



TEACHER PERFORMANCE IMPROVEMENT PROGRAM UNDER SUPERVISOR ACADEMIC SUPERVISION

Nurkilat Andiono

Universitas Nurul Jadid, East Java, Indonesia

Email: guruinovatif165@gmail.com¹

Abstract:

This study aims to describe the implementation of teacher performance improvement programs under the academic supervision of supervisors at MI Foster Paiton District. To find out the implementation of academic supervision carried out by school supervisors regarding teacher performance, to find out the model of academic supervision at MI Foster Paiton District, and to find out the increase in teacher performance as the impact of academic supervision at MI Foster Paiton District.

Keywords: *Academic Supervision, School Supervision, and Teacher Performance Improvement*

INTRODUCTION

Education is a conscious effort deliberately planned to achieve a predetermined goal. Education aims to improve the quality of human resources because education is a conscious and planned effort to seek learning and the learning process so that students actively develop their potential and have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. Nation and State (Abdullah et al., 2023). At the macro level and scale, education is all social that relies on human interaction as a fellow (subjects), each of whom is of equal value. There is no essential difference in the values of individuals because interpersonal interaction is an extension of the internal interaction of a person with himself as another person (Rahmat, 2014).

The development of national education is also directed at building national character and insight for students, which is an essential basis for efforts to maintain national unity within the framework of the Unitary State of the Republic of Indonesia (NKRI). So we need institutions/schools capable of producing quality human beings and supported by quality human resources.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop National Education, their potential to have religious spiritual strength, self-control, society, nation and State (2003). Thus education must be directed at producing quality human beings in the sense of mastering knowledge and being able to compete, have noble character and have noble character.

Implementing and managing education in schools include planning, implementation, and supervision. These activities are interrelated and are the primary function of educational management activities.

The success of the implementation of education is primarily determined by the ability of the principal to manage all the resources in the school. A school's success lies in the principal's ability to carry out his duties.

In general, the duties and roles of school principals have five dimensions: School/Madrasah Principal Standards; it is emphasized that a school/madrasah principal must have personality, managerial, entrepreneurial, supervisory, and social competencies (2007). All of these competencies absolutely must be possessed by school

principals in order to be able to realize quality learning in order to achieve quality education in schools.

The principal is a functional teacher tasked with leading a school, where the teaching and learning process occurs or there is the interaction between the teacher giving the lesson and the students receiving the lesson (Ma'mur, 2012). Therefore the principal as a school leader must constantly monitor and guide teachers to increase teacher professionalism. As the leader of an institution in a school, the principal has a significant role in fostering teachers' ability in the learning process. In order to make teachers become professionals, it is not only about increasing their competence either through upgrading, training or getting the opportunity to learn again, but it is also necessary to pay attention to teachers from other aspects such as increasing discipline, providing motivation, and providing guidance through supervision.

One of the programs that can be held to improve the quality of learning is the implementation of assistance to teachers or what is better known as supervision. As an educational leader in the school, the principal has a duty in the field of supervision.

Supervision is an effort to continuously stimulate, coordinate and guide the growth of teachers in schools, both individually and collectively so that they understand more and are more effective in realizing all teaching functions. In this way, they can stimulate and guide the growth of each student continuously and are able and more capable of participating in a modern democratic society (Sahertian, 2008).

Supervision is a planned coaching activity to assist teachers and other school employees in carrying out their work effectively (Purwanto, 2010). Based on this description, the principal organizes and carries out supervision activities to improve the teacher's learning process.

The target of academic supervision is the teacher in the learning process, which consists of the primary material in the learning process, compiling syllabus and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes as well as classroom action research. From this opinion, the primary targets for improving academic supervision competence include planning, implementing, and following up on academic supervision programs.

One supervision that supervisors can carry out to improve the learning process is academic supervision. This condition causes most teachers to have to solve their problems related to learning, even though academic supervision is one of the primary duties of the school principal that must be carried out to assist teachers in improving the learning process. If those who become supervisors are less competent and need more time for the party being supervised, then the guidance that will be carried out will be less than optimal.

The main activity of supervision is to guide schools in general and teachers in particular so that the quality of learning increases. As a result of improving the quality of learning, student achievement can also increase, which means improving the quality of the school's graduates. One of the most popular academic supervision is clinical supervision, which has the following characteristics: Supervision is given in the form of assistance (not orders so that the initiative remains in the hands of the education staff, Supervised aspects are based on the teacher's suggestion, which is reviewed with the school principal as supervisor to agree, The teacher and the principal jointly developed the instruments and observation methods. Discussing and interpreting the results of observations by prioritizing teacher interpretation. Supervision is carried out in an open, face-to-face atmosphere, and supervisors listen more to and answer teacher questions than give suggestions and directions. Clinical supervision has at least three stages: initial meeting, observation, and feedback. There is reinforcement and feedback from the school principal as a supervisor on positive changes in teacher behaviour due to coaching. Supervision is carried out on an ongoing basis to improve teacher performance. The situation and solve a problem (Mulyasa, 2005).

RESEARCH METHODS

This research method uses a qualitative approach. This type of case study research is about teacher performance improvement programs in supervisory and academic supervision at MI Binanaan Paiton District; this research is essential to reveal the process of planning, organizing, implementing and evaluating learning. Data collection techniques were carried out through in-depth interviews, observation and documentation. Deepening is done to the head of the madrasa and teachers.

The data sources in this study are divided into two, namely primary data and secondary data. The primary data was obtained directly at the institution regarding the teacher performance improvement program under the academic supervision of the interviewed supervisors. In contrast to secondary data obtained indirectly through the media, such as journals, books and articles related to teacher performance in supervisory, academic supervision.

The data from the research results obtained were then analyzed. As for data analysis techniques, researchers use the theory put forward by Miles and Huberman that the data collection is from the results of the research as a whole, then the data is followed by data reduction, where the researcher, in this case, selects existing data to suit the research focus. Next, the researcher presents the data from the reduction results into a conclusion which is the result of this study.

RESULTS AND DISCUSSION

Implementation

The supervisor's role is vital for developing the teacher's ability attitude because the supervisor is helpful in increasing the quality of teacher teaching and the effectiveness of teaching goals. The existence of supervisors is highly expected by teachers in order to help and guide teachers towards achieving an increase in teacher competence. Academic supervisor is critical in improving teacher competence to be more professional. Supervision activities must be carried out regularly and in a balanced manner in schools as one of the activities that are seen as positive for improving teacher performance. If the ideal concepts of academic supervision are implemented, the quality of teachers and education will increase.

In the education world, the teacher's role is vital, namely the person responsible for educating students' lives and for everything, attitudes, behaviour and actions to nurture students to become capable and valuable people for the homeland and the nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, primary, and secondary education.

Because the teacher has a vital role in the world of education, the teacher must perform well. Performance is the level of success of a person or group of people in carrying out their duties and responsibilities and the ability to achieve the goals and standards that have been set.

To see and assess and assist teacher performance so that all programmed activities can run effectively and efficiently and by what has been planned, supervision or supervision is needed. Educational supervision is nothing more than an effort to provide services to education stakeholders, especially teachers, individually and in groups, to improve the quality of learning processes and outcomes.

As it is known, one of the duties of school supervisors in Permen no. 15 of 2018 concerns fulfilling the workload of teachers, principals and supervisors, namely supervisors carrying out teacher performance assessments, 105 carrying out evaluations of the results of implementing supervisory programs in target schools. The implementation of teacher performance assessment is through academic supervision. Preferably the supervision program at school should be a planned, patterned and programmed activity which aims to change the teacher's behaviour both in his mindset and his habits in improving the quality and quality of education in the school.

One of the activities in academic supervision is teacher development, which has the following objectives: 1. Academic supervision is held to help teachers develop their professional abilities in understanding academics, and classroom life, developing their

teaching skills and using their abilities through specific techniques. 2. Academic supervision is carried out to monitor teaching and learning activities in schools. This monitoring activity can be done through supervisor visits to classes while the teacher is teaching and private conversations with the teacher, his colleagues, or some of his students. 3. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching duties, to encourage teachers to develop their abilities, and to encourage teachers to pay real attention to their duties and responsibilities.

The implementation, the supervisor, in this case, observes the learning process and participates in the teaching and learning process at MI Binanaan Paiton District, intending to see the process directly, the steps starting from the preliminary, core and closing activities which were previously carried out in class, suitability between the RPP and teaching materials. Supervisors are very responsive and emphasize implementing the MLS (Media Learning System) learning process, namely by utilizing IT in the teaching and learning process and encouraging teachers to always be creative and innovative in using learning media.

Supervision Model

Supervisors have a dual role as supervisors, as supervisors acting as providers of assistance and professional development of teachers on the one hand and as assessors of teacher teaching performance. To carry out academic supervision effectively requires conceptual, interpersonal, and technical skills, skills in fostering an atmosphere of healthy interpersonal relationships, which give rise to mutual trust. This view provides an understanding that to succeed in carrying out duties as a supervisor, the adequate ability is needed to assist teachers' professional development and assess teaching activities. Ability to communicate with supervisors, teachers and among supervisors, as well as other skills related to the main tasks of supervision. Based on that, supervisors must obtain adequate education and training regarding supervision to carry out better the task of coaching teachers. Therefore every school supervisor must have and master the concept of academic supervision, which includes: understanding, function objectives, principles, and essential dimensions of academic supervision.

Academic supervision carried out by school supervisors includes the following: 1. Understanding concepts, principles, fundamental theories, characteristics and trends in the development of each field of developing creative, innovative learning, problem-solving, critical thinking and entrepreneurial instincts. 2. Guiding teachers in preparing the syllabus for each development field in schools or subjects based on content standards, competency standards and basic competence, and the principles of KTSP development. 3. Guiding teachers in selecting and using learning strategies/methods/techniques/guidance that can develop students' potential. 4. Guiding teachers in learning activities/guidance to develop students' potential. 5. Guiding teachers in managing, caring for, developing and using educational media and learning facilities. 6. Motivating teachers to utilize information technology for learning. The core competence of academic supervision is to guide teachers in improving the quality of the learning process. The target of academic supervision is the teacher in carrying out the learning process, which consists of the subject matter in the learning process, compiling syllabus, and Learning Implementation Plans (RPP), selecting learning strategies/methods/techniques, using media and information technology in learning, assessing processes and results learning. Therefore, this material is expected to provide insight to school supervisors in increasing the competence of academic supervision, which includes: (1) Understanding the concept of academic supervision, (2) planning an academic supervision program, (3) applying academic supervision techniques, (4) implementing supervising class action, (5) carrying out follow-up academic supervision.

The model for implementing supervision at MI Binanaan, Paiton District, is that school supervisors use various models in carrying out supervision. In contrast, the models used use clinical and scientific supervision models whose use is conditional. The clinical supervision model is a mentoring process in education that aims to help improve

teacher performance in the teaching and learning process, which is carried out in a structured, planned, and continuous manner. It directly observes the learning process before the pandemic; it carries out classroom actions. In the implementation stage, the supervised teacher conducts face-to-face meetings by directly observing the learning process, starting from the initial to the closing activity and ending with an assessment/evaluation. Apart from using the clinical supervision model, it also uses scientific supervision in procedures using specific techniques; instruments are used, and objective data is obtained from factual errors in the field. Moreover, how to collect data by using a questionnaire. Based on these results, a follow-up program was created to provide guidance and reinforcement to improve teacher performance to make it more professional.

However, in general, the model of academic supervision at MI Binanaan Paiton District by school supervisors uses a clinical supervision model that is systematic, organized, continuous, standardized instruments from the Ministry of National Education, and procedural and directly supervises learning to teachers by directly observing the learning process starting from activities introduction, core activities, closing activities.

Teacher Performance Improvement

The supervisor's role, in this case, the supervisor at MI Binanaan, Paiton District, is very significant in education to improve teacher performance. There are three duties and responsibilities as a supervisor, namely; 1) identify teaching problems; 2) act as a resource person; 3) have skills in communicating with school principals, teachers and school staff. Duties and responsibilities are essential because supervisors spearhead education quality assurance. Even though teachers have been trained on the new curriculum and its development, it is possible that in the field, they will experience difficulties and challenges. How vital the duties and responsibilities of supervisors are supervisors are expected to be able to provide input and suggestions and even increase the motivation and enthusiasm of teachers, so they do not give up and remain enthusiastic in trying to apply their ideas, knowledge and skills in class, including, in this case, the courage to develop the curriculum at school. Regarding teacher performance, supervisors as supervisors are teachers' partners in solving classroom teaching problems so that their performance and professionalism in planning, implementing, and evaluating processes and learning outcomes increase.

The impact of implementing supervision on improving teacher performance at MI Binanaan Paiton District is that the implementation of educational supervision for teachers has a positive impact in terms of the administration of learning and in terms of managing the learning process. This is marked by the teacher being very enthusiastic about responding positively to the supervision carried out by the school supervisor and positively impacting the teacher he is guiding. The enthusiasm of the teacher when given input during reflection. This can be seen by the presence of the teacher who records our explanations. By implementing collegial supervision, we reflect so casually but seriously so that there is no visible gap between the supervisor and those being supervised, so automatically, when they are asked to state deficiencies in the lessons being carried out, they do not hesitate to explain at length because do not feel blamed. Of course, this will impact his desire to improve the learning process. Even after being asked to show the administration they made, they also became willing to complete the lacking administration. This indicates that the implementation of academic supervision has a positive impact on teachers which is indicated by changes that are better in terms of learning and, of course, have an impact on improving teacher performance.

CONCLUSION

Based on the results of research that has been conducted at MI Binanaan Paiton District, the researcher can conclude that: Implementation, supervisors prepare a Monitoring Program Plan consisting of an Annual Program, Semester Program, Academic Supervision Plan (RKA) and Managerial Supervision Plan (RKM) and

guidance related to learning administration, discussing the instruments to be used during supervision and providing reinforcement, guidance, directions and input/solutions based on the constraints/problems they face, so that there are better changes in the learning process. The model's academic supervision are conventional models, scientific supervision, artistic supervision models and clinical supervision models. Improvement, the implementation of academic supervision by school supervisors is related to improving teacher performance; there are positive changes to teachers in terms of learning administration, including the availability of an Educational Calendar, Learning Roster, Annual Program (PROTA), semester program (PROSEM), Syllabus, Learning Implementation Plan (RPP), Minimum Completeness Criteria (KKM), as well as in terms of the learning process including mastery of the material, suitability between the RPP and learning materials, use of media, use of methods, class mastery, assessment/evaluation of learning.

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