



Implementation Of Academic Supervision In Improving Teacher Competency And Performance In Learning Implementation

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Abstract

This study aims to explore and analyze the implementation of school principal supervision in improving teacher competence and performance in the implementation of learning in the Vocational High School (SMK) environment. This research uses a qualitative approach with descriptive methods. Data was collected through class observations, interviews with school principals, teachers and students, and analysis of documents related to the supervision program. Data analysis techniques using data reduction, data presentation, and drawing conclusions. The results of the study show that the supervision of school principals has an important role in improving the competence and performance of teachers in the SMK environment. Effective implementation of academic supervision involves steps such as classroom observation, constructive feedback, professional development and continuous support. Teachers benefit from this supervision, including increased understanding of concepts, use of innovative teaching methods, and increased motivation in teaching. However, there are challenges in implementing school principal supervision, such as limited time, resources, and the influence of external factors. Therefore, strong support is needed from school management and related parties to ensure the smooth implementation of supervision

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INTRODUCTION

Education is an important aspect in the development of a country. The quality of education is largely determined by the quality of teachers as the main actor in the learning process at school. Teachers who are competent and have good performance have a positive impact on student learning achievement and the development of quality human resources. In a Vocational High School (SMK) environment, teachers have a crucial role in developing students' competencies and skills in certain areas of expertise. To achieve this, the principal's supervision becomes an important instrument in improving teacher competence and performance in implementing learning. Principal supervision involves monitoring, assessing and guiding teacher performance.

The implementation of effective principal supervision is a determining factor in improving the quality of learning in vocational schools. Good supervision can provide constructive feedback to teachers, facilitate professional development, and encourage improvements in the use of innovative teaching methods. With effective supervision, it is hoped that teachers can improve their competence and directly influence the quality of learning in the classroom.

However, there are still challenges in implementing principal supervision in the vocational school environment. These challenges include limited time, resources, and the influence of external factors such as changes in curriculum or educational policies. Therefore, there is a need for a deep understanding of the implementation of principal supervision and the factors that influence it in the vocational school environment. In this context, this research aims to explore and analyze the implementation of principal supervision in improving teacher competence and performance in the implementation of learning in the vocational school environment. This research uses a case study approach by taking the example of vocational schools as the unit of analysis. By better understanding the implementation of principal supervision, it is hoped that this research can contribute to the development of effective supervision policies and practices in vocational schools.

Teachers are the determining factor for the success of the teaching and learning process in educational institutions. Teachers are a very important component in improving the quality of education in schools, and are very important in improving the quality of education in schools/madrasahs, and this shows that the professionalism of a teacher really determines the quality of education. Regarding the importance of teaching staff in improving the quality of education, Tilar said that 21st century educators (teachers) must meet the criteria, namely having a mature and developing personality, mastering science and technology, having the skills to arouse students' interest and develop profession on an ongoing basis. (H.A.R.Tilaar, 2002), p. 23.)

In essence, supervision contains several main activities, namely continuous coaching, developing professional abilities of personnel, improving teaching and learning situations with the ultimate target of achieving educational goals and student growth. In other words, supervision is a service process to help and develop teachers, this coaching causes teacher professional improvement and improvement. (Syaiful Sagala, 2017 p. 120.)

According to Ara Hidayat and Imam Machali, the essence of supervision is an effort to improve teachers' professional competence and abilities and an effort to create a better learning

process through better teaching methods, which ultimately has an impact on improving student learning outcomes. (Ara Hidayat and Imam Machali, 2012), p. 113.)

In this research, the author wants to focus research on academic supervision management in increasing teacher professionalism in the implementation of learning in vocational schools. Because every semester at Vocational Schools, a Teacher Performance Assessment (PKG) is held, the results of which are used by teachers to complete applications for promotions for civil servants and to fulfill the completeness of the principal's report file to the supervisor when the Principal's Performance Assessment is carried out. So the researcher wants to know the extent to which the principal's academic supervision is carried out by the principal. Is it really being done in accordance with the principal's main duties and functions properly, or is it just to fulfill administrative formalities?

METHODOLOGY

This research uses a qualitative approach with descriptive methods, and data collection techniques using observation, interviews and documentation. Interviews were conducted with resource persons ranging from school principals, deputy principals and teachers at the research site because the aim was to get an overview, reveal and explain the form of school principal management in improving teacher competence, so as to get an idea of the situation or incident of supervision carried out by the school principal. in vocational school. The location of this research was at SMK Negeri 1 Subang and SMKS Bakti Mandiri Bandung. This vocational school was chosen as a research location because the school was known to be one of the schools with the presence of a principal as a National Instructor, accessibility and good collaborative support with the school.

In this research, researchers also used documentation methods. This documentation data is used to complement the data obtained from interviews and observations. The documentation method is looking for data regarding things or variables in the form of notes, transcripts, books, magazines, inscriptions, meeting minutes, agendas and so on. (Suharsimi Arikunto, 2006), p. 131 and p. 236.) This research was carried out in March - June 2023. The subjects of this research were school principals and teachers who taught at SMK Negeri 1 Subang and SMKS Bakti Mandiri.

RESULTS AND DISCUSSION

Academic Supervision at SMK Negeri 1 Subang Academic Supervision Technique Class Visits

1. Competency of Productive Motorcycle Engineering Teachers at State Vocational School 1 Subang. Based on data collected in the field, it can be stated that the competency of Productive Motorcycle Engineering Teachers at State Vocational School 1 Subang is in accordance with the professional competency indicators described as follows:

- a. Mastering learning materials and concepts

Mastery of material and concepts is something that a person must have in their profession as a teacher, based on information from teachers obtained by researchers in the field that at SMK Negeri 1 Subang there are 8 productive Motorcycle Engineering teachers. From the aspect of mastering competency standards and basic competencies,

they already understand but are less able to develop indicators, especially the description of attitudes and skills, so students rarely master competency in each material.

b. Develop material creatively

A teacher is required to be creative in developing the subject matter taught so that learning can be fun for students. Fun learning is the responsibility of a teacher so that students quickly understand the material presented by the Productive Motorcycle Engineering teacher. Based on information obtained by researchers at SMK Negeri 1 Subang, there are 8 productive Motorcycle Engineering teachers, most of whom can develop lesson material during the lesson.

c. Developing Professionalism by Taking Reflective Actions

From the aspect of professional development, Productive Motorcycle Engineering teachers are still waiting for activities from the Productive Motorcycle Engineering MGMP and are not used to conducting research or classroom action research (PTK) for reflective learning actions.

d. Utilizing Information and Communication Technology.

Technology and information are really needed in learning so that the learning process can be fun and students don't get bored easily in learning, related to the use of technology and information by productive Motorcycle Engineering teachers at SMK Negeri 1 Subang. From the aspect of using technology and information, it is quite good, both knowledge and facilities in using technology and information, this is our concern from the school and related elements.

2. Supervision of the Principal in Improving Teacher Competence in Implementing Productive Learning in Motorcycle Engineering at SMK Negeri 1 Subang.

One of the principal's duties is to plan supervision. So that the principal can carry out his duties well and teachers teach well, the principal must have the competence to plan a supervision program. Based on information gathered in the field, it can be stated that quantitatively and objectively, one of the duties of the school principal is to carry out academic supervision which includes the following activities:

- a. Preparation of supervision programs
- b. Implementation of the supervision program
- c. Evaluation of monitoring/follow-up programs.

From the results of this discussion, the researcher can describe the planning carried out by the Principal as follows:

- a. Prepare a Supervision Schedule
- b. Implementation of supervision

Supervision carried out by the school principal regarding aspects of implementing the supervision program related to coaching tasks, namely; coaching teachers in learning planning, coaching teachers in mastering subject matter, coaching teachers in mastering competency standards and basic subject competencies, coaching teachers in developing subject matter, coaching teachers in developing their professionalism, and coaching teachers in utilizing technology and information.

c. Evaluation and Follow-up of Monitoring Programs

After implementing the academic supervision program for Productive Motorcycle Engineering teachers, as a reference the evaluation of the coaching and monitoring of Productive Motorcycle Engineering teachers is carried out to determine action on problems encountered when carrying out further guidance.

Academic Supervision at Bakti Mandiri Private Vocational School Bandung Academic Supervision Technique Class Visits

1. Teacher competency at the Bakti Mandiri Private Vocational School does not only rely on knowledge but also greatly determines success in the learning process, namely noble values that are internalized and practiced, as well as being able to continuously increase scientific insight or matters regarding educational tasks. Therefore, in an effort to teach students, the skills required are in accordance with the provisions obtained through pre-service education or the teacher and education staff program taken before serving. The professional competency of teachers at Bakti Mandiri Vocational School is also in accordance with the professional competency indicators, namely:

a. **Mastery of Study Material**

As educators who are of course required to master the subject matter that will be given to their students, teachers at SMKS Bakti Mandiri Bandung from the aspect of mastering the material in a normative textual way are good, but lack contextual illustration when carrying out the teaching and learning process. Therefore, the teacher's strategic position to improve the quality of education is greatly influenced by the level of mastery of the subject matter.

b. **Mastery of Competency Standards and Basic Subject Competencies.**

By mastering competency standards and basic competencies in subjects, teachers will be clear about the targets achieved by teachers in each subject. Teachers at SMKS Bakti Mandiri understand the aspects of mastering competency standards and basic competencies but are not yet able to develop indicators, especially descriptions of attitudes and skills. Scope of lesson.

c. **Developing Professionalism by Taking Reflective Actions.**

Efforts to develop material here, namely how teachers enrich material sources including knowledge and information to be conveyed. A teacher's professionalism will be a measure of educational success in an educational institution if a teacher is able to develop his or her profession.

d. **Developing lesson materials creatively**

Developing teacher professionalism is a culture that is built sustainably in an educational unit or school, at least through building this professional culture it is hoped that it can contribute to the future steps that must be taken to develop teacher professionalism in a school. The lesson material presented is expected students gain extensive knowledge so a teacher is required to be able to develop learning materials creatively. Teachers at SMKS Bakti Mandiri Bandung from the aspect of developing learning materials and explanation strategies are still limited and not yet creative and innovative, even though it is a requirement for teachers to carry out active and innovative learning.

e. Utilizing Media

Utilization of learning media is a demand for teachers, especially to be able to utilize media such as information technology and other media because it can facilitate the learning process carried out in the classroom. Teachers at SMKS Bakti Mandiri from the aspect of technology and information utilization are still very limited, both in terms of knowledge and facilities in utilizing information technology. or other media.

2. Principal Supervision in Improving Teacher Competency

Implementing supervision of teachers is very important for school principals and supervisors to increase their professional competence and improve the quality of learning through a good learning process. Findings in the field show that school principals play a very important role in carrying out supervision. Academic supervision carried out to improve teacher competency at SMKS Bakti Mandiri Bandung includes several activities, namely:

a. Preparation of Supervision Program

The preparation of the supervision program is an annual and semester program, in preparing the annual and semester program taking into account the expected goals and targets. The annual program is created for a period of one year and the semester program for one semester, by holding discussions with fellow teachers, analyzing the results of last year's and last semester's supervision so that an annual program and semester program are prepared.

b. Implementation of the Supervision Program.

Supervision carried out by the school principal regarding aspects of coaching duties, namely:

1) Coaching teachers in learning planning.

The coaching carried out by the principal of SMKS Bakti Mandiri Bandung is to coach and guide teachers in creating learning tools by supervising with group techniques, namely holding meetings between teachers, so that learning planning is still limited to examining learning tools such as checking lesson plans, syllabus, prota, promes. , class journals and student attendance and so on.

2) Coaching teachers regarding mastery of subject matter. Coaching carried out by the school principal for teachers related to mastery of subject matter, usually carried out after completing class supervision, immediately carries out coaching related to teacher mastery of subject matter, by suggesting that the material be developed so that it is not monotonous.

3) Teacher Development towards Mastery of Competency Standards and Basic Subject Competencies. Coaching for teachers related to mastery of competency standards and basic subject competencies is carried out after supervision of class visits so that the coaching carried out by school principals is still limited to understanding competency standards and basic competencies but teachers are not yet able to develop subject matter indicators from competency standards and basic competencies, especially The explanation is related to aspects of attitudes and skills.

4) Coaching teachers in developing lesson materials and professional development. The coaching carried out by the principal regarding the development of subject matter is still limited by providing coaching after class supervision so that teachers have not been able

to develop subject matter creatively and innovatively. And to develop professionalism, training or workshops are needed according to their competencies

- 5) Evaluation of the supervision program. After implementing the supervision program, the principal evaluates the results of supervision related to teacher coaching in learning planning, teacher coaching in mastery of subject matter, mastery of competency standards and basic subject competencies, teacher coaching in developing their professionalism, teacher coaching in utilizing information technology learning media or other. Then, the assessment results are analyzed, so that the results of the analysis are used as a reference for carrying out follow-up actions.

CONCLUSION

The competencies of teachers in vocational schools are (a) good mastery of normative textual material but less able to illustrate contextually, (b) mastery of competency standards and basic competencies already understood but less able to develop indicators, especially descriptions of attitudes and skills, (c) material development learning and explanation strategies are still limited and not yet creative and innovative, (d) professional development of teachers is still waiting for activities from MGMP and they are not yet accustomed to conducting research or classroom action research (PTK) for reflective learning actions, (e) the use of media such as information technology is still very limited both knowledge and means in utilizing technology and information.

Supervision of school principals in improving teacher competency in vocational schools is (a) preparing a supervision program by analyzing programs that have been implemented and analyzing needs that will be implemented so that it becomes an annual program and a semester program (b) implementation of the supervision program emphasizes coaching and guidance aspects such as mastery learning planning, guidance on mastery of contextual learning material, guidance on the preparation of indicators according to aspects of attitudes and skills, guidance on innovative learning strategies, professionalism guidance, and guidance on media use (c) evaluation and follow-up of the supervision program.

The implications of principal supervision in increasing teacher competency in vocational schools have implications for (a) increasing teacher competency in both aspects; mastery of subject matter, mastery of competency standards and basic subject competencies, creative development of subject matter, teacher development, use of technology and information and student and school responses to teachers are very good for teachers with high professional competence.

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