

Developing Teacher Professionalism Through Academic Supervision Activities of School Principle.

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Abstract

The purpose of this research is to describe the development of teacher professionalism as a result of the principal's academic supervision activities. The research methodology employed is a qualitative method with a qualitative descriptive approach. Observation, interviews, and documentation studies were used as data gathering methods. Also, a qualitative analysis was performed while the activities of data reduction, data presentation, and conclusion-making were in progress. The findings of this investigation suggest that school principals as supervisors have attempted to develop the potential and competence of teachers through teacher certification program activities which are attended by most teachers. The coaching program carried out by school principals for teachers consists of academic supervision activities, training (education and training), workshops, work meetings, PKG (teacher performance assessment), PKB (continuous professional assessment), technical guidance, and seminars. The outcomes of the teacher academic supervision activities carried out by the school principal show that the teacher development program activities through academic supervision activities have been progressing well. The problem preventing the principal's academic supervision from being put into effect is the learning method which is still teacher-centered so that it is monotonous and students become passive. The principal's strategy for achieving effective academic supervision is to conduct class observations and assign assignments to the teacher so that the teacher's academic abilities can be seen.

Keywords: Teacher Professionalism, Principal Academic Supervision.

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan perkembangan profesionalisme guru sebagai hasil dari kegiatan supervisi akademik kepala sekolah. Metodologi penelitian yang digunakan adalah metode kualitatif dengan pendekatan deskriptif kualitatif. Observasi, wawancara, dan studi dokumentasi digunakan sebagai metode pengumpulan data. Selain itu, analisis kualitatif dilakukan pada saat kegiatan reduksi data, penyajian data, dan penarikan kesimpulan sedang berlangsung. Temuan investigasi ini menunjukkan bahwa kepala sekolah sebagai pengawas telah berupaya mengembangkan potensi dan kompetensi guru melalui kegiatan program sertifikasi guru yang diikuti oleh sebagian besar guru. Program pembinaan yang dilakukan oleh kepala sekolah terhadap guru terdiri dari kegiatan supervisi akademik, diklat (pendidikan dan pelatihan), workshops, rapat kerja, PKG (penilaian kinerja guru), PKB (penilaian keprofesionalitas berkelanjutan), bimbingan teknis, dan seminar. Hasil kegiatan supervisi akademik guru yang dilakukan oleh kepala sekolah menunjukkan bahwa kegiatan program pembinaan guru melalui kegiatan supervisi akademik berjalan dengan baik. Kendala yang menghambat pelaksanaan supervisi akademik kepala sekolah adalah metode pembelajaran yang masih berpusat pada guru sehingga monoton dan siswa menjadi pasif. Strategi kepala sekolah untuk mencapai supervisi akademik yang efektif adalah dengan melakukan observasi kelas dan memberikan tugas kepada guru sehingga dapat diketahui kemampuan akademik guru.

Kata Kunci: Profesionalisme Guru, Supervisi Akademik Kepala Sekolah.

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INTRODUCTION

Education is one of the requirements of people that must be satisfied throughout their lives in order to increase the quality of human resources. With education, it is believed that people will be

able to compete with other nations in the globalization period. Therefore, education plays a significant part in every aspect of human existence as a long-term investment. The instructor is one of the key elements of any educational facility or school. Teachers have a crucial role in education, particularly when it comes to resolving issues that pertain to raising the standard of instruction. In this case, the position of the teacher is not only a social status in society but also a profession that cannot be done by just anyone. Therefore, the teacher no longer only acts as a presenter of information but is able to position himself as a facilitator, motivator, and innovator in every learning process. In fact, it is not uncommon for teachers to be considered second parents at school (Astuti et al., 2023).

But in reality, education often faces various problems in its implementation. Especially in terms of teacher professionalism, which still needs to be improved. This is not in accordance with Government Regulation Number 74 of 2008, which specifies that pedagogical competence, personal competence, social competence, and professional competence acquired through professional education are all considered to be part of teacher competence (Susanto, 2016). Professionalism is an important thing that every teacher has, because professionalism can be the key to success in carrying out the teaching profession in the world of education. In addition, the skills that must be possessed by a teacher in carrying out the learning process at school are professional skills. Therefore, the continuous development of teacher professionalism is absolutely necessary. Teacher professionalism will not work properly without the involvement of the principal as an academic leader and supervisor in the school. Because the principal's efforts are one factor that can help develop professional teachers (Parinussa et al., 2023).

In order to achieve an ideal learning process in determining the direction of the goal of fostering teacher professionalism, learning infrastructure is also one of the supporting things that must be considered in every school (Mulyasa, 2009). Even though there are many teachers demands available, as professional educators, teachers are always open to making efforts to develop skills and knowledge through various available learning media. As a source of reference in the professional development of education staff and teaching staff, it is important that the principal be an effective educational supervisor (Euis & Jonni, 2013). The principal's role as a supervisor must manifest itself in the ability to compile, implement, and utilize the results of each program. So, the principal, as a supervisor, has the goal of helping, developing, and maximizing the knowledge and skills of educators and education staff within the scope of the school (Kasidah et al., 2017).

One of the responsibilities of the principal in developing teachers through the supervisory role is academic monitoring. The school principal's supervision consists mostly on coaching, providing guidance to address issues with education, including those that teachers face together throughout the teaching process, rather than looking for errors made by the teachers. The main task of the school principal is "creating learning communities of leaders, managers, and supervisors". The principal's job as a leader reflects his duties as an innovator and motivator (Selvia, 2015). While a manager's duties are similar to those of an administrator, a supervisor's primary responsibility is to ensure that the

school as a whole and all of its parts are of the highest caliber. In this situation, the principal has the most control over the teacher's supervision because it is essentially direct monitoring that is being done. If the supervised teacher is still lacking in carrying out his performance, the school principal does not hesitate to provide constructive direct or written input (Nugroho et al., 2023).

METHOD

With a descriptive strategy, this study employs a qualitative methodology. Respondents who can offer the necessary information and data regarding the professional development of teachers through the academic supervision activities of the school principal are the study's data sources. The person, paper, and location data sources used in this study were collected utilizing qualitative approaches. Three methods were used in this study's data collection: interviews, observation, and documentation studies. Using three different data sources, examine the accuracy of the data used in this qualitative study.

RESULT AND DISCUSSION

Schools work to give chances for teachers to constantly update and expand their skills and creativity in the learning process by taking part in the teacher certification program. This aims to increase the professional development of teachers. Considering the outcomes of the interviews, almost all teachers have obtained educator certificates. With the existence of a teacher certification program, it is hoped that it can improve the quality of teacher competence so that it can also have an impact on the quality of education in a school. This is in accordance with Maryani's explanation as a science subject teacher, if it has an impact on me, it's good to adjust the teacher's abilities according to their expertise. So, it's not like in the past, for example, when religious teachers taught math, which ended up being inappropriate. So, with this educator certificate program, it is hoped that teachers will teach in the right place according to their expertise. This was justified by Nurbadriah as the mathematics subject teacher, "the impact is definitely positive, so teaching is in accordance with our scientific background. Because almost all of them here have taken part in the teacher certification program."

Academic supervision is carried out twice a year. Individual methods are used to carry out the process of academic supervision, such as stopping by the class to observe and provide feedback while the teacher is instructing. Also, the principal holds private consultations with teachers who supervise students. The academic supervision actions of the school principal are planned and carried out in stages, he does not only carry out his duties alone; a special team has been formed in accordance with the decree. This was conveyed by Iin Aulia as Deputy Head of School for Curriculum, "yes, of course it has, because there is already a team that helps examine it. The team was formed in accordance with the applicable decree." The school principal must then create a schedule for carrying out academic monitoring tasks when planning has been completed. Therefore, when the time for the supervision schedule arrives, the principal conducts class visits and individual meetings. This is justified by the

Head of School, who said that, "in determining the technique for implementing academic supervision, I carried out a class visit technique. So, when the teacher teaches, I sit with the students in class until class time is over. Apart from that, I also held individual meetings to discuss the lessons that were conveyed unsatisfactorily by the teacher concerned. But if there are many teachers who are suitable and good at teaching, then I won't call them individually."

With this academic supervision activity, the principal can find out the extent of the teacher's performance. According to Mawardi as the principal, he responded that "overall the performance of the teacher has been good, because it can be proven by supervision. So good teacher performance can be assessed through daily reports of teacher activities. Then the report was known and signed by me and the teacher concerned." The adoption of academic monitoring activities is anticipated to have an effect on the students, teachers, and schools in this case, according to the follow-up. This academic supervision follow-up activity is carried out with the aim of evaluating teacher performance in achieving better results in carrying out the learning process at school. The findings demonstrated that the principal's academic oversight was followed up on by encouraging teachers' involvement in training exercises, involving teachers in MGMP activities, and providing opportunities for teachers to continue postgraduate education programs.

According to the findings of the document analysis, infrastructure continues to be a barrier to the application of learning. There have been many teachers who have been able to utilize computer and LCD technology for the presentation of teaching materials but are still hampered by the availability of supporting facilities, which are felt to be lacking. As a result, the use of ICT media has not been optimally applied by teachers. The obstacles experienced by school principals in implementing academic supervision to improve teacher professionalism are that there are still teachers who use monotonous learning methods in the sense that they are still teacher-centered; teachers feel awkward when supervised by the principal in class, so they are less active in managing good learning in terms of conveying information and knowledge; and there is a lack of teacher preparation in terms of appearance and preparation of complete learning tools, namely lesson plans. This is supported by the opinion of a class IX student named Ayesha S.N., who said, "Ladies and gentlemen, teachers use learning methods that are fun, but some are monotonous. But overall a lot more fun."

The principle, acting in the capacity of a supervisor, has the best plan for overcoming challenges that arise during the implementation of academic supervision. Mawardi, the principal of the school, stated that one of his initiatives is to establish a coaching program in the form of an annual work gathering located outside the city. So, the program that was made during the meeting with the head of the madrasah and representatives was compiled with the teachers in the space provided, and after that it was immediately conveyed to the teachers. This strategy is carried out with the hope that there will be significant changes and progress for our school so that teachers are more motivated to improve performance while at the same time providing opportunities for teachers to take time and calm their minds from the many activities that have been carried out.

CONCLUSION

By the academic supervisory actions of the school principal, teacher professionalism has generally improved. The majority of teachers have very good grades, as evidenced by statistics from the recapitulation of academic monitoring outcomes. 29 teachers were overseen in all, and 10 of them obtained good ratings while 19 received very good ratings. In the context of teacher development, the principal conducts academic supervision activities such as class visits, direct consultation opportunities, and assigning teachers to training programs. Increasing teacher professionalism is carried out through several activities that have been carried out regularly and planned, namely training education and training, workshops, work meetings, teacher performance assessment, continuous professional assessment, technical guidance, and seminars. In order to establish intimacy, the principal holds work meetings outside of school with teachers. This activity aims to evaluate teacher performance so that teachers have high motivation to improve their professionalism.

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