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The Implementation of Academic Supervision in Improving Teacher Competency at Primary School

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THE IMPLEMENTATION OF ACADEMIC SUPERVISION IN IMPROVING TEACHER COMPETENCY AT PRIMARY SCHOOL

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Abstract

This Study Aims To Obtain The Information And Data Of The Implementation Of Academic In Improving Teacher Competences. The Method Used In This Research Is Descriptive Method With Qualitative Analysis Approach. The Results Showed That: (1) The Education Office And The Supervisors Involved In The Preparation Of Academic Supervision Program By Analyzing The Earlier Programs. The Main Objective Of Academic Supervision Activities Is To Develop Teacher Capacity In Learning Aspects; (2) The Supervision Techniques Include Class Visit, Group Discussion, And Individual Discussion; All Of Which Are Still General; (3) Supporting Factors Include Motivating Teachers To Uphold The Urge And Willingness To Teach And Equipping Them With Various Teaching Methods. The Inhibiting Factors Include The Lack Of Time Allocation For Academic Supervision. A Supervisor Handles Up To 10 Schools. Thus, Not All Teachers Get Utmost Supervision.

Keywords: *Academic Supervision, Teacher Competence, Information*

A. Introduction

The rapid development of science and technology requires educational institutions to better adapt to the flow of these developments. Graduates of a school must be in accordance with the demands of the existing development. Adequate school personnel are of primary concern to every educational institution. Among the existing personnel, teachers are the leading line in determining the quality of education. Teachers every day face to face with students in the learning process. Therefore, qualified teachers are needed by every school. Improving the quality of education in schools requires professional and systematic education in achieving its goals. The effectiveness of educational activities in a school is influenced by the number of variables (whether related to personal, operational, and material aspects) that need to get continuous coaching and development. The process of coaching and developing the whole situation is a study of educational supervision.

Implementation of supervision in schools is often still general. The aspects of concern are less clear, so the feedback is too general and less directed to the aspect that the teacher needs. While the teachers themselves sometimes do not understand the benefits of supervision. This is due to not involved teachers in planning the implementation of supervision. Though the process of supervision implementation involving teachers since the planning stage allows teachers to know the benefits of supervision for him. Supervision is an approach involving teachers since the planning stage.

Research conducted by Makmurizal et al (2016) school supervisors only conduct general coaching, and then submitted to the Principal, supervisors only ask for physical evidence of all the tasks of teachers, so that if there are teachers who are not ready then given time to immediately prepare it.

The implementation of the assumed supervision is a teacher coaching service is expected to promote and develop teaching so that teachers can teach well and impact on student learning outcomes.

Supervision works to assist teachers in preparing lessons by co-ordinating theory with practice. The teacher's view of supervision tends to be negative which assumes that supervision is a model of supervision of teachers by suppressing the freedom of teachers to express their opinions. This can be influenced by the supervisor's attitude, such as being authoritarian, just looking for teacher's mistakes, and assuming more than the teacher because of his position. Cases of senior teachers tend to regard supervision as an unnecessary activity because they assume that they have more abilities and experience.

We often hear people talking about the declining quality of education. On the other hand, many people emphasize the need for and importance of educational and teaching reform, but very few people talk about the concepts of problem solving to improve education and teaching improvement problems. Teachers need the help of others who have enough equipment. They need help in trying to understand instructional goals on an operational basis. They expect what and how to provide a learning experience that suits the needs of children and the developing community.

Teachers need help in digging up learning materials from community sources and modern society methods. They need experience to recognize and assess learning outcomes and they expect help in terms of solving their personal problems and their positions. The importance of the implementation of academic supervision to improve the competence of teachers and improve the quality of learning through good learning process. Therefore, this supervision activity should be routinely carried out in school as one of the positive activities in improving the learning process.

This study aims to describe the implementation of academic supervision by school supervisors in improving teacher competence. Specifically, the purpose of this research is to obtain the information about the preparation of academic supervision program, academic supervision technique and supporting factors and obstacle of academic supervision by school supervisor in improving teacher competence in elementary school in Aceh Besar district.

B. Method

This research uses descriptive method with qualitative analysis approach. Selection of this method is based on consideration is the data that gives a picture and describe social reality more complex in such a way into concrete social phenomena

Subjects in this study were school supervisors and teachers in elementary schools in Aceh Besar district. Collection techniques are in-depth interviews, observation and documentation. Data analysis techniques with data reduction, data presentation and conclusions.

C. Research Finding

1. Preparation of academic supervision program

Academic supervision is carried out by supervisors starting with the preparation of academic supervision programs including annual and semester programs. Both programs are both annual and semester programs created at the beginning of each new school year. Annual programs and programs this semester are made collectively by all primary school supervisors. The supervisors make jointly held at the office of the education office. In the meeting of supervisors, they set up what programs will be implemented for one year. The supervisors have different programs according to the school's needs. Revisions to the program include the addition of programs, depending on the needs of the school.

The annual and semiannual supervisory program is the result of supervision from the previous year that was identified and analyzed. Furthermore, the results of the analysis were combined with the prevailing policies. Each supervisor has his own target and his own way of crafting important programs

In addition to supervisory programs covering the annual program and semester program, teacher development planning is also equipped with several supporting instruments. The supporting instruments are observation instruments, administrative documents of the learning process. Instrument of observation of learning implementation plan and

instrument of learning implementation in class. This instrument also helps supervisors in carrying out most of the tasks listed in the annual program and semester program.

The program compiled by the school supervisors is limited to the compulsory document as the instructional administration, to develop programs in improving the competence is still very low, so the need for more time for supervisors in building the teachers, in the primary school of Aceh still very less labor supervisor, so that one supervisor to 10 schools that must be built.

2. Technical Implementation of academic supervision

The implementation of academic supervision begins by examining the completeness of the administration of learning devices that have been prepared and will be used by teachers in the learning process. The learning tools that are viewed are like management standards covering the annual program, semester program, weekly limit, syllabus, list of values, book evaluation and evaluation analysis, bank book questions, book improvement and enrichment, student guidance book (counseling), lesson schedule, education calendar. The class administration includes student attendance list, daily attendance board, attendance chart, student picket schedule.

Administrative examination of learning devices is done in 1 meeting. After the supervisor checks the learning tool, the supervisor will tell the teacher what is missing and must be completed by the teacher, after the completion of the completeness of the learning device; the supervisor will continue the learning process which is usually done in the form of class visit and class observation. If there is a problem that should be conveyed to the teacher, the supervisor makes the delivery in a group manner.

In assessing classroom management standards, supervisors use instruments that have become standard and are set up with other supervisors at the beginning of the school year. Inspectors assess the teacher's performance from start to finish. While in the supervisory class gave no comment on the teacher's performance, he only wrote the

required remarks on his memo book. After the learning process that usually lasts for 2 hours of lesson, then the supervisors provide direction and guidance to the teacher concerned in accordance with the written notes in the learning process. If the problems in the learning process there are some that must be improved together, the supervisors make meetings with all teachers to find solutions and solved together. For example there is a teacher who is wrong in exposing the concept of the material; the supervisor collects all teachers to provide guidance to all teachers.

Supervisors conduct assessment at least once per semester for one teacher, because the number of schools that must be built, then the supervisors discuss with the headmaster of the state of the teacher in order to get special coaching from the principal. This assessment is very useful to provide input to the principal of the guidance that the principal will do to the teacher concerned.

Supervisors are usually on guided school visits usually two teachers in one visit, while the other teachers will get coaching on the next visit in accordance with the schedule of visits that have been scheduled. The techniques used in academic supervision are usually with class visits, group discussions, individual discussions; all techniques in use are still general.

3. Supporting factors

Supporting factors of the academic supervision program include a conducive school culture. A conducive school culture illustrates how the entire academic community works together, acts and solves problems in all matters within the school environment. The habit of developing oneself in improving the quality of his work is a living culture as a tradition that no longer considers a work load. so also with the supervision in an effort to improve the quality of learning, if it has been entrusted, teachers implement it no longer assume that coaching is not a coercion that comes from outside himself. But the academic tradition is in high regard because it is useful for the school as a whole.

4. Obstacle factors

The inhibiting factor in the implementation of academic supervision is the centralized work system that is still inherent. Teachers need to habituate a new work culture according to the spirit of education autonomy and regional autonomy that demands creativity and hard work, old habits in working must be left behind. Creativity of a teacher is in need because with creativity of a teacher can have an impact on the quality of education.

The need for greater allocation of time needed in the implementation of academic supervision, which is a barrier for supervisors is the many schools that must be built so that all teachers can not get a special coaching from the supervisor, a supervisor fostering up to 10 schools, this is a constraint. Likewise the principal of the many activities to be followed outside the school so that the schedule has been set for teacher supervision pending. Supervisors can only build each teacher once in a semester due to the time and number of schools that must be built so that the supervision program does not run optimally.

As for the inhibiting factors are also influenced by the many events and training and meetings in the education office so that the schedule has been in the compile must be left, because the call to the education office that suddenly must be followed, abandoning the activities of the day that left.

D. Discussion

The role of supervisors who are clothed by school supervisors in carrying out supervision should avoid actions that are telling or patronizing, but should be done with a partnership approach pattern with support. Assist and become task and work to all components of education. Wahyudi (2012: 48) suggests eight principles that can be used in performing supervisory actions. They include systematic, objective, realistic, anticipatory, constructive, creative, cooperative and familial.

The target of the academic supervision program is to help teachers learn how to actually learn and improve their own ability to achieve the learning goals set for their students, the description is in accordance with

the statement of Suhardan (2010: 52) which says supervision must be realistic and can be implemented so that it really helps enhance the performance of teachers.

Thus it can be understood that the implementation of academic supervision programs should be more directed to the subject of teachers as facilitators of learning in the classroom. From the review it can be understood that the academic supervision program should provide help to teachers in the delivery of learning.

Supervision has a role to optimize the responsibility of all supervision programs related to all research efforts aimed at all aspects that are the determinants of educational success by knowing the aspects related to education in detail and accurate, can know exactly what is needed to improve the quality of education.

Daryanto (2010: 185) mentions that the usual supervising techniques and regularly can be done by each head is a school meeting, class visits, deliberations or individual meetings. This activity is already commonly done in academic supervision. But in its implementation still less in note the purpose and principles of supervision, as a supervisor has the right and authority is not contrary to the rules and regulations that are set in the school management, as long as it can also take advantage of its function and role as supervisor in carrying out various approaches, techniques, and procedures for the implementation of education supervision in schools.

Suhardan (2010: 121) says culture refers to a system of common life that is believed to be the norm or pattern of behavior that is obeyed together. Culture becomes a guide to how every business at school should be completed by its members. School culture is a variable that affects how group members act and behave. Culture becomes the handle of the behavior of all its members.

Good supervision will grow and thrive in a conducive school culture. Efforts to improve the quality of learning are created because of the strong awareness of its members in schools, tolerance, mutual respect and encouragement of each other is a productive work climate productive.

The presence of supervision by supervisors makes teachers motivated in implementing the learning program, the motivation of teachers to learn to make good lesson plan and train various teaching methods and others. Given the good relationship between the teacher and the principal as well as with the supervisor, the planned supervision program will run in accordance with the planning.

As for the inhibiting factors are also influenced by the many events and training and meetings in the education office so that the schedule has been in the compile must be left, because the call to the education office that suddenly must be followed, abandoning the activities of the day that left.

Implementation of effective supervision is in need of various supporting factors. Yudha (2011: 498) stipulates "The supporting factor that is needed in the supervision is human". The human factor shows the involvement of parties, the supervisor and the teacher. If both are synergized in carrying out their respective duties, the implementation of supervision will be able to run effectively. Moreover, with infrastructure support such as education office policies and supporting facilities, such as learning facilities, technological support, work climate and teacher welfare will further support the effective supervision process.

The quality standards of supervisors that have been set by the Directorate General of Quality Improvement of Teachers and Education Personnel of the Directorate of Education Personnel of the Ministry of National Education, Slameto (2016: 193) that supervisors function as academic supervisors as well as managerial supervisors. As an academic supervisor, school supervisors are obliged to assist professional skills so that teachers can improve the quality of the learning process. While as a managerial supervisor, the supervisor is obliged to assist the principal to achieve effective schooling. Guidance and supervision of both aspects should be the main task of school supervisors. All the legal products direct that the supervisors' position is not merely a disposal and display office in the education office, but has the function of driving the progress

of education in schools. Like teachers, supervisors should also start planning, implementation and final work with reporting.

According to Masaong (2013: 61) each field of activity requires systemic and prospective planning to achieve its objectives effectively. Supervision is an attempt to encourage teachers to develop their abilities to achieve educational goals effectively. Therefore, in supervision, planning is an activity that needs to be done as well as possible. Without good planning, supervision only gives disappointment to the parties involved in it, teachers, principals, supervisors and especially students who expect learning to be active, effective, creative, and fun.

As a teacher, the supervisor should develop a plan to strengthen the implementation of the four teacher competencies, namely pedagogic competence, personality competence, social competence and professional competence. Therefore, the supervisor in demand to have vision and mission of supervision that can be poured into the goals and strategies of achievement. The lack of effective implementation of supervision during this time is because of the lack of clarity of vision and mission supervision done by the supervisor. Teachers and principals as a targeted object were never involved in the formulation of a supervision program. Implementation of supervision was impressed origin in the implementation and does not refer to the needs of teachers, resulting in less trust of teachers to supervisors to solve the problematic learning. The supervision program should refer to the vision-mission, goals and coaching strategies set by the supervisor. The involvement of teachers and principals in the preparation of supervisory work plans is very effective and improves the professional competence of teachers and principal managerial skills (Masaong, 2013: 61).

Suhardan (2010: 47) argues that the target of academic supervision is to improve the learning process to improve the quality of the process and learning outcomes. This process influences mainly teachers and learners, curriculum programs in use, textbooks in use of students and teachers, learning facilities and learning media including visual aids, school culture and the surrounding physical environment. Because of the

extent that affects learning, supervision should be aimed at improving and improving teaching and learning situations. Improving the quality of education in schools in addition to the learning process in the form of teacher-student interaction communication as well as the situation and environment where the incidence of learning. In good situations, learning will grow and flourish.

During this time supervisors are still lacking and various obstacles still exist in the implementation of academic supervision. Soebagyo (2011: 484) states that there are a number of factors limiting the space for supervision, first relating to the philosophy and policy of top officials who are administratively responsible for marking the personnel, facilities, and funds necessary for the implementation of good supervision. They have not explicitly made policies that encourage the implementation of supervision for the improvement of learning. The supervisor function is still confused with administrative tasks of supervision. Second is financial support for the optimization of the implementation of supervisory duties.

The time limits held by supervisors are very much a limiting factor in the implementation of teaching for their students. Supervision so that the supervision activities are not running optimally and the teachers do not get the maximum guidance from the supervisor. As Yudha's (2011: 423) results can be concluded that teachers have never received regular coaching from supervisors about what should and should be applied when teachers are teaching the field. Through the treatment during the research process academic competence can be increased and certainly can give a quality impact.

E. Conclusion

Preparation of academic supervision programs are equally formulated or performed in the office of the Office of Education Supervision academic conducted by the supervisors in the start with the creation of academic supervision program includes annual program and semester program. Both

programs are both annual and semester programs made at each beginning of the new school year of the annual supervisory program.

Techniques of supervising academic supervision by supervisors are with class visits, group discussions, individual discussions; all techniques used are still general. Supervisors conduct assessment at least once per semester for one teacher, because the number of schools that must be built, then the supervisors discuss with the headmaster of the state of the teacher in order to get special coaching from the principal. This assessment is very useful to provide input to the principal of the guidance that the principal will do to the teacher concerned.

Supervisory factors of supervision by supervisors are the presence of supervisory supervision by supervisors to make teachers motivated in implementing the learning program, the motivation of teachers to learn to make RPP well and train various teaching methods and others as well as a conducive school culture. The inhibiting factor is the need for greater allocation of time required in the implementation of academic supervision, which is a barrier for the supervisor, is the many schools that must be built so that all teachers can not get a special coaching from the supervisor, a supervisor fostering up to 10 schools.

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