# Academic Supervision Analysis by School Supervisors in Increasing Teachers Professional Competence (Senior High School 1 Sunggal District Medan City)

*by* M. Basir Hasibuan

# Academic Supervision Analysis by School Supervisors in Increasing Teachers Professional Competence
## (Senior High School 1 Sunggal District Medan City)

M. Basir Hasibuan[1,*] Syawal Gultom[2,] Wildansyah Lubis[3]

[1]*Head of Branch Education Office at Medan Sunggal, North Sumatra Indonesia*
[2]*University Negeri Medan, North Sumatra Indonesia*
[3]*University Negeri Medan, North Sumatra Indonesia*

*Corresponding author. Email:* basirhasibuan@rocketmail.com

**ABSTRACT**

The study aims to describe of the implementation of academic supervision by supervisors at the school in Senior High School 1 Sunggal District Medan City. The research method used is descriptive qualitative. The results showed that the implementation of academic supervision of school supervisors in terms of monitoring has been carried out, the assessment shows that supervisors provide an assessment of teacher learning plans in class, carry out an assessment of the assessment of student learning outcomes made by teachers, and the aspects of teacher guidance, show that supervisors have not yet carried out optimal guidance and guidance in terms of teacher learning planning, selection of learning methods, use of media and technology, preparation of items, management of assessment data, item analysis and classroom action research.

*Keywords: Academic supervision, monitoring, assessment, coaching*

## 1. INDTRODUCTION

The law no. 20 of 2003 calm the National Education System, in article 1 states that the Indonesian National Education aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, competent, critical, independent and become citizens Democratic and responsible country. For this purpose, a national education system in Indonesia was formed which was based on the cultural roots and philosophy of the nation by authorizing the global competition in the progress of world civilization through the management of national education.

National education management arranges every component of the education system, namely educators and education staff, students, curriculum and infrastructure in a systematic way so as to produce an output of education in accordance with these objectives. In its implementation, [1] revealed the management of each component of the education system is inseparable from the management functions, namely planning, organizing, leaders and leading and controlling. These functions aim to regulate the process of educational activities, including in schools as a vehicle for education, so that they can run well so that in turn a better quality of education is achieved. Education at the education unit level, according to management application based on schools; there are at least three parties which are considered to be crucial in determining the success of educational attainment, namely school supervisors, school principals and education personnel or teachers. The government has realized this by implementing the issuance of Government Regulation No. 19 of 2005 concerning National education standards which include those related to the standards of educators and education personnel. Then the government regulation is elaborated and further outlined in the Minister of National Education regulation No.12 of 2007 concerning school / madrasah supervisory standards Minister of National Education Regulation No.16 of 2007 concerning qualification standards and teacher competencies is the concept and effort of the government to set standards for drinking qualifications and the competence of supervisors and teachers in carrying out their respective duties and functions.

In order to improve the quality of education in Indonesia, it is necessary to increase the role of various aspects of stakeholders both the government and the teachers and teachers of the school. The school supervisor is a party who has a role and has a strategic position to influence the improvement of the quality of education. Schools' supervisor competencies are social competencies, academic supervision competencies, educational evaluation competencies and research and development competencies [2]. Academic supervision competence is one important factor determining the success of supervision / Academic supervision of education units.

In carrying out academic supervision, school supervisors not only conduct administrative supervision but also provide assistance to teachers, so that teachers can improve and enhance their professional abilities so that they can help good learning services which in turn obtain optimal student learning outcomes. On the other hand that professional teachers are the most responsible figures for the quality of education, especially school education because he is at the forefront in the context of educational relations and educational communication with students. In Law 14/2005 on teachers and lecturers, article 20 states that in carrying out professional duties, teachers are obliged to improve developing academic qualifications and potentials in a sustainable manner in line with the development of technological science and art. However, becoming a professional teacher is not easy. One of the characteristics of professional teachers that many people agree on is having creativity and convincing achievements

## 2. LITERATURE RIVIEW

Professional teachers are the key to the smoothness and success of the learning process. These are the details of the smoothness and success of learning because only professional teachers are able to create an active situation for students in the learning process to manage finding, integrating their acquisition and solving problems relating to knowledge, values, attitudes and life skills [3].

Teachers are the spearhead in the learning process in class because it is the teacher who interacts directly with students in the classroom. It is the teacher who plays a very important role in making his students understand and comprehend the material being taught. But in the learning process, an educator or teacher experiences problems, especially how to transfer learning material, to participants.

To meet the dimensions of professional competence, teachers need to get holistic and continuous guidance from school administrators. To achieve this, there needs to be a harmonious and harmonious work pattern

between school supervisors and teachers, but the reality on the ground is that the implementation of the tasks and work of school supervisors has not been carried out optimally, especially in turning teachers into professional educators, supervisors merely carry out tasks in order meet work load and administration, without being accompanied by realistic efforts to support and enhance the work activities of the parties to be supervised, so teachers are only exposed to work patterns that have been carried out so far that tend to be stagnant, passive, less creative and innovative because they are not or are not getting enough assistance and guidance to overcome the weaknesses and weaknesses faced in preparing plans, implementation until the learning assessment process.

According to [4] that the weak synergy between supervisors and teachers is indicated by the lack of assistance and guidance to teachers who experience difficulties in learning, therefore supervision activities are one of the ways that need to be done to further improve the ability of the teacher profession in the form refreshment. Optimize consultation and guidance. According [5] supervision is an effort to improve the ability of teacher professionals that is reflected in teaching activities that appear in changes in the attitude of the students because their learning activities are more active and enjoyable so as to achieve good learning achievement. It must be admitted that the level of professional competence of teachers is still low, it can be seen in the results of the 2015 teacher competency test which is still below the national standard of 55.00 in the national average of the professional dimension 54.77.

## 3. METHODOLOGY

The research approach used is qualitative research. As for the focus in this research is the implementation of academic supervision of school supervisors in an effort to improve the professional competence of teachers of Senior High School 1 Sunggal which includes aspects of: a) Supervisor monitoring in the preparation of spending tools for the implementation of learning and assessment of student learning outcomes. b) Supervisor assessment of teachers of Senior High School 1 Sunggal in the skills of preparing learning plans for implementing learning using media and ICT in learning outcomes assessment. c) Coaching / supervising teachers of Senior High School 1 Sunggal in the preparation of learning plans, learning strategies for the use of media and ICT for the preparation of items Processing the results of the assessment and analysis of items.

## 4. RESULT AND DISCUSSION

Based on [6] there are 6 (six) main supervisor competencies, one of the competencies that supervisors must have is academic supervision competency, academic supervision competency is very important in increasing human resources in education units, especially towards education staff. It has been explained before that academic supervision is professional assistance to teachers in order to improve their professional abilities.

In other words academic supervision emphasizes the professional guidance of teachers so that teachers are superior and skilled in planning and implementing learning. Therefore coaching teachers in carrying out their main tasks and responsibilities becomes the main target of school supervisors in carrying 7ut academic supervision [6].

In the implementation of academic supervision supervisors are required to carry out their duties and responsibilities properly. Therefore supervisors must understand the concepts of academic supervision as a scientific foundation of insight. With this understanding school supervisors are expected to be able to carry out supervisory duties in a professional manner so as to pretend to improve the professional abilities of the teachers they supervise [3].

### 4.1. Supervisory monitoring aspects

After the planning stage is completed, the supervisor then carries out supervision in the form of monitoring the teacher. According to information we obtained from informants both from Senior High School 1 Sunggal teachers and supervisors, it was revealed in general that supervisors visited Senior High School 1 Sunggal following the schedule that was made, but there were also supervisors who came to the school sometimes not following the schedule, because the supervisor was the supervisor of the education unit of Senior High School 1 Sunggal.

According to [8] in the world of education, supervision always refers to improving activities with activities related to improving teacher competence. One of the efforts to improve teacher competency is the active role of a supervisor in the target school. In monitoring the making of learning tools in Senior High School 1 Sunggal, information is obtained that supervisors never carry out monitoring directly to the teacher in making learning tools on the schedule for the school year or the beginning of the semester. Only through the Subject Teachers' Consultative Meeting (MGMP) supervisors usually provide input or improve to teachers in Sunggal Senior High School 1 already have the knowledge or skills in developing learning tools.

Assessment of student learning outcomes compiled by the teacher is also a monitoring activity. The supervisor checks the student learning completeness document, the teacher's grade list, after checking the list of student grades observing the teacher shows the student assignment book or answer sheet the results of student tests and the teacher is concerned in giving a grade.

### 4.2. Findings of Online Learning Systems in improving the Quality of Higher Education

After supervising the monitoring, the next step is to carry out an assessment of the subject teacher. Supervisor assessment is very important because objective assessment will be able to improve the competency of the student teacher's eyes. The supervisor's evaluation target is learning planning. The object of the assessment of teacher learning planning is starting from the education calendar, semester program, annual program, RPP to the evaluation conducted by the teacher of students. In the annual program or semester program supervisors assess teachers in the preparation of time allocation in accordance with the education calendar. Then in the assessment of the teacher's lesson plan, supervisors assess starting from the basic competency, material, learning objectives, learning methods / techniques and finally the evaluation. Assessment of supervisors uses instruments or checklists that have been prepared.

According [9] who saw supervision as a procedure to give direction and make a critical assessment of the teaching process. So a supervisor must provide an objective assessment of the learning process carried out by so that the teacher has the ability to carry out the learning process.

Next, the element of supervisory evaluation is the implementation of learning. In this indicator the researcher found the fact that tracing the results of student assessments made by the teacher. In addition to examining the list of grades it turns out the supervisor also asks the teacher to show physical evidence of the history of the student's grades, for example student absences held by the teacher, teacher's teaching journal, student assignments, and answer sheets of students' test results Then in the last indicator in the dimension / the supervisory evaluation aspect of the teacher is the follow-up of the supervisor's evaluation. Follow-up assessment results are very important for improving teacher competence and advancing education in an education unit

### 4.3. Coaching and coaching aspects

Increasing the competence of teachers and teachers of Sunggal Senior High School 1 cannot be separated from the active role of supervisors in carrying out coaching and mentoring to subject teachers at the school. Because guidance and guidance to the teacher is the responsibility of a supervisor. From the results of

interviews and researchers' observations, the fact was that supervisors who worked at Sunggal Senior High School 1 were not active in fostering and guiding teachers in developing their competencies.

According to [1] supervision is an effort to stimulate, coordinate and continuously guide the growth of teachers in schools both individually and collectively, so as to better understand and be more effective in realizing all teaching functions. Furthermore according to the speech (2009: 2) supervision is an activity to foster educators in developing the learning process, including all supporting elements.

On the indicators of coaching and supervising the teacher to the teacher in planning learning. According to informants both supervisors and teachers obtained that supervisors have never carried out coaching or mentoring to teachers in Sunggal Senior High School 1. They only provide brief coaching through MGMP activities, even if the supervisor is asked to provide material for the activity.

Furthermore, the guidance and guidance of teachers in the selection of learning strategies/methods is also the duty and responsibility of supervisors. The next indicator of guidance and supervision of supervisors is the use of media and information and communication technology, indicators for preparation of items, indicators for managing data on assessment results, and indicators for analysis of items question. Similar to the previous indicators in the aspects of supervisors' guidance and training, it was also found that supervisors did not carry out teacher training and training in Sunggal Senior High School 1.

## 5. CONCLUSION

A description of the implementation of school supervisors' academic supervision in an effort to improve teacher professional competence in Sunggal Senior High School 1, the monitoring aspect shows that supervisors have a monitoring schedule, monitor the teacher's learning process directly in class, observe student learning activities and try to motivate teachers and students, but the supervisor has not carried out monitoring of the making of teacher learning devices because the supervisor assume that teachers in Sunggal Senior High School 1 have often participated in training activities both locally and nationally but supervisors always provide motivation and improve the importance of developing appropriate learning tools.

Then in the assessment aspect shows that supervisors provide an assessment of teacher learning planning objectively, implementing assessment of the implementation of teacher learning in class, carry out an assessment of the assessment of student learning outcomes made by teachers, and carry out follow-up results of supervision assessments, and finally on aspects teacher coaching and mentoring, shows that supervisors have not yet carried out coaching and mentoring optimally in terms of teacher learning

planning, selection of learning methods / strategies, use of media and ICT, preparation of items, processing of assessment results and analysis of items because supervisors also assume that teachers in Sunggal Senior High School 1 often attended good training held by the district and provincial level Subject Teachers (MGMP) meetings.

## ACKNOWLEDGMENTS

## REFERENCES

[1] Sudjana. 2011. Supervisi Pendidikan: Konsep dan Aplikasinya Bagi Pengawas Sekolah. Bekasi Binamitra.

[2] Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 12 Tahun 2007 tentang standar Pengawas Sekolah/ Madrasah.

[3] Zohra, Aminatul. 2015. Membangun Kualitas Pembelajaran Melalui Dimensi Profesional Guru. Bandung: CV.Yrama Widya

[4] Agung Iskandar and Yufridawati. 2013. Pengembangan Pola Kerja Harmonis dan Sinergis Antara Guru, Kepala Sekolah, dan Pengawas. Jakarta: Bestari Buana Murni.

[5] Goerge, Enock G et al, 2013. An Evaluation of the Principal's Instructional Supervision on Academic Performance: A case of sameta Primery School Kisii County, Kenya. Journal of Education and practice ISSN 2222-1735 (PAPER) ISSN 2222-288X (ONLINE) VOL.4 No.11, 2013 (www.iiste.org)

[6] Peraturan Pemerintah Republik Indonesia No. 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah No 19 Tahun 2005 Tentang Standar Pendidikan Nasional.

[7] Masaong H. Abd. Kadim. 2012. Supervisi Pembelajaran Dan Pengembangan Kapasitas Guru; Memberdayakan Pengawas sebagai Gurunya Guru. Bandung.CV. Alfabeta

[8] Bulbul,Tuncer & Malten Acar. 2012 A Pair-Wise Scaling Study On Then Mission of Education Supervision In Turkey. Ankara: International journal of Human Science ISSN: 1303-5134. Volume: 9 Issue: 2 year: 2012 (www.researchgate.net). Diakses 1 Agustus 2020

[9] Saani, A.J. 2013. Influence of Compensation and supervision on private Basic School Teachers

Work Performance in Ashaiman Municipality. International Journal of Business and Social Science, (online) Vol.4 No. 17 www.tujted.com

# Academic Supervision Analysis by School Supervisors in Increasing Teachers Professional Competence (Senior High School 1 Sunggal District Medan City)

Online Learning Supervision in Cilacap District", International Conference of Moslem Society, 2019
Publication

9   Mery Berlian, Rian Vebrianto, Musa Thahir. "Development of Webtoon non-test instrument as education media", International Journal of Evaluation and Research in Education (IJERE), 2021
Publication

1 %

10   Ellianawati, S Mufiatunnikmah, N E Setyaningsih, B Subali. "Profile of creative thinking abilities of students measured by multi representation-based creative thinking assessment", Journal of Physics: Conference Series, 2020
Publication

1 %

11   Sugiyanto Sugiyanto, Nur Ahyani, Nila Kesumawati. "Teacher professionalism in digital era", JPGI (Jurnal Penelitian Guru Indonesia), 2021
Publication

1 %

12   ijmmu.com
Internet Source

1 %

13   eprints.unm.ac.id
Internet Source

<1 %

14 Mukhtar, Risnita, Edy Kusnadi. "ACCOUNTABILITY OF MADRASAH SUPERVISORS IN CAREER DEVELOPMENT HEAD OF MADRASAH TSANAWIYAH NEGERI IN JAMBI PROVINCE", International Journal of Research -GRANTHAALAYAH, 2019
Publication

&lt;1%

15 jurnal.unimed.ac.id
Internet Source

&lt;1%

16 S D Ramdani, Burhanudin, M Fawaid, H Abizar, M Fatkhurokhman. "Pedagogical competence of productive lesson teachers of vocational high schools in Banten province", Journal of Physics: Conference Series, 2020
Publication

&lt;1%

17 adoc.pub
Internet Source

&lt;1%

18 novateurpublication.com
Internet Source

&lt;1%

19 www.iosrjournals.org
Internet Source

&lt;1%

20 Habib ur Rehman, Kaleemullah, Abdul Malik Tareen. "DEMONSTRATION OF PRECISE RELATIONSHIPS AND LINKS BETWEEN TYPE 2 DIABETES MELLITUS, INSULIN RESISTANCE

&lt;1%

AND PARKINSON'S DISEASE", International Journal of Research -GRANTHAALAYAH, 2020
Publication

21   Riga Zahara Nurani, Hatma Heris Mahendra. "IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING BASED ON LOCAL WISDOM IN SD LABORATORIUM UPI TASIKMALAYA", PrimaryEdu - Journal of Primary Education, 2020
Publication

<1 %

22   journal.ubpkarawang.ac.id
Internet Source

<1 %

| Exclude quotes | Off | Exclude matches | Off |
|---|---|---|---|
| Exclude bibliography | On | | |