Supervision Management Academic Principal at SD IT Izzatul Islam

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Article Info	Abstract
	The purpose of this study was to describe and analyze the management of the principal's academic supervision at SD IT Izzatul Islam Getasan. The supervisor (principal) provides academic supervision (assistance of professional skills) to teachers to improve teacher performance. Where the professional competence of teachers in the quality of learning at SD IT Izzatul Islam is still using conventional methods. The approach used in this research is qualitative with descriptive research methods. Data was collected by means of interviews, observation, and documentation. Informants in this study were principals and teachers. The results show that academic supervision is very important to improve teacher performance. Planning for the academic supervision of the principal at SD IT Izzatul Islam Getasan is (1) the principal prepares for academic supervision by preparing instruments and analyzing teacher needs by conducting conversations and asking teachers (2) making and determining goals and objectives in the implementation of academic supervision (3) make a schedule for the implementation of the academic supervision program that has been planned with the previous teacher.

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INTRODUCTION

Learning in the 21st century has made significant progress; in this case, it needs to be balanced with the professionalism of a teacher. Teachers as an important component in education, especially in terms of overcoming various problems related to improving the quality of education. Therefore, teachers are required to be professional. Based on the Regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of Principals/Madrasahs, it has been determined that there are 5 (five) dimensions of competence, namely: (a) personality (b) managerial (c) entrepreneurship (d) supervision (e) social (Selvia, 2015).

One of the competencies that must be possessed by the principal is supervisory competence. "School principals are required to be able to develop insight and guidance in collaboration with teachers and oversee the curriculum, carry out supervision of teacher teaching activities in order to improve teacher performance". Supervision is a planned program to improve teaching so that in essence it is to improve the teaching and learning of a teacher (Aqib et al., 2008).

The purpose of supervision is to assist teachers in developing teacher work skills and quality control in achieving learning objectives so that learning is achieved by students. Supervision or coaching of teachers emphasizes more on the professional development of teachers, namely coaching that is more directed at efforts to improve and enhance the professional abilities of teachers. (Makawimbang, 2011).

Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial abilities, are skilled, creative, have professional openness in understanding their potential (Zulfakar et al., 2020). Teacher professionalism will run with the efforts made by the principal in supervising teachers in order to improve the quality of the teacher.

The principal as the driving force for improving teacher performance is required to have a broad vision, mission, and insight as well as adequate professional abilities in planning, organizing, implementing, and supervising the implementation of education. The role of school supervisors includes monitoring, supervision, evaluation, and follow-up of supervisors which must be carried out regularly and continuously (Karsiyem & Wangid, 2015).

The field phenomenon found by the principal that starting from planning there are some that are not in accordance with school standards, especially those that are not connected between learning objectives, implementation of learning, and evaluation, other findings are that there are still too many achievement indicators that burden students when in the current pandemic condition. Should be more simplified. Another constraint factor found in learning is the use of *google meet* which requires a strong signal but conditions in schools that are geographically located in rural areas so that it becomes a network obstacle in learning and there is no research on academic supervision management at SD IT Izzatul Islam schools. The initial data found to be an important factor for conducting research on the supervision carried out by the principal at SD IT Izzatul Islam.

Teacher performance is a form of teacher performance as a whole in carrying out their duties and responsibilities by using certain standards and criteria as a reference (Trianda & Thomas, 2014). The number of teachers who lack mastery of various competencies and the low professionalism of teachers is obstacles faced by teachers when implementing learning strategies in the classroom. It is appropriate, teachers must be able to increase mastery of various competencies they have in the learning process in the classroom so that through increasing these competencies, learning conditions are created that can attract students' interest in learning (Prasetya et al., 2020).

The problem of teacher professional competence that occurs at SDIT Izzatul Islam in terms of learning quality can be revealed that some teachers tend to carry out learning in a very

formal and even conventional way. This can be seen from the learning design in the form of lesson plans and the results of teaching and learning activities observations in the initial study of academic supervision that the researchers did, indicating that there is still a need for coaching.

Seeing this phenomenon, the authors are interested in conducting research on "Management of Principal Academic Supervision at SD IT Izzatul Islam". Through this research, it is expected to be able to produce knowledge that is proven true through the process of research and analysis of the planning of academic supervision carried out by the principal of SDIT Izzatul Islam by the principal of the teacher's ability to manage ideal learning in the classroom as an effort to boost the quality of learning.

METHOD

The research used is qualitative research because in the process the researcher tries to interact with the research subjects under conditions as they are without engineering. Creswell (2014) explains that a study can be called a case study if the research process is carried out in-depth and thoroughly there are cases being studied. This study was chosen as a research approach to understand the behavior of management activities or management that must be photographed through field research so that they can find in-depth knowledge related to the academic supervision planning process carried out by school principals in improving teacher performance.

The expected data in this study is data about planning in academic supervision of SDIT Izzatul Islam teachers. The data relating to the planning of academic supervision include 1) identification of needs, 2) formulation of plans, 3) determination of plans and 4) evaluation of plans and revisions of plans.

The informants in this study were the principal and 3 teachers or homeroom teachers at SD IT Izzatul Islam Getasan. Data collection techniques in this study using interviews, observations, and studies documentation with data collection tools or instruments research in qualitative methods are the researchers themselves or commonly called *Key Instruments.*

In this study, the technique of testing the validity of the data used is the technique triangulation. According to Moleong (2016), triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison against the data.

The triangulation used in this research is triangulation source and method. Triangulation Source intends to check the truth of the data obtained from one source to another. In accordance with the opinion of Sugiyono (2013) that triangulation of sources to test the credibility of the data is done by checking the data that has been obtained through several sources. For triangulation method intends to test the credibility of the data to the same source with different methods.

While the data analysis technique in this study uses the Miles and Huberman model, saying that qualitative data analysis activities are carried out interactively and continue until they are complete so that the data is saturated, the activities in data analysis consist of three streams of activities that occur simultaneously, namely: reduction data, data presentation, and drawing conclusions/verification (Sugiyono, 2013).

RESULTS AND DISCUSSIONS

The results show that planning in academic supervision at SD IT Izzatul Islam consists of: (1) preparation of supervision, preparing assessment instruments, lesson plans, analyzing the needs of assessment tools, conducting questions and answers and analyzing needs, (2) goals and objectives of supervision Academics make a list of teachers who will be supervised, the formulation of targets is adjusted to the supervision schedule that has been made. (3) the schedule for the implementation of academic supervision, first we arrange the schedule for them to get ready so that when the day comes they are really ready to do supervision, the implementation of the academic

supervision program is usually carried out at least once a semester before carrying out supervision the teacher already knows the schedule, then The schedule is usually we are in high class or low class so that there is no gap this semester from the lower class and tomorrow's semester from the high class, we will definitely notify you.

In line with the results of the research above, according to Mulyadi and Ava (2018), it is stated that the principle of academic supervision must be systematic, which is carried out regularly, planned, and continuously from the above supervision principles and strengthened by the results of research from Suwartini (2017) which shows that there is positive and significant influence between principal's academic supervision and teacher professionalism on the quality of school education. Thus, it can be concluded that the better the academic supervision of the principal and the professionalism of the teacher, the better the quality of education at the school.

CONCLUSION

Based on the data exposure, research results, and discussion above about the management of principal supervision at SD IT Izzatul Islam Getasan, it can be concluded that the planning for principal supervision carried out in schools to improve teacher performance is to make preparations that have been made to prepare assessment instruments, learning implementation plan, analyzing needs. The second stage: determining the goals that have been carried out in an effort to improve teacher performance. The third stage: make an implementation schedule.

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