Academic Supervision Model In Improving Teacher Performance

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Abstract

This study describes the principal's supervision model in improving teacher performance, the stages of principal's supervision in improving teacher performance, and the obstacles faced in the implementation of principal's supervision in improving teacher performance. This research is a descriptive qualitative research with a pedagogical approach, a psychological approach, a sociological approach and a managerial approach. The research was conducted at SMK Negeri 1 Bireuen. Data sources are primary sources and secondary sources. Data collection techniques used observation, interviews, and documentation. The research instruments were interview guides, observation sheets and documentation. The data is processed by editing, coding, and tabulating. The data were analyzed by data reduction, data presentation, and drawing conclusions. The validity of the data was tested through technical triangulation and source triangulation. The results showed that the supervision models used were conventional models, artistic models, scientific models and clinical models. The stages of supervision are the planning stage including socialization, explaining the supervision indicators, and making a schedule, the implementation stage includes pre-observation, observation and post-observation activities, and the last is the follow-up stage. Obstacles to the implementation of supervision are the broad managerial scope of the principal, teachers are less prepared for learning, the subjectivity of supervisory teachers is still high, there are frequent replacements of principals, limited facilities and infrastructure, and lack of teacher discipline.

Keywords: Supervision, Academic and Teacher Performance

INTRODUCTION

Teachers play an important role in transforming educational inputs, so many experts state that in schools there will be no change or improvement in quality without changes and improvements in teacher performance. However, in Indonesian culture, the work of teachers is still quite closed. Even superior teachers such as school principals are not easy to get data and observe the daily reality of teacher *performance* in front of students. Indeed, the class visit program by the principal cannot be rejected by the teacher. However, it is not uncommon for teachers to try to show their best performance both in the planning aspect as well as the implementation of learning only when visited. Then he will return to work as usual, sometimes without proper preparation and without high enthusiasm and enthusiasm. Performance or work *performance performance is* defined as an expression of ability based on knowledge, attitudes, skills and motivation to produce something. Teacher performance is basically a performance or performance carried out by teachers in carrying out their duties as educators, and the quality of teachers will greatly determine the quality of educational outcomes, because teachers are the party most in direct contact with students in the learning process at school educational institutions, and this This is not only determined by one factor, but many things also influence in determining the improvement of the teacher's performance.

Performance is a translation of the word *performance* which means defined as the result or level of success of a person overall during a certain period to carry out the task compared with various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and mutually agreed. Mangkunegara, Anwar A (2005: 77) stated that Performance (work achievement) is the result of work in quality and quantity achieved by an

employee in carrying out his duties in accordance with responsibilities assigned to him.

In line with the opinion of Samsudin (2010: 159) which provides an understanding of performance as the level of performance of tasks that can be achieved by a person using existing capabilities and established limitations established to achieve organizational goals. This opinion is supported by Nawawi (2005:234) which provides an understanding of performance as a result of implementation a job that provides an understanding that performance is an act or behavior of a person directly or indirectly directly observable by others. The same opinion was expressed by Mulyasa (2007:2270 which defines performance as work performance, implementation of work, work achievement, work results or performance. Definition The above performance is in line with Murray's opinion in Suharsaputra (2007:275) what defines performance are:

" *Basically, it (performance) means an outcome – a result, it is the end point of people, resources and certain environment being brought together, with intention of pruducing certain things, wheather tangible product of less tangible services. To the extent that this interaction results in an otcome of the desired level and quality, at egree cost levels, performance will be judged as satisfactory, good, or excellent. To the extent that the outcome is disappointing, for whatever reason, performance will be judged as poor or deficient* ".

In line with the above, in the opinion of Sedarmayanti (2001:147) in Suharsaputra that the notion of performance refers to the characteristics of or indicators as follows: ”Performance in an organization can is said to increase if it meets the following indicators: quality work results, punctuality, initiative, skills, and good communication good".

Based on some of the definitions stated above, it can be it is stated that teacher performance is an achievement achieved by a teacher in carrying out his duties or work during certain period according to the competency standards and criteria that have been assigned to the job. The performance of a teacher cannot be regardless of the inherent competence and must be mastered. Competence The teacher is an important part that can determine the level of ability teacher in carrying out his duties as a teacher who is the result of work and can be shown through a quality result work, punctuality, initiative, speed and good communication.

T. Keke Aritonang (2005:90) states that the low performance of teachers makes school principals upset. Not a few teachers work below the work standards that have been set determined not because they can't afford it but because they haven't woken up yet good work culture. Such a condition is caused by low passion work which results in a decrease in performance. Then if you observe passion work is shaped like a sine graph which one day will meet a point bored if there are no preventive and curative efforts both from himself and guidance from their superiors.

Barnawi & Mohammad Arifin (2005:57) say that the low performance of teachers can reduce the quality of education and hinder the achievement of the vision in a school. Such a school, no will be able to produce graduates who are superior and have competitiveness global as it is today. Therefore, teacher performance must be managed properly and maintained so as not to decrease. In fact, it should always be considered in order to experience continuous improvement.

The explanation above implies that the teacher plays a very important role in very important and decisive in the implementation of learning in schools. Thus, teacher performance must continue to be improved in order to carry out their duties and functions carrying out the mandate education as outlined in the System Act National Education. Various efforts and strategies must be carried out with well planned so that teacher performance continues to improve and can achieve goals planned education. Dedi Herawan in the journal his research revealed that through changes in the supervision model, academics can improve teacher performance.

Willes quoted by Jasmani and Syaiful Mustofa (2013:16) argues that: that supervision is an aid to develop a learning situation that better. In *Carter Good's Dictionary of Education*

quoted by Mulyasa (2011: 238) stated that supervision is any effort that carried out by the principal in leading teachers with the intention of to improve the teaching process including stimulating, selecting growth and development of teachers and revising goals education, teaching materials and teaching and evaluation methods teaching.

Mukhtar & Iskandar (2009:46) Supervision is very important for education to ensure effectiveness and productivity of the proposed program. There are at least two reasons that underlies the importance of educational supervision. First, development curriculum, which is always an indicator of educational progress. The curriculum requires continuous adjustments. Teachers are required to develop their creativity so that the curriculum Well done. In this effort, there must be obstacles that found, for example, incomplete information, school conditions have a lot of shortcomings, community apathy, method application skills are still low, and the ability to solve problems is not maximized. Second, development of personnel, employees, or employees is an effort that does not recognize the stop word in the organization. Self-development can be done formally and informally. Formally, the institution has main responsibilities, either through upgrading, study assignments, workshops, and the like. Informally, self-development can be by following scientific activities, experimenting with a teaching method, and so on etc.

With regard to supervision and performance issues, it has been carried out several studies, among others, Sri Astuti (2011:88) have done research about the relationship between the principal's academic supervision, and work motivation with the performance of state junior high school teachers in the city of Medan. In this study Lili found a significant positive correlation between academic supervision with the performance of state junior high school teachers in the city of Medan. Suyono (2010:22) in his research found a significant positive correlation between supervision supervisor with the performance of the head of the State Junior High School in Kabul Deling Serdang.

Furthermore, Rita (2011: 88) in her research found a correlation significant positive relationship between supervision and head performance SMK. The studies above found a correlation between supervision with performance so that it can be interpreted if supervision is increasing good, the better the performance. So in order to improve quality research needs to be done to find a supervision model academic management-based education that can improve performance teacher.

Based on the statement above, this study examines the model of principal supervision in improving teacher performance, the stages of principal supervision in improving teacher performance, and the obstacles faced in implementing principal supervision in improving teacher performance.

RESEARCH METHODS

This type of research is descriptive qualitative research, namely research on data collected and expressed in the form of words and then arranged in sentences, for example sentences from interviews between researchers and informants. Burhan Bungin (2005:90) Qualitative research methods are often called naturalistic research methods because the research is carried out on the natural, also called the ethnographic method, because initially this method was used more for research in the field of cultural anthropology. This study uses a pedagogical approach, a psychological approach, a sociological approach and a managerial approach. The study was conducted at SMK Negeri 1 Bireuen. S. Nasution, (2005:34) Data obtained from primary data sources, namely data obtained directly from the field, and secondary data, namely sources obtained indirectly where the data were obtained from documents, theoretical studies and scientific papers. Data collection techniques used

observation, interviews, and documentation. The research instruments used were interview guides, observation sheets and documentation. Data processing techniques by editing, coding, and tabulation. The data were analyzed by data reduction, data presentation, and conclusion drawing. Testing the validity of the data through technical triangulation and source triangulation.

RESULTS AND DISCUSSION

Model of Academic Supervision of the Principal of SMK Negeri 1 Bireuen
One of the principal's duties is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal, and technical skills are needed. Therefore, every principal must have and master the concept of academic supervision which includes understanding, objectives and functions, principles , and the substantial dimensions of academic supervision.
Academic supervision carried out by the principal includes the following:
1. Understand the concepts, principles, basic theories, characteristics, and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts.
2. Guiding teachers in compiling the syllabus for each field of development in schools or, subjects in schools based on content standards, competency standards and basic competencies, and the principles of KTSP development.
3. Guiding teachers in selecting and using strategies/methods/learning techniques/guidance that can develop various potentials of students.
4. Guiding teachers in carrying out learning/guidance activities to develop students' potential.
5. Guiding teachers in managing, caring for, developing and using educational media and learning facilities. 6. Motivate teachers to use information technology for learning.

The principal's academic supervision model in improving teacher performance is described in the following table:

Table 1: Academic Supervision Model and its Characteristics

No	Model	Features	Supervisor
1	Conventional (traditional)	- Inspection - - Sometimes spying - Corrective	Principal
2	Artistic	- requires attention to listen more than talk - demands to pay more attention to the process of classroom life	Principal

3	Scientific	- implemented in a planned and continuous manner - systematically and using certain procedures and techniques - using data collection instruments - there is objective data obtained from real errors	Principal and teachers senior
4	Clinical	- Supervisor guidance to teachers is assistance, not orders or instructions - agreement between teacher and supervisor on what to study and the most important types of skills (teacher and supervisor discussion) - the instrument is developed and mutually agreed upon between the teacher and the supervisor - the teacher makes preparations with aspects of weaknesses that will be corrected. If you need to practice outside of school	Principal and teachers senior

Supervision is an important factor in improving the performance of teachers so that they become one of the main tasks of the principal. There must be a difference between the teacher who is being noticed and the teacher who is not being noticed. Provide suggestions or input if there are errors to be corrected or justified is a positive influence or correlation. From the results of the interviews above, it can be concluded that supervision is important in the implementation of education. The principal controls teaching and learning activities in schools through supervision.

Implementation Stage of Academic Supervision at SMK Negeri 1 Bireuen

In this implementation stage, it is usually carried out in two cycles, namely the first cycle and the second cycle, each cycle has the same scope, namely planning, implementation, and follow-up. Before carrying out teacher observation activities, the principal does the following:

1. Improving knowledge of academic supervision; by reading modules on academic supervision.
2. Conduct interviews with teachers who will be supervised about the schedule, KD and readiness of teachers who will be supervised academically. This is so that the teacher who will be supervised will have mature readiness, for example by deepening the KD which will be supervised by the principal.
3. Develop programs, make schedules, make learning activity planning instruments, class observation instruments, list of statements after observation, and follow-up instruments for academic supervision. In the stage of compiling the assessment instrument, the

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principal should make it as good as possible which includes aspects of: aspects that need to be assessed, not just by *copying and pasting* the existing observation sheets. In addition to determining the type of assessment instrument, the principal must also explore all aspects of knowledge that include pedagogic knowledge and so on.

For the smooth implementation of academic supervision at SMK Negeri 1 Bireuen, there are several stages carried out by the principal of SMK Negeri 1 Bireuen, namely:

1. Planning stage

   The first stage in the academic supervision program was explained by Basri as the head of SMK Negeri 1 Bireuen as follows: (a) At the beginning of the learning year, socialization was carried out beforehand regarding the activities to be carried out, including one of the supervision activities. (b) Explain to the teacher about the supervision that will be carried out. The teacher's main task is to plan, carry out learning, in this process supervision is needed. (c) Make a schedule for the implementation of supervision at least once per semester.

2. Implementation stage

   Academic supervision activities include three stages of activities, namely: pre-observation, observation, and post-observation.

   a) Pre-observation

      In this pre-observation stage, the teacher is notified and declared his readiness to be supervised by the principal or seniors and determines the Competency Standards (SK) and Basic Competencies (KD) to be supervised, after there is an agreement on the schedule, the teacher is asked to fill in a pre-observation format that must be filled in, and provide a Learning Implementation Plan (RPP) that will be used during supervision. The supervisor, in this case the principal, reviews the Learning Implementation Plan (RPP) that has been given by the teacher to be supervised. And give a little note of the weaknesses .its preparation to be used as a basic reference in the implementation of the next stage of the process, namely observation.

   b) Observation

      In accordance with the agreed schedule, supervision activities are carried out. The appointed principal supervises the teachers in the classroom. In this stage, the principal's task is to observe and assess as the basic points used in the next stage.Stages of class observation include 1) preliminary activities include greeting, checking student attendance and conveying learning objectives, 2) delivering information covering aspects of class mastery, using learning methods and approaches that are in accordance with the material and learning objectives, and 3) closing activities by concluding the material. learning.

   c) Post observation

      After the observations were made, it was followed by a brief reflection activity with the teacher on what had been done at the observation stage. The questions asked relate to how the supervised teacher feels/impressions after carrying out the learning process observed by the principal. Then the principal gives praise for the things that have been done well by the teacher during the learning process, as well as strengthening the things that are not in accordance with what was done during the

implementation of observations in the classroom. This point of reinforcement or input is very necessary to be conveyed to the supervised teacher, where this reference or note will be corrected again by the teacher at the observation stage of the second cycle. With this improvement, it is expected by both parties (supervisor and supervised teacher).

3. Follow-up Stages

    After the principal of SMK Negeri 1 Bireuen has supervised the teacher, then the headmaster of SMK Negeri 1 Bireuen will follow up on the teacher based on the results of the supervision that has been carried out. This follow -up is given so that there is a change in teacher understanding and also to improve teacher performance at SMK Negeri 1 Bireuen.

Obstacles in the Implementation of Academic Supervision at SMK Negeri 1 Bireuen

In carrying out the supervision of the principal, there must be obstacles. This is in accordance with what has been conveyed by the Directorate of Education Personnel, Director General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education, "School principals, whether they like it or not, must be ready to face problems and obstacles in carrying out educational supervision". Based on the author's theoretical study It can be seen that the obstacle to educational supervision that is very common in the field is the lack of motivation from teachers when they are supervised. This happens because of the assumption that which has been inherent in the teacher that supervision is only an activity solely to find fault.

The obstacles faced by principals in improving teacher performance are:

1. The principal's broad managerial scope

    The educational supervision activity program cannot be carried out by the principal alone, the complexity of the principal's managerial duties results in a principal unable to handle the implementation of educational supervision alone, especially supervision which emphasizes the learning aspect.

2. Teachers are less prepared for learning

    This condition can be interpreted that the teacher's motivation to be supervised is still considered lacking, this is because the teacher's assumption is still attached that supervision is merely an activity to find fault. Although the implementation of educational supervision is carried out with prior notification to the teachers who will be supervised, the teachers who will be supervised are still not well prepared.

3. The subjectivity of supervisory teachers is still high

    The element of subjectivity of the supervisor appointed by the principal is still high. This situation occurs because educational supervision activities are not carried out directly by the principal, but by teachers who are considered senior by the principal. Where each teacher has a different personality and the principles of supervision and supervision techniques are different from each other.

4. There are frequent changes of principals

    The change in school principals resulted in the implementation of educational supervision being sluggish, not smooth and considered less routine/continuous.

5. Limited facilities and infrastructure

    Every teaching and learning process related to the problem of facilities and infrastructure, a teacher must feel uncomfortable in delivering the subject matter. Because facilities and infrastructure are one of the main factors for the smooth

implementation of educational supervision in improving teacher professionalism.
6. Lack of teacher discipline
   Problems involving disciplinary factors. This is often done by several teaching staff, especially time discipline, this causes the class to be not conducive so that students do not know what to do other than playing in the classroom while waiting for the teacher who has a schedule on that day he will come or because there is no clarity.

CONCLUSION

There are several models of supervision carried out by the principal, namely the conventional model, the artistic model, the scientific model and the clinical model. The stages of supervision at SMP 8 Negeri Palopo are the planning stage by carrying out socialization at the beginning of the year, explaining the components to be supervised and making a schedule. The stages of implementing supervision are by carrying out pre-observation, observation and post-observation and the last one is by carrying out follow-up. Obstacles in implementing supervision are the broad managerial scope of the principal, teachers are less prepared for learning, subjectivity of supervisory teachers is still high, frequent replacement of principals, limited facilities and infrastructure, and lack of teacher discipline.

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