

## Implementation of Academic Supervision at SDN 1 Muara Burnai 2 Lempuing Jaya, OKI

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Article History: Received on 11 February 2024, Revised on 12 May 2024,  
Published on 21 May 2024

**Abstract:** The formulation of this research problem is how to implement the implementation of academic supervision activities at SDN 1 Muara Burnai 2, Lempuing Jaya District, OKI Regency. The purpose of this study is to describe the implementation of academic supervision activities at SD Negeri 1 Muara Burnai 2. This type of research is qualitative research with descriptive methods. The selection of this method aims to make it easier for researchers to describe the implementation of academic supervision activities at SDN 1 Muara Burnai 2. The method of collecting data regarding the implementation of academic supervision is carried out through observation and interview activities. The result of this study is that the implementation of academic supervision activities at SDN 1 Muara Burnai 2 runs well in accordance with the program or schedule that has been determined at the beginning of the year of implementation of the learning activities prepared.

**Keywords:** Academic, Supervision, Teaching and Learning

### A. Introduction

The implementation of academic supervision activities aims to assist teachers in improving the program of teaching activities in schools (Shaifudin, 2020). With academic supervision activities, supervised teachers can find out their weaknesses and shortcomings in carrying out teaching and learning process activities, and can be corrected these weaknesses or shortcomings with guidance by a supervisor who supervises them. Academic supervision is carried out not to find mistakes and weaknesses of teachers in carrying out learning activities in class, but to improve the implementation of learning activities carried out by teachers in class. Because academic supervision aims to improve the mechanism for implementing learning activities carried out by teachers, supervision activities should be carried out for all teachers who teach in a school (Adiyono *et al.*, 2023). The above statement is supported by Assertion's Piet, (2010) which states that academic supervision activities carried out by one or several supervisors are essentially related to academic activities that occur in schools, especially related to the implementation of the learning process in the classroom carried out by teachers.

Therefore, supervision activities should be carried out regularly and periodically so

that the teaching and learning process that occurs in the classroom can be well controlled. The implementation of academic supervision activities can also be assisted by a teacher by colleagues who are considered to have the ability to supervise, but the most appropriate supervision activities are carried out by the principal, because one of the principal's duties is as a supervisor (Sirojuddin et al., 2021). After the supervision activity is carried out, then at the end of the supervision activity a meeting is held between the teacher and supervisor to discuss and discuss exchanging ideas about the results of learning activities in class observed by the supervisor. In the implementation of supervision activities, there is observation or supervision between the supervised teacher and the supervisor, this is done to observe the process of teaching and learning activities starting from the opening/initial activities, the core of activities, the application and use of media and teaching and learning strategies, the closing activities end with evaluation activities carried out by teachers at the end of learning activities (Fauzi, 2020).

Piet (2016) said that teaching supervision commonly called academic supervision is a series of activities carried out by a supervisor (principal) to the teacher he fosters to control the process of teaching and learning activities carried out by teachers in class so that the shortcomings and strengths of teachers can be known in teaching. Based on the results of the researcher's interview with teachers who teach at SDN 1 Muara Burnai 2, researchers obtained information that academic supervision activities at SDN 1 Muara Burnai 2 have not run optimally, even though the schedule for implementing academic supervision activities has been prepared by the principal. The data obtained by the researchers from the education staff of SDN 1 Muara Burnai 2 regarding the schedule of supervision activities and their realization in the last two months (April and May) of 2023 can be seen in the following table.

Table 1. Supervision Schedule

No	Teacher's Name	Supervisor	Month/Week to	Observed Classes	Information
1	Rukmini, S. Pd	Headmaster	April/ 1	VI.A	Realized
2	Etimulyani, S. Pd	Headmaster	April/ 2	VI.B	Realized
3	Bunita, S. Pd	Headmaster	April /3	V.A	Unrealized
4	Headmaster	Headmaster	April/4	V.B	Realized
5	Husnataria, S. Pd	Senior Teacher	May /1	IV	Realized
6	Aniha	Senior Teacher	May /2	III.A	Realized
7	Irmayanii, S. Pd	Senior Teacher	May /3	III.B	Realized
8	Muhammad	Headmaster	May /4	II.A	Unrealized

From the data above, it can be seen that the peak of academic supervision activities at

this school has not run optimally and has not been in accordance with the predetermined schedule. The factor causing the lack of optimal academic supervision activities at SDN 1 Muara Burnai 2 is due to the busy work of the principal who always carries out his official work outside the school environment, so that the realization of academic supervision activities is hampered and not optimal. The findings at SDN 1 Muara Burnai 2 make researchers want to conduct more in-depth research on the implementation of supervision activities, by setting the theme of this study "Implementation of Academic Supervision Implementation at SD Negeri 1 Muara Burnai 2, Lempuing Jaya District, OKI Regency".

## **B. Methods**

The research method used in this study is qualitative descriptive research method. Qualitative research methods or commonly referred to as naturalistic research according to Sugiono, (2019) are research methods that examine naturally or in real terms a problem that occurs in real without being distorted or changed from actual reality. In line with the opinion above, according to Arikunto, (2021) qualitative research is research that explores a deep understanding of a variable or object of research by providing an explanation in the form of words, an explanation of the results of the analysis of research variables is carried out without manipulating data obtained from the field. The research approach used is a phenomenological approach, meaning that there is no submission of hypothesis to the research problem studied (Arikunto, 2016). What will be described in the research basis is a fact that actually happens in the field without the need for testing.

## **C. Results and Discussion**

Academic supervision focuses its function on supervision in controlling teachers carrying out learning implementation activities in the classroom. Academic supervision is carried out by making plans in advance, then announcing the schedule for the implementation of activities, but there is also the implementation of academic supervision activities carried out suddenly by the principal to determine the readiness of planning, implementing and evaluating teachers in teaching and learning activities. When the principal or senior teacher (peers) carry out academic supervision, they usually prepare observation sheets (Hasanah & Kritiawan, 2019). This sheet is used to find out the things that the teacher does and does not do during learning activities. According to Messi et al. (2018) the objectives of implementing academic supervision activities are: a) providing assistance to teachers in developing and improving the process of teaching and learning activities they carry out; b) guiding teachers in directing the curriculum which is then realized in the form of learning tools so that learning activities become more focused; c) provide assistance to teachers to improve the quality of their learning in the classroom; d) guiding teachers to be more focused in carrying out learning activities in class; e) motivate teachers to further improve their performance in carrying out learning activities.

According to Rugaiyah & Sismiati, (2011) educational supervision is carried out with the following principles:

1. Scientific Principle: this principle means that academic supervision is carried out objectively and systematically, has a clearly planned schedule to be implemented, an implementation and control team is formed. The results obtained from academic supervision activities are factual not because there are other elements that influence it. Observers provide information to the public based on the results of their observations directly, not suspected or interpreted alone.
2. Democratic principles; This principle means that academic supervision is carried out on the basis of consensus between observers and teachers who will be supervised through deliberation activities in determining the schedule of academic supervision peak activities. Of course, the implementation of supervision activities does not deviate from the time limit that has been made by the principal in collaboration with the teachers he involves (Milasari et al., 2021)
3. Cooperative Principle; This principle means that in the implementation of academic supervision there is cooperation between supervisors and supervised teachers, this cooperation is manifested in the form of cooperation where supervisors observe supervised teachers and then convey the results of their observations in accordance with reality based on the results of their observations cooperatively. The supervisor does not convey the results of his observations contrary to the actual reality, this condition makes a cooperation that is not mutually detrimental (Arisanti, 2015).
4. Contentive and Creative Principles: this principle means that supervisors in observing supervised teachers provide inputs that can encourage supervised teachers to be more active and creative in creating a learning atmosphere in the classroom. Supervisors try to explore the potential of teachers by contributing suggestions and observations to academic supervision activities (Addini et al., 2023).

Based on the results of observations made by researchers in the object of research, that academic supervision activities in this school are carried out well, researchers see the organizational structure of implementing academic supervision activities, the schedule of supervision activities is also clearly attached. This condition shows that the management of the implementation of academic supervision activities at SDN 1 Muara Burnai 2 has been well organized, and the implementation has been good. The results of the observations made by the researchers were also supported by the results of the researcher's interview with Mrs. Yusnani, S. Pd, who said that the implementation of academic supervision activities at SDN 1 Muara Burnai 2 was carried out in accordance with the plan made by the principal. In carrying out supervision activities, the principal does not work alone but is assisted by senior teachers who are colleagues. Senior teachers who are involved as supervisors are certainly given a Certificate by the principal as an appointment to supervise teachers at school according to the schedule, and who teachers will be supervised.

## D. Conclusions

The implementation of academic supervision at SDN 1 Muara Burnai 2 has been carried out well, the principal has made a program for the implementation of academic supervision activities and made a schedule for the implementation of academic supervision activities. In carrying out academic supervision activities, the head is assisted by senior teachers (colleagues) who are considered to have the ability as supervisors in the implementation of academic supervision activities at SDN 1 Muara Burnai 2, Lempuing District, OKI Regency, teachers who are mandated as supervisors are then given an assignment letter by the principal.

## E. Acknowledgement

The author would like to thank SDN 1 Muara Burnai 2, teachers and students and other parties who helped in the implementation of this research for their assistance and support during the research process.

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