



The Patterns of Academic Supervision of School Principles in Increasing Teacher Performance in Palihan Lor State Elementary School and Plumbon State Elementary School

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Abstract. Academic supervision is one of the essential tasks that must be carried out by school principals, since with academic supervision the quality of teacher performance can be maintained and even improved. Teacher performance is assessed based on the implementation of its primary task, that is managing the learning process that includes designing the learning process, implementing the learning process, and evaluating student learning outcomes. Academic supervision has a number of stages, they are 1) planning, 2) pre-observation, 3) observation, 4) post-observation, and 5) follow-up. The objective of the research was to collect information about the pattern of academic supervision carried out by the Principal of Palihan Lor State Primary School and the Principal of Plumbon State Primary School, Kulon Progo Regency, in order to improve teacher performance in the two schools. The research used a qualitative approach, with the research subjects of principals, teachers, and students. Data collection techniques used interviews, observation, and document studies. Testing of the validity of the data was carried out by using triangulation of data sources and triangulation of methods. Data analysis was carried out using the Miles and Huberman model data analysis. The steps were collecting data, reducing data, presenting data, and drawing conclusions. The results obtained in this study are: (1) the planning stage of academic supervision was carried out by the two principals by determining and discussing materials, determining and discussing schedules, selecting and conveying techniques to teachers, and determining instruments; (2) the pre-observation stage of academic supervision was carried out by the two principals by building good communication with teachers, discussing implementation times, ensuring the readiness of learning support administration, and discussing instruments; (3) the observation phase of academic supervision was carried out by the two principals by observing the learning process, noting its advantages and disadvantages, and agreeing on an evaluation time; (4) the post-observation stage of academic supervision is carried out by the two principals with reflection, providing feedback, and discussing corrective actions; (5) the follow-up stage of academic supervision was carried out by teachers in both schools by improving the learning process based on the results of the evaluation of academic supervision.

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The results of monitoring by the principal showed that the follow-up carried out by some teachers was satisfactory, but there were some teachers who were not satisfied since they were constrained by their inability to master information technology.

Keywords: academic supervision, supervision technique, principal as supervisor, teacher performance

1 Introduction

School is an institution of formal education that must organize service quality education directly to society. Principle and teachers very play a role important in promoting school [1]. The principal is an important figure that takes effect to promote or retreats the school he leads, while the teacher holds the role important to success in education at school. The teacher is the end spear of education because the success or whether or not policy government in the field of education depends on the optimal or whether or not teacher [2] performance of the teacher role is part important in policy government in the field of education. After all, quality education is determined by the quality of the teacher [3].

The quality of teachers is marked by the mastery of some competencies needed in carrying out their duties. According to Government Regulation Number 74 of 2008 concerning Teachers, teachers must have some competencies to support the implementation of their professional duties. These competencies include pedagogic competence, personality competence, social competence, and professional competence. Teachers must carry out their duties professionally according to these competencies [4]. Mastery of several knowledge and skills that support the increasing professionalism of teachers is needed. Teachers must actively improve their abilities by not stopping learning. The government has made various efforts to improve teacher professionalism, one of which is by increasing the qualifications and requirements for higher education levels for teachers [5].

The implementation of teacher duties always experiences increasing demands and challenges so teachers often face problems in managing the learning process. Teachers need professional help to be able to overcome these problems so that their performance has increased. Academic supervision is a series of efforts to provide professional assistance to teachers in improving the quality of schools [6]. Academic supervision carried out by the principal is very influential in improving teacher performance [7]. The assistance is in the form of encouragement, guidance, and opportunities for the growth of teachers' skills and abilities [8]. Academic supervision activities must be designed, implemented, and evaluated in a structured and continuous manner [9].

The principal must carry out academic supervision, the aim is to improve teacher performance. The authority of school principals to carry out academic supervision is reflected in the Regulation of the Minister of National Education of the Republic of Indonesia Number 14 of 2007 concerning Standards for Principals/Madrasahs. The regulation states that school principals must have some competencies including personality competencies, managerial competencies, entrepreneurial competencies, supervisory

competencies, and social competencies. Principals at all levels must carry out academic supervision as well as possible, although the implementation strategies vary. The principal as a supervisor has a very strategic position, which is to play a role in improving the quality of education with the tasks he carries out, namely guiding, fostering, monitoring, supervising, evaluating, making reports, and following up on the results of supervision [6]. The principal as a supervisor for teachers has a very strategic position because every day he deals directly with teachers, so he can find out problems related to the implementation of teacher duties.

According to the results of research conducted by Karsiyem & Wangid entitled "Implementation of Academic Supervision in Improving Teacher Performance at Cluster III Sentolo Kulon Progo Elementary Schools", it is explained that academic supervision carried out by school principals at elementary school Cluster III, Sentolo District, Kulon Progo Regency has not been carried out optimally [10]. The academic supervision carried out has not applied the principle of sustainability, so the results of the supervision have not been followed up. The results of this study made researchers interested in knowing the implementation of academic supervision in elementary schools located in other sub-districts in Kulon Progo Regency, namely in the Temon sub-district. The researcher chose elementary schools in the Temon District as the research target because geographically between Sentolo District and Temon District the situation was comparable. Both are located in the southern zone of Kulon Progo Regency and are both crossed by the state road between Yogyakarta and Purworejo. The comparison of these relatively similar situations raises the question of whether the implementation of academic supervision in elementary schools in Temon District is also the same as the implementation of academic supervision in elementary schools in Sentolo District. Based on existing research, the factors that influence the less than optimal results of supervision lie in the not yet applying the principle of sustainability. In this study, the researcher wanted to reveal the pattern of supervision applied, including the application of the principle of continuous supervision. Two primary schools are the target of the research, namely Palihan Lor State Elementary School and Plumbon State Elementary School.

2 Method

This research uses a descriptive qualitative method. Qualitative research was chosen in this study because the researcher wanted to reveal information about the pattern of principals applying academic supervision in improving teacher performance. The subjects of this study were principals, teachers, and students at Palihan Lor State Elementary School and Plumbon State Elementary School. Data were collected using interviews, observations, and documentation studies. The data analysis applied refers to the data analysis model of Miles and Huberman, which includes data collection, data reduction, data display, and conclusion drawing/verification [11].

3 Result and Discussion

The principal as a supervisor must carry out academic supervision with the right planning and pattern. The stages of academic supervision include planning, implementation, and follow-up. In more detail, Hartanto & Purwanto explained that the stages of academic supervision include (1) planning; (2) pre-observation; (3) observation; (4) post-observation; and (5) follow-up. The principals of Palihan Lor State Elementary School and Plumbon State Elementary School, as supervisors, carry out academic supervision with the following patterns and stages [12].

3.1 Academic Supervision Planning

The preparation or planning stage is the stage where the supervisor prepares a plan for academic supervision to be carried out [13]. The plan prepared by the supervisor includes the formulation of objectives, setting the schedule, determining the technique, and determining the instrument [12]. The academic supervision plan that has been prepared is used as a guideline to direct the academic supervision activities that will be carried out so that they are efficient and effective.

The principal together with the teacher determines the objectives of academic supervision, which essentially sets the material to be supervised. Academic supervision materials include administrative support for the learning process, implementation of the learning process, and learning media. These objectives are discussed by the principal with the teacher by considering the results of previous academic supervision to correct deficiencies.

The academic supervision schedule must be prepared and determined by the principal together with the teacher. Research conducted by Karsiyem & Wangid shows that one of the supporting factors for academic supervision is the existence of an academic supervision schedule [10]. The schedule will make it easier for teachers to adjust and prepare for supervision. The principal and the teacher have prepared an academic supervision schedule by discussing it.

The principal selects and determines the academic supervision technique by the prescribed supervision material. There are two academic supervision techniques chosen, namely individual techniques and group techniques [14]. Individual techniques were used for class visits, class observations, and private conversations. Group techniques are used for teacher meetings, workshops, and panel discussions.

The academic supervision instrument serves to record the data obtained in the implementation of academic supervision. Academic instruments must contain aspects that are the objectives of academic supervision [15]. The principal and the teacher determine the academic supervision instrument that is used using instruments from the education office but is developed according to the needs and conditions of the school.

3.2 Pre-Observation Academic Supervision

The pre-observation stage is the initial meeting between the principal and the teacher to build good communication. The meeting needs to be held in a friendly atmosphere

to discuss aspects that will be the focus of observation, implementation plans, and instruments to be used [16]. A good communication atmosphere will make the supervised teacher feel comfortable and the possibility of a negative response from the teacher can be avoided. The principal ensures whether or not the schedule for academic supervision has been determined to be implemented. If it turns out to conflict with other activities, it is necessary to change the schedule. The principal reminds the teacher of things that must be prepared before the implementation of the observation. This opportunity is used by the principal to examine the administration of supporting the learning process, especially lesson plans, which will be used by the teacher during the implementation of academic supervision.

3.3 Academic Supervision Observation

Observation is a direct observation activity carried out by the principal of the learning process carried out by the teacher in the classroom. The principal observes carefully and tries to find the advantages and disadvantages that occur in the implementation of the learning process carried out by the teacher. The observed aspects are following the material that has been determined and contained in the academic supervision instrument. The results of observations made by the principal are recorded and poured into an instrument that has been agreed upon between the principal and the teacher [16]. Observation activities carried out by the principal are sought not to interfere with the learning process, so the principal maintains an attitude and places himself as well as possible when in the classroom.

3.4 Post-Academic Supervision Observation

The post-observation stage of academic supervision is a meeting between the principal and the supervised teacher to evaluate the implementation of academic supervision that has been carried out. Activities at this stage are reflection, providing feedback, inferring the results of academic supervision, and determining follow-up plans. Teachers are given the widest opportunity to reflect on the things that have been done in managing the learning process. Reflection is done by the teacher to re-express the weaknesses and strengths in the learning process that has been implemented. Feedback is carried out by the principal to assist teachers in reflecting so that the advantages and disadvantages that occur in the learning process can be revealed. The principal must provide feedback in the form of a list stating the weaknesses found during academic supervision [15]. The principal together with the teacher analyzed the results of academic supervision, then concluded the advantages and disadvantages. The deficiencies that occur in the learning process are found solutions to be corrected, then it is recommended to be followed up by the teacher. These suggestions are discussed with the teacher to match the abilities and skills possessed by the teacher so that it is easy to implement.

3.5 Follow-up Academic Supervision

Principals and teachers follow up on the results of academic supervision. Follow-up is done by the teacher in the form of improvements to deficiencies in the learning process that occurs based on the results of academic supervision that has been carried out. The follow-up carried out by the principal is monitoring the improvement of the learning process carried out by the teacher. This must be done because academic supervision activities are programs that are sustainable and continuous. Academic supervision carried out will not be useful if it is not followed up with a follow-up, because a follow-up based on the results of previous supervision will provide positive input and suggestions for the progress of the learning process [17]. The results showed that there was an improvement in teacher performance after academic supervision was carried out, but according to the principal's observations, not all teachers showed optimal improvement. The dominant factor that becomes an obstacle to improving teacher performance so that it is not optimal is the presence of several teachers who do not master information technology, including the operation of laptops.

Previous research conducted by Karsiyem and Wangid in Sentolo District, Kulon Progo Regency showed that the results of supervision were not optimal because the principle of continuous supervision had not been applied. In this study, the principal has applied the principle of sustainability, namely by utilizing the findings on the results of supervision which are the shortcomings or weaknesses of teachers in managing learning as material for the next supervision and used as a basis for formulating the objectives of the next supervision. The application of the sustainable principle in this way is intended so that teachers get professional assistance in solving the learning problems they face, as well as motivation so that teachers are more enthusiastic and creative in improving their performance.

4 Conclusion

Based on the discussion of the research results, it can be concluded that the principal has carried out academic supervision by following the right pattern and stages. The pattern of academic supervision followed was planning, pre-observation, observation, post-observation, and follow-up.

1) The planning stage of academic supervision is carried out by the principal with the following activities: a) determining academic supervision materials; b) discussing academic supervision material with the teacher who will be supervised; c) determining the academic supervision schedule and discussing it with the teacher; d) determine the technique of academic supervision and then convey it to the teacher who will be supervised; e) develop an instrument of academic supervision from the education office according to the needs and conditions of the school.

2) The pre-academic observation stage is carried out by the principal by: a) building good communication with teachers; b) reminding the schedule for the implementation of academic supervision; c) ensuring the readiness of administrative support for the learning process; d) discussing the academic supervision instruments that will be used with the teacher.

3) The observation phase of academic supervision is carried out by the principal by making direct observations of the learning process in the classroom.

4) The post-observation stage of academic supervision is carried out by the principal by: a) providing opportunities for teachers to reflect on the learning process that has been implemented; b) providing feedback to assist teachers in reflecting; c) discussing corrective actions against deficiencies that occur in the learning process.

5) The follow-up stage of academic supervision is carried out by the teacher by making improvements to the learning process based on the evaluation results, while the principal monitors.

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