



### Academic Supervision in Improving Teacher Performance at MTs NU Banat Kudus

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#### Abstract

The purpose of this study is to determine model and approach that is used in supervision, supervision techniques and stages of implementation of academic supervision. This study used qualitative method. The collected data used interviews, observation and documentation. The data analysis technique used flow model analysis technique. The result showed that (1) the model used scientific and the approach used a collaborative, (2) there were two kinds of supervision techniques, individual supervision techniques and group supervision techniques. Individual supervision with class visits, class observations and individual meetings. Group supervision techniques by holding coordination meetings and conducting training, and (3) the stages of implementation for supervision consist of planning, implementation, evaluation and follow up.

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## INTRDUCTION

The learning process will run with educational educational objective if it is supported by competent teachers and qualified teachers. The quality of teachers can be seen from his performance. Teacher performance is very important to realize educational goals and improve the quality of education. The Ministry of Education and Culture (Kemendikbud) 2019 stated that the quality of teachers are still low based on data from the Regional Education Balance (NPD) and the average score of the Teacher Competency Test (UKG 2019). Based on the result of the World Bank conducted in 2020, it is stated that teachers in Indonesia are still low in competence and teaching ability. The Director of Teachers and Madrasah Education Personnel of the Ministry of Religion said that 78 thousand schools in Indonesia still do not have equivalent quality. The low teachers' quality in Indonesia is due to 4 factors, namely: the teachers' perspectives on their profession is still not right, the teachers' qualifications who have not graduated, professional improvement and research programs that are low and teacher recruitment methods that are not effective yet (Utami, 2019). Therefore, teachers must be managed properly by giving good guidance so that it will improve teacher performance

Teachers' performance needs to be assessed to know the measurement of teachers performance. Teachers performance assessment is done based on indicators performance . Teachers performance indicators consist of teacher planning in teaching learning activities, implementation of learning activities and evaluation in activities (Rusman, 2010). To improve teacher performance needs guidance so that it can be used to lead teachers to be professional figures in education. Teachers need to be supervised

to guide and to assist teachers in developing their abilities.

The phenomenon in the field shows that the implementation of supervision is still not optimal, especially at schools that have limited access. The function of supervision is done when making reports without any follow-up stage afterwards. In addition, based on studies, it was found that there is a gap between expectations and reality in supervision (Karmila, et al., 2020). The purpose of supervision is supposed to help teachers improve teaching learning process, but it rather emphasizes teacher administration such as completeness of learning tools.

Academic supervision is carried out by the principal to a teacher is an important part of all performance process in teacher performance, because the results that obtained from supervisory activities become the basis for the continuous development of professional teachers. The purpose of academic supervision is to encourage teachers to develop teaching skills, assist teachers in achieving educational goals and monitor teaching and learning process activities (Suwartini, 2017). By supervision, it can help teachers to improve their abilities and performance. Important supervision activities are carried out by the principal because it is one of the management processes that must be implemented in real terms at schools.

In the implementation of academic supervision, the principal as a supervisor must know the techniques in supervision, either directly or indirectly. Academic supervision techniques consist of two types, namely individual supervision techniques and group supervision (Gwyn, 1961). There are several types of individual supervision techniques, such as class visits, observation visits, individual meetings and visits between classes. Meanwhile, group supervision techniques include meetings, group discussions and

conducting training. There are 4 stages in implementation of academic supervision, namely: planning stage, implementation stage, evaluation stage and follow-up stage. The planning stage is carried out by the principal to arrange the supervision schedule, the approaches and models that used, the instruments and materials supervision. Furthermore, it will be socialized to the teacher. The implementation stage means that supervision is carried out by observing the teacher in teaching, managing the class and carrying out his duties with full responsibility. The evaluation stage is carried out to assess the results of teacher performance that was observed from the implementation of supervision. The follow-up stage is the form of strengthening, rewarding and educational reprimands (Maisaroh, 2022).

The principal divided strategy into three, namely the planning, implementation and evaluation stages. The strategy in planning is to compile a program of supervisory activities and organize supervision activities. The strategy in implementation is to carry out supervision in the classroom and check the learning tools that have been arranged by the teacher. The strategy in the evaluation is to analyze the results of the implementation of supervision, analyze the advantages and disadvantages of teachers during supervision, and follow up by providing training if needed (Rahmi, 2020).

Based on the phenomenon above, researcher conducted academic supervision research in improving teacher performance at MTs NU Banat Kudus to know the models, approaches and techniques that used in supervision and stages in academic supervision

## METHODS

The research is a qualitative research. Qualitative research is research aimed to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups (Sukmadinata, 2011). Qualitative research is a method used to examine the condition of natural objects, where the researcher as a key instrument, data collection techniques are carried out triangulated (combined), the nature of data analysis and qualitative research result emphasizes the meaning (Sugiyono, 2010).

The source of this research data is the principal of the MTs NU Banat Kudus and several teachers of MTs NU Banat. There are two types of data source, namely primary data dan secondary data. Primary data is obtained directly from informants using interview and observation techniques. While secondary data is obtained indirectly or obtain data such as documents (Sugiyono, 2013).

Data collection techniques are naturalistic where observation, interviews and documentation. Interviews are used to obtain information related to the implementation of academic supervision. The main research instrument is the researcher herself by conducting observation, interviews and documentation. During the study, the researcher positioned herself as human instrument that spent time in the field.

## RESULT AND DISSCUSION

The aim of this study is to analyze the implementation of academic supervision as an effort to improve teacher performance at MTs NU Banat Kudus. From data sources, the data includes (1) models and approaches supervision, (2) supervision techniques and (3) stages of implementation of academic supervision.

The result data obtained through this study are as follows: (1) the model

used in supervision is scientific, which is carried out continuously and planned, systematic and uses certain procedures and techniques, uses data collection instruments, and can capture objective data. While the approach used in supervision is a collaborative approach, which means that the supervisor and teacher together agree to establish the process structure and criteria for carrying out the conversation process on the problems faced by the teacher.

There are two kinds of techniques in carrying out supervision activities, namely individual supervision techniques and group supervision techniques. Individual supervision techniques through activities (1) class visits, where the principle as a supervisor participate in the implementation of the learning process from the beginning to the end of learning. Class visits aim to obtain data needed in teacher development starting from lesson planning, class management, alignment between learning and lesson plans until the end of learning, so that supervisors will know the abilities, weaknesses and strengths of each teacher in implementing learning (Suratno & Zulaeha, 2019). Class visits are carried out with notification or there is a schedule of supervision implementation activities. (2) classroom observation, where the supervisor observes the use of learning media, learning methods, the accuracy of using media with material, the accuracy of methods with material, and students reaction in the learning process and (3) individual meetings, where after supervision, there are meetings between the principal as supervisor and teacher with the aim of correcting all teacher deficiencies, developing learning tools and increasing teacher abilities in learning.

Group supervision through activities: (1) holding meetings, there are two kinds of meetings, namely internal meeting and external meeting. Internal

meeting is held specifically by the madrasah and consist of meetings of all teachers and education staff or coordination meeting which are held once an month. In this coordination meeting, the problems faced by the teachers will be explained and a joint solution will be found according to the agreement. And The other kind of internal meeting is limited meetings, where these meetings are held by involving only a few teachers. External meetings consist of MGMP (Subject Teacher Deliberations), KKG (Teacher Working Groups) and MGBK (Guidance and Counseling Teacher Deliberations). (2) holding group discussions, the supervisor will provide direction, guidance advice and suggestions as needed with groups of teachers in similar fields of study. (3) holding training, by inviting related external parties, for example the SES, workshop organized by Djarum Foundation together with Lentera which was held on 2 February 2022 and PISA Phase 4 which was held on 12 February 2022 and Techer Profiling which was held on 16 February 2022.

Supervision implementation stages consist of planning, implementation evaluation and follow-up. (1) planning includes supervision schedule and time, instrument, and learning tools. At this stage, the head of the madrasah as a supervisor draws up a supervision plan and disseminates it to teachers through meeting in order to prepare themselves and complete class administration and learning. (2) the implementation is carried out after the head of the madrasah gave a class visit schedule to observe the teacher's performance in carrying out assignments in class. (3) evaluation is carried out to assess the result of teacher performance as material for consideration for improvement. After observing in class, an individual meeting is held between the principal and the teacher concerned which

is held in front of the class or in the principal's room. In this meeting, the result of observations will be discussed and the strengths and weaknesses of teachers will be discussed and solutions and suggestions will be given to improved the performance and quality of the teacher concerned. (4) follow-up is carried out in the form of strengthening and rewarding teachers who have met the standards and educating teachers who have not met the standards will be given the opportunity to attend training.

## CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of academic supervision in improving teacher performance at MTs NU Banat can be conveyed as follows:

The supervision model is scientific and the approach used is a collaborative approach..

Supervision techniques include two kinds, namely individual and group supervision. Individual supervision includes class visits, class observations and individual meeting. While group supervision includes meeting, holding group discussions and conducting training.

The stages of implementation of supervision consist of four, namely: planning, implementation, evaluation dan follow up.

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