



School Principal Academic Supervision In Improving Primary School Teacher Performance

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ABSTRACT

There is a gap between performance demands which are still not optimal, and on the other hand, the function of the principal's academic supervision in improving the performance of elementary school teachers is still not optimal. The research aims to determine the planning, implementation, evaluation and follow-up of school principals' academic supervision in improving the performance of elementary school teachers. The method used is a descriptive qualitative approach with data collection techniques through observation, interviews, documentation studies and triangulation. The results of this research show that the principal's academic supervision planning is based on objectives, creating a supervision schedule, compiling supervision instruments, and analyzing the school's work program; implementation, through class visits, class observations and provision of learning tools; evaluation, consisting of mastery of material, communication with students. types and techniques of evaluation; follow-up, enrichment, improvement, coaching, reflection and reporting.

Keywords: Principal, Teacher Performance, Academic Supervision.

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1. INTRODUCTION

Academic supervision is a series of activities by the principal to help teachers develop their abilities to achieve learning goals (Glickman, et al. 2007), so in its implementation it is necessary to first conduct an assessment of the teacher's abilities, so that aspects that need to be developed and how to develop them can be determined. However, one thing that needs to be emphasized here is that after assessing teacher performance, it does not mean that academic supervision tasks or activities have been completed, but rather must continue with the design and implementation of developing their abilities. (Mulyana, 2019) conceptually, academic supervision is a series of helping teachers develop the ability to manage the learning process in order to achieve learning goals.

Minister of National Education Regulation Number 13 of 2007 concerning School Principal Standards and National Education Minister Regulation Number 12 of 2007 concerning School/Madrasah Supervisory Standards, it is explained that the duties of school principal supervision include the task of planning an academic supervision program for teachers using appropriate supervision approaches and techniques as well as following up on the results of academic supervision of teachers in order to increase teacher professionalism. A good school principal is not just about good planning but also good implementation and teacher guidance as well.

Sergiovani in the Department of National Education (2007:10) states that there are 3 objectives of academic supervision as follows: 1. Academic supervision is carried out with the aim of helping teachers develop their professional abilities in understanding academics, class life, developing their teaching skills and using their abilities through certain techniques. 2. Academic supervision is carried out with the aim of monitoring teaching and learning process activities in schools. This monitoring activity can be carried out by visiting the Kindergarten Head to classes, while the teacher is teaching, personal conversations with the teacher, his colleagues, or with his students. 3. Academic supervision is carried out to encourage teachers to apply their abilities in carrying out their teaching duties, encourage teachers to develop their own abilities, and so that they have serious attention to their duties and responsibilities.

This is reinforced by Permendikbudristek No. 40 of 2021 concerning the assignment of teachers as school principals, mandating that a school principal must have established competency standards. One effective way to improve the quality of education is through the leadership role of the school principal (Mulyono, 2018). So the role of the school principal in supervising is very important in the implementation of education, because the principal and teachers directly interact with students when the teaching and learning process takes place. Therefore, the school principal's task of supervision is at the forefront of contributing to improving the quality of education in general. The role of academic supervision of school principals and professional teachers in schools is very large because supervision carried out by school principals continuously and continuously can improve the quality of learning which in turn can improve the quality of education in Indonesia in the form of programs and procedures for activities in schools aimed at improving and improving the quality of learning carried out by teachers (Dadang Suhardan, 2010).

The role of a teacher is not just to be present to deliver lessons and then return to the room to carry out administrative or other activities. However, teachers are expected to take on a broader role than before. Teacher performance is a manifestation of the teacher's ability to plan, implement or carry out, and assess student learning outcomes. Teacher performance

is related to the quality, quantity of output and reliability that teachers have in carrying out their duties. Teachers who have high performance can improve the quality of education. Teacher performance is one of the main factors that determines the success of the educational process in schools.

Teacher performance and quality are assessed through an activity called academic supervision. In terms of language, supervision is taken from the English word supervision which means supervising or seeing or reviewing what a superior does regarding the implementation of the activities of his subordinates. The person who carries out supervision is called a supervisor (Jasmani, 2013). Supervision is usually used as a term for supervision, according to Syauqi, this supervision may contain instructive interests, where inspection, control and evaluation can be included in the management process. The essence of supervision is a planned coaching activity to help teachers and other school employees, so that they are able to work effectively (Purwanto, 2010). While monitoring is one of the tasks of providers in schools, it is supported to achieve working conditions for teachers and school workers, which develop well to develop the behavior of organizational members.

Based on the results of research conducted in 2017 on school competency mapping, the Ministry of Education and Culture held a competency test for school principals which was attended by 209,907 school principals from several levels and periods of work that had been carried out by school principals. Among the average scores for the 3 (three) principal competencies is 56.37 for managerial 58.55, for learning supervision it is 51.81, for the entrepreneurial dimension 58.75. Based on the average measured in the principal competency test, the supervision dimension received the lowest score among the other two, namely managerial and entrepreneurial. This data indicates that the ability of school principals to carry out academic supervision is still low and attention is needed in efforts to improve the competence of school principals.

This is also in line with the statement by the Director General of Teachers and Education Personnel, Surapranata, who said that the UKG results are a real portrait of teacher quality. Therefore, the UKG results are an important basis for designing appropriate teacher education and training for each teacher. In reality, the quality of Indonesian teachers is still worrying. From the teacher competency test of around 1.6 million teachers, the results were not encouraging because most of the scores were below 50 out of the highest score of 100. In fact, there were almost 130,000 teachers whose scores were between 0 and 30. The low teacher competency in Indonesia is caused by various factors, including a lack of teacher training and professional development, which is still rare, uneven, and not in line with teacher needs. And there is a lack of supervision and evaluation of teacher performance, which is still weak.

However, from the above research, there are gaps or differences with those carried out by researchers, namely focusing on how principals' academic supervision improves the performance of elementary school teachers using Edward Deming's management theory, namely planning (Plan), implementation (Do), evaluation (Check) and follow-up (Act) to improve the performance of elementary school teachers. This includes an understanding of academic supervision but also professional development of teachers to become more effective and contribute significantly to improving the quality of education in schools.

2. METHOD

The approach to this research uses a qualitative approach. This dissertation research aims to analyze the academic supervision of school principals in improving the performance of elementary school teachers in Bandung Regency. According to (Sugiyono, 2018) that: Qualitative research is research used to examine the condition of natural objects, where the researcher is the key instrument. In other references, the qualitative research approach is an effort to observe social phenomena. In qualitative research, humans are the main data source and the research results are in the form of words and statements that correspond to actual situations. This research is a type of qualitative research using analytical descriptive research methods or research which is supported by data obtained from field research, namely research procedures that produce descriptive data in the form of written or spoken words from people and behavior that can be observed (observation). Descriptive research is the most basic form of research. Aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering (Sukmadinata, 2017).

This research examines the form of activity, characteristics, changes, relationships, similarities and differences with other phenomena. This research does not manipulate or change the independent variables, but describes the conditions as they are. The main goal is to provide a clear and accurate picture of the material and phenomena being investigated, or describe what variables, conditions exist in a particular situation at the time the research is carried out. The descriptive method used in this research is by obtaining empirical data when the research is carried out which includes data collection which aims to describe the conditions and situations that exist at Al-Falah Boarding School Elementary School, Bandung Regency by describing or illustrating existing phenomena regarding the academic supervision of school principals in improving the performance of elementary school teachers.

Researchers use qualitative research for three reasons, namely: first, it is easier to adjust to reality which has multiple dimensions. Second, it is easier to directly present the nature of the relationship between researchers and research subjects. third, have sensitivity and the ability to adapt to the many influences that arise from the value patterns encountered (Margono, 2010). Meanwhile, using a descriptive approach, because it is not intended to test hypotheses, but only to describe the symptoms or circumstances being studied as they are and is directed at presenting facts, events systematically and accurately (Arikunto, 2014).

3. RESULTS AND DISCUSSION

3.1. Planning for Principal Academic Supervision in Improving Primary School Teacher Performance.

The supervision planning that has been carried out by SD Al-Falah Boarding School consists of: (a) The purpose of supervision planning which functions to determine the design of supervision equipment; (b) Determine the supervision schedule that has been agreed upon by the school principal and teacher; (c) Determine the instruments that will be used in

implementing supervision; (d) Determine the school program consisting of short-term programs, medium-term programs and long-term programs that will be implemented at the school.

Planning (Plan) The initial function of management is planning. Planning is an activity process to systematically present all activities that will be carried out to achieve certain goals. According to Suandy (2001), planning is the process of determining organizational (company) goals and then presenting (articulating) clearly the strategies (programs), tactics (program implementation procedures) and operations (actions) needed to achieve overall company goals. Minister of National Education Regulation No. 13 of 2007 concerning School/Madrasah Principal Standards. One of the competencies that must be carried out by the Principal in terms of supervision competence is to develop teachers in classroom management and administration based on the management of improving the quality of education in schools. The principal as the educational supervisor has the function of directing, guiding and supervising all educational activities and learning activities carried out by teachers. Overall, the planning foundations and theories of the two experts provide a comprehensive framework and emphasis on systematic and detailed planning which will certainly improve teacher performance.

3.2. Implementation of Principal Academic Supervision in Improving Primary School Teacher Performance

The implementation of supervision carried out by SD Al-Falah Boarding School consists of; (a) Class visits which function to observe the implementation of teacher and student learning before supervision is carried out; (b) Class observation which aims to see the teacher's response and the student's response; (c) Availability of learning tools in accordance with agreed plans; (d) implementation of seminars, workshops, In House Training (IHT) and Teacher Working Groups (KKG) which function to improve the quality of teacher teaching in schools.

Implementation (Do) In mobilization, the function is to realize the results of planning and organizing. This understanding is the third function in management. This function is a fundamental function of management as a follow-up to the planning function. Supervision in Government Regulation Number 19 of 2005 is classified into two, namely academic supervision and managerial supervision. Academic supervision aims to increase teacher competence in the learning process, while managerial supervision focuses on improving school performance (Kristiawan, et al, 2019).

Overall, the implementation of the principal's academic supervision at SD Al-Falah Boarding School is in accordance with the objectives of implementing supervision contained in government regulations and implementation theories presented by several experts. The supervision carried out by both schools has the same goal, namely improving the quality of teachers in learning, increasing teacher professionalism in teaching and improving the quality of teacher teaching by carrying out various activities that can support both those held at school and outside school.

3.3. Evaluation of Principal Academic Supervision in Improving Primary School Teacher Performance

The supervision evaluation carried out by Al-Falah Boarding School consists of: (a) Determining the objectives of the supervision evaluation which aims to see the extent to

which the implementation of the supervision has been successful; (b) Determine the evaluation aspects that will be used in evaluating the supervision that has been implemented; (c) Determine the appropriate type and evaluation technique to produce maximum results; and (d) report the results of the implementation of supervision that has been carried out and contain school identity, supervision objectives, supervision methods, supervision findings, analysis of supervision achievements, follow-up to supervision activities, reflection and conclusion.

Evaluation (Check) Evaluation is an activity to observe and measure all operational activities and achievement of results by comparing standards seen in previous plans. The evaluation function ensures that all activities run in accordance with the policies, strategies, plans, decisions in the work program that have been analyzed, formulated and determined previously. Minister of National Education Regulation Number 13 of 2007 concerning Qualification and Competency Standards for School Principals. Evaluation of academic supervision is the process of providing information to be used as an alternative decision. This evaluation is carried out to improve teacher professionalism.

Overall, the evaluation of the principal's academic supervision at SD Al-Falah Boarding School is in accordance with the objectives of the supervision evaluation. This can be seen from the evaluation technique, evaluation objectives and aspects to be evaluated. The evaluation carried out by SD Al-Falah Boarding School focuses on measuring all activities and achievement results during learning, both related to teaching preparation and related to its implementation and also related to assessment.

3.4. Follow-up to Principal Academic Supervision in Improving Primary School Teacher Performance

Follow-up supervision carried out by SD Al-Falah Boarding School consists of: (a) enrichment which is carried out if the teacher being tested has the expected abilities and is in accordance with the objectives of the supervision; (b) improvements are only made to a few people who still need guidance or improvement in teaching problems; (c) guidance in the form of guidance from the principal and deputy principal for the curriculum department, this guidance relates to learning approaches and tools that must be improved; and (d) Reflection on supervision activities is very necessary in order to find out to what extent the teacher understands the use of learning methods or media so that learning is more effective and creative and motivates students; and (e) make a report containing all series of supervision that has been carried out.

Follow-up (Act), Deming in Nurhayati (2013) stated that follow-up is a phase that marks the culmination of planning, testing and analysis regarding whether the desired improvements are achieved as articulated in the goal statement, and the goal is to act based on what has been learned. Law of the Republic of Indonesia number 14 of 2015 concerning Teachers and Lecturers (article 1 paragraph 1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education." Government regulations (PP) regarding academic supervision follow-up are a legal umbrella that regulates in detail the steps that must be taken after carrying out academic supervision activities.

4. CONCLUSION

This study confirms that principals' transformational leadership plays a crucial role in encouraging teaching innovation among elementary school teachers in Aceh Besar Regency. Quantitative analysis shows a significant positive influence, contributing 21.1%, with intellectual stimulation being the most dominant factor in encouraging teachers to think creatively and try new learning approaches.

Qualitative findings show that teachers are motivated by the principal's moral support, but the implementation of innovations still faces several obstacles. The main obstacles include limited facilities, training that is primarily theoretical, and uneven practical support. These conditions often result in inconsistent implementation of teacher innovations.

Overall, this study concludes that transformational leadership can be an important catalyst for the development of teacher innovation, but its successful implementation still requires systemic support in the form of ongoing training programs, provision of learning facilities, and guidance from school principals that is not only motivational but also facilitative.

5. DAFTAR PUSTAKA

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