the education office. In the findings of this study, including presenting the supervision strategy undertaken by SMK Pharmacy APIPSU Medan to implement academic supervision in improving professional competence:

- a. Improvement of teacher professional competence in planning learning, where the Pharmacy Vocational School APIPSU Medan with several supervision strategies.
- b. Increasing teacher professional competence in the implementation of learning, strategies by providing input after monitoring the implementation of learning, providing opportunities for fellow teachers to make observations while learning and discuss the results and provide mutual input, provide motivation and understanding of the importance to continuously improve the quality of learning, in meetings service.
- c. Improvement of teacher professional competence in evaluation of learning, strategies to by giving opportunities to discuss with peers through the deliberation of subject teachers (MGMP) in Schools and Cities in Medan.

4.4 Follow-up Academic Supervision Conducted by the School Principal

Follow-up academic supervision that is intended here is to follow up on the results of academic supervision planning, academic supervision supervision, and academic supervision evaluation conducted by the school principal for teachers at SMK Pharmacy APIPSU Medan.

4.4.1 Follow-up Academic Supervision Conducted by the School Principal

Supervision conducted by the principal is related to planning, which includes fostering syllabus and lesson plans, has been well done by the school principal for teachers based on interviews. Academic supervision planning means thinking about the application of the general principles of supervision in the implementation of supervisory tasks in a situation of interaction between the headmaster and the teacher, both within the school

and outside the school. The result is the syllabus is a learning plan for a particular group and / or group of subjects / themes that includes KI, KD, learning material, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. The syllabus is useful as a guideline in developing further learning, such as making learning plans, managing learning activities, and developing an assessment system. Syllabus is the main source in preparing learning plans, both learning plans for one KI and one KD. The syllabus is also useful as a guideline for planning the management of learning activities, for example classical learning activities, small groups, or individual learning. The headmaster conducts academic supervision planning in fostering lesson plans that are already good according to the procedure, that is, the lesson plans are a translation of the syllabus that was prepared in the previous step. In the RPP reflected activities that have been determined. Learning Implementation Plan (RPP) is an absolute requirement that must always accompany the teacher when implementing the learning process in class.

From the discussion of research results strengthened with the opinion of the syllabus experts is a set of plans and arrangements for implementing learning and assessment systematically compiled containing interrelated components to achieve mastery of basic competencies.

4.4.2 Academic Supervision Implemented by the Principal

The implementation of academic supervision by the school principal concerns issues, learning methods, learning media and classroom management. Innovative learning methods - In addition to the usual learning methods that we know a lot, there are currently other innovative learning methods that are expected to be effective when used for learning activities that take place at school. The learning method is expected that the teacher does not seem to be a single source of information. The learning method is a method used by teachers in establishing relationships with students during teaching. [14] Learning methods are ways to present subject matter conducted by educators so that the learning process occurs in students in an effort to achieve goals. Besides being able to use the tools available the teacher is also required to develop the skills of making teaching media which will be used if the media is not yet available. For this reason the teacher must have sufficient knowledge and understanding of the teaching media, which includes (a). Media as a communication tool to make the teaching-learning process more effective, b). The function of the media in order to achieve educational goals; c). The ins and outs of the learning-teaching process, d). The relationship between teaching methods and educational media in. Teaching; the selection and use of educational media; e). Educational media in each subject; f). Innovation efforts in educational media.

4.4.3 Academic Supervision Assessment Conducted by the School Principal

Assessment in learning involves three aspects, namely cognitive, affective, and psychomotor. The assessment method consists of two methods, namely the test method and non-test method. Assessment determines not only one aspect but three aspects namely cognitive, affective, and psychomotor. So that we as teachers are always fostered by the principal in implementing it, and the assessment procedure consists of

two methods, namely the test method and non-test method. These assessments are written tests, observations, practical tests, assignments, oral tests, portfolio assessments, journals, self-assessments, peer-to-peer assessments.

4.4.4 Follow-up Academic Supervision Performed by the School Principal

The principal's management in carrying out academic supervision at the Pharmacy Vocational School APIPSU Medan, The follow-up of academic supervision is done by the school principal for teachers in the Vocational School Pharmacy APIPSU Medan, starting from planning academic supervision to applying the general principles of the supervision in the implementation of supervision tasks in situations of interaction school principals and teachers, both within school and outside school. Because with that planning, the principal will be able to provide supervision properly, because he can deal with the situation in the school in a firm, steady and flexible manner. Implementation is not just an activity, but an activity that is planned and carried out seriously based on a reference to certain norms to achieve the objectives of the activity. Assessment answers the question about how well the results or learning achievements of a student. The results of the assessment can be in the form of qualitative values and quantitative values, because they are used to improve assessment techniques and assessment procedures. To follow up on the planning, implementation, and evaluation of academic supervision conducted by the principal to foster teachers in the planning which includes fostering syllabus and lesson plans.

5 Conclusion

Based on the results of research and discussion on the implementation of educational supervision on the performance of APIPSU Medan Vocational School teachers, it can be generally concluded that the principal's management in carrying out academic supervision has been going well. Specifically, the conclusions that can be drawn from this study are as follows:

1. Planning academic supervision conducted by the head of the Pharmacy Pharmacy at APIPSU Medan, has been carried out according to the procedure.
2. The implementation of academic supervision, including methods, media, and classroom processing, has been done well by the school principal.
3. Academic supervision assessments covering techniques and procedures have been given good guidance by the school principal.
4. Follow-up academic supervision which includes planning, implementation, and assessment, has been done a good coaching by the principal.

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