

## Application Supervision Academic in Increase ability \_ Professional Teacher

Farid Yusron <sup>1</sup>, Taufik Churrachman <sup>2</sup>

*Master of Islamic Education Management , University of Muhammadiyah Sidoarjo, Indonesia Email: [yusron.farid.1969@gmail.com](mailto:yusron.farid.1969@gmail.com) <sup>1</sup> [taufik.umsida.67@gmail.com](mailto:taufik.umsida.67@gmail.com)*

### **Abstrak :**

Tujuan penelitian ini menganalisis penerapan Supervisi Pendidikan oleh Kepala Sekolah dalam meningkatkan kemampuan profesional guru di MAN Sidoarjo. Jenis penelitian ini kualitatif dengan pendekatan deskriptif dan lokasi penelitian di MAN Sidoarjo. Data dikumpulkan dengan teknik observasi, wawancara dan dokumentasi. Analisis data memakai reduksi data, teknik penyajian data dan penarikan kesimpulan. Memeriksa validitas dari temuan dilakukan dengan mengamati ketekunan, *triangulasi* dan referensi kelengkapan. Hasil penelitian ini menganalisis penerapan Supervisi Pendidikan oleh kepala sekolah dalam meningkatkan kemampuan profesional guru. Melalui diskusi tentang pelaksanaan Supervisi Pendidikan dan faktor penghambat Supervisi Pendidikan oleh kepala sekolah maka terbukti berhasil meningkatkan kemampuan profesional guru terdiri atas kompetensi pedagogik, kompetensi kepribadian, kompetensi profesional dan kompetensi sosial.

**Kata Kunci:** *Supervisi Pendidikan, Profesionalisme Guru, Implementasi Supervisi Pendidikan*

**Abstract :** Supervision academic is one \_ method for increase ability teacher professional \_carry out his job as educator. Objective from study This is for analyze application supervision academic in increase ability teacher professionals at MAN Sidoarjo. This type of research is qualitative with a descriptive approach l location research at MAN Sidoarjo. Data collected \_ through technique study field and interview a. Checking the validity of the findings was carried out by observing persistence, *triangulation* and reference to completeness. The results of this study analyze the application academic supervision by head school in improving the professional ability of teachers. Through discussions about the implementation of academic supervision and inhibiting factors of academic supervision by the principal so study This show that supervision academic can increase ability teacher professional \_various aspect, like planning learning, implementation learning, evaluation learning, and development self. because\_ that is, application supervision academic need done in a manner continously for ensure that the teacher has ability adequate professionalism\_in carry out his job as educator so that can improve the professional ability of teachers consists on pedagogic competence, personal competence, professional competence and social competence.

**Keywords :** *Academic Supervision, Teacher Professionalism, Implementation of*

## I. INTRODUCTION

The principal of the school is the head of the institution education functions as a manager and supervisor, must be able to do supervision education to use improve the professional ability of teachers. [1] [2][3] "The principal as the leader of an educational institution, is able to manage, pay attention, supervise, guiding teachers in the teaching and learning process. One way is by supervising educators on assignment through supervision academic in improve the professional ability of teachers in the learning process" [2] [11]. Head of school is necessary implementing supervision academic which includes the planning of academic supervision programs in order to increase ability teacher professional. In the context of education, academic supervision has an important role in improving the quality of education. Academic supervision can assist teachers in improving their performance and enhancing professional abilities. Therefore, it is important to know the effective methods of academic supervision in improving the professional abilities of teachers and the impact of academic supervision on teacher performance. [2] [10]. The school principal is tasked with providing guidance and encouragement to educators to make improvements and updates in the field of education and teaching in accordance with the applicable curriculum. To be able to manage teachers and staff optimally, school principals are required to implement academic supervision to use improve ability teacher professional [5]. Academic supervision is an activity carried out by superiors or experts in the field of education to help teachers improve their professional abilities. Academic supervision aims to provide positive feedback to teachers about their performance in carrying out daily tasks, as well as to provide support and guidance in their professional development [6].

## II. METHODS

The method used in this research is qualitative approach descriptive. According to Bogdan and Taylor that method study qualitative is procedure research that produces descriptive data in the form of written words or oral of those whose behavior observed [10]. Sources of data in this study were: (p1) Headmaster of MAN Sidoarjo, (p 2) Deputy Headmaster of MAN Sidoarjo, (p3) Senior Teachers of MAN Sidoarjo and data sources were obtained from documents, such as: pictures, photos, notes or writings, archives relating to the focus of research. There are two sources of data, namely primary data and secondary data [9] [10]. Method uses the following data collection techniques: observation, interviews and documentation. The observation method was carried out using two participatory observation methods, namely observation participating in activities and non-observation participatory [9] [10]. Documentation, namely collecting non-human data, researchers make observations, interviews and documentation themselves using research instruments.

### III. RESULTS AND DISCUSSION

The results of the study show that academic supervision can improve teachers' professional abilities in various aspects, such as lesson planning, learning implementation, learning evaluation, and self-development. In the aspect of lesson planning, academic supervision assists teachers in developing more effective and efficient lesson plans. In academic supervision, the teacher will be given input and suggestions regarding the lesson plan that has been prepared. In this case, academic supervision can assist teachers in improving and enriching the lesson plans that have been prepared. In addition, academic supervision also assists teachers in developing better lesson planning skills. Collected data through this research shows that [23] : (1) Academic supervision is carried out by the school principal based on a planning program made with the school's academic supervision team. Application of academic supervision at MAN Sidoarjo which is implemented produce results can provide guidance, motivation, and assessment in order to improve ability teacher professionalism, through *pre class visit* activities, *class visit* implementation activities and *post class visit activities*. The application of academic supervision by the school principal includes: (a) Preparation of an academic supervision program; (b) Preparation of academic supervision instruments; (c) Preparation of a schedule for implementing academic supervision; (d) Implementation of academic supervision; (e) Preparation of reports on academic supervision [24]. (2) The results of the academic supervision of the school principal based on the study of documentation and the results of interviews with the principal and the teacher council of MAN Sidoarjo, that the analysis of data on the results of academic supervision can be seen from the supervised aspects including: mapping of content standards, developing indicators, developing syllabus, preparing lesson plans, preparation of KKM, learning methods, assessment techniques, analysis of learning outcomes, use of ICT and improvement and enrichment programs [11][12][13][25]. The supervisor's role is that the principal must avoid patronizing, but by acting in a partnership approach, namely serving, supporting, helping, dividing work assignments to all components of education [23] ][25]. The supervisor's role is to encourage teachers to apply their abilities in carrying out teaching assignments, develop personal skills, have serious attention (commitment) to their duties and responsibilities, so that they can foster teacher work motivation to create and improve professional teachers [15] [16][19].

In connection with the complexity of the teacher's task, an academic supervision approach is needed that is able to direct and solve problems in the learning process. Efforts to improve the quality of learning outcomes, which are related to the implementation of teaching and learning activities in classroom management starting from preliminary activities, core activities, closing activities and evaluation of learning and follow-up of the school principal as supervisor or supervisors [17] [18][23][24].

The head of carrying out academic supervision always involves the vice principal and senior teachers who are members of the academic supervision support team, so that it can run well and smoothly, by compiling a supervision program and

socializing it to the teacher council [24]. Academic supervision activities at MAN Sidoarjo based on observations and observations have been going well and smoothly. Academic supervision can assist teachers in improving their professional abilities in various aspects, such as lesson planning, learning implementation, learning evaluation, and self-development. Therefore, the application of academic supervision needs to be carried out continuously to ensure that teachers have adequate professional capabilities in carrying out their duties as educators [20] [21] [22].

If students have problems during the learning process, the principal asks the teacher to solve them first. "In our supervision we prioritize students' rights to teach so that our presence in class does not interfere with the continuity of learning. We discuss with teachers if there is anything we don't know, so that the supervision process is carried out correctly without disturbing the teachers' learning process, this applies to all teachers and our management team. Basically the purpose of this supervision is to help teachers, improve the learning process, so we prepare everything to help teachers, we don't judge unilaterally." [p1].

The principal believes that is emphasized are kinship, benevolence, objectivity, and cooperation in solving problems. "We prioritize the principle of kinship because we want to help teachers, we do not judge their mistakes, especially as we have the authority to support teachers to create quality and inclusive learning. So we consider the principle of kinship and brotherhood among us to be very important, but that doesn't prevent us from improving the quality of the work of the teachers or even us as leaders." [p2].

Information from a senior teacher at MAN Sidoarjo "During the study assistance I saw the principal approach the teacher individually, for example from his own experience, then I was invited to the principal's office to discuss the results of supervising the subjects I taught, I received a lot. input and receive special guidance from the principal to improve teaching skills. Other fellow teachers also felt that we both received an evaluation from the principal and needed further action, for example participate in training on the use of educational media." [p3].

#### IV. CONCLUSION

This research shows results that supervision helps teachers improve the quality of teaching methods and enrich teaching materials. This study also found that academic supervision can assist teachers in overcoming challenges faced in teaching. In addition, the application of academic supervision can also help develop the quality of education at MAN Sidoarjo as a whole. This study shows that academic supervision has an important role in improving the professional abilities of teachers and the overall quality of education. Therefore, it is necessary to support and implement broader academic supervision in educational institutions to improve the quality of learning and produce higher quality graduates. Application of the principal's academic supervision in improving abilities teacher professional at MAN Sidoarjo can concluded in 3 cases : (1) the application of academic supervision by

the principal at MAN Sidoarjo has played a positive role in terms of the completeness of the syllabus documents, the preparation of the RPP instruments (Prota, Promes, RPP), the preparation of the KKM documents is declared complete; (2) The results of the principal's academic supervision are seen from development mapping side learning declared complete, while the use of ICT is declared complete. An analysis of learning completeness is stated to be incomplete, there needs to be improvement. This is due to limited school infrastructure and teachers who teach subjects that are not in accordance with their scientific discipline. (3) The inhibiting factors for academic supervision are time constraints, schedules that coincide with other activities: service meetings, workshops, or other activities, the school principal has difficulty supervising teachers who do not match their educational background. The recommended suggestions are : (1) The application of academic supervision must be in accordance with the proper supervision schedule, so that the teacher is more enthusiastic in preparing the completeness. (2) After being supervised, it is hoped that there will be an evaluation and follow-up, as material for future supervision improvements.

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**Conflict of Interest Statement:**

*The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.*