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Identification of Problems in the Implementation of Follow-Up Academic Supervision by Headmaster

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Abstract: The purpose of this study is to describe the problems in the implementation of academic supervision. This study used qualitative research methods. The main sources of this research are school principals and educators or teachers. The data collection methods used were interviews, observation, and documentation, with data processing and analysis techniques carried out namely collecting data, data reduction, data presentation, and concluding. As for testing the validity of the data through source triangulation. The results showed that there were obstacles faced by school principals in implementing follow-up academic supervision: 1) there were some teachers who continued to teach the way they taught before, 2) some teachers were reluctant to convey the problems they were experiencing, 3) not all teachers can attend the training, while direct coaching from the headmaster unit is only done at the beginning of the year meeting.

Keywords: Academic supervision, headmaster, teacher

1. Introduction

The successful implementation of the educational process at the education unit level is closely related to the teacher as the party that directly implements the educational process in schools (Polyakova et al., 2018). The importance of the teacher's role in the quality of educational output is implied in Law Number 14 of 2005 concerning Teachers and Lecturers in Article 4 it states that the position of the teacher as a professional serves to increase the dignity and role of the teacher as a learning agent, which also functions to improve the quality National Education.

Teachers have a very strategic role because their existence is closely related to the success and quality of education. A teacher is a person who must be able to translate and describe the values contained in the curriculum, then transform these values to students through the learning process in the classroom (Wiswall, 2013).

In the interest of improving teacher quality, several things need to be done, including increasing the productivity of quality teachers. To improve the quality of teacher productivity through in-service education, emphasis is placed on the teacher's ability to increase teaching effectiveness, overcome practical problems and manage the learning process, and increase teacher sensitivity to the individual differences of the students they face (Hanushek & Rivkin, 2012).

Following the explanation above, Agustini et al. (2019) in his research on the existence and importance of developing a training model for the professional development of teachers explains the findings that student learning outcomes can be improved by providing coaching services and developing teacher productivity. These explanations show the importance of increasing teacher productivity related to improving teacher quality to improve the quality of educational output in schools, one of which is by carrying out academic supervision.

Academic supervision is a leadership process in education that aims to assist the professional development of teachers, especially in teaching based on careful and objective observation and analysis of data as a guide for changing teaching behavior (Korthagen & Evelein, 2016). Supervision is the provision of services and support to improve the quality of teachers in the learning process to improve the quality of student learning, starting with lesson planning and ending with the implementation of learning activities, learning assessment, and reflection.

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At the time of conducting the initial survey at Public Elementary School No. 01 Tlogowungu, Tlogowungu District, Pati Regency, the comparison in the field today is that there are still many teachers whose performance is far from achieving the vision and mission of education. Based on the results of observations and interviews conducted by researchers with principals at Public Elementary School No. 01 Tlogowungu, Tlogowungu District, Pati Regency, information was obtained that activities during teaching and learning are currently not very conducive and there are still many teachers who have not optimally implemented conceptualized learning, besides that many teachers also do not know the use of internet applications as a support for facilities and learning, In addition, there are still many teachers who have not developed learning models and the development of environment-based and technology-based learning media, and many teachers do work conventionally.

During the Covid-19 pandemic, learning in schools took place online. This online learning activity, as usual, supervision activities are always carried out face-to-face or in class and direct observation. The above problems can be overcome indirectly by the principal. Thanks to online learning, teachers can more professionally prepare the administration and media, an excellent learning resource to distribute to students. To solve this problem, the head of the education office has introduced an innovation in Pati District. As a portfolio, the Head of the Education Office will ask each teacher to collect through the WhatsApp or Zoom application the activities that have been done for students and the assignments that students have collected for the teacher.

The behavior of a teacher is directly related to and influences the behavior of a teacher. This means that supervisors use academic supervision to influence teacher teaching behavior so that teachers behave better in controlling teaching and learning. In addition, good teacher teaching behavior affects the learning behavior of their students. For example, the implementation of academic supervision by the principal can improve the quality of the learning process if it is carried out following applicable supervision principles. Therefore, the principal must be a competent supervisor and guide teachers to improve the learning process. Academic supervision is a series of activities carried out by supervisors to help teachers develop the ability to manage the learning process and achieve learning objectives and help teachers develop their professional skills. However, supervision cannot be separated from evaluating teacher performance in managing teaching and learning activities.

Sudjana (2012) stated that supervision is a professional practice carried out through dialogue on the study of educational problems to find solutions to improve the professional skills of education heads, teachers, and other school personnel, peer support, and handling. Improve school performance to achieve quality education. Further, education professionals agree that educational supervision is the training, coaching, and preparation of professionals to improve self-actualization in the workplace.

According to Sergiovanni (in Hartanto 2019), there are three objectives of academic supervision, namely: a) Academic supervision is carried out to help teachers develop their professional abilities in understanding classroom life, developing their teaching skills and using their abilities through certain techniques, b) Academic supervision is carried out to monitor teaching and learning activities in schools. This monitoring activity can be done through the principal's visits to classes while the teacher is teaching, personal conversations with the teacher, his colleagues, or with some students, c) Academic supervision is carried out to encourage teachers to apply their abilities in carrying out teaching duties, encourage teachers to develop their abilities, and encourage teachers so that they have serious attention to their duties and responsibilities.

The principles of supervision according to Sahertian (2013) are as follows: a) scientific principles, which are carried out in conjunction with objective data obtained in the reality of the implementation of the teaching and learning process, to obtain data it is necessary to apply data recording devices such as questionnaires, observations, personal conversations, funds for each supervision activity to be carried out systematically, plan and continue, b) The democratic principle is that services and assistance are provided to teachers based on close human relations and warmth so that teachers feel safe to develop their duties, c) The principle of cooperation is to develop joint efforts or according to the term supervision, stimulate teachers so that they can develop, d) The constructive and creative principle is that every teacher will feel honored by being motivated to develop the potential of creativity if supervision can create a comfortable working atmosphere.

Furthermore, with Shulhan (2012) the principles of supervision are like providing guidance and assistance to teachers and other school staff to overcome rather than looking for problems, the provision of assistance and guidance is carried out directly if the head of the education unit plans to provide feedback, supervision activities are carried out regularly, the atmosphere that occurs during supervision should be reflected in good relations, to keep the effort made unforgettable.

The principal is also responsible for receiving, distributing, or transmitting information to teachers, staff, students, and parents. According to Wahjosumidjo (2013), the principal has three functions and explains that the principal is the center of school environmental information, namely a) the possibility of information that affects the image of the school, such as gossip and rumors, b) As the originator of the information, the principal is responsible for disseminating and distributing information to teachers, staff, students, and parents, c) The spokesperson, which is the duty of the principal, disseminates information externally if necessary. In this qualification, the head of the education office acts as the official representative of the school. For this reason, when the principal decides to improve the quality of educational institutions, it cannot be separated from his concern in any field.

Relevant research on the analysis of academic supervision of school principals is research by Yulianti et al. (2021), that the implementation of learning supervision at SMP Negeri 3 Getasan consists of implementing learning supervision with the supervision of learning plans and learning observation. Based on the survey findings, some subject teachers and BK teachers are not eligible to make lesson plans. Some teachers do not use learning media in learning and/or perform classical services. In addition, research by Zulfakar et al. (2020), the academic supervision process was carried out in stages by the headmaster: 1) plan of academic supervision activities, 2) carry out academic supervision, 3) provide feedback on the results of academic supervision, 4) Follow-up on the results of academic guidance. The results of academic guidance can improve teacher performance.

1.1 Conceptual Framework

Supervision Competence enables heads of education units to effectively supervise academic work as education supervisors, enhancing teacher professionalism. According to Nasution (2020) supervision is coaching that is carried out continuously by school teachers, both individually and collectively, to better understand and more effectively carry out all educational functions, as an effort to inspire, organize and guide. Academic supervision is a series of activities designed to help teachers develop the ability to direct the teaching-learning process to achieve educational goals.

Purpose of support carried out by heads of education units is to help teachers develop their competencies, improve curriculum quality, optimize teacher work groups, and guide classroom learning assessments. Principles of supervision are providing guidance and assistance to teachers and other education unit staff to find solutions not looking for problems, providing assistance and guidance is carried out directly, if the head of the education unit plans to reflect, supervision activities are carried out periodically, the atmosphere that occurs during supervision should be reflected in a warm relationship, to keep the activities carried out and find a memorable atmosphere (Arikunto, 2014).

1.2 Research Objective

The purpose of this study is to know the problems of follow-up of academic supervision by the headmaster in Public Elementary School No. 01, Tlogowungu Pati.

2. Methodology

2.1 Research Design

This research is a type of qualitative research. Sugiyono (2016) stated that the concept of qualitative research is research that produces descriptive data in the form of written or spoken words of people and observable behavior. Data collection was carried out with primary data sources and data collection techniques were more on participatory observation (participant observation), in-depth interviews (in dept interviews), and documentation. Data testing uses triangulation techniques and sources. The analysis technique uses the Milles and Huberman model qualitative data analysis method (Sugiyono, 2016).

Data analysis in this study is the process of finding and organizing data regarding the implementation of academic supervision of the headmaster at Public Elementary School No. 01, Tlogowungu, systematically based on the results of participation observations, in-depth interviews, and documentation techniques to further examine the implementation of the learning process that has been carried out by the teacher. The presentation of data in this study uses narrative descriptions to demonstrate the implementation of academic supervision of teacher principals at Public Elementary School No. 01, Tlogowungu, the involvement of school principals, and teacher involvement, external and internal in it. Factors that support and inhibit both learning activities. The conclusion drawn after data consolidation and data presentation in this study is the complete arrangement of academic supervision implementation carried out by the headmaster.

2.2 Respondents of the study

The population frame of the study was the headmaster and teacher Public Elementary School No. 01, Tlogowungu.

3. Findings and Discussion

The research findings aim to clarify the results of research at Public Elementary School No. 01, Tlogowungu, Pati is directed at the focus of the research question, the problems in the implementation of follow-up academic supervision by the school headmaster

Evaluation is a very important process. No advice is effective without an evaluation process. Supervision evaluation conducted by unit leaders aims to correct all shortcomings in teacher performance in schools, both academically and positively (Petrović et al., 2017). Supervised assessments generally focus on analyzing teachers to improve their underperformance, and on problem-solving and improving the skills teachers need to have in performing learning tasks. The findings obtained show that the principal evaluates the performance of teachers (Pade et al., 2020). Assessment activities are carried out by unit leaders and supported by experienced teachers. The results of the teacher's evaluation

can then be evaluated and the results can inform the teacher if improvements need to be made to improve the learning program in the classroom in a direction that is more in line with students.

Follow up scientific support to overcome problems faced during implementation and minimize existing shortcomings. Supervision practices must be pursued to have a real impact on improving teacher professionalism. As a follow-up to the results of academic supervision, teachers are allowed to attend further training. This allows academic supervision to positively influence teachers in the learning process. The results of the study obtained showed that the follow-up activities resulting from academic supervision by the headmaster of Public Elementary School No. 01, Tlogowungu were advanced academic supervision in the form of indirect coaching in the form of training courses such as workshops.

Meanwhile, according to Sudiyono & Prasojo (2011), follow-up supervision results were carried out through training. Follow-up supervision results include direct and indirect coaching, as well as improving supervision tools that can be implemented through group discussions. Based on the research findings and expert opinions above, it can be concluded that the follow-up academic supervision carried out by the head of Public Elementary School No. 01, Tlogowungu is still not optimal, where the form of follow-up carried out by the principal is only the form of indirect coaching. Meanwhile, direct coaching from the principal is very rare.

There are also problems in the implementation of follow-up, for example, there are some teachers who continue to teach the way they used to teach, where the teacher actively explains and the students just have to listen, even though I have called for every meeting at the beginning of the year about teaching methods (Brett et al., 2018). This is because they are used to and comfortable teaching in the old way, especially senior teachers. Some teachers are reluctant to convey the problems they face. It is very rare for teachers to express complaints so that the headmaster thinks the teachers have no problems in teaching.

4. Conclusions and Recommendations

Based on the results of the research findings and expert opinions above, it can be concluded that the follow-up of academic supervision carried out by the head of Public Elementary School No. 01, Tlogowungu is still not maximally implemented where the form of follow-up carried out by the head of the education unit is only in the form of indirect coaching. While direct coaching from the head of the education unit is very rarely done. The results of the study also show that in following up on academic supervision there are bound to be obstacles encountered as well as during the implementation of academic supervision such as class visits. The obstacles encountered in the follow-up of academic supervision based on the results of the interviews were that several teachers continued to teach the way they taught before, where the teacher actively explained and the students just listened, especially the senior teachers and some teachers were reluctant to raise problems or submit complaints to the headmaster.

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Conflict of Interest

The authors declare no conflicts of interest.

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