



Implementation Of Academic Supervision In Improving The Quality Of Learning

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Abstract

The background of this research is because the supervision carried out by the Kindergarten (TK) Principal has not been maximized in improving the quality of learning in the Kindergarten he leads. The research objectives were to (1) describe the implementation of academic supervision in improving the quality of learning in Kindergarten, (2) find out the supporting factors needed so that academic supervision can improve the quality of learning and the inhibiting factors that cause academic supervision not to be implemented good and right in Kindergarten. The approach used is a qualitative approach with a case study research method. Data collection techniques used are in the form of observation, interviews and documentation. The results obtained from the research can be concluded. The process of implementing school principal supervision in improving the quality of existing learning in Kindergarten in Bandung City includes (1). planning, monitoring, implementation, and evaluation. (2) The condition of the quality of learning in kindergartens in the city of Bandung can be said to be quite good in terms of the quality and achievement of the school (3). Teacher performance becomes better in improving the quality of learning

Keywords: *Academic supervision, quality, learning, Early Childhood Education*

INTRODUCTION

Basically, human life requires an educational process to foster and develop their potential as individual beings, social beings and divine beings. This philosophy is as stated in the formulation of Article 31 of the 1945 Constitution, "Every citizen has the right to education" (paragraph 1), "Every citizen is obliged to attend primary and secondary education and the government is obliged to finance it" (paragraph 2). Meanwhile, according to the National Education System Law (Sisdiknas) no. 20 of 2003 Article 1 paragraph (1), Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state". One of the government's efforts to implement the formulation of Article 31 of the 1945 Constitution and the National Education System Law No. 20 of 2003 is through the provision of education in schools. One of them is the implementation of Early Childhood Education (PAUD).

Early childhood education (PAUD) has an important role in shaping children's character and potential from an early age. Kindergarten (TK) is an early childhood education institution that provides the first learning experience for children and is the first formal educational institution for children before entering primary education. The quality of learning in kindergarten plays a very important role in shaping the six aspects of education for early childhood (moral religious values, physical motor skills, language, cognitive, social and artistic) because this is where the basis for the formation of children's character, attitudes and learning abilities begins to be formed. To achieve this goal, the quality of learning in kindergarten must be maintained and improved. One effort that can be made to improve the quality of learning in kindergarten is to provide academic supervision for teaching and education staff. Academic supervision is one of the important strategies of programs to improve the quality of education and learning in kindergartens to ensure that teachers have the ability to teach effectively and efficiently. Good supervision can help teachers improve the quality of their teaching and increase student academic achievement (Permendikbud no, 137 of 2014).

Academic supervision is a mentoring process carried out by supervisors to assist teachers in improving and increasing the quality of learning in the classroom. Academic supervision can help teachers improve their teaching abilities and facilitate children's learning. Academic supervision helps teachers monitor children's progress in learning, provide constructive feedback, provide support in developing curriculum and effective learning strategies. In the context of PAUD, academic supervision also helps teachers in overcoming problems and challenges that arise in teaching early childhood. Academic supervision can identify weaknesses in the learning system, as well as improve the performance of teaching and education staff in kindergarten. Academic supervision can help improve the quality of teaching, improve teacher abilities, as well as improve overall school performance and ensure that learning activities in kindergarten run well and with quality.

According to Kurniawan (2017), there are still very few kindergarten institutions that pay attention to academic supervision activities intensively, systematically, effectively and efficiently. There are still shortcomings in implementing academic supervision in kindergarten and there are many challenges in implementing academic supervision in kindergarten, such as limited resources and experience of educators, as well as a lack of understanding of the concepts

and techniques of effective academic supervision and the absence of support from kindergarten management. Therefore, the author made research entitled "Implementation of Academic Supervision in improving the quality of learning in Kindergarten".

This research aims: (1). Describe the implementation of academic supervision in improving the quality of learning in kindergarten. (2). To find out the supporting factors needed so that academic supervision can improve the quality of learning and the inhibiting factors that cause good and correct academic supervision to not be implemented in Kindergarten.

There are 2 questions asked in this research: (1). How is the implementation of academic supervision in improving the quality of learning in kindergarten? (2) What are the supporting factors needed for academic supervision to improve the quality of learning and the inhibiting factors that cause good and correct academic supervision to not be implemented in Kindergarten.

This research is expected to provide the following benefits: (1) Provide scientific contributions regarding the implementation of academic supervision, specifically supervision carried out in kindergartens. (b). Adding scientific knowledge to the Theory and Practice of Educational Supervision course which is part of Educational Management. (c). Good and correct academic supervision is expected to help make the Government's program to make the nation successful. (d). The results of Academic Supervision research can be used by other researchers to develop research in the field of Educational Supervision. (e). Providing information about the implementation of academic supervision in improving the quality of learning in Kindergartens so that it can be taken into consideration in preparing professional development programs for Kindergarten Principals and Teachers. (f). Academic supervision makes kindergarten institutions improve the quality of their management. (g). Academic supervision implemented in kindergarten institutions will help teachers improve their teaching abilities and facilitate children in learning. (h). Intensive, systematic, effective and efficient academic supervision makes prospective parents interested in sending their toddlers to kindergarten institutions.

METHODOLOGY

This research is a miniresearch to determine the implementation of academic supervision in improving the quality of learning in kindergarten. This research uses qualitative research. The 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 narrative form (Sugiyono, 2018). This research involved school principals and teachers as the main sources in the research. The research location taken was one state kindergarten institution and one private kindergarten institution in Bandung City, West Java. The research was conducted from March to May 2023. The research method used was the case study method.

Research data collection techniques use three methods, namely: (1). Observation. The observations carried out by the researcher are as follows: (a) Observation in this context is non-participatory observation, that is, the researcher is not directly involved or takes part in the learning process. Researchers are positioned as observers or outsiders. (b). Researchers carry out direct observations in the field using the five senses, especially the sense of sight, to observe the research object. This is important to ensure the accuracy and validity of the data produced. In collecting data using observation, researchers use notes and video recordings. (2). Interview. Researchers conducted interviews with the Kindergarten Head and 2 class teachers. Data

Collection Instruments are as follows (a). The interview was conducted openly, where the Kindergarten Head and 2 teachers answered questions asked by the researcher which were not written. (b). Interviews were conducted in a structured manner. The Kindergarten Head and 2 class teachers answered all questions asked by the Researcher through written questions. (3). Documentation. Documentation is carried out in 2 ways, namely: (a). Data collection was done by reading and recording the 8 National Education Standards documents in the kindergarten institutions studied. (b). Data collection by taking photos of school buildings, classrooms and the process of teaching and learning activities during supervision.

The data analysis technique used is descriptive-qualitative analysis, namely a research procedure that produces descriptive data in the form of written or spoken words from respondents or people whose behavior is observed (Suryani, 2015:25). This research describes various things related to the focus of the problems raised. Researchers summarize and summarize the qualitative data that has been collected in case study research. The aim of descriptive data analysis techniques in qualitative research using the case study method is to understand and describe the characteristics of the data that has been collected as well as explain the relationship between the themes or patterns and the context of the case studied and draw conclusions from the results of the data summary.

RESULTS AND DISCUSSION

Academic Supervision in State Kindergartens

Class Visit Academic Supervision Techniques

Based on the results of the researcher's interview with the Principal of the State Kindergarten school, academic supervision was carried out using class visit techniques where supervision was carried out at least once in 1 semester. The Principal makes supervision preparations as follows: (1). Planning (supervision objectives, who is being supervised, supervision time, material being supervised, how to measure the success of supervision), (2). Implementation (carrying out academic supervision in class according to a predetermined schedule), and (3). Evaluation (evaluating the suitability of supervision results with the Vision, mission and Main Duties and Functions of the Kindergarten Head). The principal's main focus in the supervision program is to see the suitability of learning with the kindergarten's vision and mission. The Kindergarten head provides an assessment of the teacher's performance according to the Main Duties and Functions (TUPOKSI) of the Kindergarten head. During class visits the principal observes learning activities in the class. The principal observes learning activities, the advantages and disadvantages of learning activities. The principal observes teacher creativity in the use of media, models and learning methods. Teachers are required to innovate and be creative in every learning activity. Teachers are also required to use a scientific approach and also problem-solving and problem-based learning, so that students are able to think critically.

Personal Meeting Academic Supervision Techniques

In academic supervision technical activities in the form of personal meetings, namely the principal meets personally with the teaching staff/teachers in a room. This activity aims to exchange experiences, provide input after observing the learning process. The school principal also provides guidance to teaching staff/teachers so that they can use media, learning models

and methods optimally. School principals also provide motivation and support to teaching staff/teachers to always update their knowledge by attending seminars and workshops.

Supporting Factors for Implementing Academic Supervision

Supporting factors for implementing academic supervision are support from school principals, teachers, and the availability of adequate facilities and infrastructure. School principals have high concern for teachers to improve their teaching abilities, so that teachers are able to excel and have high awareness and motivation to improve their teaching abilities, as well as adequate facilities and infrastructure for implementing learning. Teachers with superior performance ratings are given the opportunity to provide training to other teacher colleagues, so that they are expected to provide support for other teachers to perform better too. Teachers are given the opportunity to take part in training/seminars to improve their professional quality. Students also join learning communities to work together to align their mindset regarding an independent curriculum. Teachers take part in various education and training programs organized either by the Ministry of Education through SIMPKB (Continuous Professional Development Program Management Information System) or accessing the Merdeka Belajar Platform organized by other agencies/parties. At the beginning of each year, teacher self-evaluations are carried out and every day teachers carry out Learning Reflections. The Kindergarten Head also supports Education Personnel (Tendik) to be able to develop and improve their personal qualities, for example by continuing their studies and participating in various activities related to developing the quality of Tendik.

Factors Inhibiting the Implementation of Academic Supervision

An inhibiting factor in the implementation of Academic Supervision in State Kindergartens is if there are matters related to the personal problems of the teacher being supervised. The way to overcome this is for the Kindergarten Head to take a personal approach or coaching so that the teacher is able to find problems and find solutions himself.

Academic Supervision in Private Kindergartens

Class Visit Academic Supervision Techniques

Academic supervision activities are preceded by an analysis of activities carried out in the previous semester. Supervision activities are carried out according to a predetermined schedule. Before conducting observations in the classroom, supervision is first carried out on learning planning tools, classroom management and assessment, then continued with classroom supervision. The implementation of school principal supervision in this research is (1). Supervision is carried out once a month, (2). In the form of implementation, the school principal supervises teachers starting from teaching methods to teacher activities in implementing the system that has been implemented by the school. (3). The principal gives sanctions to teachers with the aim of teachers maximizing themselves to be diligent and active in activities at the school.

The implementation of principal supervision in improving the quality of learning in private kindergartens in Bandung City is basically seen from the way the principal supervises teachers. Whether it is seen from the evaluation of curriculum implementation in the classroom, evaluation of teacher performance in improving teacher quality. With the actions taken by the school principal towards the teacher regarding this evaluation, the researcher can conclude that

the school principal is able to find out the evaluation of curriculum implementation in the classroom effectively through direct teacher observation.

The school principal is able to evaluate the curriculum as a whole. Principals of private kindergartens in the city of Bandung evaluate teacher performance by directly observing whether the final results of the teacher's performance have met the indicators to be achieved. Researchers can conclude that academic supervision really helps school principals in evaluating the quality of learning, so that the quality of teacher performance increases every year.

Personal Meeting Academic Supervision Techniques

Academic Supervision Techniques Personal Meetings are personal conversations between a supervisor and a teacher regarding efforts to solve problems faced by an educator. The goal: (1). Cultivate and develop better learning. (2). Correct weaknesses and errors that are often experienced. Types of Personal Meetings, namely: (1) Classroom Conference, conversations in class when students are not in class. (2). Office Conference, a conversation held in the principal's room or teacher's room. (3). Casual Conference, a conversation held by chance. In carrying out individual meetings, supervisors must try to develop positive aspects of teachers, encourage teachers to overcome their difficulties, provide direction, and make agreements on matters that are still doubtful. Implementing academic supervision using the individual meeting technique should go through the following stages: (1). Preparation, namely by collecting information about the teacher who will be supervised, identifying the teacher's problems, and setting supervision goals. (2). Implementation, namely by confirming the problems faced by teachers and the objectives of supervision, discussing the problems faced by teachers and several alternative solutions to problems. (3). The end of the meeting, namely by agreeing on the time and place of the meeting to solve the problem. (4). Follow-up, namely by following up on the agreement.

Supporting Factors for Implementing Academic Supervision

To improve the quality of learning in private kindergartens, kindergarten principals strongly support teachers by joining group activities with teachers from other educational institutions and include training for teachers. Activities given to teachers include: (a). Including teachers in teacher working groups (KKG). (b). Require teachers to participate in training. (c). Developing teacher quality in teaching (d). The school principal also helps prepare the media in the teaching process (e). The principal gives awards to teachers who excel. The role of the principal in improving the quality of teacher teaching is when the principal provides teaching training to teachers, at least once a month in the teaching and learning process to improve the quality of teaching.

Factors Inhibiting the Implementation of Academic Supervision

The possible inhibiting factors are (1). The centralized work system is still inherent, (2). Teachers are required to get used to a new work culture that increases creativity and hard work. As stated by Suhardan (2010: 121), culture refers to a system of shared life which is believed to be norms or patterns of behavior that are adhered to collectively. (3). Allocation of short time in carrying out academic supervision. The limited time that supervisors have is a very inhibiting factor in implementing supervision so that supervision activities do not run optimally and

teachers do not receive maximum guidance from supervisors. As the results obtained by Yudha (2011:423) (4). Too many schools are supervised by one supervisor so that the academic supervision provided is not carried out optimally. Asyhari (2011) stated that the workload ratio for supervisors is unbalanced because each supervisor has many areas of supervision and is responsible for their supervision, making it difficult for supervisors to make breakthrough strategies for implementing tasks by combining several other program items. (5). The lack of availability of funds and infrastructure is an obstacle to improving teacher academic competence. Obstacles encountered in implementing academic supervision are inadequate funding, relatively limited teacher activities, limited supervision time and infrastructure and other media that have not been met according to educational standards (Abusmar, Harun & Usman, 2013)

CONCLUSION

Professional school principal competence is needed so that supervision activities can run well and also truly improve and enhance the quality of education. The school principal as supervisor also provides services in the form of guidance to less capable educators/teachers in using media, learning models and methods to make learning more enjoyable and meaningful. The school principal also emphasizes problem-solving and problem-based learning so that students are able to think critically in dealing with problems.

Based on the results of the analysis and discussion above, several conclusions can be drawn that the implementation of the principal's supervision of the kindergarten teachers he leads in the city of Bandung has been carried out effectively in supervision of both principals and teachers, so that in the process of improving teacher performance is increasing every year. . The implementation of teacher performance in kindergartens in Bandung City has an impact on the presence and activity of teachers in improving their performance in teaching. The implementation of supervision by school principals in kindergartens in the city of Bandung is a process to determine whether there are deviations in the implementation of the plan so that corrective efforts can be made immediately so that we can ensure that the activities are carried out in real terms and are activities that are in accordance with what was planned. Through academic supervision, class visit techniques, the principal can see the suitability of learning with the vision and mission of the kindergarten he leads. The kindergarten head also provides an assessment of the teacher's performance according to the Main Duties and Functions (TUPOKSI) of the kindergarten head. The principal observes the creativity of teachers in using media, models and learning methods based on problem solving and problem based learning, so that students are able to think critically.

Supporting factors for implementing academic supervision are support from school principals, teachers, and the availability of adequate facilities and infrastructure. Teachers are given the opportunity to take part in training/seminars to improve their professional quality. Students also join learning communities to work together to align their mindset regarding an independent curriculum. At the beginning of each year, teacher self-evaluations are carried out and every day teachers carry out Learning Reflections.

An inhibiting factor in the implementation of Academic Supervision in Kindergarten is if there are matters related to the personal problems of the teacher being supervised. The way to overcome this is for the Kindergarten Head to take a personal approach or coaching so that the teacher is able to find problems and find solutions himself.

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