

# Teacher Perception on the Implementation of Academic Supervision of Middle School Supervisors in Bengkulu

Akmaludin\*, Rambat Nur Sasongko, Nirwana and Sumarsih

Faculty of Teacher Training and Education, University of Bengkulu

\*Corresponding author. E-mail: akmaludin4691@gmail.com

## ABSTRACT

This research aims to determine the teachers' perceptions of the implementation of the academic supervision of Middle School supervisors in Bengkulu city covering three aspects: attitude, cognitive, and psychomotor aspects. This research is descriptive qualitative research using interview, observation, and documentation methods. The benefit of this research is to improve the quality of academic supervision. The research subjects were 72 teachers who had experienced academic supervision and classroom observation from 8 Middle Schools in Bengkulu city. The supervisors in this research were those who had conducted academic supervision in class. The results of the research, indicating the teachers' average answers based on the instrument regarding the supervisors' performance in carrying out the academic supervision, stated that: in the attitude domain 76.6 percent of teachers states that the supervisors are good, in the knowledge domain 72.3 percent of teachers states that the supervisors are good, and in the psychomotor domain 63.8 percent of teachers states that the supervisors are good. Based on the main duties of supervisors, the implementation is as follows: the main tasks and functions in fostering, monitoring, and guiding are good. However, the main tasks and functions in assessing and training teachers are not good because teacher performance assessments and training are rarely carried out by those academic supervisors. This is reflected in the lack of classroom supervision, teacher performance assessments, teacher quality improvement, teacher development programs on regular basis either by supervisors, school principals, the Education Board of Bengkulu city, or other related agencies.

**Keywords:** *Teacher perception, Academic supervision, Supervisor's main tasks and functions.*

## 1. INTRODUCTION

Education is something that is crucial for every individual who wants to pursue and achieve his goals so he can live in the community and society in collaboration to do good things within the normal system of life. Knowledge and skills in the globalization era can systematically and practically support the individual's independent economies in the advanced technology of the 21st century. Learning can be done formally, informally, and non-formally with the will and discipline as the motivations to think and act in any activities towards a better direction.

Teachers and Lecturers explains that teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students, in early childhood education of formal education, primary education, and secondary education [1]. The workload of teachers in teaching is not small; a teacher must carry out a minimum of 24-

hour face-to-face teaching duties as a professional teacher at school including planning, implementing, evaluating, curricular, co-curricular, and extracurricular tasks.

Concerning the fulfillment of Teachers, Principals, and Supervisors Workload states that the workload is 40 hours in a week at the base administrative unit, including 2.5 hours of rest, 12.5 hours of work in the office for planning and school reporting, 25 hours in guiding/ coaching, monitoring, and training, the portion of the time for implementation is following the needs of tasks fulfillment in the office and not binding [2].

Academic supervision only focuses on four out of the eight existing education standards. The four standards are graduation standards, content standards, process standards, and assessment standards. Academic supervision of teachers both inside and outside the classroom must be carried out based on the existing regulations. Meanwhile, managerial supervision focuses

on the progress or the decline of the school based on the eight educational standards including software, hardware, and administrative personnel. This is the responsibility of managerial and school principal supervision.

Teachers, school principals, and supervisors can synergize in implementing quality, systematic, conducive education to collaborate professionally to improve the quality of education through effective learning. Teachers must be empowered with mutual support, motivation, and guidance from supervisors and school principals to collaborate, communicate, and create meaningful learning innovations with students. Continuous academic supervision must be carried out by the principals and supervisors. However, the supervision should not be done separately or independently with unclear purposes, but it should be mutually rewarding for everyone. Solid teamwork begins with sincere intentions in togetherness.

Supervisors and principals who hold the highest policy at school are expected to direct and guide teachers so that they can resolve the weaknesses into strengths to achieve the best quality at schools in the partnership. Teachers can share feelings, discuss, brainstorm with school principals and supervisors for one purpose – quality education (Figure 1).

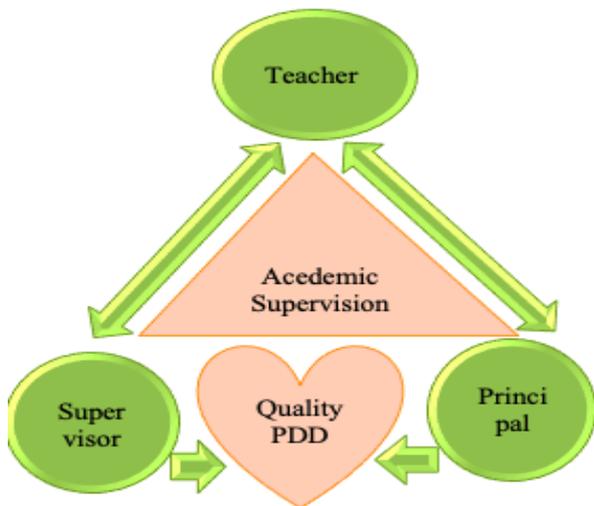


Figure 1. Partnership about teacher to principle with Quality PDD: Teacher to Supervisor with Quality PDD.

Academic supervision functions include: 1) inspecting (supervising), 2) advising (giving advice), 3)

monitoring, 4) reporting (making reports), 5) coordinating, and 6) performing leadership in carrying out the five main tasks [3]. Explains that the evaluation of the teachers that have been supervised is intended to determine if the teachers show differences before and after the supervision in the abilities, skills, satisfaction, and work discipline [4]. The explanations of the two experts above emphasize that supervision must be carried out by supervisors and school principals to see the results and evaluate them. After evaluation, there should be an assessment to check: if it is improved or normal, progressive or declining and if there is a change or not. After the supervision is implemented, the results of the supervision must be followed up.

The implementation of academic and managerial supervisions has not been carried out optimally; this is due to the absence of a strong desire to advance education with the same vision and mission between the educational apparatus and the government. This is influenced by various factors such as weak competence, human resources, professionalism, discipline, and leadership, recruitment of employees, rotation, and transfer in advancing education at the regional level. Furthermore, shows surprising results that 20 percent of teachers like to be supervised, while 80 percent of them do not like being supervised. Thus, teachers' abilities cannot be measured and quality cannot be improved [5].

The findings above indicate that teachers in Malaysia do not want to be observed, assessed and they do not accept the weaknesses they experience in the teaching process causing teachers' teaching abilities are difficult to measure and improve [6]. Therefore, this problem attracted the researchers to examine the effect of supervision of teaching and learning on teachers' attitudes towards supervision. This occurs because there are still inconsistencies in the stages of procedures that must be carried out by supervisors in the implementation of supervision.

The implementation of supervision in a school is aimed to improve teacher performance in improving the quality of learning for students [7]. States that supervision is an aid in the development and improvement of better learning situations [8]. State that academic supervision is a set of activities to help teachers develop their ability to manage the learning process to achieve learning goals [9].

Supervision that occurs at schools nowadays indicates that teachers are reluctant to be supervised

because of some reasons. Many teachers do not want to complete learning tools, and their teaching capabilities are still mediocre, and this will have an impact on the development of professionalism, personality, social, and pedagogy, and it ultimately affects the quality of learning for students. In examining this issue, it is found that the reason teacher being negative towards the supervision is due to their dissatisfaction with the management of supervision [5].

Suggests "Supervision is a service that is to guide, facilitate, motivate, and assess teachers in the implementation of effective learning and professional development." [10] The most basic thing in academic supervision is to provide assistance and services that aim to improve the ability of teachers in their capacity as professional educators. Furthermore, "Academic supervision is a series of activities carried out by supervisors to assist teachers' needs in developing their abilities in the learning process to achieve formulated educational goals"[11].

Class supervision activities for teachers at schools are still very poor because there are teachers who have taught 10 years but never get supervised while those who have taught for 20 years have only been supervised in the classroom for only 3 times at the most This is in line with what is explained by [5]. That teachers do not receive the similar number of supervisory and only 13.6 percent of teachers is supervised three times a year, 26 percent is supervised twice a year, and 60.4 percent is supervised once a year. This proves that the supervisory process does not follow the actual concepts as directed [12].

Based on the explanation above, the problems in this research can be formulated as follows: (1) how is the supervisors' attitude in implementing academic supervision to teachers in Middle Schools in Bengkulu city? (2) how is the supervisors' knowledge/ competence in implementing academic supervision to teachers in Middle Schools in Bengkulu city? (3) how is the supervisors' skill/ psychomotor in implementing academic supervision to teachers in Middle Schools in Bengkulu city?

This research aims to investigate: (1) the supervisors' attitude in implementing academic supervision to teachers in Middle Schools (2) the supervisors' knowledge/ competence in implementing academic supervision to teachers in Middle Schools, and (3) the

supervisors' skill/ psychomotor in implementing academic supervision to teachers in Middle Schools.

## **2. RESEARCH METHODS**

This is qualitative research with a descriptive approach. The descriptive approach aims to give a view and explanation of the accurate fact in implementing academic supervision in detail. The subjects of this research are teachers in Middle Schools under the jurisdiction of Bengkulu city Board of Education, the total subjects are 72 teachers from 9 schools. All the subjects are teachers who have been supervised for academic supervision in nine school subjects following the K13 curriculum.

This research was conducted from March-May 2019, all the content stated in this journal was written following the real thing, starting from the planning, implementation, research evaluation, and follow-up stages. The method used was an observation which refers to the opinion of Good et al. [13]. This method has the following characteristics: a) a specific and regular direction, b) scientific behavior and planned behavior, c) quantitative in nature to record types of behavior, d) direct records of the events, e) special expertise required, f) the final results of the research can be checked and proven with a clear level of reliability and validity.

## **3. RESULTS AND DISCUSSION**

Based on the interview, observations, and documentation data, it is obtained that the implementation of academic supervision by Middle School supervisors in Bengkulu City is analysed on three aspects namely: (1) the attitude of supervisors in carrying out academic supervision at schools, (2) the knowledge/ competence of supervisors in implementing academic supervision at schools, (3) the skills/ psychomotor of supervisors in implementing academic supervision at schools. Each of these aspects has several activity components described in the Table 1. The table shows the 12 components of teacher perception towards academic supervision at schools, the research subjects were 72 teachers, 8 Middle Schools, and 9 school subjects. The percentage of teacher perceptions is determined from the components of the supervisor's activities according to the teachers' answers that have experienced classroom supervision/ observation. The score-based value has been converted to an average of A1 = 36.8. A2 = 28.9. A3 = 30.6.

**Table 1.** Academic Supervision activities

A	Component of Activities												R
	1	2	3	4	5	6	7	8	9	0	1	2	
1	v	v	v	v	v	v	v	v	v	v	v	v	36,8
2	v	v	v	v	v	v	v	v	v	v	-	-	28,9
3	v	v	v	v	v	v	v	v	v	v	v	v	30,6

Expalantion:

A= The measured aspects

A.1= Attitude

A.2= Knowledge

A.3= Psychomotor

The highest score in the attitude aspect is 48, the knowledge aspect is 40, and the psychomotor aspect is 48. The success of the supervisor in supervising score can be obtained based on the conversion score divided by the highest one multiplied by (x) 100, then the results obtained are as follows:

1. Attitude aspect  
36.8:  $48 \times 100 = 76.6$ , categorized good.
2. Knowledge aspect  
28.9:  $40 \times 100 = 72.3$ , categorized enough.
3. Psychomotor aspect  
30.6:  $48 \times 100 = 63.8$ , categorized poor.

**3.1. Supervisors Attitude**

Based on the results of interviews conducted by researcher to dig up information about the attitudes of academic supervision at schools based on instruments, the teachers' answers state that the supervisors' attitude in carrying out academic supervision is good, because of their presence directly at school for asking permission, conveying objectives, polite, partnering, democratic, stimulating, constructive, fostering, teacher needs, and feedback. This is important to do in influencing teachers' satisfaction as stated by Khun (2019: 1346) "the importance of teaching and learning supervision also directly affects teachers' attitude towards supervision in secondary schools in Kubang Pasu District, Kedah."

Supervisors in supervision must position themselves following the principles of supervision, namely partnering with teachers in a familial and democratic manner. If this is not done then there will be difficulties in carrying out supervision, and if they act as superior and subordinate in inspections/ exams, they will not get a response from the teachers since a gap will grow between supervisors and teachers. Besides, the sense of friendship cannot be created due to the

uneven position between supervisors and the teachers meaning that the background of being a supervisor does not suit the applicable mechanism in recruitment.

Rivai, explain that the reason for supervisors not interested in some schools is because school personnel thinks that they do not earn their supervisor position based on their qualifications [14]. But because they are merely civil servants (ASN) whose structural term of service have been expired, or because they made mistakes at work and then being promoted as supervisors, or because they are lacking competence, or because they are tired of being a teacher. This treatment cannot improve the quality of teachers and learning in schools [9]

Supervisors carrying out supervision must be based on the techniques, principles, and types of supervision in guiding, fostering, directing, assessing, and training teachers, so that the teachers feel appreciated, comfortable, and not rigid in carrying out academic supervision. It is hoped to succeed in improving the quality of teachers in learning. Furthermore, explains that the principles of democratic supervision are upholding the principle of deliberation, having a strong family spirit, and being able to accept other people's opinions [15]

Thomas and Backey, state that quality is very important for supervisors: having good intuition, humility, hospitality, persistence, humor, patience are important characteristics for supervisors because they build relationships between people. Otherwise, the results of the supervision cannot achieve the target because the relationship between the supervisors and the teachers is not well established [16]

Class supervision must be carried out by the supervisors because the learning process can only be corrected if an error occurs, and improvements can be made if there are performance and an assessment. After teaching performance supervisor must inform the teacher regarding his success or lacking in teaching in forms of reinforcement, criticism, motivation, and enlightenment as the self-reminder for the teacher in the future. Supervision is carried out when the teacher has completed the learning tools, namely: books 1, 2, 3, and 4 according to the curriculum, the approval of the school principal and supervisor, see the following chart:

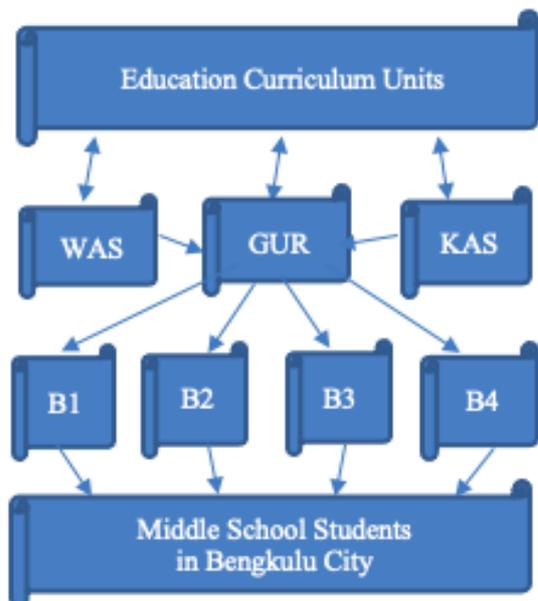


Figure 2. Supervision Implementation

Explanation; WAS is Supervisor, GUS is Teacher and KAS is School Principal.  
 (B 1= Book 1. B 2 = Book 2. B 3= Book 3. B 4 = Book 4)

If the schedule does not fit, the supervisor should inform the school principal or staff. Supervisors are expected to bring the supervisory instrument contained in the workbook, and the supervisor should be well-informed about necessary instruments and follow the existing instrument format that has been agreed upon by all parties. The supervisory program that is clear, planned, patterned, and programmed will provide guidance on what supervisors will do at schools, and how to implement the supervision during school visits [17].

Based on the results of the analysis of interviews and observations on the teacher's workbook, it was found that in the first and second weeks, no teachers were able to complete the learning tools because the lesson schedule had not been completed. In the third and fourth weeks, a maximum of 10 percent of teachers had made workbooks/ devices with incomplete notes. From the fifth week on, the teachers gradually completed the workbook if the supervisors made frequent visits and were diligent in guiding, directing, assessing, and motivating teachers to complete the workbook/learning tools.

### 3.2. Supervisors Knowledge

In the aspect of academic supervision knowledge particularly on professionalism in monitoring, mentoring, and assessing at schools, supervisors met the teachers and talked about learning devices, mapping competence standard (SK), basic competence (KD), syllabus and lesson plans, teaching materials and teacher readiness to be observed in class. The supervisors observed the teacher's learning in the classroom starting from the opening of the lesson, greetings, perceptions, core activities, reflecting, conclusion building, and following up until closing the lesson. Based on the results of the interview, the supervisors' knowledge has been sufficient, supervisors could master the contents of the supervision instruments used in this study professionally.

The suitability of the learning plan with the teachers' performance in teaching in class that is prepared under the guidance of supervisors and school principals is the effort to improve the quality of learning. Without good cooperation between the three elements, the quality of education is difficult to achieve. This is in line with the statement put forward by Glickman, where the purpose of academic supervision activities is to help teachers develop the ability to achieve learning goals that have been designed for their students [18].

With the implementation of the academic supervision process, the teachers' ability to manage the learning process in the classroom and the competence to collaborate with students can be seen. The supervisors provide objective assessments of the teachers and students who enjoy the fun learning process. The supervisors pay attention to students' behavior in participating in learning. Without professional teachers who are directly involved in the process, learning cannot run well. Arikunto [19], explains that Academic supervision is able to motivate teachers to improve the quality of learning in class and the quality of their students. The teachers that must be supervised are the teachers who have made a good and complete teaching administration so that the teacher will teach according to the formulated plan.

### 3.3. Supervisors Psychomotor

Psychomotor aspects of supervisors include the ability to perform their duties and be responsible for teachers in planning, implementing, evaluating, and following up on teacher performance in carrying out the

learning process and career advancement as well as self-development and making classroom action research, conducting seminars for promotion. From the results of interviews with teachers that have been summarized by observations, the supervisors' skill was very weak in academic supervision, supervisors rarely carried out the stage of academic supervision up to classroom observation, and most supervisors only supervised the teaching tools.

Supervisors can provide teacher guidance through school Subject Teacher Deliberation (MGMP) forums, small group, and large group discussion forums by involving teachers, face to face meetings during monitoring. However, only a few supervisors provide services as mentioned above. Furthermore, it is stated by [20]. That supervision is an effort made by supervisors to provide services to teachers either individually or in groups directly or indirectly in an effort to improve the teaching process optimally.

#### 4. CONCLUSIONS

The implementation of academic supervision by Middle School supervisors in Bengkulu City is based on three aspects that have been investigated: a) attitude b) knowledge, these two aspects have been carried out well, but the psychomotor aspect of the supervisors is still lacking because supervisors do not make classroom observations, teacher training in the form of learning process workshops, writing scientific work, coaching material at MGMP, etc.

#### REFERENCES

- [1] Law of the Republic of Indonesia N0. 14 About Teachers, Principals and Supervisors Jakarta: Depdikbud. 2005.
- [2] Permendikbud 15 Regarding the Workload of Teachers, School Heads and School Supervisors. Jakarta: Dikdasmen. 2018
- [3] Arikunto, S. Buku Pegangan Kuliah: Dasar-Dasar Supervisi. Jakarta: Rineka Cipta. 2004.
- [3] Sudjana, Nana. et al. Quality Standards for Supervisors. Jakarta: Directorate General of PMPTK. 2006.
- [4] Imron, Ali. Supervision of Learning at the Education Unit Level. Jakarta: Earth Literacy. 2012. 201-202.
- [5] Vijayaamalar, G., & Suhaida, A.K. Teachers' Attitudes Toward the Supervision of Teaching Conducted at the National Middle School, Zon Bangsarr, Kuala Lumpur. Paper Presented The Scool Of Education, University Putra Malaysia. 2013.
- [6] Mat, Rahimi, Y., & Mohd Yusri. Maya Instruction Subangan on Teacher Teaching Competence. E-Proceeding of The International Conference on Social Science Research. 2015.
- [7] Sagala, Syaiful. 2012. Supervisi Pembelajaran dalam Profesi Pendidikan. Bandung: Alfabeta. 2016.
- [8] Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. Supervision and Instructional Leadership. Boston: Developmental Approach 8th ed. 2010. 113.
- [9] Ratlin, R. (2017). Pengaruh Kualitas Supervisi Akademik Pengawas Sekolah terhadap Kinerja Guru Sains SMA Negeri di Kota Baubau. PEP Educational Assessment, 1(1), 17-26.
- [10] Masaong, AK. Supervision of Learning and Teacher Capacity Building; Empowering Superintendents as Teachers. Bandung: Alfabeta. 2013.
- [11] Aedi, Nur. Educational Supervision A Review of Theory and Practice Jakarta: Raja Grafindo Persada, 2014.
- [12] Khun-Inkeeree, H., Dali, P. D., Daud, Y., Fauzee, M. S. O., & Khalid, R. (2019). Effects of Teaching and Learning Supervision on Teachers Attitudes to Supervision at Secondary School in Kubang Pasu District, Kedah. International Journal of Instruction, 12(1), 1335-1350.
- [13] Aidy, Hasan. Research Methods Guide to Application Theo Students and Researchers. Yogyakarta: CV Budi Utama, 2017.
- [14] Rivai & Murni, S. Education Management: Analisis Teori dan Praktek. Jakarta: Raja Grafindo Persada. 2009.
- [15] Mulyadi. Academic Supervision, Concepts, Theories, Planning Models and Their Implications. Malang: Madani. 2018.
- [16] Purwanto M. N. Education Administration and Supervision. Bandung: PT. Youth Rosda Karya. 2016.
- [17] Sudjana, Nana. Supervisi Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta. 2012.
- [18] Solihatun. Pelaksanaan perversi Akademik Berdasarkan Persepsi Pengawas dan Guru di SMP Negeri Se-Kota Yogyakarta. Yogyakarta: UNY. 2013.
- [19] Suharsimi, Arikunto. Prosedur penelitian suatu pendekatan praktik. Jakarta: Rineka Cipta. 2006.
- [20] Sahertian, A. Piet, Basic Concepts and Techniques for Educational Supervision. Jakarta: PT. Rineka Cipta. 2008.