IMPLEMENTATION OF ACADEMIC SUPERVISION BY THE PRINCIPLE OF PUBLIC JUNIOR HIGH SCHOOLS IN PROBOLINGGO CITY

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Abstract

Academic supervision is one of a school principal's main duties and responsibilities. This study aims to describe the academic supervision practices of principals in public junior high schools based on teachers' perceptions. This study was conducted in Probolinggo City East Java Province, by distributing a questionnaire to 109 teachers in three selected SMPNs. The questionnaire had been validated using the expert judgment technique. The data collected from the questionnaire were analyzed quantitatively. The findings show that the public junior high school principals supervised the teachers regarding their teaching-related responsibilities. The prominent supervision practice exercised by the principals was motivating teachers to take advantage of information technology in teaching. The weakest one performed by the principals was related to helping teachers in developing the syllabus required by the current national curriculum. Thus, some school principals' academic supervision practices still need improvement.
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Keywords: academic supervision, principalship

INTRODUCTION

The principal is the leader and person in charge of implementing quality learning in schools. Therefore, school principals need to develop the professionalism and performance of teachers in their schools. One effort that can be done is to carry out academic supervision. The research results in Nigeria show that teaching supervision occupies an important position in the education system and needs serious attention as a strategy to improve teacher professional growth, curriculum, and teaching techniques in the classroom[1]. In Indonesia, the competence of school principals to carry out supervision has been mandated by the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning Competency Standards for School Principals. This regulation stipulates that five competency standards for school principals are personality, social, managerial,

Academic supervision is a professional guidance activity for teachers so that they can carry out their teaching duties properly[2]. The main indicator is that teachers can learn in that is active, creative, innovative, effective, efficient, and fun, Objects of academic supervision include learning materials, syllabus, Leag Implementation Plans *(RPP)*, learning methods, use of media and information technology in learning, assessment, learning outcomes, and classroom action research. The goals are developing teacher professionalism, monitoring the quality of learning, and increasing teacher motivation[3].

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[1] Okendu, J.N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Savap International, 2*(3), Retrieved from http://www.savap.org.pk/

[2] Prasojo, L. D. & Sudiyono. (2011). *Supervisi pendidikan*. Yogyakarta: Gava Media.

[3] Rukajat, Ajat. (2018). *Pendekatan penelitian kuantitatif*. Yogyakarta. DeePublish Sergiovanni, T. J., & Starratt, R. J. (1987). *Supervision: A re-definition* (6th ed.). Boston: McGraw-Hill.

Academic supervision should apply the right approach. The supervision approach based on Erickson and Piaget's development theory is divided into four. (1) Style control *directives*, this style is used when the teacher's level of self-development is low. Teachers do not have the will or knowledge, are passive, and do not want to be involved in decision-making. Compared to teachers, supervisors are more committed to solving problems. (2)

StylStyle informational*ective*, t used when the teacher's level of development is rather low. Teachers do not have the knowledge and experience and do not know what to do for self-development. Supervisors care about teateachersoblems and act as the main source of information. (3)Style collaborative *behavior is misused when* the teacher's development level is moderate, the teacher and supervisor have the same level of expertise, and are jointly committed to solving problems. (4) Style *non-directive behaviors*, are agreed upon when the level of teacher development is high where the teacher has the expertise, initiative, and comm,fitmentsolvinge problems[4]. Supervisors should choose the approach that best fits the teacher's level of development. Rahabay said that the right supervision approach can increase teacher motivation in teaching, teacher readiness to teach, and the quality of the learning process.

Effective academic supervision requires planning[5] (Directorate General of Teachers and Education Personnel, 2019a), namely the process of setting supervision goals and strategies for achieving them that are considered effective for the goals set. Planning for this supervision needs to be carried out in an objective, responsible, sustainable manner, based on the National Education Standards, and based on the needs of schools/madrasas[6]. The planning process for academic supervision also needs to prepare supervision tools such as a complete list of supervised schools and teachers, annual, monthly, and

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[4] Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: a developmental approach* (11th ed). Boston: Allyn and Bacon.

[5] Direktorat Jenderal Guru dan Tenaga Kependidikan. (2019a). *Supervisi dan penilaian kinerja guru* (MPPKS-PKG). Jakarta: Kemdikbud.

[6] Prasojo, L. D. & Sudiyono. (2002). *Supervisi akademik.* Yogyakarta: Gava Media.

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weekly learning activities, class visit schedules, and supervision instruments.

Academic supervision that has been planned should be implemented properly. Supervisors need to make preparations, schedule and socialize in advance with the teachers who will be supervised. In addition, supervisors also need to choose the right supervision technique and its instruments[7]. Makawimbang[8] mentions various supervision techniques that might be used:

a. Class visits and observations

Class visits and observations are intended to seek information about how the learning process takes place in the classroom. Observation targets include the use of teaching methods, tools and media, assignments to students, syllabus preparation, and class conditioning. The results of observations become material for reflection and follow-up supervision.

b. Individual talk

Individual talk is a supervision technique in which the supervisor and the supervised meet and talk privately. In this personal meeting, the supervisor needs to develop the positive aspects of the teacher, encourage the teacher to overcome his difficulties and provide direction on what the teacher must do to improve the quality of his teaching.

c. Group discussion

Group discussion is a meeting forum where people in it exchange opinions. The goal for the teacher is to get a strategy for improving teaching quality. This meeting forum can e *workshops,* training, *biotech* (intensive training), teacher, meeting,s and others.

d. Teaching demonstration

Teaching demonstrations are an activity in which professional teachers demonstrate effective teaching methods to other teachers. The

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[7] Burhanuddin, Y. (2005). *Administrasi pendidikan.* Bandung: Pustaka Setia.

[8] Makawimbang, J. H. (2011). *Supervisi dan peningkatan mutu pendidikan.* Bandung:

hope is that teachers can learn from what is demonstrated to improve their teaching abilities.

The implementation of supervision activities ends with follow-up and reporting of results to the teacher[9]. Latip and Sudiyono (2011: 123) suggest several actions as a follow-up to a supervision report, namely:

a. Reviewing the summary of the assessment results,

b. If the goals of academic supervision and learning standards have not been achieved, the supervisor should reassess the knowledge, skills, and attitudes of the teacher as the goal of coaching or redesign the teacher's academic supervision program for the next period,

c. Make an action plan for the next academic supervision,

d. Implement the action plan in the future.

The above studies show that academic supervision needs to be planned, implemented, and evaluated systematically by school principals. This study aims to obtain a description of the implementation of academic supervision by the principal of public junior high schools *(SMPN)* according to the teacher. The results of this study have theoretical benefits in Indonesia, namely enriching the study of the academic supervision of school principals in this country.

RESEARCH METHOD

This research is quantitative and descriptive. Descriptive research aims to describe phenomena that are happening systematically, factually, and accurately regarding the facts and characteristics of the phenomena being investigated. This research is also quantitative because the symptoms will be analyzed, measured, and displayed with numbers[10].

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[9] Burhanuddin, Y. (2005). *Administrasi pendidikan.* Bandung: Pustaka Setia.

[10] Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik.* Jakarta:Rineka Cipta

The research took place in three SMPNs in Probolinggo City East Java. The research respondents included all teachers in the three schools, totaling 109 people. They were asked to fill out a questionnaire that was developed based on a theoretical review of the implementation of academic supervision. The development of the questionnaire resulted in seven indicators, namely (1) the principal's understanding of concepts, principles, theory/technology, characteristics, and trends in the development of the learning process/guidance for each subject in junior high school, (2) guiding teachers in compiling the syllabus for each subject by the applicable curriculum, (3) guiding teachers in selecting and using learning strategies/methods/techniques by looking at lesson plans, (4) collaborative planning of supervision activities with the teacher, (5) monitoring the implementation of learning carried out by the teacher, (6) evaluating learning activities carried out by the teacher, and (7) motivating teachers to utilize information technology in each subject.

The research questionnaire is closed with two answer choices, namely "yes' and "no". Respondents choose answers by putting a cross (x) or checklist (√). Questionnaires with firm answer types such as "yes" and "no" need to apply the Guttman scale. The Guttman scale is a two-interval scale that is used to get a firm answer from respondents such as "yes, no". This measurement scale can produce questions in the form of multiple choices or checklists with the highest answer score (yes) and the lowest (no) zero [11]. To test its validity, this research uses expert judgment involving experts in the field of educational supervision.

The research data were analyzed using quantitative descriptive data analysis techniques with percentage measurement techniques[12]. This technique allows the description of data that shows the implementation of the school principal's academic supervision tasks.

RESEARCH DISCUSSION

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[11] Sugiyono. (2014). *Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif, dan R&D.*Bandung: Alfabeta.

[12] Winarsunu, T. (2002). *Statistik dalam penelitian psikologi dan pendidikan*. Malang: UMM Press.

The results showed that according to the teachers, most of the principals in the three SMPNs had carried out academic supervision tasks with an achievement score of 86%. In other words, 95 teachers received academic guidance or supervision from their school principal. The research results are presented in more detail in table 1.

Table 1. Development of teacher professional competence through teaching supervision

No	Indicator	Yes	Percentage	No	Percentage
1	Understand the concept, principle, theory/technology, characteristics, and trends in the development of the learning process/guidance for each subject.	96	88,07	13	11,93
2	Guiding the teacher in preparing the syllabus for each subject by the applicable curriculum.	78	71,56	31	28,44
3	Guiding the teacher in selecting and using learning strategies/ methods/techniques by looking at lesson plans	85	77,52	24	22,48
4	Planning supervision activities with the teacher	97	88,99	12	11,01
5	Monitor the implementation of learning conducted by the teacher	98	89,91	11	10,09
	Evaluate the extent of the learning activities carried out by the teacher	101	92,66	8	7,34
	Motivating teachers to utilize information technology in	107	98,17	2	1,83

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	learning in each subject				
	Average	94,6	86,7%	14,4	13,3%

Table 1 shows that there are differences in the scores for the implementation of academic supervision tasks. The highest score, namely 98.17% (107 teachers), is in the seventh indicator, namely "motivating teachers to utilize information technology in learning in each subject". This means that the principal has motivated his teachers when carrying out supervision. The lowest score of 71.56% (78 respondents) is in the second indicator, namely guiding teachers in preparing the syllabus for each subject according to the applicable curriculum. In other words, around 31 teachers stated that the principal did not guide them in compiling the syllabus for each subject according to the applicable curriculum.

The results showed that there were variations in the implementation of academic supervision tasks by school principals in the three schools studied. This condition needs to get attention considering the importance of academic supervision to strengthen or develop teacher competence. The following is a discussion of the results of research on the implementation of school principals' academic supervision, which are presented per indicator sequentially.

3.1 Understand the concepts, principles, theory/technology, characteristics, and trends in the development of the learning process/guidance for each subject.

Understanding the concepts, principles, theory/technology, characteristics, and trends in the development of the learning/guidance process for each subject is one indicator of the implementation of the principal's academic supervision. This understanding is important for the principal to have, considering his duties as a planner as well as the main executor of academic supervision. The success of this academic supervision process will be realized if it is supported by the principal's conceptual skills[13].

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[13] Novianti, H. (2015). Pelaksanaan supervisi akademik kepala sekolah dalam meningkatkan kinerja guru. *Jurnal Manajer Pendidikan.* 9(2), 350-35Retrieved from https://ejournal.unib.ac.id/index.php/manajerpendidikan/article/view/1130/938

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The results of the study according to the majority of respondents, namely 88.07% or 96 teachers, showed that the principal understood the concepts, principles, theories, characteristics, and development of the learning process. Principals' understanding of the development of concepts, theories, and learning processes will make it easier for them to guide teachers. The hope is that academic supervision whose main target is the development of teacher-teaching skills can produce changes in teachers that have a major impact on the quality of learning.

3.2 Guiding the teacher in preparing the syllabus for each subject by the applicable curriculum

The learning process is a core school activity directed at school progress. The success of the learning process requires careful teaching preparation from the teachers. In other words, the teacher needs to prepare a syllabus, namely the design of learning materials that are presented sequentially as part of the curriculum document before carrying out teaching[14]. A syllabus is an important component of learning so it needs to be seriously prepared by the teacher.

Guidance on the preparation of the syllabus by the principal of the SMPN, according to the teacher, has been carried out by the principal, although not always. This is indicated by the "yes" answer which is limited to 78 teachers or 71.56%. In other words, school principals sometimes do not guide syllabus preparation to their teachers. This condition needs attention considering the important role of the school principal as a controller of the quality of learning. Moreover, teachers often encounter problems compiling syllabi within the current 2013 curriculum framework and expect the principal as a place to ask questions and seek enlightenment. Related to this,

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[14] Chanie, B.S. (2013). Conceptions about language syllabus and textbook based instructions: TEFL Graduate Students in Focus. *Online Journal of Education Research*, 2(4), 66-71. Retrieved from http://www.onlineresearchjournals.org/IJER

Kuncoro, Santoro & Kandar[15] said that if changes to the curriculum are relatively large, school principals need to master the curriculum.

3.3 Guiding teachers in choosing and using learning methods by looking at lesson plans

RPP is a plan that describes the procedure and organization of learning to achieve a basic competency that has been defined in the content standard and is described in the syllabus[16]. The broadest scope of RPP includes one basic competency consisting of one or several indicators for one or more meetings. RPP serves as a reference for teachers to carry out learning activities so that they are more directed and effective[17]. The elements include competency standards, basic competencies, learning objectives, teaching materials, time allocation, learning methods, and student characteristics. These elements are taken into consideration in determining the learning method.

Teacher guidance by the SMPN head regarding lesson plans is carried out by achieving a score of 77.52%. In other words, 22.49% of respondents, or 15 teachers did not receive guidance on preparing RPP. This might happen if the teacher does not make a lesson plan or the school principal as the supervisor does not use the lesson plan when supervising. This condition should not continue considering the central role of the RPP as explained earlier. Uno[18] (2009: 3) adds that learning planning is important as a barometer for measuring the success or "failure" of a lesson. In the context of supervision, lesson

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[15] Kuncoro, H., Suntoro, I., & Kandar, S. (2015). Peran kepala sekolah dalam implementasi kurikulum 2013 di sekolah menengah pertama kabupaten Tanggamus tahun pelajaran 2014/2015.

[16] Susetya, Beny. (2017). Meningkatkan kemampuan guru dalam menyusun silabus dan RPP melalui supervisi akademik di SD N Gambiran Yogyakarta Tahun 2016. *Jurnal Taman*

[17] Zendrato, J. (2016). Tingkat penerapan rencana pelaksanaan pembelajaran di kelas: Suatu studi kasus di SMA Dian Harapan Jakarta. *Jurnal Scholaria. 6*(2), 58-73. https://doi.org/10.24246/j.scholaria.2016.v6.i2.p58-73

[18] Uno, Hamzah. (2009). *Model pembelajaran. Menciptakan proses belajar mengajar yang kreatif.* Jakarta: Bumi Aksara

plans will inform teachers and supervisors about the quality standards of learning. Thus, lesson plans help provide the teacher with teaching competency standards on certain subject topics as a basis for supervisors to carry out assessments. The results of the assessment become input for the required teacher competency development, which when carried out will have an impact on improving the quality of learning.

3.4 Planning supervision activities with the teacher

Academic supervision needs to be carried out systematically so that it can run well and achieve the goals set[19]. Consequently, academic supervision needs planning. The Directorate General of Teachers and Education Personnel (2019a: 18) mentions the scope of academic supervision planning, namely: (1) curriculum management, (2) preparation for implementation and assessment of learning by teachers, (3) achievement of graduation competency standards, process standards, content standards, and implementing regulations, and (4) reviewing the quality of learning. This planning should pay attention to the principles of objectivity, responsibility, and sustainability, based on the National Education Standards (SNP), and based on the needs and conditions of the school.

The results showed that the majority of teachers, namely 88.99%, said that SMPN principals had planned their supervision and involved teachers in the process. This means that before carrying out supervision, the principal confirms the teacher's willingness to be supervised and schedules joint-supervision. Furthermore, the principal reviews the lesson plan, and syllabus, and checks the procedures for teaching materials, teaching aids, or media, as well as the assessment tools that will be used by the teacher in the learning process that will be supervised[20]. If necessary, the principal also helps the teacher plan

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[19] Larasati, A.M., & Bejo, S. (2014). Pelaksanaan supervisi akademik oleh kepala sekolah di SMP Negeri 269 Jakarta (2013). *Jurnal Improvement. 1*(1). Retrieved from https://jurnalimprovement.wordpress.com/2014/03/01/pelaksanaan-supervisi-akademik/

[20] Burhanuddin, Y. (2005). *Administrasi pendidikan.* Bandung: Pustaka Setia.

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lessons which consist of the preparation, implementation, and evaluation phases.

4.5 Monitor the implementation of learning conducted by the teacher

Monitoring of learning activities is carried out during one school year. This activity is important to ensure that learning is by the plan and leads to the achievement of the targeted competencies as stated in lesson plans. According to the majority of respondents, (89.91%) school principals have carried out learning to monitor.

Monitoring is a series of activities aimed at providing information about the causes and effects of a policy that focuses on the activities being implemented. The goal is to find out whether the ongoing activities are by the agreed plans and procedures. The results are useful for the process of further activities[21].

3.6 Evaluate the learning activities carried out by the teacher

The results of the study according to the majority of teachers (92.66%) showed that the principal had evaluated learning activities. Sudijono[22] (2006) explains that evaluation is (1) the process/activity of determining educational progress by comparing the level of achievement of educational goals with the goals set, and (2) efforts to obtain feedback. This feedback should be followed up for educational improvement. The implementation of the evaluation must follow the principles of evaluation so that it can run optimally and by the evaluation objectives.

The principal evaluates the teacher's ability to teach when learning takes place. The evaluation compares the teacher's actual teaching skills with those expected as stated in the lesson plans and the level of achievement of learning objectives. The ability to teach a good teacher requires mastery of the material being taught and also teaching techniques that are adapted to the characteristics of students.

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[21] BPPSDMK. (2017). *Pedoman monitoring dan evaluasi pembelajaran*. Jakarta: Pusat Pendidikan SdM Kesehatan Kementerian Kesehatan RI.

[22] Sudijono, Anas. (2006). *Pengantar evaluasi pendidikan*. Jakarta: PT. Raja Grafindo Persada.

This requires mastery of knowledge, technology, pedagogy, and content (Directorate General of Teachers and Education Personnel, 2019b)[23]. Furthermore, the results of the evaluation of these learning activities will become input for the school principal to determine the next steps for coaching.

3.7 Motivating teachers to utilize information technology in learning in each subject

The development of teacher professionalism in the context of academic supervision does not only focus on increasing teacher knowledge and teaching skills but also on renewing commitment, willingness, and work motivation (Directorate General of Teachers and Education Personnel, 2019c). Motivation in this case is not only related to work ethic issues but also the use of information technology in learning.

The results of the study according to the majority of teachers (98.17%) showed that SMPN principals had motivated teachers to utilize Information Technology (IT). The use of IT in learning is in urgent demand today. The rampant flow of information and various sources of information makes the teacher not the only source of learning. However, the teacher still has a strategic role in learning. Therefore, the use of information and communication technology in schools should start from a strategic starting point, namely the teacher[24].

CONCLUSION

The principal of an SMPN in Probolinggo City, East Java has carried out academic supervision. They understand the concepts, principles, theory/technology, characteristics, and trends in the development of the learning/guidance process for each subject; guiding teachers in compiling the syllabus for each subject within the 2013 curriculum framework; guiding teachers to choose and use learning strategies/methods/techniques by looking at lesson plans; planning supervision activities with the teacher,

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[23] Direktorat Jenderal Guru dan Tenaga Kependidikan. (2019a). *Supervisi dan penilaian kinerja guru* (MPPKS-PKG). Jakarta: Kemdikbud.

[24] Yusufhadi, Miarso. (2004), *Menyemai benih teknologi pendidikan*. Jakarta: Kencana.

monitoring the implementation of learning; evaluate learning and motivate teachers to utilize information technology. Of the seven tasks, the task of motivating teachers to utilize information technology in learning in each subject is the task with the highest implementation. On the contrary,

This research is still limited to three schools in one district. Further research needs to be expanded by widening the range of the population area. In addition, to gain a deeper understanding of this topic, research should use a quantitative approach in the form of a survey and a qualitative approach.

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