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Development of Academic Supervision Model which Based on Educational Management

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Abstract

This study aimed to obtain a model of academic supervision of the most well improve the performance of teachers in effective and efficient Indonesian instructional character-based. The study was conducted in the Public and Private Junior high school (SMP) in North Sumatra Province with a period of 3 years. The first phase of the study in 2013 was conducted in two districts/cities in North Sumatra Province, namely in Deli Serdang, involving 30 teachers of Indonesian in charge of the junior eight units, and in the High Cliff City involving thirty teachers field of study Indonesian in charge of the eight units SMP. This research including action research school (ARS), because the study was conducted to find the influence of academic supervision of the teacher's performance in Indonesian instructional. So, to capture performance data used teacher assessment tool capabilities, data analysis techniques used in this study is a descriptive analysis of the study variables to describe the data. The results of the research in Deli Serdang found that the application of the first cycle of academic supervision artistic model no teacher performance scores in good category, and the second cycle as much as 86.67% of teachers have performance scores in good category, while the remaining 13.33 % of teachers have the performance scores in the category quite well.

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Thus, the application of academic supervision artistic model can be used to improve the performance of teachers of Indonesian in junior high school in Deli Serdang. The results of the study at Tebing Tinggi found that the application of the first cycle of academic supervision of clinical models that have no teacher performance scores in good category, and the second cycle as much as 83.33% of teachers have performance scores in good category, while the remaining 16.67 teachers have the performance scores in the category quite well. Thus, the application of academic supervision of clinical models can be used to improve the performance of teachers of Indonesian in junior high school in the city of Tebing Tinggi.

Keywords: academic supervision; performance.

1. Introduction

The problems education quality experienced by Indonesia at this time cannot be separated from the problem of management supervision conducted academic supervisors and principals. Ministry of Education explains that the strategy of socialization and academic supervision guidance strategies that have been implemented so far it is still not adequate, so that the intensity and lack of mastery of the material [1]. Furthermore, based on interviews with some of the junior high school teachers can be seen that most of the principals there who do a full-blown following the academic supervision of the teacher, namely: (1) supervise the agreement without any previous time; (2) fill out an assessment instrument when teachers teach without any notice of the assessment results; (3) supervision in the absence of follow-up; and (4) supervise only on the part of teachers. The results of the interviews showed that the principal has done that is not based on academic supervision of management education, so that the goal cannot be achieved effectively and efficiently. Accordingly, Husaini suggested that 80% of problems of education quality in Indonesia is caused by their management [2].

In connection with the issue, made the mandate of Presidential Instruction No. 1 Year 2010 on a program of strengthening the ability of the principal, so that in 2011 the Agency Workforce Education Development Center Human Resources Development and Quality Assurance of Education, Ministry of National Education has published an Academic Supervision book as a reference for the principal and related institutions in strengthening the ability of principals in provinces and districts/cities in Indonesia. In addition, educational administration courses, Post Graduate Program, State University of Medan in activities requiring every student attending educational supervision, so as to produce a master of education that is able to perform academic supervision and clinical supervision in a professional.

Related to the above description, academic supervision is essentially a series of activities to help teachers develop the ability to manage learning to achieve goals effectively and efficiently. Through supervision, the teacher as the cutting edge in education activities are expected to have good performance in the realization of a character-based learning is a high quality, so as to develop the potential of learners into a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable.

Accordingly, the State University of Medan as a teacher education institution that has declared itself as *The Character Building University* with the six pillars of character, namely: nationality, justice, honor, responsibility, caring, and trustworthy. So, professors of State University of Medan are required to integrate character education in lectures fosterage.

Manullang suggests that character education should be given to everyone through formal, informal and non-formal education, because when someone loses a character, it means you've lost everything of life and living [3]. Ambarita suggested that the character education can be done vertically by faculty and students; and horizontally between lecturers and faculty, between students and students, between employees and employees, so as to character education and by all community college [4]. Thus, the State University of Medan can serve as an educational institution producing professional educators who can supervise and organize the education of effective and efficient learning-based character.

In connection with the supervision and performance issues have done some research, including research Lili in 2011 about the relationship of the principal academic supervision and motivation to work with Junior High School teacher performance in Medan. Lili in his study found a significant positive correlation between academic supervision by a teacher's performance in State SMP Medan [5]. Suyono in his study found a significant positive correlation between the superintendent supervision and performance of Junior High School Principals in Deli Serdang [6]. Furthermore, Hutapea in his study found a significant positive correlation between the supervision and the performance of SMK Principals [7].

The studies above include *ex post facto* study, which found a correlation between supervision with the performance, so it can be understood if the better supervision, the better the performance. So, in order to improve the quality of education, school action research needs to be done to find a model of academic supervision which can improve the performance of teachers in learning Indonesian effectively and efficiently based on the character of the province of North Sumatra.

1.1. Problem Formulation

The research problem is formulated as follows:

Academic supervision models which best improve the performance of teachers in effective and efficient Indonesian instructional character-based?

2. The Literature Review

2.1. The Essence of Academic Supervision

Academic supervision is a series of activities to help teachers develop the ability to manage learning, so the learning objectives achieved effectively and efficiently. Nerney in Sahertian and Mataheru suggested procedures provide direction supervision as well as conduct a critical assessment of the teaching process [8]. Glickman in

[9], stating academic supervision is a series of activities to help teachers develop the ability to manage the learning process for the achievement of instructional objectives [9].

The essence of the academic supervision at all not to assess the performance of teachers in managing the learning process, but to help teachers develop professional capabilities. Neagley and Evans suggested that through academic supervision expected academic quality conducted by teachers is increasing [10]. Sergiovanni explains that academic supervision is a series of activities to help teachers develop the ability to manage the learning process [11]. Related to the above description, through academic supervision, the teacher will be able to facilitate learning for their students. Alfonso, Firth, and Neville asserts *instructional supervision is herein defined as: behavior Officially designed by the organization that directly Affects teacher behavior in such a way to facilitate pupil learning and Achieve the goals of organization* [12]. Furthermore, Alfonso, Firth, and Neville states there are three basic concepts (key) in the sense of academic supervision ie, the academic supervision should directly affect and develop the behavior of teachers in managing the instructional process [12]. This is the essential characteristics of academic supervision. In connection with this, do not be assumed to be narrow, that there is only one way that can best be applied in all development activities of teacher behavior. Glickman in Daresh explains that none of the good behavior of academic supervision and suitable for all teachers [9].

Furthermore, Sergiovanni and Daresh argued that (1) the level of abilities, needs, interests, and professional maturity and other personal characteristics of the teacher should be a basic consideration in developing and implementing a program of academic supervision, (2) the behavior of supervisors in helping teachers develop the ability to be well designed, so obviously the start time and the end of the development program, and (3) the ultimate goal of academic supervision is that the teacher is able to facilitate learning for their students [11,9].

Glickman in Daresh states that the purpose of academic supervision is to help teachers develop the ability to achieve the learning goals for their students proclaimed [9]. Sahertian and Mataheru suggested that the purpose of academic supervision are: (1) assist teachers in developing teaching and learning, (2) help teachers translate curriculum into language teaching and learning, (3) help teachers develop staff school [8]. Along with the above description, it can be stated in general purpose academic supervision is to help teachers see educational purposes, to guide teaching and learning experiences, using learning resources, teaching methods, student learning needs, assess the progress of student learning, fostering morale, adjust to community, and build a school.

Furthermore, Sergiovanni: there are three academic supervision purposes, namely: (1) academic supervision was organized with the intention of helping teachers develop professional understanding to their academic ability, class life, develop teaching skills and abilities through the use of certain techniques, (2) supervision academic held with a view to monitoring the activities of teaching and learning in schools, and (3) academic supervision organized to encourage teachers implement its ability to perform the duties of teaching, and to encourage the teachers that he has a genuine concern (commitment) to the duties and responsibilities he replied [11]. Three objectives are described as shown in Figure 1. below.

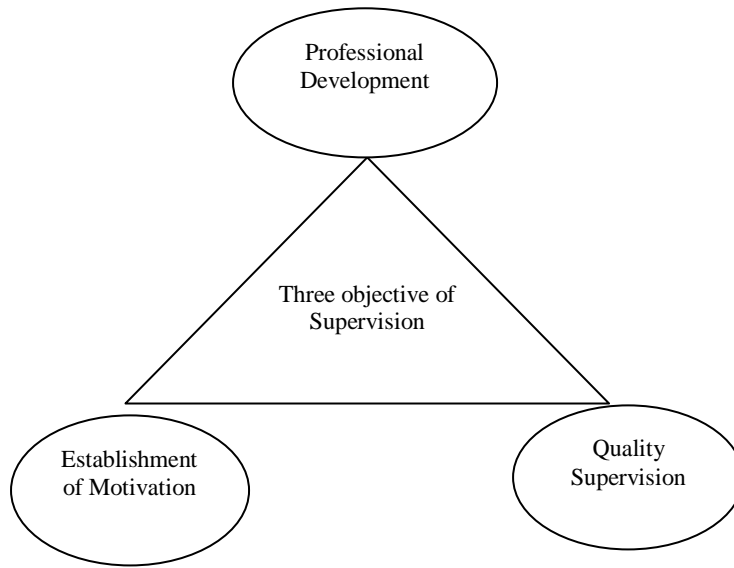


Figure 1. Three Purpose of Academic Supervision

According to Alfonso, Firth, and Neville Good academic supervision is capable of academic supervision by functioning multi goal to achieve the goal above [12]. There is no success for academic supervision if only pay attention to one particular goal to the exclusion of other goals. Only by reflecting on these three objectives will serve to change the academic supervision of teachers teaching behavior, and in turn change teacher behavior toward a higher quality of learning behavior will lead to better student.

Alfonso, Firth, and Neville describes the influence of the behavior of academic supervision system as Figure 2. below this [12].

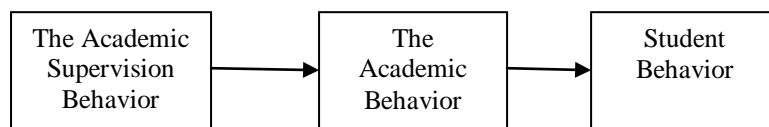


Figure 2. System Functions of Academic Supervision

Based on figure 2 we can see the influence of the behavior of academic supervision system. Behavior is directly related to academic supervision and influence the behavior of teachers. This means that, through academic supervision, supervisor influence teachers' teaching behavior, so that behavior is getting better at managing learning process, and the subsequent behavior of teachers to teach good behavior that will affect student

learning. Thus, it can be concluded that the ultimate goal of academic supervision is fostered the student behavior better.

The principles of academic supervision which must be observed and realized by supervisors in implementing academic supervision, as follows: (1) academic supervision must be able to create a harmonious human relations; (2) academic supervision should be conducted on an ongoing basis; (3) academic supervision must be democratic; (4) academic supervision programs should be integral to the education program; (5) academic supervision must be comprehensive; (6) academic supervision must be constructive; and (7) academic supervision must be objective. Academic supervision program should include all aspects of academic development, although there may be an emphasis on certain aspects of the analysis based on the results of previous academic development needs. Based on the above it can be argued that academic supervision is a series of activities to assist teachers in learning, so the performance is getting better and better quality.

2.2. The Essence Performance

Performance is the performance of a person in the execution of their duties in accordance with the responsibilities assigned to him to achieve organizational goals. Colquitt, Lepine and Wesson argued that "*job performance is formally defined as the value of the set of employee behaviors that Contribute, either positively or negatively, to organizational goal accomplishment*" [13]. Gibson, Ivancevich, and Donnelly stated performance is the level of success in implementing the tasks and the ability to achieve the goals set [14]. Task (job) should be given to a person in accordance with the expertise to good performance results, it can be seen from the achievement of the goals set. Rival and Basri suggests that a person's performance or the overall success rate for a certain period in the task can be determined by comparing it with the work standards, targets, objectives, or the criteria that have been determined in advance [15].

Performance is a record of the results obtained from a particular function or activity pekerjaan specific for a certain period. Thus, the performance is the result of a person or the overall success rate for a certain period in the task compared with the possibilities, such as work standards, targets, objectives, or the criteria that have been determined after a mutually agreed in advance.

According to Gibson, Ivancevich, and Donnelly that performance management is a measure used to assess a person's level of responsibility in performing its duties [14]. Performance assessment / performance of teachers in managing the learning process as a process of estimation of the quality of performance / performance of teachers in managing the learning process is an integral part of a series of academic supervision activities. When it is said that academic supervision is a series of activities to help teachers develop their abilities, then the first implementation assessment ability of teachers need to be held before it can be aspects that need to be developed and how to develop it.

Sergiovanni asserts that the practical reflection of performance assessment/performance of teachers in academic supervision is to see the reality of the condition to answer questions, namely: what is actually happening in the classroom? what is actually done by teachers and students in the classroom? where the activities of the overall

activity in the classroom that are meaningful to teachers and students? what has been done by the teacher in achieving academic goals? What advantages and disadvantages of teachers and how to develop it? [11].

Based on the answers to the questions above will obtain information about the teacher's ability to manage the learning activities. However, one thing that should be pointed out that after assessing the performance/performance of teachers, the activities should be continued with the design and implementation of development capabilities.

The role of principals who provide academic supervision to teachers should be able to make a more competent teacher. In accordance with Law No. 14 Year 2005 on Teachers and Lecturers, there are four competencies that should be possessed by a teacher who is a major concern in the principal academic supervision, ie personal competence, pedagogical competence, professional competence, and social competence. Good academic supervision is supervision that can improve the competence of teachers, thus improving the competence of the teachers can organize learning to make effective and efficient.

3. Material and Methods

This research includes Action Research School (ARS). According to the type of research, the design used is the design of Action Research School. Actions taken to improve teacher performance through the implementation of academic supervision consists of four series of activities carried out in a repeating cycle, namely: (a) planning, (b) action, (c) observation, and (d) reflection can be described as in Figure 3.

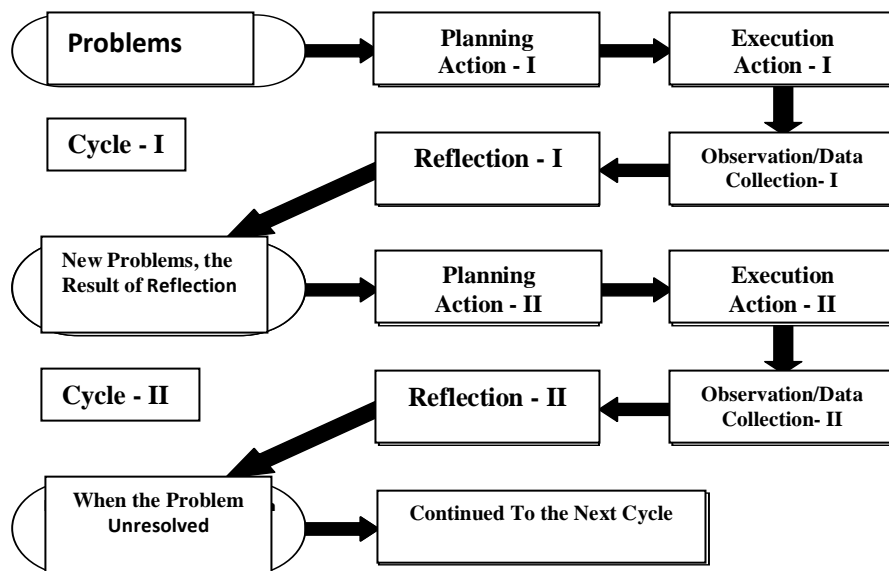


Figure 3. Action Research Model School

This study was conducted in 3 phases State and Private Junior High Schools in North Sumatra Province with 3-year study period, and implemented beginning in 2013, subjects were junior high school teachers, while the object of study is the performance of teacher in the Indonesian instructional.

Teacher performance data captured in the Indonesian language learning with the teacher's ability to use assessment tools, and to analyze the data used descriptive analysis.

4. Finding and Discussion

The results of the study on the implementation of academic supervision artistic models in improving the performance of junior high school teachers in Deli Serdang found that the pre-cycle as much as 10 teachers (33.33%) had a poor performance and 20 teachers (66.67%) had a pretty good performance; the first cycle of the application of academic supervision artistic model as 30 teachers (100%) had a pretty good performance; and in the second cycle were 26 teachers (86.67%) had a good performance in the category, while the remaining 4 teachers (13.33%) have the performance scores in the category quite well. Thus, the application of academic supervision artistic model performed with two cycles have been able to improve the performance of teachers of Indonesian in junior high school in Deli Serdang.

The results of the study on the implementation of clinical supervision models in improving the academic performance of junior high school teacher in High Cliff State found that the pre-cycle as many as 12 teachers (40%) had a poor performance and 18 teachers (60%) had a pretty good performance; the first cycle of the application of academic supervision artistic model as 30 teachers (100%) had a pretty good performance; and in the second cycle as many as 25 teachers (83.33%) had a good performance in the category, while the remaining 5 teachers (16.67%) have the performance scores in the category quite well. Thus, the application of academic supervision of clinical models performed with two cycles have been able to improve the performance of teachers of Indonesian in junior high in the city of Tebing Tinggi.

4.1. Discussion

The findings of the study on the implementation of academic supervision artistic models in improving the performance of junior high school teachers in Deli Serdang which found a positive effect of academic supervision artistic models on the performance of junior high school teachers in Deli Serdang is consistent with the results of research Shukri who found a positive relationship significant between the implementation of academic supervision by a teacher's MAN performance in Tanjung Balai [16]. The findings of this study are also consistent with the results of research Naidoo who found a significant positive relationship between supervision principals with teacher performance in Batu Bara District. The results of this study support the theory that is used as the basis for submission of academic supervision model of artistic model. Thus, the findings of this study are consistent with the results of research and research Shukri Naidoo who found a positive relationship between academic supervision to teacher performance and support to the theory applies.

Research findings on the implementation of the academic supervision of clinical models in improving the teacher performance of junior high school in the city of Tebing Tinggi which found a positive effect of academic supervision of clinical models to the teacher performance of junior high school in Tebing Tinggi is in accordance with the results of the research Astuti who found a positive relationship significant between academic supervision principals with teacher performance in State Junior High School Medan [5]. The findings

of this study are also consistent with the results of research Sihite who found a significant positive relationship between supervision principals with teacher performance private primary schools in the district of Medan City Petisah [17]. The results of this study support the theory that is used as the basis for the filing of supervision academic clinical models.

Thus, the findings of this study are consistent with the research Astuti and Sihite research which found a positive relationship between academic supervision to teacher performance and support to the theory applies.

The findings of the research on the application of scientific supervision through individual conversation techniques in improving the performance of junior high school teacher in the city of Binjai which found a positive effect through the scientific supervision of the performance of individual conversations engineering junior high school teacher in the city of Binjai is in accordance with the results of Shukri who found a positive relationship significant between the implementation of academic supervision by a teacher's MAN performance in Tanjung Balai [16]. The findings of this study are also consistent with the results of research Astuti who found a significant positive relationship between academic supervision principals with teacher performance in State SMP Medan [5]. The results of this study support the theory that is used as the basis for submission of scientific supervision models through individual conversation techniques.

Thus, the findings of this study are consistent with the results of research studies and Astuti Shukri who found a positive relationship between academic supervision to teacher performance and support to the theory applies.

5. Conclusions

Based on the results presented the following conclusions:

- 1) Academic Supervision artistic model applied can improve the performance of junior high school teachers in learning Indonesian in Deli Serdang.
- 2) Supervision academic clinical models that are applied to improve the performance of teachers in learning Indonesian junior at City Tebing Tinggi.
- 3) Supervision of academic scientific models through individual conversation techniques that can be applied to improve the learning performance of junior high school teachers in the Indonesian city of Binjai.

5.1. Suggestion

Based on the conclusion of the study proposed the following suggestions:

- 1) Supervisor Indonesian subjects and principals can apply academic supervision artistic models in improving the performance of junior high school teachers in learning Indonesian, especially for junior high school teachers in Deli Serdang.
- 2) Supervisory Indonesian subjects and principals can apply academic supervision of clinical models in improving the performance of junior high school teachers in learning Indonesian, especially for junior high school teacher in the city of Tebing Tinggi.

3) Supervisor Indonesian subject and principals can apply academic supervision of scientific models through individual conversation techniques in improving the performance of junior high school teachers in Indonesian instructional, especially for junior high school teacher in the city of Binjai.

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