

## EDUCATIONAL ACADEMIC SUPERVISION PRACTICE

**Asri Yuni Vika Sari** \*<sup>1</sup>

UIN Sultan Maulana Hasanuddin Banten, Indonesia  
[2222625224.asri@uinbanten.ac.id](mailto:2222625224.asri@uinbanten.ac.id)

**Enung Nugraha**

UIN Sultan Maulana Hasanuddin Banten, Indonesia  
[enungnugraha@uinbanten.ac.id](mailto:enungnugraha@uinbanten.ac.id)

**Agus Gunawan**

UIN Sultan Maulana Hasanuddin Banten, Indonesia  
[agusgunawan@uinbanten.ac.id](mailto:agusgunawan@uinbanten.ac.id)

### Abstract

An educational institution in improving the quality of education requires one of them is supervise, leaders in the educational environment play a role in the process of supervising and coaching the quality of teaching, learning and academic results of students. The purpose of writing this article is to explain the concept of academic supervision and the implementation of academic supervision which includes: planning, implementation and evaluation or follow-up. The method used in this article is qualitative, while the approach uses literature studies. where the author seeks information through articles in national journals with the keyword "academic supervision practice" which is then reviewed, analyzed, cited and recorded as data collection. Academic supervision is an assistance service provided by the principal to teachers in an effort to improve the learning process. Teacher performance has a major contribution in the learning process because it is the teacher who directly touches or faces students, so there needs to be supervision both directly and indirectly by the principal through academic supervision activities.

**Keywords:** Academic Supervision, Academic Supervision Practice

### Introduction

An educational institution in improving the quality of education requires one of them is supervision, leaders play a role in the process of supervising and coaching the quality of teaching, learning and academic results of participants educate. According to Sahertian, supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching with the aim of providing services and assistance to develop teaching and learning situations carried out by teachers in the classroom (Syamsuddin, 2019).

Based on Law No. 15 of 2005 concerning teachers and lecturers in Chapter IV articles 8 and 9 mention the qualifications and competencies that must be possessed

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<sup>1</sup> Correspondence author

by teachers. So in relation to this, the Head of Madrasah of this institution realizes that there are still many efforts to be made to improve the competence of teachers to become professional educators. The efforts made by the Head of Madrasah in improving teacher professionalism to motivate student learning are through the implementation of academic supervision by emphasizing several aspects, including: assisting teachers in preparing lesson plans, helping to develop teachers' abilities to manage the learning process and guiding teacher behavior. All of this is done to improve teacher professionalism to motivate students.

According to Mulyasa, school principals are one of the components of education that play the most role in improving the quality of education. From this opinion, it is clear that what determines the success of a school lies in the ability of the principal to carry out his duties. The main task of the principal as a school leader is to create a conducive learning situation so that teachers and students can carry out learning activities well in their school environment. This task is quite important because through the role of supervisors, school principals can provide assistance, guidance, or services to teachers in carrying out their duties or in solving problems faced during the learning process (A Suradi, 2018).

As the highest leader in the school, the principal must be able to manage all elements of the school, divide their time well in school management, both for his own tasks and for the school as a whole, teaching and learning activities can be carried out efficiently and effectively. The main role of the principal in the school is to provide instructional leadership to the teacher, the principal must be able to give a good impression to motivate the teacher in carrying out his duties effectively, so that their performance will be better. According to Besse Marhawati (2020) paradigma new education management, principals in schools must at least be able to play the role of educators, managers, administrators, supervisors, leaders, innovators, motivators.

The obstacles obtained in the implementation of academic supervision are adequate funds, teacher activities are still relatively lacking, limited supervision time and infrastructure and other media facilities that have not been met according to educational standards. The lowest task is to guide teachers to compile the syllabus for each subject in accordance with the applicable curriculum (Pandit Isbianti, 2021). Meanwhile, according to Prihayuda Adity (2020) the implementation of academic supervision in the city of Salatiga there are several weaknesses, including the following: For school principals still do not dare to provide input or solutions to teachers when they feel there are some things that must be improved, For teachers, many have not prepared themselves when academic supervision will be carried out, so teachers are not ready for its implementation. The attitude of teachers who do not understand academic supervision, usually teachers consider supervision as an activity to find problems.

Research conducted by Azis Iskandar (2019) that there are inhibiting factors, namely first, the implementation of academic supervision has not run smoothly

according to schedule, due to the busyness of the head of the madrasah and the supervisory team to attend events or activities outside the madrasah. Second, the lack of follow-up from the head of the madrasah after supervision resulted in the implementation of the supervision being less effective. Third, with the implementation of supervision that is only 2x a year in each semester, this activity is still less effective in improving the quality of teachers' learning. Fourth, the absence of literature and the lack of special supporting books for teachers, so that teachers find it difficult to find learning sources other than maple books, and that sometimes hinders the development of knowledge for teachers in madrasahs. Fifth, the limitations of practicum tools owned by madrasahs, resulting in the implementation of the learning process for students only limited to doing theoretical concepts without doing practice. And sixth, there is still a lack of understanding of some teachers about the importance of preparing teacher books after being supervised so that the preparation of the teacher's book is still careless.

Problem solving efforts as described above are by carrying out class observation activities. The point is to find out the extent of competence that has been achieved by educators, then among the ways that can be applied is by observation or observation. Whether a teacher has prepared academic learning tools when transferring knowledge to students. How he prepares assignments or carries out the learning process. All of this is intended to find out whether the realization of a conducive learning atmosphere has been running or whether the teacher is limited to being present to accompany students sitting in class (Lince Sirait, 2021).

The results showed, where the average score of teachers in the first cycle learning process was 72.85 with sufficient category. After the second cycle, the teacher's competency score in the learning process increased to 88.00 with a very good category. This proves that, through academic guidance, it can improve teacher competence in implementing the learning process at SD Negeri 017 Pasir Emas (Dana Rasmita, 2019). Based on the presentation and results of the analysis in the previous section, it can be concluded that the application of academic supervision can improve teacher competence in the learning process at SD Negeri 1 Kalibukbuk in the second semester of the 2019/2020 academic year. This can be seen from the increase in teacher competence in the learning process, namely in the precycle the level of teacher competence in the learning process of 65.19% which is classified as sufficient, in cycle I to 68.06% which is classified as sufficient, and in cycle II to 78.06% which is classified as good (Desak Ketut, 2020).

Academic supervision carried out by the Principal is an effort to improve teaching, including stimulating, selecting the growth of positions and the development of teachers and revising learning objectives, teaching materials, methods, evaluation or assessment of teaching. Academic supervision can help teachers to learn and understand their duties and roles as an educator (Erfy Lalupanda, 2019). The importance

of implementing academic supervision is influential in improving teacher performance in learning. Based on the explanation above, the purpose of writing this article is to explain the concept of academic supervision and the implementation of academic supervision which includes: planning, implementation and evaluation or follow-up.

### **Research Method**

The method used in this article is qualitative, while the approach uses literature studies, where the author seeks information through articles in national journals with the keyword "academic supervision practice" which is then reviewed, analyzed, cited and recorded as data collection.

### **Results and Discussion**

Academic supervision is an assistance service provided by the principal to teachers in an effort to improve the learning process. Teacher performance has a major contribution in the learning process because it is the teacher who directly touches or faces students, so there needs to be supervision both directly and indirectly by the principal through academic supervision activities. In addition, Sahertian stated that the object of supervision is the improvement of teaching and learning situations in a broad sense, mentioning four objects of supervision, namely: (1) coaching and curriculum development; (2) improvement of the learning process; (3) empowerment of teacher and staff resources; and (4) maintenance and maintenance of teacher morale and morale (Apriani Safitri, 2019).

Purbasari stated that the implementation of academic supervision can affect the improvement of teacher performance in learning activities (Miftahul Hasanah, 2019). Academic supervision aims to monitor teachers in carrying out performance so that they work professionally. Teacher monitoring is carried out by the head of the madrasah in academic supervision activities (Maralih in Azis Iskandar, 2020).

Supervision activities carried out by the Principal in order to assist teachers and other education personnel in improving the quality and effectiveness of education and learning implementation. Academic supervision is an activity aimed at improving and improving the quality of learning processes and outcomes. Of course, involving all parties involved in the learning process. According to Achmad Karimulah (2022), in the practice of academic supervision, between the Head of Madrasah and teachers is not applied as superiors and subordinates, but as colleagues. The work system developed is work with, although the bureaucratic organizational structure is still valued. Because the behavioral supervision approach is to create and maintain alignment between personal interests (personal needs) and organizational goals (institutional goals) through teamwork evaluation of supervisory goals.

The principles of academic supervision: 1) Practical, meaning that it is easy to do according to school conditions; 2) Systematic, meaning developed according to careful supervision program planning and learning objectives; 3) Objective, meaning input according to aspects of the instrument; 4) Realistic, meaning based on actual reality; 5) Anticipation, meaning being able to face problems that may occur; 6) Constructive, meaning developing teacher creativity and innovation in developing learning; 7) Cooperative, meaning that there is good cooperation between supervisors and teachers in developing learning (Hamid in Dana Rasmita, 2019)

Referring to the purpose of academic supervision, it is also necessary to know the function of academic supervision. As for the function of supervision according to Arikunto, there are three, namely: a). as an effort to improve the quality of learning, b). as a trigger or driver of changes in elements related to learning, c). as an activity to lead and guide (Arikunto, 2009: 13). According to Sagala, the function of academic supervision is to provide teaching supervision services to teachers to foster a learning process that is of good quality, fun, innovative and can maintain a balance in the implementation of teaching staff duties. In addition, the functions of academic supervision are as follows: a). Research In this function, supervision aims to obtain a clear and objective picture of the educational situation (especially the target of academic supervision) by following procedures: 1) formulation of the main problem as the focus of research, 2) data collection, 3) data processing, and 4) drawing conclusions needed for improvement and improvement, b). Assessment That is by evaluating the results of the study, so that it can find out whether the educational situation under study is regressing, stagnant or progressing, concerning or encouraging, c) Improvement Namely taking steps: 1) identifying negative aspects - in the form of deficiencies or stagnation, 2) classifying negative aspects - determining mild and serious ones, 3) making improvements according to priority, with reference to the results of the assessment, d) Increased Supervision seeks to pay attention to conditions that have been satisfactory and even improve them, because improvement efforts are made through a continuous and continuous process (A Suradi, 2018).

Implementation of Academic Supervision According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals / Madrasahs, it is clearly affirmed that one of the duties of the principal is to carry out academic supervision which includes: planning academic supervision programs in order to improve teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, following up on the results of academic supervision of teachers in order to improve teacher professionalism. Professional assistance from the principal in the learning process is needed by teachers so that learning objectives can be achieved. Academic supervision by the principal in the learning process, including academic supervision on

learning planning, academic supervision on learning implementation, and academic supervision on learning evaluation.

## **Implementation of Academic Supervision**

### **a. Academic Supervision Planning**

The principal's academic supervision plan is carried out by involving all education stakeholders in providing quality education determined by all parties, including teachers, principals, heads of UPTD and related agencies. So that in designing supervision planning must be done in cooperation. In order for the duties and roles of teachers to be carried out properly, teachers need to master professional, pedagogic, social and self-development competencies. (Prihayuda Adity, 2020).

The preparation of academic supervision programs is equally formulated or carried out in the office of the Education Office Academic supervision is carried out by supervisors starting with the creation of academic supervision programs including annual programs and semester programs. Both annual and semester programs are created at the beginning of each new academic year. The annual / semester supervisory program is the result of analysis from the previous year which is identified and analyzed. Furthermore, the results of the analysis are combined with applicable policies. Each supervisor has their own targets and their own ways of compiling important programs (Cut Nurul Iskandar, 2018)

Academic supervision program planning is the preparation of monitoring planning documents, a series of activities to help teachers develop their abilities, manage the learning process to achieve learning objectives. Academic supervision planning includes a number of things that are interrelated with each other, namely related to curriculum implementation, preparation for the implementation and assessment of learning by teachers, achievement of graduation competency standards, process standards, content standards, and implementation regulations, and improving the quality of learning (Anissyahmai et al in Azis Iskandar, 2020). The preparation of teaching program planning has a very important role in curriculum development because it determines the steps for implementing learning and evaluating student learning. Learning planning made by the teacher is a reference or guideline about the activities that will be carried out during teaching and learning activities. The following are described several components of RPP listed in Permendiknas Number 41 of 2007, namely: (1) subject identity; (2) competency standards; (3) basic competencies; (4) indicators of competency achievement; (5)

learning objectives; (6) teaching materials; (7) time allocation; (8) learning methods; (9) learning activities (introduction, core, and closing); (10) assessment of learning outcomes; and (11) learning resources (Mangarahon Rambe, 2019)

#### **b. Implementation of Academic Supervision**

In the implementation of the principal's academic supervision, teachers are expected to make lesson plans that include competency standards, basic competencies, success indicators, and teaching materials, presentation of fun material, use of appropriate methods, the existence of media as a support for the learning process and tasks that are able to measure all students' abilities in curriculum application. According to Sagala, the implementation of educational supervision that needs to be considered is scientific, which means it is carried out regularly, planned, and continuously, and also objective, namely data obtained based on real observations (Azis Iskandar, 2020). In this stage, the principal as a supervisor observes using observation instruments. This observation is carried out in several ways, including: observations are made continuously during the teacher's teaching but only record the parts that are subject to assessment, intensive observations are made and within a certain period of time (Sari Rahayu, 2022)

Every principal must have technical skills in the form of the ability to apply appropriate supervision techniques in carrying out academic supervision. Academic supervision techniques include two types, namely: individual and group. Academic supervision must directly affect the state of the teacher's behavioral environment in managing the classroom in the learning process where teachers directly or indirectly change their mindset in delivering learning material in the introduction, core activities, and closing activities. The competence of teachers who are able to change their mindset is seen in the learning stages (Usman, 2018). According to Zulfikar, Yusrizal, (2017) the implementation of academic supervision by the principal can improve the learning process if carried out in accordance with applicable principles. Therefore, the principal as a supervisor is required to be able to carry out academic supervision for teachers in improving the learning process. (Desak Ketut, 2020).

According to Makawimbang mentioned various supervision techniques that might be used: a. Class visits and observations, Class visits and observations are aimed at finding information about how the learning process takes place in the classroom. The targets of observation include the use of teaching methods, tools and media, assignments to students, preparation of syllabi and classroom conditioning. The results of observations become material for reflection and follow-up supervision. b. Individual talk is a supervision technique where supervisors and those supervised conduct meetings and talks personally. In these personal meetings, the supervisor needs to develop the positive aspects of the teacher, encourage the teacher to overcome difficulties, and provide direction on what the teacher should do to improve the quality of his teaching. c. Group discussion, Group discussion is a

meeting forum where people exchange opinions. The goal for teachers is to get strategies to improve the quality of teaching. This meeting forum can be in the form of workshops, training, bimtek, teacher meetings and others. d. Teaching demonstration, Teaching demonstration is an activity where professional teachers demonstrate effective teaching methods to other teachers. The hope is that teachers can learn from what is demonstrated in order to improve their teaching skills. (Pandit Isbianti, 2021).

Teachers who are alleged, according to the needs analysis, have the same problems or needs or weaknesses are grouped or gathered together. Then they are given supervision services according to the problems or needs they face (Besse Marhawati, 2020)

### **c. Evaluation or Follow-up of Academic Supervision**

The follow-up implementation of the principal's academic supervision in the form of coaching must be carried out continuously and systematically with themes related to problems experienced by teachers. Thus, supervision activities are able to provide teachers with an innovation in learning, and provide space for teachers to be creative.

There are actually many solutions that can be done by the principal as a researcher, including making KKG effective, holding workshops related to the preparation of good and correct lesson plans and teaching procedures that lead to active student activities, holding micro teaching and real teaching in the learning process that leads to exploration, elaboration, and confirmation activities, and streamlining supervision in the learning process for class teachers who are focused on governance How to teach well and correctly in the classroom in reality. Through supervision, teachers as the main actors in the implementation of the education system can be assisted in the growth and development of their profession for the achievement of learning objectives (Istianah in Desak Ketut, 2020). It can be concluded that in the evaluation stage academic supervision becomes a further step by carrying out guidance to educators through MGMP, training, workshops, seminars and others aimed at improving teacher competence and skills.

In the post-observation stage or return meeting, ask how the teacher feels and comments on the implementation of learning that has just taken place, submit notes of observations, allow teachers to observe and analyze, openly discuss the results of observations, provide reinforcement to teachers, and agree to plan learning activities and the implementation of further supervision. In this post-observation stage, the Principal should avoid the impression of only looking for the teacher's mistakes but give the teacher the opportunity to understand his weaknesses or shortcomings and encourage and strengthen that the teacher is able to improve his weaknesses (Yari Dwikurnaningsih, 2020). The implementation of supervision activities ends with follow-up and reporting of results to teachers (Burhanuddin,

2005). Lantip and Sudiyono suggest several actions as a follow-up to a supervision report, namely: a. reviewing the summary of assessment results, b. if the objectives of academic supervision and learning standards have not been achieved, the supervisor should reassess the knowledge, skills, and attitudes of teachers who are the purpose of coaching or redesign the teacher's academic supervision program for the future, c. make the next academic supervision action plan, d. implement the action plan in the future (Pandit Isbianti, 2021).

### **Conclusion**

Academic supervision is an assistance service provided by the principal to teachers in an effort to improve the learning process. Teacher performance has a major contribution in the learning process because it is the teacher who directly touches or faces students, so there needs to be supervision both directly and indirectly by the principal through academic supervision activities. Objek supervision is the improvement of teaching and learning situations in a broad sense, mentioning four objects of supervision, namely: (1) coaching and curriculum development; (2) improvement of the learning process; (3) empowerment of teacher and staff resources; and (4) the maintenance and maintenance of teacher morale and morale. The implementation of Academic Supervision includes: (a) Academic Supervision Planning, Academic supervision program planning is the preparation of monitoring planning documents, a series of activities to help teachers develop their abilities, manage the learning process to achieve learning objectives. Academic supervision planning includes a number of things that are interrelated with one another, namely related to curriculum implementation, preparation for the implementation and assessment of learning by teachers, achievement of graduation competency standards, process standards, content standards, and implementation regulations, as well as improving the quality of learning. (b) Implementation of Academic Supervision, The implementation of educational supervision that needs attention is Scientific (scientific) which means carried out regularly, planned, and continuously, and also objective, namely data obtained based on real observations. (c) Evaluation or Follow-up of Academic Supervision, Follow-up of the implementation of academic supervision of the principal in the form of coaching must be carried out continuously and systematically with themes related to problems experienced by teachers. Thus, supervision activities are able to provide teachers with an innovation in learning, and provide space for teachers to be creative.

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