Article

ANALYSIS OF ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING SCHOOL QUALITY

SUMIATI[1], Hery MULJONO[2]
SDIT Darul Abidin, Beji Timur Kota Depok Jawa Barat
zhw.busumi@gmail.com[1], herymuljono@uhamka.ac.id[2]

ABSTRACT

This study aims to describe and analyze the effectiveness of academic supervision management in improving the quality of schools at SDIT Darul Abidin. This research uses descriptive qualitative method. The research informants were deputy principals, teachers, school committees, and supervisors of the SD Depok City Education Office. The results of the study can be concluded that the principal in his efforts to improve the quality of the school has carried out the management of academic supervision planning properly, namely: setting supervision goals as a strategic school program, forming an academic supervision team, making academic supervision instruments, schedule for academic supervision, socialization of academic supervision activities, and planning for adaptive academic supervision during the Covid-19 pandemic.The management of the implementation of academic supervision is able to encourage the habituation of quality assurance of learning services to students, namely teachers are given direction and input in making learning preparations, ensure learning is effective, creative and fun for students,direct and individual supervision techniques, and academic supervision instruments.Evaluation management and follow-up academic supervision include the following: the results of the evaluation of academic supervision are used to provide input and direction to teachers in order to help improve their competence, reporting of learning outcomes is transparent and can be accessed by students, parents of students, school leaders , supervisors of elementary school and foundation supervisors. Academic supervision management is needed because it is very important to help teachers improve their competence in ensuring the quality of learning.
Keywords: Management, Academic Supervision, Quality.

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ABSTRAK

Penelitian ini menggunakan metode kualitatif deskriptif yaitu dengan mendapatkan data secara alamiah, meliputi pengumpulan data menggunakan observasi virtual, wawancara semistruktur secara daring dan studi dokumentasi. Wawancara dilakukan kepada subjek penelitian yaitu kepala sekolah dan informan. Informan penelitian adalah wakil kepala sekolah, guru, komite sekolah, dan pengawas pembina SD Dinas Pendidikan Kota Depok. Keabsahan data menggunakan teknik triangulasi metode dan sumber. Analisis data menggunakan teknik model analisis interaktif yang terdiri dari: pengumpulan data, reduksi data, penyajian data, dan kesimpulan. Hasil penelitian dapat disimpulkan

bahwa kepala sekolah dalam upayanya meningkatkan mutu sekolah telah melaksanakan manajemen perencanaan supervisi akademik dengan baik, yaitu: menetapkan tujuan supervisi sebagai program strategis sekolah, membuat program supervisi akademik pada awal tahun pelajaran, membentuk tim supervisi akademik, membuat instrumen supervisi akademik, jadwal supervisi akademik, sosialisasi kegiatan supervisi akademik, dan membuat perencanaan supervisi akademik adaptif dimasa pandemic Covid-19. Manajemen pelaksanaan supervisi akademik mampu mendorong pembiasaan penjaminan layanan mutu pembelajaran kepada siswa, yaitu guru diberikan arahan dan masukan dalam membuat persiapan pembelajaran, memastikan pembelajaran berlangsung efektif, kreatif dan menyenangkan bagi siswa, menggunakan teknik supervisi langsung dan individual, dan menggunakan instrumen supervisi akademik atau rubrik observasi pembelajaran online. Manajemen evaluasi dan tindak lanjut supervisi akademik meliputi hal-hal sebagai berikut: hasil evaluasi supervisi akademik digunakan untuk memberikan masukan dan arahan kepada para guru dalam rangka membantu meningkatkan kompetensinya, pelaporan hasil belajar bersifat transparan dan dapat diakses oleh siswa, orang tua siswa, pimpinan sekolah, pengawas pembina SD maupun yayasan sehingga mampu mendorong dan memotivasi guru dalam memberikan layanan pembelajaran bermutu, penilaian kinerja guru oleh kepala sekolah yang mengakomodir hasil penilaian supervisi akademik, hasil supervisi akademik digunakan sebagai dasar kebijakan kepala sekolah dalam membuat program pembinaan dan pelatihan untuk guru. Diharapkan kepala sekolah melaksanakan manajemen supervisi akademik dengan baik yang meliputi manajemen perencanaan, pelaksanaan, evaluasi dan tindak lanjut. Manajemen supervisi akademik diperlukan karena sangat penting untuk membantu guru meningkatkan kompetensinya dalam menjaminkan mutu pembelajaran, sehingga akan mendorong peningkatan mutu sekolah.

Kata Kunci : Manajemen, Supervisi Akademik, Mutu.

INTRODUCTION

The principal has a strategic role in improving the quality of education in the institution they leads. The principal not only acts as a learning leader but more than that they are the leader of all leadership functions in a school such as planning, career coaching, supervision, coordination and evaluation. Especially in the era of decentralization of education, the leadership of the principal, which is run autonomously, gives the principal flexibility to manage the institution he leads in accordance with the leadership vision of the principal as a wise supervisor. The principal must be able to plan what will be done as an alternative to solving problems that arise among teachers in a cooperative manner and cooperate with each other in adjusting the plan to new situations that arise.

Academic supervision is an important activity for ensuring quality learning. Academic supervision is also a strategic program that can improve the quality of schools. Therefore the principal is responsible for realizing well-planned and mature academic supervision activities in order to achieve the expected goals. The implementation of effective academic supervision by the principal requires neat and systematic planning, control and supervision. However, this often faces several obstacles, first the ability and skills of the principal in academic supervision program management. In general, based on the results of previous research, the principal planning process for academic supervision activities tends to be low, and in implementation it tends to be sufficient, while in the follow-up it tends to be very low. Second, the large number of teachers that must be supervised. In addition, in one academic year, supervision is usually carried out twice for each teacher, or once in a semester. Therefore, the large number of teachers is a difficulty in managing the time and schedule of supervision. Academic supervision activities can only be carried out in the regular learning process, while the school calendar in addition to regular learning schedules also includes a schedule of daily learning evaluation activities, midterm, end of semester and end of academic year. In addition, schools also usually have a variety of co-curricular activities that add to the density of the school's educational calendar schedule. Third, the many duties and activities of the principal. As we know, in addition to supervising teachers in implementing learning services to students, the principal also carries out managerial, entrepreneurial and social tasks. These tasks are not easy and definitely require a lot of thought, effort and time.

Educational management is the application of management principles, concepts and theories in educational activities to achieve educational goals effectively and efficiently. Based on the characteristics of education management, it is a management process in the implementation of educational tasks by using all resources efficiently to achieve goals effectively (Mulyati and Komariah, 2009). Academic supervision management which aims to assist teachers must be managed with effective and efficient management so that quality learning services can be achieved to students. Quality learning services are one way to guarantee the quality of the school.

Schools in the era of educational autonomy are given wider opportunities to design a quality management process. Therefore, the researcher concluded that in the context of academic supervision management, the principal must be able to manage academic supervision programs that have an impact on quality learning services so that they become an important part of quality assurance of a school. Effective management of academic supervision requires that the principal must have conceptual, interpersonal, and technical skills related to academic supervision. The objectives of supervision are three objectives of academic supervision, namely:

(1) Academic supervision is carried out to help teachers develop their professional abilities in understanding academics, classroom life, develop teaching skills and use their abilities through certain techniques.

(2) 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 the classes while the teacher is teaching, private conversations with the teacher, his peers, and some students.

(3) Academic supervision is carried out to encourage teachers to apply their abilities in carrying out teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention to their duties and responsibilities (Sergiovanni, 2018).

The success of the goals of academic supervision also greatly depends on the ability of the principal as an effective learning leader. The leadership effectiveness of the school principal occurs when the school community (including teachers, administrative staff and others) responds to want to do tasks and find compensation, then the school community respects, obeys and obeys the principal and is happy to cooperate with him. This is in accordance with the research findings which state that the principal's leadership behavior affects the effectiveness of the principal's leadership (Hery Muljono, 2015).

Academic supervision focuses on improving the quality of learning that occurs both inside and outside the classroom. The effective leadership of the principal is very influential on the achievement of the goals of academic supervision. Furthermore, through effective academic supervision, optimal learning services will be achieved, which is a necessity for schools, especially private schools, so that they can continue to maintain school quality and gain the trust of students' parents. To achieve good quality, schools must have careful planning, quality control and continuous improvement in maintaining quality. Quality or quality in the context of the quality of a school is the level or level of student learning outcomes, the quality of graduates, and the quality of teachers as the most important part of the learning process or teaching and learning activities in schools. Total Quality Management (TQM) in the context of learning in schools can be interpreted as continuous and consistent improvement efforts in meeting customer needs and desires (Edward Sallis, 2012).

METHOD

The research methodology of data collection analysis management of academic supervision is carried out using a qualitative approach. This research used a qualitative approach with a case study approach method. A case study is an in-depth study of an individual in a group, an organization, a program of activity, and so on at a certain time. Data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are more on participant observation, in-depth interviews and documentation. The data collection techniques in this study were obtained through interviews, observation, and documentation study.

FINDINGS AND DISCUSSION

Discussion of research data findings on Academic Supervision Management in Improving School Quality at SDIT Darul Abidin Depok, West Java which includes: a) Management of academic supervision planning, b) Management of academic supervision implementation, c) Management of evaluation and follow-up of academic supervision.

1. Academic supervision planning management at SDIT Darul Abidin Depok.

Planning is the first step towards the success of an activity so that it can run well, smoothly and successfully. This is well aware by the principal in preparing for academic supervision activities at school. Principal leadership behavior is also quite effective in leading academic supervision activities. This is marked by the involvement of the academic supervision team in planning, implementation, and the final stage of academic supervision. Approaches, directions, and policy making related to academic supervision activities are able to encourage the academic supervision team and teachers to carry out academic supervision well from the beginning of the activity to the end so that the goals of academic supervision can be achieved properly. This description is in accordance with the results of research on the leadership behavior of school principals on the effectiveness of school principals' leadership.

Academic supervision at SDIT Darul Abidin is planned at the beginning of the school year to be carried out four times in one academic year, twice scheduled and two unscheduled times. However, in the second semester of the 2019-2020 school year, it turns out that schools cannot run normally due to the Covid-19 pandemic. School activities are carried out from home in accordance with the Circular (SE) of the Minister of Education and Culture No. 4 of 2020 concerning education during the Covid-19 emergency. Learning activities at SDIT Darul Abidin take place online / online, namely a distance learning program called Home Based Learning (Pembelajaran Berbasis Rumah atau PBR). However, during the pandemic, it turned out that the academic supervision activities that had been planned at the beginning of the school year could still be carried out with adjustments, namely carried out online (online). This shows that management functions include: planning, organizing, arranging personnel, directing and supervising well. Management must be carried out effectively, work properly (oriented to input-output), and efficient, work properly (oriented to the way to achieve goals). Good academic supervision planning is carried out by the principal by organizing and integrating various school resources to achieve school goals.

2. Management of Academic Supervision Implementation at SDIT Darul Abidin.

The implementation of proper and effective supervision certainly requires a strategy from the supervisor considering that he has to deal with teachers who have diverse characters and abilities. In the following, the researcher will describe a discussion of several strategies for implementing the academic supervision of SDIT Principal Darul Abidin which has been described in the previous description. First, in terms of preparation, he made an academic supervision program, supervision schedule, supervision instrument sheets, and checklist sheets / observation notes. Academic supervision is carried out by direct and indirect observation methods, scheduled and unscheduled, and interviews.

Indirect academic supervision, namely supervision with academic substance material is carried out by motivating teachers to improve the quality of learning, conveying information on the development of theories, concepts and new government policies related to the world of education. This was conveyed in forums that were not specifically designed for academic supervision activities such as the Teacher Working Group (Kelompok Kerja Guru atau KKG) meeting forum, level meetings, and teacher general meetings. Meanwhile, the scheduled academic supervision activity is a direct visit to the class by the principal of the supervision team for a span of two weeks. As suggesting that academic supervision is a series of activities that help teachers develop their ability to manage the learning process to achieve learning goals (Lantip, 2011). Meanwhile, academic supervision does not only touch on the learning process but also touches the curriculum, research, teacher working groups (KKG) and so on

(Asmani, 2012). These opinions conclude that the academic supervision carried out by the principal is in order to help create an effective and efficient learning situation for both teachers and students.

Academic supervision activities at SDIT Darul Abidin continued during the Covid-19 pandemic, the implementation was explained by the principal, namely: "by entering (to the WhatsApp Group) in the PBR teacher classes we will supervise". The teachers always strive for effective, creative and fun learning. This is quite effective because of the assistance and supervision of the principal and the academic supervision team to teachers. Coaching, direction and checking of learning devices are part of the academic supervision stages in ensuring that the learning process is carried out well. During the pandemic, coaching, direction, and debriefing activities for teachers were carried out every week online through weekly meetings for all teachers and levels. This habit has been running routinely so that it is quite easy to codify the teachers in implementing quality Home Based Learning (PBR) even in times of emergency.

Quality learning services are also recognized by parents and elementary school supervisors from the Depok City Education Office. Parents of students appreciate, feel satisfied and support the quality learning process so that there is a synergy between school and home. Based on this discussion, it can be said that the management of the implementation of academic supervision at SDIT Darul Abidin is carried out well in realizing the goals and benefits of education management. This is in accordance with what Usman Husaini explains, including: a) the realization of an active, creative, effective, fun and meaningful learning atmosphere and learning process, b) the creation of students who are actively developing their potential, c) the fulfillment of one of the 5 teacher competence, d) achieving educational goals effectively and efficiently, e) providing education staff with theories about educational administration processes and tasks, f) overcoming education quality problems, g) creating equitable, quality, relevant and accountable educational planning, h) increasing positive image of education.

3. Evaluation management and follow-up education supervision at SDIT Darul Abidin

Interview research data and document studies provide information and findings that in an effort to improve the quality of schools at SDIT Darul Abidin the principal implements evaluation management and follow-up academic supervision as follows: a) provides input and direction to teachers based on the results of academic supervision, b) makes a mechanism for reporting student learning outcomes to parents that is transparent and can be accessed by students, parents, school leaders, supervisors, supervisors and foundations, c) making teacher performance assessments that accommodate the results of academic supervision assessments, d) utilizing the results of academic supervision as a basis policies create coaching and training programs for teachers. Various positive things from the implementation of evaluation management and follow-up academic supervision, the objective of academic supervision at SDIT Darul Abidin to improve school quality is achieved, as explained by Suharsimi Arikunto, the objectives of supervision are: (1) improve the performance of students in school, (2) the quality of teacher performance, (3) increasing the effectiveness of the curriculum, (4) increasing the effectiveness of existing facilities and infrastructure in schools, (5) improving the quality of school management, (6) increasing the general quality of schools, especially in the quality of learning and the success of graduates.

CONCLUSIONS

1. Academic supervision planning management at SDIT Darul Abidin.

The principal of SDIT Darul Abidin in an effort to improve the quality of schools has provided an overview of the effectiveness of implementing good academic supervision planning management during the research. This is based on the following indicators: (1) Determination of supervision objectives as a strategic school program, (2) Making an academic supervision program at the beginning

of the school year, (3) Forming an academic supervision team, (4) Making academic supervision instruments, (5) Preparation of academic supervision schedules, (6) Socialization of academic supervision activities, (7) Making adaptive academic supervision plans during the Covid-19 pandemic.

2. Management of the implementation of academic supervision at SDIT Darul Abidin.

Based on the results of the analysis, it was found that the implementation of academic supervision was able to encourage the habituation of quality assurance of learning services to students, which included the following: (1) the teacher was given directions and input in making learning preparation by checking by the supervision team, (2) the principal and the supervision team ensures that learning takes place effectively, creatively and fun for students, (3) the supervision techniques used are generally direct, namely classroom visitations and individuals, (4) the principal and the supervision team use academic supervision instruments or online learning observation rubrics .

3. Management of evaluation and follow-up academic supervision at SDIT Darul Abidin.

Based on the analysis, it was found that the management of evaluation and follow-up of academic supervision by principals in improving school quality was successful, which included the following: (1) the results of the evaluation of academic supervision were used to provide input and direction to teachers in order to help improve their competence, (2) reporting of learning outcomes is transparent and can be accessed by students, parents of students, school leaders, supervisors of SD and foundations able to encourage and motivate teachers to provide quality learning services, (3) assessment of teacher performance by the principal who accommodates the results of the assessment academic supervision, (4) the results of academic supervision are used as the basis for the principal's policies in making coaching and training programs for teachers.

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