Implementation of Teacher’s Performance Academic Supervision

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Abstract: The purpose of this study is to ascertains the impact of academic supervision on teachers’ performance at SMA Negeri 1 Kayuagung. using observation, documentation, interviews, and literature reviews as data collecting methods. The data analysis method employs methods for descriptive and qualitative analysis. According to the study’s findings, academic supervision was implemented after various steps of planning, carrying it out, receiving input, and monitoring its outcomes. The supervision instrument used to conduct the evaluation was taken directly from the new paradigm curriculum supervision instrument. The readiness of the administration of learning tools, the implementation of learning, and the evaluation of teacher learning are all impacted by the school principal’s assessment based on academic supervision tools. The performance of teachers at SMA Negeri 1 Kayuagung has improved as a result of positive comments and results from teacher evaluations.

Keywords: Performance, Principal, Supervision

A. Introduction

Education is a conscious effort designed to improve human resources through the learning process in schools so that teachers must be fostered and develop their potential so that teacher resources continue to grow and develop so that teachers will be able to fulfill their potential professionally. Qualified teachers are teachers who can carry out their respective duties, roles and functions. One of the qualities of education is determined by the quality of teachers, so great attention is needed to improve teacher professionalism (Hardinata et al., 2021). However, teacher professionalism is currently still not optimal, especially in carrying out learning activities (Nursetianti et al., 2022).

In practice, there are teachers who have been teaching for a long time, considering teaching work as a routine activity. The learning method used is poor with variations that can encourage students to learn more passionately. Such conditions can cause the learning situation in the class to be arid and boring, the learning services that students receive are of poor quality. A learning process like this will produce graduates and human resources that are not qualified (Mudzakir, 2016).
Seeing the reality above, supervision of teachers is needed both as evaluation, coaching and efforts to improve quality on an ongoing basis. Supervision can be carried out by the school principal. Principal supervision aims to improve the quality of teaching, knowledge, motivation and improve the quality of teachers in carrying out their duties (Mulyasa, 2014). Supervision activities should be carried out continuously whether requested or not requested because supervision is not an activity of the principal to spy on teachers but is interpreted as assistance provided to improve teaching-learning situations (Sahartian, 2000). Supervision is all assistance from school leaders aimed at developing the leadership of teachers and other school personnel in achieving educational goals. Supervision in the form of encouragement, guidance, and opportunities in the effort and implementation of reforms in education and teaching, selection of learning tools and better teaching methods, methods of systematic assessment of phrases throughout the teaching process, and so on (Purwanto, 2010). All school staff, especially teachers, will receive coaching with the goal of helping them develop teaching and learning situations more effectively (Bafadal, 2004).

Researchers believed that the quality of the learning process was low and less meaningful for pupils as a result of class teachers’ ability in using instructional media being remained subpar. This shows that teachers are more oriented toward achieving material targets and pursuing high scores at the National Examination, so they tend to ignore the quality of the learning process. Teachers in carrying out the learning process have a tendency to provide learning that is abstract, not creative and innovative, the implementation of less varied assessments tends to be monotonous and has not carried out process assessments. Therefore, academic supervision of teachers is important so that teachers can really manage learning as well as possible starting from planning (materials, learning media, methods, learning resources, and evaluation), implementing learning (opening, core activities and closing) to the evaluation of student learning outcomes.

With academic supervision from the principal, it is hoped that it can change teacher performance in the learning process. The role of the principal in this case is very necessary, his presence in class at least once a month is very important, so that there is closer communication in a family atmosphere to solve problems that arise in schools, especially in the use of learning media which in turn can improve learning achievement student.

**Academic Supervision**

The basic framework for examining how professional supervisory tasks is carried out is supervision, which can refer to either learning supervision or instructional supervision. Professional supervision in this study refers to a system of assistance provided by supervisors to help instructors develop their professional skills so they are better prepared to face and manage their primary responsibilities in teaching (Helmawati, 2014).
The basic goal of an educational institution, as observed from the teaching and learning activities carried out by the teacher, is to improve learning programs and learning quality. This is referred to as academic supervision or instructional supervision. Enhancing teachers’ professional skills as indicated will result in better teaching, better learning processes, and better learning outcomes (Suhardan, 2010). The purpose of academic supervision is to guide, support, and promote the enhancement of educational quality. Academic supervision has been discussed for a long time in theoretical discourses, scientific concepts found in books, and it has been used in the field of school education. However, academic supervision became legally formal after the Minister of National Education issued Minister of National Education Regulation Number 12 of 2007 Concerning School/Madrasah Supervisory Standards.

Since academic activities are the primary means by which education is implemented in schools, academic activities can be considered the core of supervision in general. Other activities, such as managerial administration activities, are merely tools for achieving this primary activity. In general, the academic field and the managerial field can be used to categorize the practice of implementing education in schools. The teaching profession is a part of the academic world, and it manifests itself in actions that directly support learning. While the managerial sector is a separate industry from academia (Thaib, 2005).

Therefore, academic supervision is the principal’s professional assistance given through three stages—assessment, improvement, and coaching. The principal’s responsibility as a manager is to keep an eye on all of his employees, including teachers, TU staff, and others. It goes without saying that the principal, who oversees all instructional activities, is involved in academic monitoring. From the idea presented above, it is clear that academic supervision activities must be evaluated over time and in terms of their impact on teacher behavior in order for teachers to support student learning.

**Purpose of Academic Supervision**

Every activity done as part of education has a purpose, and the same is true of actions done as part of supervision. Through coaching and improving the teaching profession, supervision aims to create a better learning environment. Activities for academic supervision are designed to: 1) help teachers prepare lessons; 2) help teachers present learning materials; 3) help teachers evaluate learning; and 4) help teachers manage the class. 5) aid educators in creating curriculum 6) support instructors in curriculum evaluation; 7) support teachers in self-evaluation; 8) assisting instructors in group activities; 9) providing support to educators through inservice training (Olivia, 1984).

According to (Burhanudin, 2005), the goal of supervision is to: 1) improve the effectiveness and efficiency of the learning process; 2) control how the learning process is implemented in schools in accordance with established policies; 3) make sure that school activities are carried out in accordance with applicable regulations,
so that they run smoothly and produce the best results; 4) assess the school’s performance in carrying out its duties; and 5) give specific instructions to correct problems.

As a result, it is clear that academic supervision serves the purpose of improving conditions in an effort to increase the quality of student products through efforts to encourage, guide, and motivate those involved in academic activities. Academic monitoring strives to increase teacher professionalism and inspire them to continuously improve their work. The goal of supervision is to support the principal in carrying out the program properly so that the objectives of academic supervision can be met, not to perform an inspection.

**B. Methods**

A methodology known as the descriptive qualitative method was used by researchers. In this study, researchers were interviewed in order to gather information about the academic supervision that the school administrator provides. Direct observation by observing the academic supervision activities of the principal of SMA Negeri 1 Kayuagung, which include: 1) the principal’s planning of the supervision; 2) the implementation of the supervision; and 3) evaluation and follow-up related to the results of the principal’s supervision of the teachers of SMA Negeri 1 Kayuagung. The principal’s academic supervision of the teachers of SMA Negeri 1 Kayuagung consists of two stages: providing feedback on the results of the academic supervision. Following data collection, analysis is conducted in three stages simultaneously: data reduction, conclusion-drawing, and verification (Miles and Hubarman, 2013).

**C. Results and Discussion**

The implementation of teacher supervision by the school principal was based on the findings of data gathering by researchers through observation, documentation, interviews, and literature reviews. The three stages of implementing supervision are planning, carrying it out, and evaluating it. The three steps of supervision are therefore identified by the data collecting results as 1) planning supervision by the school administrator, 2) implementation, and 3) evaluation and follow-up (Asmendri, 2012). The school principal supervises the teachers at SMA Negeri 1 Kayuagung in two stages: (1) giving comments on the academic supervision results; and (2) following up on the results of the school principal’s supervision.

**Scheduling Academic Supervision**

The focus of research on academic supervision planning activities for the principal of SMA Negeri 1 Kayuagung refers to the opinion (Arikunto, 2006) that indicators of academic supervision planning consist of 1) formulation of an academic supervision program (supervision program, supervision objectives, supervision objectives, program coordination); 2) arrangement of supervision schedule (schedule
preparation and schedule coordination); 3) determining the supervision technique and 4) determining the approach instrument.

Based on the research, it has been determined that the principle of the school’s teacher supervision plan relates to each of the aforementioned plan’s elements. beginning with the development of a supervision program that comprises annual and semester programs. Mid-June to July of the following school year is when the two supervision programs are created, at the start of each new academic year. This is done to ensure the smooth operation of the principal of the elementary school’s supervision duties over the course of the upcoming school year.

The school principal creates the semester and yearly programs jointly with assistance from a team he has assembled of two teachers he has determined to be qualified to assist in creating the semester and annual programs. The school principal, along with the team they have assembled, decides what programs will be implemented over the course of the following year during the formulation process.

According to the findings of an interview with the principal of SMA Negeri 1 Kayuagung, the formulation of the academic supervision program completed at the start of the school year was intended to allow the supervision activity program to be integrated into school activities as a whole as well as the implementation of supervision completed at the start of each school year, at the start of each semester, and during the teaching and learning process.

Creating an academic monitoring program by holding brief sessions with teachers is an example of planning activities. The principal’s initial action is to assemble a team whose responsibility it is to support the principal. The team is made up of educators who the principal deems to be competent. The principal of the school then drafts teacher supervision and provides a decision letter (SK) addressing academic supervision activities (Results of Principal Interview on October 15, 2022).

The teaching schedule and the academic calendar are then used to inform the creation of the supervision schedule created by the school principal and the team that supports them. According to the findings of an interview with the SMA Negeri 1 Kayuagung principal on October 15, 2022, he advised that the teacher supervision program should pay attention to the academic calendar and study schedule at the start of the semester. As a result, the academic calendar and study plan for each class are taken into consideration when developing the academic supervision program at SMA Negeri 1 Kayuagung.

Based on the schedule of teaching hours for the teachers at SMA Negeri 1 Kayuagung who will be supervised, the school principal creates a timetable for class visits with the goal of ensuring that the academic supervision done does not interfere with the educational process at school. The team selected by the school principal to help with supervisory tasks was not impacted by the visit’s schedule either, keeping in mind that they were also educating teachers at SMA Negeri 1 Kayuagung. Planning for the supervision program is based on document analysis and learning implementation by the teacher using established procedures and supervision forms.
As a result, the principal plans the supervision program along with the team that was assembled with their permission during a brief meeting held at the school. The team that the principal has assembled to oversee academic supervision activities has been given the task of assisting the principal in carrying out supervisory responsibilities so that academic supervision activities in schools can function effectively. The academic calendar and the teacher’s teaching schedule are then used to help create the supervision schedule. This is done to ensure that teacher supervision activities operate well and don’t obstruct classroom instruction and learning. Additionally, the teacher can prepare effectively with a predetermined supervision schedule.

Another distinct goal of supervision planning is to advance and develop the caliber of teachers as a part of the supervision plan, which serves as the framework for creating the supervision program. A score scale of 1 to 4 is used as the achievement standard for teachers and is used to set the objectives for teacher supervision. The teacher’s performance is evaluated based on five (five) achievement criteria: 1) achievement of student learning motivation (assessed through observation); 2) achievement of student learning outcomes (achievement of mastery learning); 3) quality of learning (learning planning, implementation, and evaluation); teacher competency; and 4) student achievement (academic and non-academic achievements).

Based on the issues that instructors are still having with lesson preparation, learning implementation, and evaluation, the criteria for teacher achievement based on supervision objectives are evaluated. Of course, the principal analyzes what research is necessary to raise teacher achievement before developing the monitoring tool. The principal then develops the methods and strategies, as well as the tools, employed in the execution of teacher supervision based on his or her knowledge of these demands. The principal’s study was done utilizing methods of observation and interview.

The principal then decides what methods and approaches to use in performing the evaluation based on the findings of this interview. The principal then develops an instrument for implementing supervision that consists of 4 stages, including 1) an instrument for evaluating the administration of learning devices; 2) an instrument for evaluating RPP; 3) instruments for evaluating the implementation of learning; 4) an instrument for learning evaluation assessment; and instruments for follow-up. the instrument created by the principal and the group who worked on implementing the new paradigm in supervision.

This academic supervision plan calls for many supporting instruments in addition to the information gleaned via observation and interviews. To assist the principal and the team that the principal has formed in formulating supervision activities, supporting tools are provided in the form of observation instruments, administrative documents, learning processes, observation instruments for implementing lesson plans, as well as instruments for implementing classroom learning.
Based on the findings of researches’ observations and interviews. It might be claimed that the principal develops a supervisory program each semester and creates an annual program using the same guidelines as the semester program and the year before annual program (from the previous academic year). Teachers who have been formed by the school principal work together to coordinate the supervision program that has been developed. The team and the principal establish supervision goals. The preparation of supervision goals by the principal based on research on the effectiveness of teachers in terms of learning implementation, assessment, and planning. Class teachers believe that the principal clearly developed academic supervision objectives by outlining them in the supervision program planning so that the teacher is aware of the aims and objectives of the supervision prepared by the principal. This is part of the component for compiling supervision objectives.

The creation of schedules, their coordination, as well as general supervision procedures, are evident in accordance with the instruments and goals of supervision. The teacher claims that the school principal has done a good job of arranging for academic oversight. This is demonstrated by the fact that the school principal often creates paperwork for class observation. According to the results of an open questionnaire that the principal completed, the principal created a class monitoring program, a guidance program, and teacher administration lesson plans to enhance teacher teaching professionalism. The annual program and the supervisory program are set up at the beginning of the semester. The administrative documentation for the supervision program are clearly written with regard to the objectives, methods, techniques, objectives, and supervision approaches. The questionnaire also said that the teacher and the supervisor worked together to plan and organize the supervision schedule. In order to prepare the supervision program, goals must first be created, teacher issues must be noted, and then solutions to the problems must be offered.

**Academic Supervision Implementation**

The principal carries out teacher teaching planning, teacher teaching execution, and teacher teaching evaluation as part of academic supervision. The principal has created supervision tools for use in carrying out academic supervision. Additionally, school principals use digital tools like cameras and/or voice recorders when making observations. Utilizing information technology is done to improve how efficiently academic supervision is implemented.

The principal of SMA Negeri 1 Kayuagung oversees the administration of teacher learning tools, which include a total of 12 components, in order to supervise teachers’ learning plans. The instructor initially gets ready all administration of learning gadgets that are going to be evaluated by the principal before conducting an evaluation using the instrument that has been chosen. Then the principal performs an evaluation with a score range of 4 to 1, with 4 representing "very good," 3 representing "good," 2 representing "enough," and 1 representing "poor." The results of the principal’s assessment of the teacher are then computed using the
percentage formula to determine the instructor’s overall achievement. This is done after completing one-by-one assessments based on the administrative instruments of learning gadgets.

Data collection through documentation of the outcomes of administrative supervision of teacher learning tools carried out by the school principal revealed that 50% of teacher achievements fall into the "less" category, with 1% or 10% of teachers having very good achievements, 1% or 10% of teachers having very good achievements well, 3% or 30% of teachers having sufficient achievements, and 5% or 50% of teachers falling into the "sufficient achievement" category.

According to the findings of an interview with the principal of SMA Negeri 1 Kayuagung on October 20, 2022, she said that the team at the school and the principal evaluated the administration of teacher learning tools based on how well the teacher had completed the administrative arrangements. There are still a lot of shortcomings that need to be fixed, according to the findings of administrative supervision of teacher learning resources at SMA Negeri 1 Kayuagung based on each evaluation component.

A number of things that the teacher should have included but are not in the learning tools include incomplete textbooks, semester programs, annual programs without Mid Semester Examination (UTS) schedules, the syllabus of the subjects taught, numerous lesson plans without assessment rubrics, educational calendars that have not yet been adjusted to important dates, lists of grades, and student attendance/attendance lists that are not fully loaded until Se There are also numerous additional components of objective evaluation from the principal and assessment team, which serve as the foundation or basis for rating teachers. According to the findings of an interview with the principal of SMA Negeri 1 Kayuagung on October 20, 2022, the outcomes of this supervision will then serve as a source of improvement for teachers in the future.

According to the findings of an interview with the SMA Negeri 1 Kayuagung teacher, the principal evaluated the instructional materials after the teachers collected them. This study is based on the administrative completeness criteria, the appropriateness of each component with the chosen curriculum, specifically the new paradigm (interview results from October 17, 2022).

The findings from interviews with SMA Negeri 1 Kayuagung teachers revealed that the principal and the assessment team’s findings were then reviewed with the teacher to determine the shortcomings in lesson planning through the use of learning gadgets. The administration of educational resources will subsequently be able to be set up even more effectively (Interview results from October 17, 2022).

On the basis of the instruments created by the principal and the supporting team with reference to the administration supervision instrument of the new paradigm learning device, it can be argued that the implementation of lesson planning supervision at SMA Negeri 1 Kayuagung is carried out by evaluating all teacher learning planning instruments (learning device administration).
A check list for the RPP’s systematic content and a check list of conformity with the RPP’s guiding principles make up the two key components of the RPP evaluation tool that the school principal has created. The principal then assesses the teacher’s lesson plans for completeness using this tool. Examining the lesson plans created by the instructor is the first step in the process by which the school principal and the team he has assembled will evaluate the lesson plan they have implemented. The principal of the school and the team that was selected make an assessment after carefully examining the situation (score 1 = None, score 2 = incomplete, or score 3 = yes). The principal then provides the teacher with specific observations and suggestions for improvement. As a result, the evaluation’s outcomes can be divided into two categories: 1) suggestions; and 2) assessment results.

According to the results of data collection through documentation of the outcomes of teacher lesson plans carried out by the school principal, 20% of teachers’ lesson plans fall into the very good category, three or 30% fall into the good category, three or 30% fall into the sufficient category, and two or 20% fall into the less category. The principal of the school then provided remarks and recommendations in response to the evaluation results so that some of the flaws in the teacher’s lesson plan may be fixed going forward. Regarding some of the teacher’s mistakes in creating learning device plans (RPP), there are a number of elements in the lesson plans that prevent them from following the new paradigm principles. The findings of this assessment serve as a guide for teachers as they prepare lesson plans that are better in line with the new paradigm.

Evaluation and follow up of Academic Supervision Results

Following completion of lesson plan supervision, execution, and learning evaluation. The principal then gives the teacher feedback with the intention that the instructor can enhance his professionalism and performance based on a number of issues that the principal has noticed using supervision tools. These findings are anticipated to serve as discussion fodder for principals and teachers as they look for ways to develop teachers in the future. The outcomes of the oversight of lesson plans provided to instructors serve as resources for their professional development, particularly with regard to the administration of learning aids that are in line with the adopted curriculum, namely the new paradigm.

The principal offers advice on how to implement learning, including how to use teaching media, a variety of learning methods, the accuracy of using media with material, the accuracy of using methods with learning objectives, student interaction in the learning process, assessment methods/strategies, and their effectiveness to improve the process of achieving learning objectives. According to the findings of the school’s head of school’s oversight of the implementation of learning, this component then serves as the foundation for the teacher to improve with various issues. After the school principal and the team oversee the practice of assessing student learning, it is hoped that the implementation of teacher learning evaluation can be improved. The principal then reviews the overall supervision findings,
searching for strengths, shortcomings, difficulties, the underlying cause, and improvement goals.

The findings of the analysis of academic supervision, which also includes the findings of the analysis of the findings of the examination of lesson planning, the findings of the analysis of the results of the implementation of learning, and the findings of the analysis of the findings of learning assessments, can be helpful as material for feedback and follow-up plans. For teachers to be able to boost students’ academic proficiency and the caliber of their learning, feedback is crucial. The principal then follows up on the outcomes of the supervision after the supporting team and the principal have analyzed the findings of the supervision and have given the teacher comments on how to raise the caliber of instruction. The school principal used specified instruments to arrange the follow-up.

The principal then observed instructors who had been supervised and had received feedback as a result of supervision based on the findings of this follow-up recapitulation. The principal then undertakes a review outside of the supervision assessment based on the findings of this follow-up, specifically an impact assessment of the outcomes of the completed academic supervision. Two weeks must pass between supervisory activities and a new evaluation of the impact of supervision. The two weeks allotted by the principal are intended to give instructors enough time to develop and enhance their lesson plans in light of the findings of the principal’s academic supervision. The format of the reassessment conducted by the school principal is not much different from the initial assessment. Specifically, by applying a 5 to 1 scale. Scores of 5 indicate exceptionally good work, 4 good work, 3 fair work, 2 bad work, and 1 not done.

It is a benchmark for the success of academic supervision to raise teacher performance based on the observations of the team and the school principal, as well as the other factors mentioned above. After being closely monitored by the principal, the principal believes that the teacher training process has had a generally beneficial influence.

It was discovered that 40% of teachers fell into the category of very good teachers, and 60% of teachers fell into the category of moderately good teachers based on the results of data collection through the documentation of the results of follow-up assessments of teacher academic supervision that had been conducted by the school principal. Consequently, it can be said that the outcomes of academic supervision can enhance teachers’ performance at SMA Negeri 1 Kayuagung.

D. Conclusions

The research findings and discussion point to the conclusion that the school principal oversees the teacher supervision process through four stages: planning academic supervision activities, implementing academic supervision, providing feedback on the outcomes of academic supervision, and following up on the outcomes of academic supervision. The team that aids in the adoption of the new paradigm and the school principal created a supervision instrument as the tool for
conducting the evaluation. Prior to the follow-up, the school principal’s assessment based on the created academic supervision instrument revealed that 50% of the teachers at SMA Negeri 1 Kayuagung were not in the very good category in terms of preparing the administration of learning materials and implementing learning, while all teachers were in the good category in terms of the practice of learning assessment. After receiving positive feedback and the findings of the school principal’s follow-up assessment of teacher academic supervision, 40% of the instructors fell into the very good group and 60% into the reasonably good category. Thus, it can be said that academic supervision’s outcomes can enhance teachers’ performance at SMA Negeri 1 Kayuagung.

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