

The Academic Supervision in Improving the Pedagogical Competence of Teachers

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ABSTRACT

This study aimed to examine teachers' abilities in organizing, implementing and overcoming obstacles to implementing academic supervision programs to enhance their pedagogical competence. Using observation, interviews, and documentation studies, qualitative methods, and data gathering approaches were utilized for data collection. The subjects of the study were the principals of three high schools in Aceh and the biology professors from each school. The results demonstrated that the planning was developed through conversation with the teacher to identify problems, implementation approaches, and clinical supervision implementers. The program implementation plan incorporates all Education Office personnel, managers, and school principals. However, many teachers still do not understand academic supervision, both in terms of how it is implemented and its function, and there is a lack of supervisors to solve academic supervision problems. However, the implementation of academic supervision is facilitated by the high willingness of teachers to carry out academic supervision and their strong support from the Department of Education.

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1. INTRODUCTION

As a supervisor, the principal is responsible for enhancing teacher competency in managing school learning activities. To improve the competency of his instructors, the principal must perform monitoring as an integral element of his responsibilities and authority. This is consistent with the opinion (Lian, 2020). As a supervisor, the principal must oversee teacher education to enhance teacher competency through class visits and other learning practices. Supervision is vital because the principal can evaluate the performance of his teachers through supervising activities.

Supervision is not only supervising and assessing the work of teachers but also helping and guiding teachers who have difficulty managing the teaching and learning process in the classroom. Therefore, the principal not only supervises employees and teachers who are carrying out activities, but he equips himself with knowledge and understanding of the duties and functions of his staff so that supervision and coaching goes well and is not confusing (Rahayu, 2022). Based on this opinion, the principal has a role in supervising and assessing teacher performance to improve learning quality.

There are still some problems experienced by teachers in the field that demand the role of the principal in managerial matters, significantly increasing the competence of their teachers. Supervision is carried out so the principal can control the teacher's performance in implementing learning (Nordentoft et al., 2013; Prasetyono et al., 2018; Rahabav, 2016). Because basically, supervision means continuously guiding the teacher improvement process that can be carried out individually or collectively to improve students' abilities. In the end, the learning objectives can be carried out properly. Through this understanding, supervision can be interpreted as assisting teachers in improving the quality of their learning. Therefore, providing services and assistance is encouraged so that teachers can develop their abilities and professions in a better direction (Adewale, 2014).

The term clinical is often equated to treatment. This means that in education, the way teachers teach is not following applicable standards. Therefore, academic supervision is needed to treat teachers' teaching methods according to relevant standards, with the process being repeated until it is cured (Alam et al., 2021; Kartini et al., 2020a; Suriansyah & Effendi, 2019). Academic supervision carried out by the teacher includes improvement activities, starting from planning, observing, and intensive analysis of the teacher's learning performance to improve the learning process.

According to (Sagala, 2013), Academic supervision is the improvement of teaching with an intense relationship that continues and matures between supervisors and teachers in the direction of improving the professional practice of teachers, which can ensure the quality of continuous learning services and coefficients. Meanwhile, according to John Bolla, academic supervision is focused on improving the learning system through a systematic cycle starting from the planning, observation, and intensive analysis stages of the teacher's learning performance to enhance the learning process. (Nurabadi et al., 2020).

Some things that are considered necessary why supervision needs to be done is because the urgency of supervision is to improve the skills of teachers in the teaching and learning process. We can imagine what will happen if the teaching process skills of the teacher who are the spearhead in the learning process cannot be implemented effectively and efficiently. Then, of course, the teacher's planned learning objectives for his students will not be adequately achieved. Therefore, teachers must be aware that this supervision process is not just assessing teachers but, further from that understanding, that teachers must be given good coaching to carry out the learning process well.

Through academic supervision carried out by the principal and his team, the teacher can diagnose what problems often occur, especially in the learning process. (Alwis et al., 2021; Lian, 2020; Nordentoft et al., 2013). After accurately identifying the difficulties, the instructor can automatically give a diagnosis to improve the learning process. This diagnosis is essential so the teacher's treatment can effectively boost student engagement and comprehension during classroom learning.

It is envisaged that teachers would receive new experiences that can be applied to the learning process through academic supervision. Teachers' potential will be examined and utilized to enhance their professionalism as instructors. On the other side, students find it easier to absorb the knowledge and instructional methods imparted and used by their teachers, resulting in a more dynamic and inventive learning environment.

There is a need for academic supervision since teachers do not achieve competency levels and violate the code of ethics. In addition, with the advancement of technology, instructors' use of technology in education has also fallen behind. The absence of science and technology in the classroom learning process is why academic monitoring is required. This is deemed essential so that significant errors do not arise in the classroom instruction of teachers (Jerry, 2013).

Supervision in the teaching process is part of academic supervision. Academic supervision focuses more on finding weaknesses in the teaching and learning process than trying to fix these weaknesses. Improving and enhancing the teaching skills of teachers in the classroom is a general goal of academic supervision. Academic supervision is the key to enhancing teachers' pedagogic ability (Dermawati, 2021; Sulhan & Hakim, 2020).

Supervision is carried out mainly to improve teachers' pedagogic competence in learning (Saleh et al., 2019). Pedagogic competence is the ability of a teacher to manage learning (Bentri, 2017; Mumpuniarti et al., 2020; Rogers & Lapping, 2012). This competency is essential because it is directly related to the learning process in the classroom. This competency has a vital role because it determines success in the learning process in the classroom. Pedagogic competence is related to a teacher's ability to plan to learn, starting from making lesson plans (RPP), designing learning implementation to carrying out learning evaluations. Serious attention is needed to improve this competency because it is directly related to the quality of teachers in implementing learning in the classroom. Academic supervision can be an alternative for schools so that teachers' ability in terms of pedagogic competence can be continuously improved (Yeti et al., 2021). The importance of supervision by the principal has been researched by (Alam et al., 2021; Kartini et al., 2020b). The study results show that clinical supervision activities carried out by school principals can assist principals in improving the quality of teachers in schools. As the leader of the highest institution in the school, the principal must have a team to carry out good supervision for the common interest and the progress of the school. Senior teachers who already have a lot of training in improving the learning process can be used as mentoring teachers to supervise other teachers. Through this research, it is hoped that it can help increase teacher professionalism in professional competence in schools.

2. METHODS

This study employs a qualitative methodology. A qualitative approach to research focuses on data in the form of words; data is collected from those directly involved in supervising Biology teachers at Senior High Schools in Aceh Jaya and a sample of three schools in the area. The research instrument is a device utilized to collect information from existing informants. The tool comprises interview rules, observation sheets, and a record of the outcomes of the supervision. The analysis was conducted by triangulating the acquired data. Technical triangulation was used to analyze the data, i.e., the results of interviews, observation sheets, and documentation of the outcomes of the school principal's supervision were used to explore the research's findings.

3. FINDINGS AND DISCUSSION

3.1 How is the Academic Supervision Program Planning in Improving the Pedagogic Competence of Biology Teachers

In this study, the researchers saw three schools and observed several things, including the number of biology teachers in Aceh Jaya, based on their observations. According to the observations, it is accurate that every school has a biology instructor, that each school has one biology teacher, and that they are all undergraduate biology majors. Another note made by the researcher was the age of the instructional equipment used by the teachers, which according to the researcher, was not appropriate, highlighting the significance of clinical monitoring.

The following are the outcomes of the interview with the principal of the first school regarding the planning and implementation of the clinical supervision program in schools: "There is unquestionably a planner at a school, and we typically implement it. Clinical supervision incorporates planning as an inherent component of the learning process. Planning is the most crucial aspect before the execution of learning to achieve the desired outcomes. Planning also requires the participation of several teachers to facilitate the exchange of information between colleagues to make learning more effective.

Multiple stakeholders in the school are included in the principal's planning. The three schools have faith in the Deputy Principal to assist with academic supervision planning. Several senior instructors who have been in the school for a significant amount of time are also involved in the academic supervision. To carry out adequate academic supervision that can enhance teacher competency, especially among Biology instructors at the school, requires the understanding and engagement of the school's residents. The principal assigns these teachers supervisory responsibilities over the school's biology teachers. (Prasetyono et al., 2018; Suriansyah & Effendi, 2019).

3.2 How is the Implementation of Academic Supervision in Improving the Pedagogic Competence of Biology Teachers

Based on the researcher's observation of the strategy for implementing the academic supervision program in enhancing the pedagogy of high school biology instructors, it was determined that the strategy for implementing supervision involved the principal's multiple resources. Therefore, it is hoped that well-planned programs can also be executed effectively.

Observations also indicate that the principal is highly committed to utilizing all available resources. This is consistent with the following findings from the researcher's interview with the principal: "SMA Negeri 1 Setia Bakti has multiple fields, including curriculum and others, which will all be utilized in the strategy for implementing the clinical supervision program to improve teacher pedagogy at the school.

The claim mentioned above is supported by the following findings from the researcher's interview with the biology teacher: "The school has agreed that the implementation of clinical supervision must adhere to procedures based on the standard of supervision implementation, such as the problem of the supervision schedule, the issue of who will carry out the supervision, and the problem of what materials will be used. In addition, who is most important in carrying out supervision, and who can support supervision implementation? In reality, the school might request assistance from other parties, such as associated agencies and others, to carry out the supervision program.

Based on the findings of the interviews mentioned above, it can be stated that the implementation of clinical supervision utilizes all available resources and is carried out in compliance with supervision implementation criteria. Due to the school's openness and a solid commitment to improving teacher pedagogy, the most intriguing aspect of implementing monitoring is utilizing resources outside the school to improve teacher pedagogy. It can develop the pedagogical ability of instructors in terms of controlling learning in the classroom effectively through intense implementation supervision. (Alam et al., 2021; Bentri, 2017; Yetti et al., 2021).

3.3 What are the supporting factors and inhibiting factors faced in the implementation of academic supervision in improving the pedagogic competence of biology teachers

When executing a meticulously crafted plan, it is possible to face several hurdles—similarly, efforts to improve teachers' pedagogy at this high school. Yet, despite these difficulties, school principals continually strive to improve teacher pedagogy in their particular domains, which is regarded as the foundation of an educational institution's success.

In general, the inhibiting and enabling variables principals and instructors confront can be categorized into four categories: management factors, infrastructure, human resources, and economics. The following are the results of the researcher's interview with the Principal regarding the factors preventing the Principal from implementing clinical supervision:

"The initial consideration is time management. Infrastructure is one of the cornerstones to implementing successful learning. Hence these two elements of infrastructure. The absence of reference books owned by students hindered their ability to learn successfully, as a result. The third issue is a lack of teacher preparedness. In the interim, the supporting factors are more about our motivation to improve teachers' quality, which will affect the teaching and learning results in schools and other

supporting factors. In my opinion, because there is a very high willingness from the teacher to be supervised, which means that if the teacher is enthusiastic, I, as the principal, must also be enthusiastic; I believe this is a supporting factor. In practice, teachers frequently despise academic supervision. Therefore, it is unsurprising that academic supervision objectives are difficult to achieve satisfactorily even though teachers continue to have inadequate skills and challenges with the teaching process. Every individual is incapable of judging their actions; we require the judgment of others. Similarly, teachers need other individuals or supervisors to be able to reflect on their teaching behavior. (Alam et al., 2021; Prasetyono et al., 2018; Saleh et al., 2019).

4. CONCLUSION

Following are a few conclusions that may be drawn from this study's findings: The principle plans the academic supervision program, beginning with the creation of the program and the preparation of the program for implementation in academic supervision. The Principal consults with the Deputy Principal for Curriculum and senior teachers who have advised school instructors. Supervision planning is carried out according to weekly, monthly, and semester-long directives. Principal-administered academic supervision greatly benefits teachers, allowing them to identify their limitations and shortcomings in carrying out their responsibilities as professional educators. The adoption of academic supervision by school administrators has a favorable effect, particularly on creating Lesson Plan (RPP) to ensure that teachers understand what it means to be professional educators. The objective is to make it simple for school principals to formulate problems and organize future supervisory actions. However, time, infrastructure, and a lack of subject teachers impede the supervising school principal's supervision activities. On the other hand, the high willingness of subject teachers and the support of the Aceh Jaya Education Office, which is willing to assist the process, are factors that facilitate clinical supervision activities. Clinical supervision implementation in schools. There is a need for additional research on teachers of other courses so that the school's quality can continue to be enhanced. The limitation of this study is that only Biology teachers are supervised.

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