Implementation Of Academic Supervision In An Effort To Improve The Quality Of Learning In The Junior High School Education Unit

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Abstract

The research objectives were: 1) to know the implementation of academic supervision, 2) to know the techniques used in the implementation of academic supervision 3) to know the obstacles found in the implementation of academic supervision, 4) find solutions to the obstacles encountered.This academic supervision research was carried out at Ciparay 1 Public Middle School, Bandung Regency. This study uses a descriptive approach and uses qualitative methods with data collection techniques: observation, interviews, and documentation studies. The results of this study are: 1) Academic supervision is a routine activity carried out every semester, 2) Supervision techniques used are in the form of individual supervision and group supervision, 3) Obstacles in supervision activities, namely that supervision schedules are sometimes constrained by activities that coincide with school activities. 4) The solution that has been made is by diverting and creating a new schedule for teachers whose supervision schedule is constrained, besides that in order to improve the quality of their learning teachers are motivated to take part in technical training and coaching both carried out by schools and those carried out by the Education Office

Keywords: *Academic Supervision, Principal, quality of learning*

INTRODUCTION

Supervision is the process of monitoring and directing carried out by superiors or supervisors on the performance of teachers or educational staff. Educational supervision aims to improve the quality of learning in schools and improve teacher performance.

Educational Supervision emerged because of the need to improve the quality of education in Indonesia. In the early days of independence, there was a shortage of qualified teaching staff and adequate educational facilities. Therefore, the government is making efforts to improve the quality of education. One way is through educational supervision.

Educational supervision is becoming increasingly important along with the increasingly complex and dynamic development of education in Indonesia. In the context of globalization, educational supervision has become an effective strategy for facing increasingly complex and diverse educational challenges. Through educational supervision, teachers can be given positive and negative feedback regarding their performance, so that they can improve the quality of their learning.

The basic policies for education supervision in Indonesia in law and several regulations are:

a. Law Number 20 of 2003 concerning the National Education System which regulates the duties and responsibilities of the government in implementing education, including educational supervision

b. Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Educational Assessment Standards which regulates the procedures and principles for assessing learning outcomes which are the basis for implementing educational supervision

c. Regulation of the Minister of Education and Culture Number 19 of 2016 concerning amendments to the regulation of the Minister of National Education Number 16 of 2007 concerning Standards for School/Madrasah Principals and Regulation of the Minister of National Education Number 16 of 2007 concerning Standards for Principals of Schools/Madrasahs and Regulation of the Minister of National Education Number 17 2010 concerning Teacher Performance Assessment in position which regulates the duties and responsibilities of school/madrasah principals and teachers in the implementation of educational supervision.

Teachers have the potential to be creative in improving their performance. However, there are often many factors that hinder them from developing their various potentials optimally, both in the form of the teacher's own abilities in the teaching and learning process, as well as the educational facilities and infrastructure available. Considering this, it is felt that there is a need for continuous supervision with a directed and systematic program for teachers. Supervision functions to help, provide support and encourage teachers to participate in improving the teaching and learning process. So it can be clearly seen that the role of supervision really helps teachers in dealing with the quality of teaching and learning. A supervisor can act as a coordinator, consultant, group leader and evaluator.

The implementation of effective academic supervision is a determining factor in improving the quality of learning in schools. Good supervision can provide good feedback for 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 (Syaiful Sagala, 2013)

METHODOLOGY

This research is a miniresearch to determine the Implementation of Academic Supervision in Improving the Quality of Learning in State Junior High School (SMP) Education Units. This research uses a qualitative approach. According to Sugiono (2018), a qualitative approach is an approach that attempts to describe events, people's behavior or a situation in a particular place in detail and in depth in the form of a narrative. The subjects of this research were the Principal, Deputy Principal for Public Relations, Deputy Principal for Curriculum, and Subject Teachers. Researchers directly observe the object under study. This research aims to describe in detail the implementation of classroom supervision carried out by school principals in improving the quality of teacher learning. This research was located at SMP Negeri 1 Ciparay which is located at Jalan Laswi No. 809, Manggungharja Village, Ciparay District, Bandung Regency. The implementation will be in March and April 2023. Researchers collect data by meeting face to face and interacting with people at the researcher's location to obtain data and information. Next, the data obtained from the observations and interviews are processed and made into a report. Meanwhile, the data collection techniques used are: 1) Observation Observation is a data collection technique where the researcher makes direct observations of the research object to take a closer look at the activities carried out by the teacher. This research observation is to obtain in-depth data and does not reach the level of meaning (the values behind visible, spoken and written behavior). In observations, researchers immediately record the behavior that appears to be able to provide validity to the phenomenon being studied. 2) Interview An interview is a special pattern and an interaction that begins verbally for a specific purpose. An interview is a conversation between two or more people and takes place verbally between the observer and the source to obtain information. The questions used are questions to dig deeper into the problem topic. 3) Documentation Study Documentation study is a method of collecting qualitative data by viewing and analyzing documents created by the subject himself or by other people about the subject. Documentation studies are one way that qualitative researchers can do to get an overview and point of view of the subject through written media and other documents written or directly by the subject concerned. (Herdiansyah, 2010:143).

RESULTS AND DISCUSSION

Implementation of Academic Supervision

The implementation of supervision at SMP Negeri 1 Ciparay is carried out twice a year, namely in February and October. In its implementation, the school has assigned the Process Standards Team and Education Personnel (Tendik) to collect the learning administration of all teachers, then the subject coordinators are tasked with being supervisor. Meanwhile, the subject coordinators are supervised by the school principal. For the assessment, the coordinators collect the instruments which are then summarized by the Process Standards Team. For the inspection of learning administration, the principal has assigned the curriculum representative and the Process Standards Team to check its completeness and then summarize it.

The principal's role is to carry out supervision in the form of guidance, assistance, monitoring and assessment on problems related to the technical implementation and development of teaching education in the form of improving teaching education programs and activities to create learning situations. The principal has assigned the deputy principal the field of curriculum which is then conveyed again to the School Development Team, in this case the task has been assigned to the content, process and staff standards team to create a program and supervision schedule.

The scope of implementation of academic supervision at SMP Negeri 1 Ciparay includes:

1. Implementation of the Independent Curriculum and KTSP
2. Preparation, implementation and assessment of learning by the teacher.
3. Achievement of graduate competency standards, process standards, content standards and implementing regulations.
4. Improving the quality of learning through the following developments:
   a) learning activity models that refer to Process Standards;
   b) the role of students in the learning process is active, creative, democratic, educational, motivating, encouraging creativity and dialogue;
   c) students can form character and have a mindset and freedom of thought so that they can carry out creative and innovative intellectual activities, arguing, questioning, studying, discovering and predicting;
   d) active involvement of students in the learning process which is carried out seriously and in depth to achieve understanding of concepts, not limited to the material provided by the teacher.
   e) responsible for the quality of planning learning activities for each subject taught so that students are able to:
      i. increased curiosity;
      ii. achieve learning success consistently in accordance with educational goals;
      iii. understand the development of knowledge with the ability to search for sources of information;
      iv. processing information into knowledge;
      v. use knowledge to solve problems;
      vi. communicate knowledge to others; And
      vii. develop independent and group learning in reasonable proportions.
5. Teaching and learning activities and implementation of guidance and counseling. The main targets of academic supervision at SMP Negeri 1 Ciparay are teacher ability:
   a) Plan learning activities
   b) carry out learning activities
   c) assess learning outcomes
   d) utilize assessment results to improve learning services
   e) Create a pleasant learning environment
   f) Utilize available learning resources
   g) develop appropriate learning interactions (strategies, methods, techniques).

Academic Supervision Techniques

Academic supervision techniques used at SMP Negeri 1 Ciparay include:

1) Individual Supervision Techniques

Individual supervision techniques are the implementation of individual supervision of teachers. The supervisor here only deals with a teacher so that the results of this supervision will determine the quality of the learning.

Some activities that can be classified as individual supervision techniques are:
a) class visits
b) classroom observation
c) individual meetings
d) interclass visits
e) Assess yourself

2) Group Supervision

Group supervision techniques are a way of implementing a supervision program aimed at two or more people. Teachers who are suspected, according to the needs analysis, to have the same problems or needs or weaknesses are grouped or collected into one/together. Then they are given supervision services according to the problems or needs they face.

Group supervision techniques that can be implemented at SMP Negeri 1 Ciparay are:
a) group work,
b) learning demonstration,
c) discussion,
d) teacher meetings or teacher meetings, and
e) involving teachers in workshop activities or group conferences.

Barriers to Academic Supervision

The academic supervision program at SMP Negeri 1 Ciparay has been scheduled by the Deputy Principal for Curriculum. However, implementation is sometimes hampered or there are obstacles. These obstacles are:
a) Implementation of supervision sometimes conflicts with school activities
b) Some teachers are still not aware of the importance of supervision. They consider supervision activities to be a place to find mistakes
c) Supervision cannot be used optimally and optimally
d) Too focused on the administration that is arranged
e) Lack of preparation from teachers who will be supervised

Solutions for Overcoming Barriers to Academic Supervision

The solution to overcome the obstacles to Academic Supervision above is:
a) Re-scheduling is held for teachers whose academic supervision activities conflict with school activities in accordance with the agreement between the teacher and the supervisor who will carry out the supervision
b) Provide an understanding of the importance of academic supervision activities for teachers in improving the quality of their learning
c) Provide guidance and approach to teachers who will be supervised

d) Provide understanding to teachers that the administration is made as reference material in Teaching and Learning Activities. And teachers have the right to develop it in the Teaching and Learning Process.

e) Paste and notify the Academic Supervision Schedule either via Message or Information in the What App Group or posted on the Information Board in the Teacher's Room

CONCLUSION

Based on the research results, it can be concluded that the implementation of educational supervision carried out by the principal of SMP Negeri 1 Ciparay, Bandung Regency is as follows: 1. Educational supervision activities are routine activities carried out by school principals as an effort to improve the quality of learning. 2. Educational supervision activities are carried out in two stages, namely: stage one is carried out at the beginning of the school year in October and includes supervision of teacher administration. Meanwhile, the second supervision carried out in the even semester in February includes supervision of teaching and learning process activities. 3. Implementation of educational supervision, apart from being carried out directly by the principal, is also carried out by the Process Standards Team/Deputy Principal for Curriculum which has been assigned by the principal. 4. The implementation of educational supervision carried out by school principals places more emphasis on monitoring and developing teachers' abilities in managing learning. 5. Implementation of educational supervision really helps teachers in solving educational problems faced by teachers during learning and provides motivation for teachers to improve the quality of their learning. 6. Obstacles in educational supervision due to the changing curriculum which motivates teachers to further increase their knowledge and professionalism and be able to position themselves to face advances in science and technology.

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