



Implementation of Principal Academic Supervision in Improving Teacher Performance at Schools Mis Hubbul Wathon Sei Berombang

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Abstract

Academic supervision has the aim of influencing the development and management of the learning process in schools for the better. The purpose of this research is to complement teacher administration, discipline, commitment, and implementation barriers to supervision to manage the learning process. This research is qualitative, namely by using observation and interview techniques for data collection. With the results we can conclude that the supervisory research at MIS HUBBUL WATHON SEI BEROMBANG has followed the management functions to facilitate development in managing the learning process in improving the quality of teacher work.

Keywords: Academic supervision, Principals, Classroom teacher performance.

Introduction

Education sought by humans throughout their lives is known as long life education. This word gives the meaning that every individual is required to pay attention to education. Good education is competent, thus education actors are able to provide the best for the community, because they are users of educational services. Education as a very important factor in character building, because it can be a necessity to improve human resources.

The process of implementing education with community empowerment through participation in the implementation and quality control of education services. For the realization of the quality of education in a better direction, it is necessary to innovate education, both personnel, processes and supporting facilities and infrastructure. Supervision aims to strive for better and quality learning activities. The process of improving learning is always aimed at achieving the goals of education, namely the formation of a child's good personality and

character. There are several problems encountered in this study, that school leaders sometimes do not know the main duties of a supervisor, so that when carrying out academic supervision activities they become constrained. In addition, the obstacles faced by school principals in the implementation of academic supervision, among others: there are still many teachers who do not know the functions and roles as educators and as teachers, so that it has a negative impact on the learning activities carried out. To get a good education, we as teachers need to realize that the learning process is an important part. The teacher has a very big role in organizing the class as part of the learning process and students as the subject who is learning. Quality learning begins with quality preparation as well.

In Law No. 20/2003 concerning the National Education System in article 1 it is explained that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education". A school

principal, as a supervisor, is someone who is able to assist the development of his staff members in improving the quality of education in Indonesia. In detail, the duties of the principal as a supervisor can be formulated, among others: (1) Assisting his staff in preparing programs for the development of their staff. (2) Helping staff to improve skills.

Academic supervision according to Glickman, et al., (2007) is described as a series of activities to assist teachers in improving their ability to manage the learning process to achieve the goals that have been set. Academic supervision is related to teacher performance assessment related to learning management. Supervision guides teachers in developing the teaching process which is their task, not only evaluating and looking for mistakes and shortcomings that teachers have (Memduhoglu, 2012).

Based on this understanding, it means that supervision is not to judge the mistakes or shortcomings of teachers and school members to improve self-quality, express and develop self-potential. These efforts are carried out in order to build, develop and improve teacher performance in learning in schools which is a common goal. The implementation of academic supervision will be more optimal if the principal does it because the principal's position is so close to the teacher, it will allow the principal to know more about the personality of each teacher.

Many studies related to academic supervision and teacher performance have been carried out by previous researchers. So we are interested in taking research on Elementary Schools / Madrasas, and this condition is also one of the indicators that causes the importance of academic supervision activities by school principals.

Method

This study uses a qualitative descriptive method, is a study that describes the condition of the research subject at the time of research. Sources of data consist of principals. The data obtained in the form of observations, and interviews. All data collected is related to the implementation of supervision for administrative completeness, the implementation of supervision to improve

teacher discipline, obstacles to the implementation of supervision, and obstacles to the implementation of supervision. According to Danim (2002: 35-36) qualitative research is carried out to build knowledge through understanding and discovery. Qualitative research intends to give meaning to a phenomenon and must play an active role in the whole study process.

Data collection technique

Data collection techniques in this study were student interviews, observation, and documentation.

1. Interview Techniques

By using this interview technique, researchers can dig up information from the source, namely the principal of MIS HUBBUL WATHON SEI BEROMBANG.

2. Observation technique

This technique is done to see firsthand how the implementation of academic supervision by the principal.

3. Documentation technique

This technique is used to obtain results in the form of data and conclusions obtained by researchers.

Results and Discussion

1. Based on the results of observations and interviews that we have done, the implementation of the principal's academic supervision in improving the performance of teachers in schools such as Hubbul Watton Sei is uneven, namely:
 2. Supervision is carried out directly by the principal and sometimes accompanied by the school supervisor as long as the implementation runs smoothly.
 3. Efforts made by school principals in improving the quality of teacher performance in eg Hubbul Watton Sei are still monitoring teacher activities after supervision and guidance have been carried out. If training is needed, it will be bombed by senior teachers.
 4. After this coaching has been carried out there is feedback that is in accordance with the expectations of the principal. That is, there is one teacher who is more active and creative during the teaching and learning process. Whether it's from the preparation of lesson plans, the implementation of learning in class and so on. And of course there is an increase in the quality of teacher

performance at schools, such as Hubbul Watton Sei, after being supervised by the principal.

The results of academic supervision provide an overview of the implementation of academic supervision. The results of this study indicate that most of the implementation of feedback and follow-up are in the good and bad categories. Feedback is very necessary in a series of supervision activities, so that teachers know their weaknesses, their progress and things that need to be improved (Yari Dwikurnianingsih, 2020).

Purbasari, (2015: 51) states that the implementation of academic supervision can affect the improvement of teacher performance in learning activities.

In accordance with the Ministry of National Education (2010:114) states that: "The scope of academic supervision planning includes a number of things that are interrelated with one another, namely related to 1) Curriculum Implementation, 2) Preparation of implementation and assessment of learning by teachers, 3) achievement of competency standards graduates, process standards, content standards, and implementing regulations. 4) improving the quality of learning through development".

Sahertian (2000: 29). formulated that "the purpose of supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn improves the quality of student learning.

The principal's academic supervision is: group supervision program and individual supervision program. This is in line with Gwyn's opinion (Kemdikbud, 2018) that supervision techniques are grouped into two, namely individual supervision techniques and group supervision techniques. The group supervision technique is a way of implementing a supervision program aimed at two or more people. Teachers who are suspected, according to the needs analysis, have the same problems or needs or weaknesses are grouped or collected into one / together. Then they are given supervision services according to the problems or needs they face.

With academic supervision from the principal is expected to change the performance of teachers in the learning

process. The role of the principal in this case is very necessary, his presence in the 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 the end can improve learning achievement. students. (Zulfikar, et al: 2020).

Conclusion

Based on the research that has been done, it can be concluded that in the implementation of academic supervision of principals in schools such as Hubbul Watton Sei, it is carried out directly by the principal and sometimes accompanied by school supervisors. Then the principal continues to make efforts to monitor teacher activities after this academic supervision is carried out. And the purpose of academic supervision by the principal at eg Hubbul Watton Sei can be achieved. It can be seen from the increase in the quality of teacher performance, both from the preparation of lesson plans, the implementation of learning and so on.

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Profil penulis 1

Filma Muhazri Sembiring, Lahir di kab. Langkat, 15 Oktober 2001. Pernah menempuh pendidikan jenjang Sekolah dasar di SD 050698 Sei Tasik dan selesai pada tahun 2014. Kemudian melanjutkan pendidikan jenjang sekolah menengah pertama di MTS TPI Sawit Seberang dan tamat pada tahun 2017. Selanjutnya menempuh pendidikan jenjang sekolah menengah atas di MAS TPI Sawit Seberang dan tamat pada tahun 2020. Dan sekarang sedang melaksanakan pendidikan di UIN Sumatera Utara Medan pada jurusan Manajemen Pendidikan Islam.

Profil penulis 2

Alfieridho, lahir di Sei Berombang Kec. Panai Hilir, 09 Agustus 2022, Awal Pendidikan Di Mis Hubbul Wathon selesi pada tahun 2014, kemudian melanjutkan ke sekolah MTs Hubbul Wathon Sei Berombang tamat pada tahun 2017, kemudian melanjutkan sekolah MAS Alwashilyah sei Berombang labuhan batu dan selesai pada tahun 2020. Dan sekarang sedang melaksanakan pendidikan di UIN Sumatera Utara pada jurusan Manajemen Pendidikan Islam.

Profil penulis 3

Cendani Alfanizha Hidma, lahir di Tanjung Pura, 12 November 2002. Awal pendidikan di MIN Binjai, dan melanjut ke MTsn Binjai, kemudian melanjutkan sekolah menengah atas nya di MAN Binjai dan menyelesaikan pendidikan nya pada tahun 2020. Dan sekarang sedang menyelesaikan pendidikan nya di UIN Sumatera Utara pada jurusan Manajemen Pendidikan Islam, Fakultas Ilmu Tarbiyah dan Keguruan.

Profil penulis 4

Indah wahyuni, lahir di padang pulau, kabupaten Asahan, 08 Agustus 2002. Awal pendidikan di jenjang sekolah dasar di SD Negeri 013831 Bandar Pulau selesai pada tahun 2014, kemudian melanjutkan sekolah menengah pertama di MTS pondok pesantren Darul Falah Aek song-songon dan tamat pada tahun 2017. Kemudian menempuh pendidikan jenjang sekolah menengah atas di MAS Darul falah Aek song-songon dan tamat pada tahun 2020. Dan sekarang sedang melaksanakan pendidikan di UIN Sumatra Utara Medan pada jurusan Manajemen Pendidikan Islam.

Profil penulis 5

Arina Deggan Munthe, Lahir di Pirkok, 09 Desember 2002. Pernah menempuh pendidikan jenjang Sekolah dasar di SD 118254 PTP III Silumajang dan selesai pada tahun 2014. Kemudian melanjutkan pendidikan jenjang sekolah menengah pertama di SMPN 1 Na IX-X Aek Kota batu dan tamat pada tahun 2017. Selanjutnya menempuh pendidikan jenjang Sekolah Menengah atas di SMA N1 Na IX -X dan tamat pada tahun 2020. Dan sekarang sedang melaksanakan pendidikan di UIN Sumatera Utara Medan pada jurusan Manajemen Pendidikan Islam.

Profil penulis 6

Renilda Putri Salam, lahir di Batu Melenggang, 25 Oktober 2001. Awal pendidikan di MIN Tanjung Mulia Langkat, kemudian melanjutkan ke Pondok Pesantren Ulumul Quran Stabat dan melanjutkan pendidikan menengah keatas di Pondok Pesantren Ar- Raudhatul Hasanah Medan dan menyelesaikan nya pada tahun 2020. Dan sekarang sedang menyelesaikan pendidikan di UIN Sumatera Utara dengan jurusan Manajemen Pendidikan Islam, Fakultas Ilmu Tarbiyah dan Keguruan.