



The role of academic supervision in improving teacher professionalism

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ABSTRACT

The role of academic supervision is very important to be held by an educational institution in improving the quality of teacher teaching and to achieve the goals that have been set. The quality of teacher teaching greatly affects the quality of a child's achievement. The purpose of this study is to determine the implementation of academic supervision as well as the supporting and inhibiting factors of academic supervision activities. The method used is a case study with a qualitative approach. The results of this study indicate that the implementation of academic supervision is carried out in three stages, namely: Conducting class visits every lesson hour conducted by each supervisor who has a supervision schedule, coaching teachers who have problems in teaching, evaluating the results of the supervisor's report. Supporting factors in the implementation of academic supervision are the role of the principal in motivating teachers who have problems in teaching, and facilities in the form of supervisor files. The large number of classes and the minimal number of supervisors make this academic supervision activity less than optimal. Because the supervisors themselves experience problems in visiting the classes to be supervised.



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INTRODUCTION

Education is a planned effort to obtain goals that have been compiled and set. So education here has the aim to improve the quality of individuals, and to improve educational resources. Therefore, an educator is a human resource that must be maintained and always developed continuously, because not all teachers in other educational institutions get guidance from their institution. The abilities possessed by a teacher educated by an educational institution must develop in order to perform their functions professionally (Kholis & Murwanti, 2019).

For now, the problem that is being experienced by several schools is about the problem of improving the quality of education and structuring effective and efficient management. Therefore, all efforts that have been made in improving the quality of good education are through coaching, teacher competency improvement training, procurement of teaching and learning materials. However, guidelines in improving the quality of education to date have not shown progress. Therefore, a place of learning must have good management and a knowledgeable and experienced principal.

Education management is a formation, regulation of activities related to schools or educational institutions with all their components in relation to other schools, including academic supervision (Rusdiana et al., 2020). The task of academic supervision is to supervise what is done by teachers in schools, which is devoted to providing assistance to teachers to improve the quality of learning and teacher professionals in managing classroom learning (Pratama, 2022).

In addition, there is academic supervision, namely to improve the quality of teaching through observation of a teaching and learning process in the classroom, so that it can be known to what extent the learning objectives are achieved (Sibomana, 2022). Observations made by academic supervision are made through class visits and observations during the learning process (Siahaan et al., 2022). Just like what the supervisor at PP. did Al-Amien Prenduan.

When viewed from the point of etymology, this supervision comes from the words super and vision, namely from each word has the meaning of upper and vision. Thus, supervision is vision from

قُلْ إِنْ تَخْفَوْنَ مَا فِي صُدُورِكُمْ أَوْ تَبْذُرُوا اللَّهَ وَيَعْلَمُ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ وَاللَّهُ عَلَى كُلِّ شَيْءٍ قَدِيرٌ

Teaching is knowledge, teaching is also a skill that not everyone has, but teaching is also an art. In accordance with the duties of teachers, supervision is also an educational activity which can be said that this supervision is a knowledge, a skill and also an art. Supervision is related to working for the others, working with others, working through the others (Damayanti, 2016). Teachers who are considered professional should have a good personality and exemplary, then have extensive knowledge

and knowledge, who have studied from the field of study taught, are able to choose and use various teaching methods, and must also be able to interact well with their students.

Moh. Noor mentioned that being a teacher is possible for anyone to be. However, being a teacher who has excellence in educating or teaching requires education, and training. Because to become a professional teacher must have intellectual abilities, the ability to understand educational goals, be able to convey knowledge to students, understand the psychological condition of children, and be creative in the art of educating. From this it can be concluded that a professional teacher is a teacher who has good mastery in delivering material to children, because if a teacher can deliver material well, in accordance with the correct learning plans and methods to students, then automatically the students will quickly understand, quickly grasp what the teacher has explained to the child.

While the characteristics and attitudes of a professional educator according to Udin Syaefuddin Saud include the following have a strong desire to deliver lessons to students in the student learning process, understand in depth the subject and how to teach it, able to think systematically about what he does and learn from his experience, learning in a professional environment is part of the community to always improve their professionalism (Wijaya, 2018).

Research related to academic supervision has been widely researched before by several researchers, including research entitled "Improving Teacher Professionalism through Academic Supervision at SMP Negeri 3 Peusangan Bireuen Regency". Research conducted by Mardhiah & Usman (2014). But overall, what distinguishes it in this study is the location of the study and the respondents of the researcher himself. And research on academic supervision was also researched by Haris (2016) with the title "Academic Supervision in Improving the Professional Competence of Islamic Religious Education Teachers". What distinguishes it from other research is the professional teacher who the researcher means here is a teacher who masters the teaching material or subject matter to be taught.

This research was conducted at the Islamic Boarding School institution. Al-Amien Prenduan. Of the several institutions in the Al-Amien Prenduan Islamic Boarding School that will be the object of this research is TMI Putri (Tarbiyatul Mu'allimien Al-Islamiyah). Tarbiyatul Mu'allimien Al-Islamiyah (TMI) is an educational institution at the primary and secondary levels which means the same level as Madrasah Tsanawiyah and Madrasah Aliyah or with Junior High School (SMP) and High School (SMU). But, for this research is more focused on Madrasah Tsanawiyah. The respondents in this study are supervisors who carry out academic supervision activities. From the explanation above, this paper will later explore the role of Academic Supervision carried out at MTs TMI Putri Pondok Pesantren al-Amien Prenduan in improving teacher teaching professionalism and supporting and inhibiting factors in it.

RESEARCH METHODS

The approach used in this study uses a qualitative approach. Qualitative research is research intended to understand the events of what is experienced by the research subject. The type of research used in this research is a case study (Case Study). The research subjects used by researchers are several supervisors at MTs TMI putri, the researchers' data collection techniques here use 3 techniques, Non-participant, observations, interview, and documentation

Then, in technical data analysis here researchers use three processes, the first is the reduction process of examining, selecting, simplifying, focusing the data obtained. Second, data presentation is the process of collecting data in the form of narrative descriptions. Third, drawing conclusions is the process of analyzing continuously in order to produce conclusions (Utama et al., 2019).

RESULTS AND DISCUSSION

Implementation of Academic Supervision

Based on the results of interviews with informants and observations made by researchers, it was stated that in general the Role of Academic Supervision in Improving Teaching Professionalism of Teachers Marhalah Tsanawiyah Tarbiyatul Mu'allimien Al-Islamiyah Putri Pondok Prsantren AL-Amien Prenduan Sumenep Madura there are several things done by supervisors such as class visit, Internal and Technical Coaching for Teachers with Problems in Teaching, Evaluate the Results of the Report or Findings to be Included in the Meeting,

Class Visit

One of the supervision techniques used is an individual technique by the way the supervisor comes to the class to see, observe, observe the way the teacher teaches. Observation of teachers who are teaching in class aims to help solve problems experienced by teachers when teaching, so that it can be expected that the quality of teachers in teaching can be improved or better than before. By supervising teacher discipline in teaching, efforts to improve teacher teaching professionalism. Because professional teachers are those who have professional skills with various capacities as educators. Professional teachers have teaching experience, discipline, trust, broad educational insight, management ability, skillful, creative, have professional openness in understanding abilities and characteristics.

Internal and Technical Coaching for Teachers with Problems in Teaching

Teachers who have problems in the classroom are not immediately left behind in their mistakes. However, when a supervisor makes a class visit to supervise the teacher, then finds the teacher's mistakes during the teaching process, the teacher concerned is called to be corrected directly in the form of errors in nature, methods, and material delivered. While the principle of academic supervision is cooperative, namely cooperation in developing businesses and in creating better learning conditions. The supervisor here has the obligation to nurture and guide the teacher. Teacher coaching and guidance are very influential in the smooth running of the teaching and learning process. Therefore, the supervisor's task is to provide guidance, assistance and supervision as well as assessment on issues related to internal and how to implement and develop education which is a teaching activity in order to create a better learning situation.

Evaluate the Results of the Report or Findings to be Included in the Meeting

The activity of evaluating teachers who have problems in teaching, be it errors in the material, teaching methods or the nature of the teacher itself is basically more emphasized on efforts to observe teachers in order to improve teaching methods that are still lacking and find solutions to problems in doing tasks related to the learning process also improve the ability that must be possessed by teachers, namely by upholding deliberation by holding tightly Democratic principles.

Supporting and Inhibiting Factors of Academic Supervision Activities

Supporting Factors

a. The Role of the Principal

A consistent principal in supervisory activities is one of the supporting factors for the running of academic supervision activities, because the achievement of educational goals is highly dependent on the ability and wisdom of the principal as a leader. Likewise, teachers are also determinants of high and low quality of education, so the principal must be able to strive to improve the performance of these teachers. Here the principal always asks the findings of the supervisor, so as to know the teacher's difficulties in that week.

b. Facilities

Facilities provided by the institution are in the form of books containing data needed during the supervision process in the form of supervision schedules, teacher teaching schedules, and things assessed in these activities, or guidelines for supervising criteria. The implementation of learning evaluation through meetings, individual meeting discussions and class observations is obtained by the results of supervisor records in teacher activities in learning on instruments or facilities for implementing class observations as input and consideration for coaching in improving teacher professionalism.

Inhibiting Factors

a. Location

Location is an important element in the study of geography. To achieve ease in interacting, communicating, and supervising requires a location or place that is close. Because the distance traveled will affect the strategic of a location, in making it easier to get to that location. One of the inhibiting factors of academic supervision activities is located in different locations, even though they are the same under the auspices of Marhalah Tanawiyah (MTs), namely some MTs are located in Marhalah 'aliyah

(MA). That way this activity makes it difficult for supervisors to make class visits or observations of each class to supervise.

b. Lack of Supervisor Awareness

One of the efforts to maximize the learning process in institutions requires planned and continuous coaching with measurable and regular programs for each education implementer at the institutional level. While the coaching and supervision activities are called academic supervision. Then, another thing happened based on the data was the supervisor's lack of self-awareness of his duties as a school superintendent, as evidenced by the personal busyness so that he was absent and late to supervise teachers who could not be separated from his professional life. Supervisors are less able to sort out which ones should be prioritized, whether work or personal life, so in the end the task is their responsibility as a supervisor is neglected.

c. Lack of Supervisors

Among other things, the quality of teaching and learning activities is strongly influenced by teachers, because this quality cannot be separated from the observations of supervisors. Therefore, to expand the ability of teachers to carry out teaching and learning activities, it is necessary to get affection from supervisors. With a large number of MTs classes and with a minimal number of supervisors, making this academic supervision activity less than optimal. Because the supervisors themselves experience problems in visiting classes to be supervised.

CONCLUSION

The implementation stage of academic supervision is carried out with class visits that aim to supervise teachers in the teaching and learning process. The form of reprimand or improvement given by the principal to teachers who have problems when teaching is divided into two, namely, direct reprimand and indirect reprimand. The supporting factor in the implementation of academic supervision in increasing the teaching professionalism of Marhalah Tsanawiyah TMI Al-Amien Prenduan teachers is the motivation given by the principal to problematic teachers, so that the teacher is more enthusiastic and able to correct his mistakes. Also supervise the principal who always consistently asks for results or reports from each supervisor. Inhibiting factors faced in the role of academic supervision in increasing the teaching professionalism of Marhalah Tsanawiyah TMI Al-Amien Prenduan teachers include the breadth of the location of supervision implementation, human resources, and the number of supervisors.

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