

Implementation of Academic Supervision and Teacher Performance Assessment

Halmaida¹, Yusrizal², Niswanto³

¹ Universitas Syiah Kuala, Aceh, Indonesia; email; halmaida008@gmail.com

² Universitas Syiah Kuala, Aceh, Indonesia; email; yusrizal_fkip@unsyiah.ac.id

³ Universitas Syiah Kuala, Aceh, Indonesia; email; niswanto@fkip.unsyiah.ac.id

ARTICLE INFO

Keywords:

Academic supervision;
Teacher performance;
Appraisal

Article history:

Received 2022-02-10

Revised 2022-05-12

Accepted 2022-09-08

ABSTRACT

The purpose of this study was to determine the implementation of academic supervision and teacher performance assessment, through programs, implementation and evaluation of academic supervision planning and teacher performance assessment. This study uses a qualitative approach with a descriptive method. Data collection techniques were carried out through interviews, observation. The research subjects were the principal, vice principal and teachers at SMA Negeri 3 Timang Gajah Bener Meriah. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification. The results of the study found that: (1) the academic supervision program and teacher performance assessment referred to the identification of problems faced by teachers based on the results of the previous year's supervision such as assessment, coaching, and helping teachers with difficulties; (2) the implementation of academic supervision and teacher performance assessment by the principal is carried out in three stages, namely: an initial survey before conducting academic supervision, class visits to find out the course of learning, and reviewing the results of class visits and providing appropriate solutions in overcoming problems faced by students. teacher; (3) evaluation and follow-up on the implementation of academic supervision and teacher work assessments carried out by school principals, including evaluation of job descriptions and evaluation of document evidence, by looking directly at evidence of tasks carried out by teachers and then principals providing input if there are errors or lack

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Halmaida

Universitas Syiah Kuala, Aceh, Indonesia; bustamialhasani@gmail.com

1. INTRODUCTION

Teachers are professional educators who have duties, functions, and important roles in the intellectual life of the nation. The ability of teachers as educators needs to be improved and developed continuously and professionally according to the functional position of the teacher (Supardi, 2013). The main tasks and functions attached to the functional positions of teachers must be carried out in accordance with applicable regulations, so an evaluation or Teacher Performance Assessment is needed. Government policies in fostering and developing the teaching profession are prioritized to develop sustainable professions. One of the important parts in determining the functional position of teachers and determining the credit score is the Teacher Performance Assessment (PK Guru). PK teachers are intended to maintain the professionalism of teachers in carrying out their duties (Palguna, 2014). In addition, PK Guru also has an impact on career development, competency improvement, and the provisi.

Performance appraisal can be defined as a process of assessing the achievements of teachers in the past or present, based on the work environment and on the future potential of teachers who are useful and contribute to the progress and quality of schools. Sedarmiyanti (2018), states that the performance appraisal process is a design activity to assess individual or group achievements that are beneficial to the organization. There are several indicators of teacher weakness in carrying out their duties as educators. This is as expressed by Mulyasa (2017), namely: (a) low understanding of learning strategies; (b) lack of proficiency in classroom management; (c) low ability to conduct and utilize classroom action research (classroom action research). The existing problems must be given a solution, one of which is by improving the quality of teachers, one of which is in the form of coaching activities through supervision carried out by the principal. The principal has the responsibility to supervise teachers in learning activities as a form of efforts to improve the quality of learning in schools. Supervision carried out by the principal can be assisted by senior teachers of the same class, by forming an assessment team (Yamin, & Maisah 2010).

The implementation of supervision by the principal does not provide complete information when they want to make class visits, it is intended so that teachers are always ready at all times when there is supervision. With that situation, the observations made by the principal can be measured and obstacles will appear which will then be given a way out and there are efforts to improve teaching (Lantip, 2016). With the implementation of academic supervision carried out by the principal, it is expected to have an impact on the formation of the professional attitude of teachers. The principal as a supervisor is required to be competent as the closest person who can also help and provide assistance to teachers in improving the learning process. Through the supervision of all factors that have an influence on learning activities can be analyzed, evaluated, and determined the way out. Thus, learning activities can run according to expectations (Mulyadi and Fahriana, 2018).

Academic supervision carried out by the principal aims to help teachers understand learning objectives to guide students in improving their learning outcomes and achievements so that they are expected to achieve better quality education (Arikunto, 2018). Based on the results of initial observations at SMA Negeri 3 Timang Gajah Bener Meriah, there were findings of problems that occurred, including: 1) Work related to teacher administration was not completed at the set time, 2) Teachers had not optimally carried out the learning process using learning media, 3) Lack of building communication between teachers in overcoming problems in the classroom. Previous studies that are relevant include Winarno et al. (2018) explained that the results of the analysis of academic supervision were followed up well in the form of individual teacher development, classical, and teacher development programs in the form of continuous professional development programs (PKB). produce written work. (Damayanti, 2016) stated that in welcoming the implementation of the teacher performance assessment (PKG) this supervision was needed so that teachers would not be surprised by PKG, because if they are familiar with supervision, the implementation of PKG will run smoothly. Teacher performance assessment has been effective by showing the condition of many teachers who are ready when the PKG will be carried out. Research by (Sanglah, 2021) in the results of his research explains that there is an increase in teacher performance after the supervision of the principal. Teacher performance is basically the result of work achieved by a teacher in carrying out the task of educating, teaching, guiding, directing, training, assessing, and evaluating

students. In line with the research results of Aprida et al. (2020) which also states that the supervision of the principal has a positive and significant influence on the performance of teachers in schools. The same thing is also stated by the research of (Pujianto et al., 2020) which states that the principal's academic supervision has a positive and significant effect on the performance of elementary school teachers. Other research (Nisa' et al., 2021) stated that in addition to being able to improve the performance of school principal supervision teachers, it can also increase the work motivation of a teacher. So based on this it can be said that supervision activities can have a positive influence on improving teacher performance.

Based on the above background, the research question is how to implement academic supervision and teacher performance assessment at SMA Negeri 3 Timang Gajah Bener Meriah. In general, the purpose of this study was to determine the implementation of academic supervision and teacher performance assessment at SMA Negeri 3 Timang Gajah Bener Meriah. Practically, this research is expected to be useful in contributing ideas to educational institutions in order to maximize teachers so that learning is more effective and efficient.

2. METHODS

The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined using a purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at SMA Negeri 3 Timang Gajah Bener Meriah on the research subjects, namely the principal, vice principal and teachers. Data was collected using direct observation/observation methods, and in-depth interview methods. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis while the data processing steps are data reduction, data display, and conclusions and data verification.

3. FINDINGS AND DISCUSSION

Planning for Teacher Performance Assessment and Implementation of Academic Supervision at SMA Negeri 3 Timang Gajah Bener Meriah

Obtaining data on the implementation of the principal's academic supervision and teacher performance assessment of SMA Negeri 3 Timang Gajah Bener Meriah was reviewed directly through interviews. Planning is the first step towards the success of a job so that the work can run well and smoothly, including in the implementation of academic supervision. As stated by head of SMA Negeri 3 Timang Gajah Bener Meriah, he revealed to the researchers as follows planning Academic supervision planning is carried out regularly and of course continuously, which aims to motivate teachers to improve competencies, including curriculum development, encouraging teacher involvement in work teams, and teacher references can be used in carrying out action research (CAR). To know the process of implementing school education, one of the important activities that must be carried out is academic supervision to assess teacher performance.

In preparing the academic supervision plan for the head of SMA Negeri 3 Timang Gajah Bener Meriah, it is carried out at the beginning of the school year. There are two programs produced in the planning of academic supervision, including preparing instruments and preparing a joint schedule. Preparing instruments, including the preparation of an annual program, which is then translated into a semester program, then then makes a work program or schedule for the implementation of class visit supervision. While preparing a joint schedule, among others, formulating a schedule for the implementation of academic supervision.

Furthermore, the principal explained that in planning the preparation of the academic supervision program, the principal involved the vice principal and all the teacher councils. This is as stated by the head of SMA Negeri 3 Timang Gajah further the academic supervision program runs well and smoothly on a regular basis in accordance with the guidelines for the preparation of the academic

supervision program. In addition, in the preparation of the supervision program it involves the school structure including the vice head of curriculum, vice head of student affairs and the entire teacher council. This aims to explore or collect some information and existing problems related to supervision activities and can instill a sense of responsibility in the entire teacher council because they feel involved in the preparation of this supervision program. According to the principal when the researcher interviewed, he revealed that in the teacher's performance assessment there are three instruments that are relevant to the teacher's task. Instrument-1 is the implementation of learning for class/subject teachers; Instrument-2, namely the implementation of guidance for guidance teachers and Counseling/Counselors; and Instrument-3, namely the implementation of additional tasks relevant to school functions. Instrument-3 consists of several separate instruments according to the additional tasks carried out by the teacher.

Teacher performance assessment also needs to be carried out to create professional teachers, because the dignity of a profession is determined by the quality of quality professional services. The requirements in the teacher performance appraisal system are: Valid, Reliable and Practical with the principle that the implementation of teacher performance assessments must be based on provisions, based on performance and based on documents (Setiyo and Sodiq, 2019). The expected results from the preparation of the principal's academic supervision program and teacher performance assessment are that the implementation of the supervision and assessment of teacher performance can run smoothly in accordance with what has been determined in order to improve the ability of teachers in preparing learning tools, implementing learning, evaluating learning outcomes, and get solutions to the obstacles experienced during the learning process (Nurdiansyah, 2018). For the effectiveness of the implementation of academic supervision, it is necessary to have a program planning that includes various activities or activities that will be carried out by the principal in carrying out academic supervision. According to Kusno (2021:35) planning is a process of determining where to go and identifying the various requirements needed in an effective and efficient manner.

Based on the research findings, the preparation of the work program for the academic supervision of the principal at SMA Negeri 3 Timang Gajah Bener Meriah was carried out by the principal together with the vice principal and several senior teachers. The preparation of the work program generally refers to the 8 National Education Standards, the work program consists of an annual program and a semester program. The annual program and semester program contain supervisory duties and functions, namely assessment, coaching and monitoring. The supervisory function contains learning administration planning activities, implementation of learning and assessment of student learning outcomes.

The research findings above indicate that the supervision program planning carried out by the school principal and his team has actually accommodated the findings when academic supervision was carried out. This can be seen clearly from the construction of the principal who has explained related to teacher performance, namely learning planning, learning implementation and assessment of learning outcomes in the form of assessment, coaching and monitoring activities. According to (Maramis et al., 2021), planning is a way of how to achieve the best possible goals with existing sources to be more effective and efficient. Planning is the act of determining in advance what will be done, how to do it, and what must be done and who will do it. Thus, planning requires information data so that the decisions taken cannot be separated from the problems faced in the future.

Implementation of the Teacher Performance Assessment and Academic Supervision Program at SMA Negeri 3 Timang Gajah Bener Meriah

Implementing proper targeted supervision certainly requires a strategy from a supervisor. During the implementation of academic supervision, the principal states clear goals before carrying out supervision. Considering that the principal is dealing with a board of teachers who have diverse characters and abilities, so that academic supervision activities are carried out as previously planned. Activities carried out can be in the form of meeting the principal as a supervisor with the teacher both

in the classroom and outside the classroom or even in the field. The principal stated to the researchers that in the implementation of academic supervision, a schedule has been made for when this supervision will be carried out and has also been known by the teachers. Although sometimes there are obstacles during the implementation of supervision, we will discuss everything later in the forum again during the evaluation. Furthermore, based on the explanation from the principal, the researcher also confirmed to one of the mathematics teachers, namely Maulida S.Pd through an interview she said in carrying out supervision in addition to conducting class visits, sometimes he also carries out indirect supervision, namely he makes observations in the school environment, he monitors learning activities carried out by teachers from outside the classroom. Next, the principal holds direct supervision/class visits. This is done by the principal to all teachers to evaluate the teaching and learning process in the classroom. So that in carrying out the supervision of the class visit, the principal has formed an internal supervisor team consisting of the principal, waka curriculum and senior teachers based on subject clusters.

The target of the supervision of the class visit consisted of observing the preliminary activities, core activities and closing activities by observing the evaluation of student learning outcomes. This was conveyed by the principal to the researcher through interviews, the principal revealed When supervising class visits, I form a supervisory team at this school to help me supervise. The team consisted of me, waka curriculum and senior teachers based on the subject family. The target of this class visit is to see the activities of the learning process carried out by the teacher starting from preliminary activities, core activities, and closing activities for evaluating student learning outcomes.

This was confirmed by an English teacher, Mrs. Hikmatul Mawaddah, S.Pd to the researcher who revealed that the head of the madrasa went around to monitor how the learning process in the classroom was and for supervision in the classroom. curriculum and senior teachers according to the class of subjects taught at the time of conducting academic supervision with class visit techniques other than the principal is a senior teacher based on subject clusters and waka curriculum. During the supervision carried out by the principal, he focused on the preliminary activity stages, core activities and closing activities. This was also confirmed by Mr. Gunawan Rizki Utami, S.Pd in an interview with the researcher, he revealed that When carrying out academic supervision with the class visit technique, the principal enters the classroom to see the learning process directly and sometimes he just goes around the class to monitor the teaching and learning process activities carried out by the teacher but remains focused on preliminary activities, core activities and activities closing.

During the supervision of class visits, the principal begins by supervising the learning equipment. The focus is the ability of teachers in preparing learning programs such as syllabus preparation, lesson plans, annual programs, semester programs, determining KKM, and also other administration related to learning activities. This was revealed by the principal through interviews with researchers, he revealed that In the implementation of academic supervision, I strongly emphasize to the teachers to prepare learning tools beforehand. I convey this so that the learning carried out by the teacher is directed, measurable and follows the steps that have been determined.

The preparation of the learning plan is focused on the expertise of the teacher in preparing lesson plans, syllabus, semester programs, annual programs, worksheets, list of grades, attendance, and teacher journals. In carrying out academic supervision of class visits, the first thing the principal is asked for is administrative completeness. Then monitor the teaching and learning process by looking at the supervision instruments that have been prepared in advance. that in order to measure the extent of the teacher's ability in implementing the learning process, in this aspect there are several stages that are supervised by the principal. The stages in the implementation of the learning process include the preliminary stage, the core activity stage, and the closing stage.

The supervision carried out by the principal is related to the professional improvement of teachers in carrying out the learning process. During the teaching and learning process, the school principal carefully observes the teacher's teaching performance. Likewise, during the implementation of supervision carried out by the waka of the curriculum to one of the teachers. Researchers can conclude

from interviews that basically the implementation of supervision has been carried out properly, such as examination of learning administration, monitoring of the teaching and learning process from the beginning to the end of learning.

Evaluation and Follow-up of Teacher Performance Assessment and Implementation of Academic Supervision at SMA Negeri 3 Timang Gajah Bener Meriah

Supervision activities carried out by the principal can be described in a cycle, starting from planning, implementing, and evaluating and following up. Academic supervision evaluation activities will of course be carried out by supervisors. After the principal performs academic supervision of the teachers based on the results of the supervision that has been carried out, the follow-up given is in the form of coaching so that there is a change in teacher understanding and also improves teacher performance. In this case, of course it is the principal as he told the researcher that: I as the principal of the school conducted an academic supervision evaluation of all teachers at SMA Negeri 3 Timang Gajah assisted by senior teachers who I delegated because they were involved in the supervision activities. The same thing was conveyed by one of the Indonesian language teachers, namely Mrs. Herna S.pd to the researchers in the following interview. The principal involves senior teachers in evaluating academic supervision through limited meetings to discuss the findings obtained while accompanying colleagues, namely teachers in the classroom who then try to formulate follow-up steps".

Evaluation should indeed be carried out on all programs that have been prepared, including the school principal's academic supervision program that has been implemented by the program. As stated by the principal as follows I do not immediately evaluate after carrying out academic supervision of teachers. But after all evaluation programs in one semester are completed. Because the basis of the implementation of the evaluation of supervision is effective. The follow-up steps that I have assigned to the teacher after the implementation of supervision. This can be seen from the increase or not the teacher's performance after follow-up supervision is held. The principal's statement is in line with one of the teachers in the interview as follows:

The evaluation of academic supervision is carried out by the principal at the end of the semester inviting teachers involved in the evaluation, including myself.. The results of the evaluation are used as a reference for the next planning, especially with regard to findings that need to be followed up. As stated by the principal of SMA Negeri 3 Timang Gajah as follows After I evaluate the academic supervision that has been carried out on my teachers, I do an evaluation. Because with the evaluation, I found information/findings that I can use as a reference basis for planning academic supervision for the following year. In addition to the evaluation results, I will follow up on the shortcomings that exist in the teacher, both in the field of ability to deliver subject matter and academic ability.

In relation to evaluation and follow-up supervision, the principal must process and analyze the findings and data from the assessment of teachers in carrying out their duties and functions. The processing and analysis of course involves certain methods or techniques according to the type of data and the purpose of the analysis. In this way, accurate and useful information will be obtained for improving teacher performance. As stated by the principal that In carrying out the evaluation and analyzing the results of the supervision, I was able to find the right approach for each teacher with diverse characters and abilities, which in turn could measure and continue to improve teacher performance. That way it will have a direct impact on improving the quality of learning and the quality of education.

In this study, it is known that the principal evaluates the implementation of academic supervision in improving teacher performance twice a year, namely at the end of the odd semester and the end of the even semester. By going through the stages of discussing the results of learning administration supervision, implementing learning and evaluating learning outcomes, then proceeding with an analysis of the results of the implementation of academic supervision (Saud, 2010). In evaluating activities, there are three major activities that are usually carried out by supervisors, namely: identification of evaluation objectives, preparation of evaluation designs and methodologies, and

measurement. (Ujarwanto, 2017) identifies program evaluation activities carried out by supervisors with research studies. The evaluation process is an effort to find facts and truth, in its implementation it must be objective and rational, the principles of the scientific method must also be applied.

4. CONCLUSION

Based on the research findings, it can be concluded that the school principal's academic supervision planning approach model is collaborative. Collaborative, which is prepared jointly by the principal and the entire board of teachers. The principal's academic supervision plan is formulated based on the results of the analysis of the program evaluation and evaluation of the previous year's supervision implementation as well as the follow-up to the results of supervision. In the implementation of academic supervision, the principal uses direct techniques, through class visits. The goal is to find out directly the adjustment between the learning plan and the direct learning process. The evaluation of supervision and follow-up carried out by the principal is assisted by senior teachers who have been delegated to participate in academic supervision activities for colleagues. Evaluation of academic supervision is carried out periodically, namely at the end of the odd semester and the end of the even semester after the predetermined semester program. The results of the evaluation of academic supervision are used to improve the supervision program in the following year. Following up on the difficulties faced by teachers, finding the right approach for each teacher with diverse characters and abilities.

Acknowledgments: The author would like to thank the supervisors who have provided suggestions and materials in the completion of this article

Conflicts of Interest: the authors declare no conflict of interest

REFERENCES

- Anderson, D & Carl Brydges, B, (2011). Professional Teaching Dispositions For Elementary Versus Middle/Secondary: Testing The Generalizability of Finding From Rubric Assessment Data To Identify And Improve Performance of Struggling And High Risk Teacher Candidates. (Electronic Version) *International Journal of Arts & Sciences*. 4(11): 253–268
- Aprida, Y., Fitria, H., & Nurkhalis, N. (2020). Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kinerja Guru. *Journal of Education Research*, 1(2), 160. <https://doi.org/10.37985/joe.v1i2.16>.
- Arikunto, S. (2018). *Dasar-dasar Supervisi*. Jakarta: Rineka Cipta.
- Armando, et al., (2021). Peran Badan Perencanaan Penelitian Dan Pengembangan (Bapelitbang) Dalam Penyusunan Rencana Kerja Pemerintah Daerah (RKPD) di Kabupaten Minahasa Utara. *Jurnal Governance*, 1(1), 4.
- Dharma, S. (2011). *Manajemen Kinerja*. Yogyakarta: Pustaka Pelajar.
- Damayanti, W. (2016). Peningkatan Mutu Kinerja Guru Melalui Supervisi Akademik di SMK Negeri 1 Salatiga Menghadapi PKG 2016. *Jurnal Pendidikan Ilmu Sosial*, 26(1), 80–86. <http://journals.ums.ac.id/index.php/jpis/article/view/2132/1570>.
- Kusno, H. (2021). *Perencanaan Pembangunan Terintegrasi Dan Terdesentralisasi Perspektif Reposisi Perencanaan Pembangunan Pertanian*. Yogyakarta: CV Budi Utama
- Mohamad, E., (2012), *Evaluasi Kinerja Guru SMPN di Kota Gorontalo*. Disertasi, Universitas Negeri Jakarta.
- Mulyadi & Fahriana, A.S. (2018). *Supervisi Akademik : Konsep, Teori, Model Perencanaan, dan Implikasinya*. Bandung : Madani.
- Maramis, A. P. P. ., Nayoan, H., & Waworundeng, W. (2021). Peran Badan Perencanaan Penelitian Dan Pengembangan (Bapelitbang) Dalam Penyusunan Rencana Kerja Pemerintah Daerah (RKPD) di Kabupaten Minahasa Utara. *Jurnal Governance*, 1(1), 1–9.

- Nisa', N. Z., Sunandar, S., & Miyono, N. (2021). Pengaruh Supervisi Akademik Dan Iklim Organisasi Sekolah Terhadap Motivasi Kerja Guru Sekolah Menengah Pertama Di Kecamatan Kedung Kabupaten Jepara. *Jurnal Manajemen Pendidikan (JMP)*, 9(2), 234-248. <https://doi.org/10.26877/jmp.v9i2.8114>
- Palguna. (2014). IMPLEMENTASI PENILAIAN KINERJA KARYAWAN PADA PT. GAE. *Paper Knowledge . Toward a Media History of Documents*, 7(2), 107-115.
- Pawiro, U.(2017). Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam (Studi Multikasus Di MI Hidayatul Muttqin Blayu dan SD Negeri Sukoanyar 1 Wajak). Tesis. Malang: UIN Maulana Malik Ibrahim Malang.
- Pujianto, P., Arafat, Y., & Setiawan, A. A. (2020). Pengaruh Supervisi Akademik Kepala Sekolah dan Lingkungan Kerja Terhadap Kinerja Guru Sekolah Dasar Negeri Air Salek. *Journal of Education Research*, 1(2), 106-113. <https://doi.org/10.37985/joe.v1i2.8>.
- Sanglah, I. N. (2021). Peningkatan Kinerja Guru Melalui Supervisi Kepala Sekolah pada Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 528. <https://doi.org/10.23887/jp2.v4i3.40700>.
- Saud,U.S.. (2010). Pengembangan Profesi Guru. Bandung: Alfabeta.
- Setiyo, H & Sodiq, P. (2019). Supervisi dan Penilaian Kinerja Guru (MPPKS-PKG). Jakarta: Direktorat Jenderal Guru dan Tenaga pendidikan.
- Supardi, (2013). Kinerja Guru. Jakarta: Raja Grafindo Persada.
- Ujarwanto, P. (2017). *Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam*. 185. <https://core.ac.uk/download/pdf/153144486.pdf>.
- Winarno, et al., (2018). Implementasi Supervisi Akademik dalam Penilaian Kinerja Guru dan Pengembangan Keprofesional Berkelanjutan. *Jurnal Kajian Manajemen Pendidikan*, 2(1), 109.
- Yamin, M., & Maisah. (2010). Standardisasi Kinerja Guru. Jakarta: Gaung Persada.