



# Academic Supervision For Improving Pedagogical Competence of Classroom Teachers

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### Abstract

This research aimed to describe and analysis (1) planning of academic supervision for improving pedagogical competence of classroom teachers (2) implementation of academic supervision for improving pedagogical competence of classroom teachers (3) follow up the academic supervision for improving pedagogical competence of classroom teachers. This research is a qualitative research using a case study approach. Data were collected by means of observation, interviews, and documentation. Sources of data, both primary and secondary data, were obtained from three objects, namely persons such as the head of madrasah and teachers, places held at Madrasah Ibtidiyah Negeri Semarang, and papers containing documents about the results of academic supervision. The result of the research includes, (1) planning of academic supervision for improving pedagogical competence of classroom teachers that are (a) before observation (b) during observation, (c) after observation, (d) monitoring. (2) Implementation of academic supervision for improving pedagogical competence of classroom teachers that are (a) monitoring learning administration, (b) monitoring learning practice in classroom. (3) Follow up the academic supervision for improving pedagogical competence of classroom teachers in form of giving awards for the performance done by the teacher.

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## INTRODUCTION

Education is an effort to build and develop the human personality both in the spiritual and physical part. There are also some people interpret education as a process of changing the attitude and behavior of a person or group of people in maturing through teaching and training. By education, human can be more mature because education has very positive impact on humans, reduce illiteracy and will provide skills, mental abilities and so on.

According to the national education system law No. 20 of 2003, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential. One of the most important components of the education system is the teacher, because the teacher is a component of education that directly deals with students. The teacher has a very important role in the learning process. Based on Law number 14 of 2005 Chapter IV Article 8 and Article 10 concerning teachers and lecturers, it is stated that one of the competencies a teacher must have is pedagogical competence. Competency in English is called competency, which is the unanimity of mastery of knowledge, skills, and attitudes that are displayed through performance achieved after completing an educational program. Pedagogic competence is etymologically derived from the Greek word pedagogy, *paedos* and *agagos* (*paedos* = child, and *agage* = delivering or guiding) therefore pedagogy means guiding children. This guiding duty is inherent in the duties of an educator. Therefore, pedagogy means all the efforts made by educators to guide young people to become mature and mature humans (Payong, 2011). To develop these competencies a teacher needs help in the form of planned guidance from a supervisor.

Guidance from a supervisor is needed by teachers to improve their competence, especially in pedagogical competence for the realization of a better teaching and learning process at the madrasah. MIN (Madrasah Ibtidaiyah Negeri)

Semarang is the only State Madrasah Ibtidaiyah in Semarang, the commitment of the head of the madrasah to provide services and assistance in improving the quality of teaching teachers in the classroom in the form of academic supervision that not only improves teaching skills but also serves as a potential development of teacher quality. Based on the results of the preliminary survey concurrently with the implementation of PKKMM (Performance Assessment of Madrasah Principals), the head of the Semarang MIN explained that in carrying out supervision consists of three stages, first planning the second implementation and third follow-up. The results of this supervision indicate that the majority of teachers carry out their duties properly and can be categorized as good, however, there are core pedagogical competencies of teachers that have not been achieved such as not utilizing information and communication technology for learning purposes.

Given one of the roles and one of the principal's competencies as a supervisor, it is the duty of the Semarang Head of MIN (Madrasah Ibtidaiyah) to supervise the teachers in the madrasah. In the framework of fostering teacher competence through academic supervision, it is necessary to observe that these activities not only focus on increasing knowledge and skills in managing learning, but also encouraging the development of motivation to improve the quality of work (Wahyusumidjo, 1994). The results of research on the supervision of school principals (Dimmera et al., 2016) resulted in the conclusion that the principal's academic supervision had a positive and significant effect on school productivity. This means that well-executed academic supervision of principals can increase school productivity. On the other hand, poor academic supervision of principals results in decreased school productivity. Principal academic supervision and teacher professional competence have a positive and significant effect on school productivity (Leniwati & Arafat, 2017).

Based on the background above, researchers are interested in researching academic supervision to improve the pedagogical competence of classroom teachers. MIN Semarang is the only public madrasah in Semarang with a commitment from the Head of the madrasah to provide services and assistance in improving the quality of the teachers' performance in the classroom in the form of academic supervision which is not only improves teaching abilities but also develops potential teacher quality.

## **METHOD**

This research is a qualitative research method so that researchers can describe clearly, in detail and obtain more in-depth data in accordance with the focus of the study. In this study using a case study approach, case studies were chosen by researchers in this study because this method is easy to implement in order to find out something in depth. This study focuses on academic supervision to improve the pedagogic competence of classroom teachers at MIN Semarang where the supervision includes planning, implementation, and follow-up.

## **RESULT AND DISCUSSION**

The academic supervision program is a semester program that is conducted once a semester. The implementation of academic supervision at MIN Semarang is carried out in three stages, namely planning, implementation and follow-up. In planning the principal of madrasah prepares the background for holding academic supervision, the objectives of academic supervision, schedules and the format or instruments of academic supervision. The implementation of academic supervision consists of two stages, namely monitoring the administration of learning and observing the implementation of learning in the classroom.

### **Planning for Academic Supervision for the Improvement of Class Teacher Pedagogical Competencies**

The development of resources in education in madrasah or schools should be carried out carefully by looking at the problems and limitations that exist. This activity is directed at increasing the abilities of the teaching staff. The role of the head of madrasah as a supervisor plays an important role in improving human resources in education and is in charge of supervising and coaching. Academic supervision of madrasah principals is an activity to help teachers directly manage the learning process to achieve academic goals (Nurpuspitasari et al., 2019)

Supervision needs to be arranged by the principal of madrasah and be socialized to teachers through school meetings, so that teachers know and understand the aims and objectives of the supervision program. Then on the other hand, teachers can also know and understand academic supervision that is carried out from an early age, so that they can prepare to complete class administration, learning administration and other learning tools (Riski, 2019).

Bapak H. Subiyono, S.Ag., M.Pd.I as the principal of MIN Semarang always plans an academic supervision program which includes the background of supervision, objectives, schedules and the format or instruments of academic supervision. Supervision needs to be arranged by the principal of madrasah and disseminated to teachers through school meetings, so that teachers know and understand the aims and objectives of the supervision program. In planning the academic supervision program the principal of madrasah divides the supervision program into four, including: (1) before observation, (2) during the observation, (3) after the observation, (4) monitoring.

### **Implementation of Academic Supervision for Improving Class Teachers' Pedagogical Competencies**

In the implementation of academic supervision and during observations, the

principal of MIN Semarang divided it into two stages, namely: (1) Monitoring Learning Administration, (2) Observing Learning Implementation in classroom or clinical supervision. According to Keith Acheson and Meredith D. Gall, clinical supervision is a process of coaching (helping teachers) to reduce the gap between real teaching behavior and ideal teaching behavior. This ideal condition is related to the innovation launched in order to improve (Admodiwirio, 2010).

In the implementation of academic supervision, supervisors use supervision techniques. The supervision techniques are individual supervision techniques (classroom observation, class visits, and individual meetings), and group supervision techniques (supervision meetings or teacher meetings, committees and group work as in MGMP) for KKG class teachers (teacher working groups) (Messi et al. 2018).

#### **Follow-up Academic Supervision to Improve Class Teacher Pedagogical Competence**

Follow-up is the last part of the learning process monitoring activity. Follow-up is a justification, recommendation, and execution submitted by the supervisor or head of the education unit regarding the educator who is the target of his supervision. The follow-up is reinforcement and appreciation given to teachers who have met standards, educational warnings are given to teachers who do not meet standards and teachers are given the opportunity to take part in further training or upgrading (Herawati et al., 2015). In supervision, follow-up is also referred to as evaluation. The evaluation carried out is a follow-up to the implementation of supervision, this is done in order to improve the abilities and skills of teachers. The activities carried out are by asking teachers to take part in scientific activities, such as workshops, training, seminars, KKG (Nuraini, 2016)

In MIN Semarang, the principal of madrasah provided several alternative follow-up actions for teachers, in the form of awards for their performance with the predicate "GOOD", proposed for promotion, proposed for obtaining

Non-Certified Teacher Incentives. Not only teachers who benefit from the existence of an academic supervision program, students also feel good changes. Because the purpose of academic supervision is to improve teaching situations, both student learning situations and teacher teaching situations.

#### **CONCLUSION**

Based on data exposure, research results and discussion in previous chapters, conclusions can be drawn according to the research focus as follows: (1) Academic supervision that be carried out at MIN Semarang to increase the pedagogic competence of classroom teachers includes planning, namely: (a) Before observation (b) During the observation there are two stages, namely monitoring the administration of learning and observing the implementation of learning in class. (c) After observation, and (d) Monitoring or evaluation or follow-up. (2) In the implementation of academic supervision to increase the pedagogical competence of classroom teachers, supervisors divide it into two stages, namely monitoring of learning administration where all teachers must collect administrations such as syllabus, academic calendar, annual programs, semester programs, lesson plans, question grids, question of tests, list of scores and others. The second stage is observation of the implementation of learning in class or clinical supervision. Supervisors in carrying out academic supervision use several techniques, which are class visits or clinical supervision, individual techniques, and group techniques. (3) Follow-up academic supervision to increase the pedagogic competence of classroom teachers in the form of awarding their performance with the predicate "GOOD", proposed for promotion, proposed to get incentives for non-certified teachers.

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