

The Impact of Academic Supervision on Teacher's Professionalism in Improving Educational Quality

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Abstract: The goal of this study was to determine the impact of academic supervision on teacher professionalism in terms of improving educational quality. This study employs a Literature Study with a qualitative approach, involving a series of activities such as collecting library data, reading and taking notes, and managing research materials. Textbooks, journals, scientific articles, and literature were used as data sources. All writings that support data on academic supervision, teacher competency, and school quality were used as secondary data. The findings of this study suggest that academic supervision and teacher professionalism play a role in educational quality. This paper provides knowledge and data that can be used to improve school quality through academic supervision and teacher's competence.

Keywords: Academic Supervision, Educational Quality, Teacher's Professionalism

A. Introduction

Education is very important in life because it can educate people and shape the character of a nation. This is consistent with the functions and objectives of national education as stated in Law No. 20 of 2003 concerning the National Education System, namely that national education functions to develop capabilities and shape character and civilization in the context of educating the life of the nation, and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, and creative.

Reflecting on the educational problems faced globally and nationally in the context of meeting the need for quality education, which has had a direct impact on education and has become a separate problem for the world of education since the Covid-19 pandemic hit all countries. And, moving away from the root of the problem, various policies have been implemented as meeting points and learning alternatives in order to meet educational needs and to provide quality education while maintaining a dynamic learning climate in order to achieve complete educational goals.

Quality education is one of the Indonesian people's hopes for balancing international and relevant skills with their natural resources, allowing them to process

their own natural resources. According to surveys, education in several countries, including Indonesia, is more often packaged in an inappropriate ceremonial setting, resulting in an unequal and inconsistent situation between fellow educators' relations.

The problem in Indonesian education is the low quality of education at all levels and educational units, particularly in primary and secondary education. Improving educational quality through standardization and professionalization necessitates an understanding of the changes that occur in various components of the educational system from various parties. Educators, who are professionals whose job it is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, are one of the factors for improving educational quality.

Academic qualification standards and teacher competence will be a benchmark in assisting to improve the quality of educators, because the autonomy granted to schools in managing schools and empowering human resources for the benefit of achieving school goals will be a success factor. Supervision or teacher development focuses more on professional development of teacher's competence, specifically coaching, which is more directed at efforts to improve and enhance the teacher's professional abilities.

The School Supervisor and the Principal are responsible for educational supervision, according to Ministerial Regulation No. 15 of 2018. According to this regulation, the principal has managerial responsibility for academic supervision. Supervision is defined as activities carried out by school supervisors and principals to assist teachers and other education personnel in carrying out their duties both directly and indirectly to improve learning situations that are effective, disciplined, responsible, and fulfill accountability in improving learning quality.

Academic supervision is the act of assisting teachers in developing their ability to achieve learning objectives planned for their students, and it is hoped that through academic supervision, teachers' academic quality will improve (Mujiono, 2020). Academic supervision is linked to quality learning because a quality learning process necessitates professional teachers, who can be formed through effective academic supervision. Teachers, as the primary actors in the learning process, can improve their professionalism through academic supervision in order to achieve learning objectives. Academic supervision is an effort to improve teaching by stimulating, selecting position growth, and developing teachers, as well as revising learning objectives, teaching materials, methods, evaluating, or evaluating teaching. Academic supervision can assist teachers in learning and understanding their responsibilities and roles as educators (Lalupanda, 2019).

Academic supervision allows for practical reflections for evaluating teacher performance, the identification of difficulties and problems in the learning process, the knowledge of teachers' ability to manage learning activities, and the compilation of follow-up programs for the development of teacher professionalism. Academic supervision is an essential function in all school programs, and the outcomes of academic supervision serve as a source of information for teacher professionalism

development. Teachers are expected to be able to do the following: (1) assist teachers in developing their competence; (2) Create the 2013 curriculum, including integrated educational character, the School Literacy Movement, 4C, and HOTS; and (3) Form teacher working groups to direct classroom action research and collect best practices (Sergiovanni, 1987; Kemendiknas, 2007).

The goals of implementing Academic Supervision in schools are as follows: (1) to assist teachers in improving their professional abilities, which include academic knowledge, class management, learning process skills, and the ability to use all of these abilities to provide quality learning experiences for students; and (2) to check or ensure that the learning process in schools runs in accordance with the provisions and objectives set. This supervision activity can be carried out through visits to classes while the teacher is teaching, private conversations with teachers, colleagues, and students; (3) To encourage teachers to improve their competence, carry out their teaching duties more effectively by applying their knowledge and skills, and to pay close attention to their duties and responsibilities as teachers.

Thus, academic supervision is part of the process of developing teacher professionalism so that it is increasingly capable of providing quality learning services to students and, as a result, has an impact on school quality.

Academic supervision is implemented by school principals and school supervisors as qualified supervisors, and teachers as supervised personnel. Meanwhile, school principals and school supervisors must be objective, democratic, cooperative, and have the ability to maintain good relationships with teachers. They must also follow procedures. This includes planning, implementation using appropriate methods and models, and follow-up. As a result of the supervision, the teacher's ability to educate will improve. In general, academic supervision is a cycle that consists of the five stages listed below.

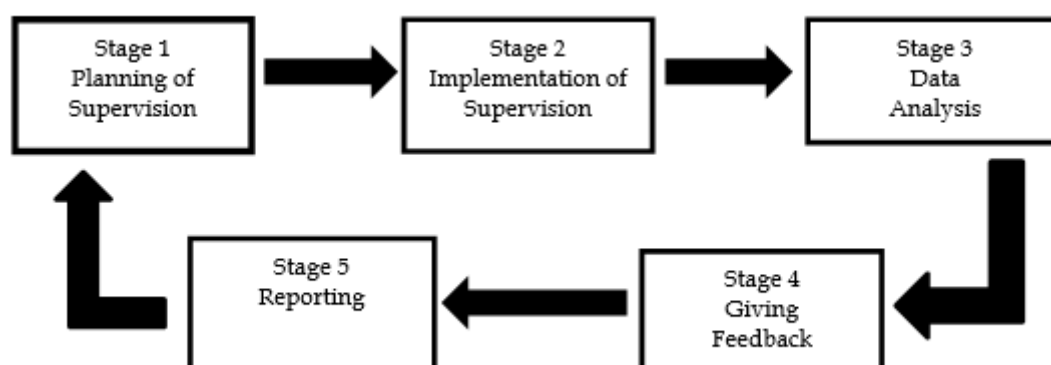


Figure 1. Cycle of Academic Supervision

1. Planning Supervision

The planning stage is critical because it assists the school principal in carrying out academic supervision activities in a good, effective, efficient, meaningful, and sustainable manner, with stages to improve teacher competence and be carried out continuously so that the learning process and student learning outcomes improve.

- a. Create plans and objectives with supervisors and teachers to be supervised, as well as logical Academic Supervision Output criteria, with the goal of improving the learning process's quality.
- b. Creating academic supervision schedules that include information like the supervised teacher's name, subject matter, day and date of implementation, class hours, basic competencies, and subject matter/material. And, as a form of guidance, collaborate and discuss with related parties such as school supervisors, school committees, and teachers based on data on the development of learning in schools.
- c. Choosing methods and techniques for academic supervision to deepen understanding of approaches and techniques for academic supervision, it is necessary to examine various relevant theories from various sources, as well as the most recent regulations. Academic supervision can be implemented using both a direct and indirect approach.

2. Implementation of Supervision

At this point, the supervisor can identify the teacher's strengths and weaknesses in the learning process. These findings can be used to provide feedback to teachers in order to improve their professionalism. Professional teachers will be able to provide quality learning, resulting in increased student learning achievement. Three things must be used as the initial basis for school principals to carry out academic supervision when supervising lesson plans. 1) Research the learning administration tools that teachers need to carry out the learning process, such as annual programs, semester syllabus programs, lesson plans, educational calendars, class schedules, and grade lists; 2) Examining the Learning Implementation Plan, when studying the Learning Implementation Plan, the following guidelines are used: definition, principles, and format; and 3) Create supervision instruments that school principals can use to assess teachers' abilities in planning and implementing learning, as well as learning assessment in the form of relevant literature standard instruments. Specifically, (a) by developing their own; and (b) through adaptation.

3. Data Analysis

Analyzing data from academic supervision results as a basis for providing input/feedback and planning follow-up actions to improve teacher learning performance. In addition, if something is unclear and requires assistance in conducting data analysis, supervisors can consult with other participants and/or resource persons.

4. Giving Feedback

Feedback can be given verbally or in writing to the teacher. As with the previous feedback service, so that the teacher can understand the findings, change the identified behavior and practice the guidelines provided.

5. Follow Up

Create follow-up plans to improve the learning process before determining academic supervision outcomes. The creation of a follow-up plan is carried out as a form of supervisory responsibility in improving the learning process, which can take the form of providing reinforcement and appreciation to teachers who meet or exceed standards. A successful learning process will influence the quality of student learning outcomes.

6. Reporting

The report document, in the form of a portfolio, is very important as a form of accountability for the supervisor as the principal of the school to stakeholders such as the teacher in question, the teacher council, the school committee, and the school supervisor.

A qualified supervisor is someone who is in charge of academic supervision of teachers and has demonstrated adequate competence in this capacity. Supervisors who are successful in carrying out their duties are those who provide support to teachers not only through workshops, but also in the form of clinical supervision when teachers require it. Supervisors help to improve the learning process by serving as (1) coordinators, (2) consultants, (3) group leaders, (4) evaluators, and (5) effective and democratic leaders. Furthermore, supervisors must carry out ongoing tasks such as providing guidance in developing teacher performance and evaluating and monitoring the implementation of the learning process (Siswanto, 2021; Karlina, 2009; Lantuka, 2021).

B. Methods

This study's research method employs comparative literature studies and content analysis, as well as observations in schools where practitioners teach, as well as a qualitative approach emphasizing meaning, reasoning, and definition in specific situations and emphasizing process over results (Rukin, 2019). A literature review is conducted to uncover various theories and information pertinent to the topic under consideration. Literature comparison studies are conducted by tracing primary literature through journals, research reports, activity reports, books, magazines, news media, and other literary sources that meet valid criteria and are well-known. E-books are prioritized over journals, proceedings, and books. According to the flowchart of literature study, the steps are as follows: (1) Literature Study; (2) Data Collection; (3) The concept under study; (4) Conceptualization; (5) Data Analysis; and (6) Conclusions and Suggestions.

C. Results and Discussion

Data were collected in this study through a series of activities related to library data collection methods, reading and recording, and managing research materials. The following are the steps in conducting a literature review: 1) Having a general understanding of the research topic, 2) locating information that supports the topic, 3) reinforcing the research focus, 4) searching for and locating reading material, 5) reading and taking research notes 6) Go over and improve reading material. 7) Sort your reading materials and begin writing (Zed, 2004). The chosen concept is that the role of academic supervision on teacher professional competence can be viewed from a management standpoint, such as planning, organizing, implementing, evaluating, problems, and solutions in relation to teacher competence. Meanwhile, teacher competence refers to a teacher's ability to carry out his or her duties and obligations properly and responsibly.

According to Article 35 paragraph 1 of the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, national education standards consisting of content, process standards, management standards, educational assessment standards, and financing standards must be increased on a regular and planned basis. According to the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, a teacher is a professional educator whose primary responsibility is to educate, guide, teach, assess, train, and evaluate students beginning with early childhood education, basic education, secondary education, and formal education.

As stated in Law of the Republic of Indonesia number 14 of 2005 article 8, teacher competence includes personality competence, pedagogic competence, social competence, and professional competence that will be obtained if professional education is followed. Professional competence, defined as a broad and deep understanding of learning material. Mastery of subject curriculum material and the substance of science, which includes learning material as well as mastery of the structure and scientific methodology. Professional competencies include the following: (1) mastery of material, concepts, structures, and scientific mindsets that can support mastered learning; (2) mastery of competency standards and basic competencies in each subject or field under their control; (3) creatively develop learning materials; (4) carry out continuous professional development by taking reflective actions; and (5) use of technology in communicating and self-development.

The development of teacher professional competence is related to the supervisory role of school principals and school supervisors, as well as the planning, implementation, and evaluation of teacher professional competency development programs, according to the findings of a study conducted at schools within the Education Office. The principal plans the teacher professional competency development program with the help of a team. The team is made up of several people, including the principal, the deputy head of school, and a teacher. The team is tasked with developing a development program that begins with analyzing the needs, vision, and mission that teachers require to develop their professionalism and make it more

effective. The program formulation team's findings were then presented to teachers in meetings attended by all teachers.

Whereas supervision can be carried out by the school principal, teachers mandated to supervise, or school supervisors with the goal of learning more by leading to motivation but not adjudicators, a teacher is a supervisor's work partner. Supervisors must be aware of everything a teacher does, including teachers who prepare learning materials.

Several categories must be considered when implementing teacher supervision, including an adaptive approach, which is the type of supervision that adjusts and pays attention to the ability of the teacher's attitude. There are also teacher principles, such as democratic, collaborative, constructive, educative, evaluative, and humanist ones (Aminudin et al., 2022).

Furthermore, administrative supervision, which is carried out in checking administrative preparations such as the Learning Program Plan, is carried out in developing the teacher's professional competence. If something needs to be revised, clinical supervision is used to help teachers reduce the gap between real teaching behavior and ideal teaching behavior, as well as to help teachers understand innovations and change their performance to suit these innovations, with the goal of improving teacher behavior in intensive learning and thus improving educational quality (Nuraini, 2022; Azizudin, 2022; Aikmel, 2019).

Teachers' professional competence standards include pedagogical competence, professional competence, personal competence, and social competence. A teacher is said to be professional if he or she is able to master the field of knowledge that will be taught properly and is able to effectively and efficiently convey or teach the knowledge he or she possesses to students. The teacher can also shape a person who is stable, stable, wise, authoritative, and moral. Education and training, as well as participation in Subject Teacher Consultations, are ways to optimize the teacher's role (Anwar, 2018; Wardan, 2020).

Teacher professional competence development is critical because, as a supervisor, they continue to supervise, provide guidance, guide, and direct teachers to improve their professional competence in learning activities. The teacher's professional competency development program can be evaluated by (1) developing a teacher's assessment questionnaire or a questionnaire on the learning process in the classroom filled out by students; (2) forming a monitoring and evaluation team; and (3) evaluating programs and activities that have been implemented and those that have not been implemented, which are held once a week. Evaluation is carried out to determine whether or not teacher professional competency development activities are taking place as planned. Aside from that, it serves as a reference for taking corrective actions if things do not go as planned.

The primary function of supervision is to assist teachers and other staff. Furthermore, the task of supervision is to provide services and assistance in order to improve the quality of teacher teaching in the classroom, which improves the quality

of student learning. Not only to improve teaching abilities, but also to develop teacher quality potential (Muriah, 2012).

The role of supervision is a person who has a profession or coaching in guidance towards improving learning that is carried out professionally and procedurally, including producing students with good output with graduates who are competitive, tested, and have recognized credibility. In addition, through various strategic breakthroughs, educational institutions can demonstrate to the public that they are good educational institutions.

According to research conducted by (Suyitno, 2021; Hasanah & Kristiawan, 2019; Sudargini, 2021; Sulaeman, 2018; Djuhartono et al., 2021), there is a significant role between academic supervision and teacher professionalism and education quality. This role is designed as an organizational step for academic supervision in stages, as well as an effort to improve educational quality by increasing teacher professionalism.

Teacher professionals are critical in explaining the problem of improving educational quality, particularly with regard to teachers. As the primary agent of learning, the teacher is crucial in encouraging educational transformation in the face of numerous existing constraints. However, no matter how good educational policies are developed, without the support of dedicated and professional teachers, little progress can be expected (Yasin, 2022). According to research findings (Irawati, 2021), teachers are education implementers in schools who directly interact with students and are a critical component in the learning process. Improving the quality of teacher education in schools can be carried out by professional principals and teachers. School principals must have effective and efficient leadership competencies, so that coaching can improve better teacher performance and thus improve the quality of education in schools.

D. Conclusion

Based on the description of the role of academic supervision and teacher professionalism in improving the quality of education in schools, it is possible to conclude that academic supervision is very important because it is an important and main part in improving quality in schools that can advance the nation, and thus increasing resources in the field of education, specifically teacher professionalism, must be done continuously and continuously. Educational institutions, particularly formal educational institutions or schools, play an important role in improving educational quality. Currently, the role of academic supervision has a significant impact on teacher professionalism and school quality; the presence of a good supervisory management pattern provides great hope for schools to develop and improve abilities in accordance with school conditions. As a result, all schools have the same opportunity to become high-quality institutions. As a result, academic supervision should be carried out in schools, with the principal, education unit supervisors, and teachers, as well as all school elements working together in an integrated manner to improve school quality in realizing every educational goal to

form the next generation, directly involved. quality in terms of knowledge, abilities, attitudes, and morals

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