



Improving Teacher Professionalism Through Academic Supervision At Karya Development Junior High School

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Abstract

Academic supervision is very important to be carried out by school principals in order to improve teacher professionalism. The purpose of this study was to determine the academic supervision program, the implementation of academic supervision, and the techniques used in implementing academic supervision at SMP KP Ibum, Bandung Regency. This study uses a qualitative approach with data collection techniques: observation, interviews, and documentation studies. The research subjects were the principals and teachers of SMP KP Ibum. The results of the study show that: (1) The principal of SMP KP Ibum arranges an academic supervision program by deliberation involving the vice principal and teachers, (2) Implementation of academic supervision by the principal is carried out on a scheduled or based on teacher invitation and unscheduled or without notification to the teachers first. In carrying out academic supervision the principal also divides supervision tasks with the deputy head of the academic field (3) The supervision techniques used by the principal are class visits, class observation, and group techniques. However, the supervision techniques used have not varied. Judging from the implementation of supervision and the process, it can be stated that the implementation of supervision by the principal of SMP KP Ibum is categorized as not optimal. Follow up on the results of academic supervision is carried out by guiding, directing, assisting teachers, attending seminars, upgrading and inviting competent resource persons. Besides that, the principal also provides opportunities for teachers to continue their education to tertiary institutions

Keywords: *Supervision, Teachers, Professionalism*

INTRODUCTION

Education for human life is an absolute need that must be fulfilled throughout life. Without education, it is absolutely impossible for a group of people to live and develop in line with their aspirations (ideals) for progress, prosperity and happiness according to their concept of outlook on life. One of the goals of education is to create quality humans. The human qualities needed by the Indonesian nation in the future are those who are able to face increasingly fierce competition with other nations in the world.

At the operational level, teachers are the determinants of educational success through their performance at the institutional, instructional and experiential levels. As stated by Danim (2012:44) that: Teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education. This main task will be effective if the teacher has a certain degree of professionalism which is reflected in competence, proficiency, skills or skills that meet certain quality standards or ethical norms. Teachers have a multi-functional role, more than just what is stated in legal products regarding teachers, such as Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation no. 74 concerning Teachers, that teachers act as designers, mobilizers, evaluators and motivators.

The three indicators of teacher professionalism, namely: learning planning (input), learning implementation (process), and learning evaluation (output) are carried out by teachers well, so teacher professionalism can be said to be good. To make teachers into professionals, it is necessary to provide ongoing and ongoing training, and to make teachers into workers need to be cared for, appreciated and recognized for their professionalism.

Academic supervision is one of the duties of school principals, senior teachers and the supervisory team from the Education Service in developing teachers through the supervisory function. Supervision essentially means providing guidance and guidance to solve educational problems, including problems faced by teachers together in the learning process and not looking for teacher mistakes.

The main duties of supervisors as supervisors or academic supervisors are the main duties of supervisors which place more emphasis on the technical aspects of education and learning, and managerial supervisors are the main duties of supervisors which place more emphasis on aspects of school management. The term professional comes from the word profession, meaning a field of work that a person wants or will pursue, and has certain skills. A profession is also defined as a position or job that requires special knowledge and skills obtained from intense academic education. Rimang (2011: 24) stated:

If the work of a teacher is a profession, then educational expertise must exist and be inherent in the teaching profession. If the teaching profession is carried out with great perseverance and dedication and he develops a scientific discipline in the field of education, then that person has carried out a specialization in educational science.

In this context, what is meant by professional is a teacher. Professional work is supported by certain in-depth knowledge which can only be obtained from appropriate educational institutions so that its performance is based on the knowledge it has which can be scientifically accountable.

A professional teacher is a teacher who has the required competencies to carry out educational and teaching tasks. Competencies here include knowledge, attitudes and professional skills, both personal, social and academic. Professional teachers have characteristics including: having the ability to be an expert in the field of education and teaching; have a sense of responsibility, namely having commitment and concern for their duties; have a sense of community and appreciate their duties as a life career and uphold the code of ethics for the teaching position. According to Suprahatiningrum (2013:23) that:

Teaching is a job that requires special skills. This work can be done by people who do not have the skills to do work as a teacher. The teaching profession requires special conditions, especially as a professional teacher, who must master the ins and outs of education and learning with various knowledge. This profession also needs guidance and development through a certain period of education or pre-service education.

Teacher professionalism is the condition, direction, values, goals, quality of expertise and authority in the field of education and teaching

METHODOLOGY

In accordance with the problem formulation in this research, to identify things related to teacher professionalism through academic supervision at KP Ibum Regency Junior High School (SMP). Bandung needs to conduct research. This research uses a qualitative approach. as stated by Emzir (2009:28) that: A qualitative approach is an approach that primarily uses a knowledge paradigm based on a constructivist view (such as the plural meaning of individual experiences, social and historical meanings constructed with the aim of developing a theory or pattern) or an advocacy/participatory view (such as political orientation, issues, collaborative, or change orientation) or both.

This approach also uses research strategies such as narrative, phenomenological, ethnographic, grounded theory studies, or case studies. Researchers collect important data openly, primarily intended to develop themes from the data. This research aims to determine the professionalism of teachers at KP Ibum Regency Junior High School (SMP). Bandung through academic supervision. This research takes the form of descriptive research by naturally explaining the facts found in the field regarding the professionalism of teachers at the KP Ibum District Junior High School (SMP). Bandung.

Furthermore, regarding qualitative data analysis, Bogdan and Biklen (Emzir, 2010: 85) stated that: Qualitative analysis is the systematic process of searching for and organizing interview transcriptions, field notes, and other materials that have been collected to improve the researcher's own understanding of those materials to enable the researcher to present what has been discovered to others. The subjects of this research were teachers, school principals, and a team of supervisors from the Education Service. In this research, researchers used more than one research instrument, all of which are tools used by researchers to obtain accurate data.

In this writing the author uses the following data collection techniques: (1) Interview; (2) Documentation; and (3) Observation Techniques. In qualitative research, data is obtained from various sources using data collection techniques. The data obtained is generally qualitative data although it does not reject quantitative data, so there is no clear pattern in the data analysis techniques used

RESULTS AND DISCUSSION

Academic Supervision Planning at KP Ibum Middle School

Based on the results of interviews with the principal of KP Ibum Middle School, the results showed that in planning academic supervision for teachers, it was planned in the initial stages, namely creating a supervision work program in collaboration with the Deputy Head of Curriculum. After preparing the supervision program, it is then ratified and the program is then implemented.

The benefits obtained from planning the supervision program include:

1. As a guideline for academic implementation and supervision.
2. To equalize the perception of all school members regarding the academic supervision program.
3. Guaranteed savings and effective use of school resources (energy, time and costs).

Meanwhile, the Academic Supervision Program Planning Principles which are used as a reference in carrying out supervision by the Principal of KP Ibum Middle School are:

1. objective (data as it is),
2. responsible,
3. sustainable,
4. based on National Education Standards, and
5. based on the needs and conditions of the school/madrasah.

Preparations that need to be considered:

1. The school principal makes a decree which includes a schedule of supervision activities
2. The teacher is informed by the head of the madrasah that the head of the madrasah will conduct observations.
3. Agreement between the head of the madrasah and the benchmark teacher about what was observed.

Implementation of Academic Supervision at KP Ibum Middle School

Based on data from the results of the supervision carried out, it shows that: in order to increase the professionalism of teachers at KP Ibum Middle School, Bandung Regency, the principal has prepared and created a supervision program according to the format and instructions and findings of previous supervision, even though the program has been prepared, the research results show that the program has been prepared. still incomplete, such as conducting visits to other schools, being a learning model by the principal or senior teacher, so far only carrying out a supervision program for class visits and guidance to teachers in the form of regular meetings.

Based on the research results, it can be seen that before carrying out academic supervision of teachers, principals, deputy principals and senior teachers at KP Ibum Middle School, they must first prepare a supervision program through deliberation.

The results of the research show that the maximum learning activities in the classroom have not been achieved, in addition to the large number of students in one class due to the lack of professional competence of teachers in teaching and learning activities due to the low quality development of teachers.

In implementing supervision of teacher professional development, the approach used by the principal actually worked as expected because the principal divided supervision duties with the deputy principal in the field of curriculum.

Academic supervision is carried out by the principal, all teachers receive supervision evenly, therefore the principal has increased the frequency or time for implementing supervision, such as by involving deputy principals or senior teachers, this happens because of the large number of teachers who have to be trained.

Academic supervision activities include class visits, teacher coaching is also carried out through group activities or regular meetings. Herabudin (2009:210) states:

The principal as a supervisor means that the principal functions as a supervisor, controller, guide, director and role model for teachers and employees at school. One of the most important things for a school principal, as a supervisor, is to understand the duties and positions of his employees or the school staff he leads.

The role of the principal in carrying out academic supervision is not only to enter the classroom to see the learning process carried out by the teacher, apart from that, every morning he also controls the atmosphere of the entire school environment, including the cleanliness of the classroom and yard.

From the opinion above we see here the importance of awards given to teachers to motivate them so that they feel they are truly appreciated, these awards are very meaningful and can increase competition among teachers and between classes, this is also often done by school principals, namely holding cleanliness competitions between classes, quiz competitions, activity competitions in the field of Islamic religious education, (extra-curricular competitions in the field of sports and others).

Academic supervision techniques carried out by the principal at KP Ibum Middle School, Bandung Regency in improving teacher professionalism, have so far used classroom supervision techniques, observation, group techniques such as holding meetings, group discussions, solving problems together.

Based on the research results, it is known that the supervision and coaching carried out by the principal of KP Ibum Middle School, Bandung Regency, has been carried out well and touches on problems both in learning activities and in the academic field, as well as activities related to learning activities carried out by noble teachers from the initial activities. until the closing activity means one day of learning activities lasts.

Basically, some supervisors in implementing academic supervision for KP Ibum Middle School teachers, Bandung Regency, if seen from the schedule set for the implementation of academic supervision, have not run optimally, the use of academic supervision techniques has not varied, if seen from the use of group techniques in solving problems faced by teachers always resolved together by holding meetings and at any time supervisors from the Bandung Regency Education Office.

Evaluation of Academic Supervision at KP Ibum Middle School

In the evaluation activity, the results of academic supervision by the school principal are discussed with another observer, namely the Deputy Head of Curriculum, and then forwarded to the teacher concerned to follow up on the findings obtained during the supervision activity.

Submission of these results was carried out in private to maintain the confidentiality of the observation results.

Follow-up Plan for Academic Supervision at KP Ibum Middle School

After carrying out an evaluation of academic supervision at KP Ibum Middle School, a follow-up plan was prepared. The follow-up that is usually carried out is the implementation of workshops, In House Training (IHT) related to learning tools, learning models, learning media and curriculum by expert speakers in their fields.

CONCLUSION

The principal of KP Ibum Middle School, Bandung Regency, in preparing a supervision program for teachers, namely by deliberation with the deputy principal for academic affairs and involving senior teachers. The program prepared regarding the supervision implementation schedule is carried out at the beginning of the school year, supervision techniques are planned individually and in groups. Implementation of academic supervision by the principal of KP Ibum Regency Middle School. Bandung is in order. Increasing teacher professionalism is carried out by dividing the task of academic supervision with the deputy principal to carry out supervision of senior teachers and senior teachers to carry out supervision of subject teachers. The supervision techniques used by school principals are: individual techniques, namely class visits, class observations, personal conversations, inter-visits, selecting various material sources for teaching and self-assessment. And there is little use of group techniques, that is, the techniques used are carried out jointly by the supervisor with a number of teachers in one group.

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