

ACADEMIC SUPERVISION AND PEDAGOGICAL COMPETENCY AS DETERMINANTS OF TEACHER PERFORMANCE

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Abstract

Teacher performance is related to the quality, quantity of output and reliability that teachers have in carrying out their duties. Teachers who have high performance can improve the quality of education. Teacher performance is one of the main factors that determines the success of the educational process in schools. Assessment of teacher performance in managing the learning process as a process of providing estimates of the quality of teacher performance in managing the learning process, is an integral part of a series of academic supervision activities. If it is said that academic supervision is a series of activities to help teachers develop their abilities, then in its implementation it is necessary to first carry out an assessment of the teacher's abilities, so that aspects that need to be developed and how to develop them can be determined. The performance produced by teachers cannot be separated from the contribution of academic supervision carried out by the school principal and the pedagogical competence they possess. This indicates that the implementation of academic supervision and pedagogical competence is getting better.

Keywords: Academic Supervision, Pedagogical Competency, Teacher Performance

INTRODUCTION

Teachers are human resources in schools, in fact they are the main basis for improving the quality of education in schools. In order to maintain the quality of Human Resources (in this case teachers), Human Resources management activities can implement several methods, including through the implementation of managerial functions and operational functions in Human Resources Management (HRM). Management functions include planning, organizing, implementing and supervising, while operational functions include

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procurement functions, development functions, compensation functions, integration functions and maintenance functions (Wukir, H, 2013).

Functionally, the main task of teachers is to provide educational technical services to students. To encourage teacher professionalism efforts, a factor that must not be ruled out is monitoring or supervision. Supervision in schools regarding teacher performance in the learning process is carried out by supervisors and school principals in accordance with the Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards which emphasizes that a school/madrasah principal must have five minimum competency dimensions, namely: personality, managerial, entrepreneurship, supervision, and social as well as school principals must have teacher competencies, namely: pedagogical, personal, social and professional competencies. One indicator of professional competence is self-development (professional) competence, namely, as an institutional leader, manager as well as supervisor (Kartini, D., et al, 2020).

Teacher performance is a manifestation of the teacher's ability to plan, implement or carry out, and assess student learning outcomes. Teacher performance is related to the quality, quantity of output and reliability that teachers have in carrying out their duties. Teachers who have high performance can improve the quality of education. Teacher performance is one of the main factors that determines the success of the educational process in schools (Bhat, S. A., & Bashir, H, 2016). A teacher's performance will determine the quality of the teacher in question. Teacher quality is an important variable that will influence the quality of education, where the quality of education is shown by student achievement. Teachers have an extraordinary role in the world of education. The low quality of education in a country is determined by the performance of teachers. Teachers who have high performance will produce high quality graduates.

One of the educational problems we face today is the low quality of education at every level and educational unit, especially primary and secondary education. Various efforts have been made, including through various training and improving teacher qualifications, providing and improving educational facilities/infrastructure, as well as improving the quality of school management (Rifky, S., et al, 2024). However, various indicators of education quality have not shown uniform improvement.

The feasibility of teaching is not only measured based on formal education but must also be measured based on the teacher's ability to teach

and material mastery sessions, mastering, selecting and using methods, media and learning evaluation. In this regard, Jiyono (Muttaqin, I., et al, 2023) concluded that the ability of elementary school teachers to master lesson materials in general is very worrying because of the sample of elementary school teachers who were asked to show the ability to master lesson materials, 70% of them lacked mastery of lesson materials, while only 30% mastered the study material. Such conditions are exacerbated by the less than optimal supervisory function of the school principal. If so far there have been many opinions stating that teacher professionalism in Indonesia is relatively low or inadequate, this is the result of a lack of supervision.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Basic Concepts of Academic Supervision

A. Understanding Academic Supervision

Supervision is an important part of education, supervision has a broad meaning, but the essence is the same, namely activities aimed at improving the learning process. This is in accordance with what was stated by Sagala, S. (2013) that supervision is essentially professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by providing continuous stimulation, coordination and guidance, both individually or in groups.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals. Glickman, C. D. (1981). Meanwhile, Mackinnon, J. (2004) states that academic supervision is an effort to help teachers develop their abilities to achieve learning goals.

Conceptually, Glickman, Gordon & Ross-Gordon in Nordentoft, et al (2013) state that academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals. Meanwhile, according to Rahabav, P. (2016) academic

supervision is supervision that focuses on observing academic problems, namely those that are directly within the scope of learning activities carried out by teachers to help students when they are in the process of teaching and learning activities.

Thus, the essence of academic supervision is not at all assessing the teacher's performance in managing the learning process, but rather helping teachers develop their professionalism abilities. However, academic supervision cannot be separated from assessing teacher performance in managing learning. If it was said above that academic supervision is a series of activities to help teachers develop their abilities to manage the learning process, then assessing teacher performance in managing the learning process is one activity that cannot be avoided (Ambarita, B., et al, 2014). Assessment of teacher performance in managing the learning process as a process of providing estimates of the quality of teacher performance in managing the learning process, is an integral part of a series of academic supervision activities. If it is said that academic supervision is a series of activities to help teachers develop their abilities, then in its implementation it is necessary to first carry out an assessment of the teacher's abilities, so that aspects that need to be developed and how to develop them can be determined.

B. Objectives and functions of Academic Supervision

As an academic supervisor, of course you have goals to achieve in order to help teachers improve their professional skills, the goals of academic supervision are as follows: (Rahabav, P, 2016).

1. Helping teachers develop their competencies, namely pedagogical, personality, social and professional.
2. Assist teachers in developing the curriculum, namely syllabus, Learning Implementation Plan (RPP), core activities, methods/strategies, learning tools/media, assessment and others.
3. Assist teachers in guiding classroom action research to improve the quality of learning.
4. Assist teachers in improving their performance skills in front of the class, in class management.
5. Help teachers discover their students' learning difficulties and plan corrective actions.

The aim of academic supervision in education is to develop better learning and teaching situations through coaching and improving the teaching profession (Rusdiman, A. B., et al, 2022). So the keyword for

supervision as explained above is providing assistance and services to teachers. Supervision is carried out to develop learning and teaching situations carried out by teachers in the classroom and outside the classroom.

Academic supervision is the duty and responsibility of academic supervisors and can also be carried out by the Principal of the School/Madrasah, this supervision activity can be delegated to teachers who are more senior, at least those concerned as supervising teachers, so they are the supervisors in carrying out their duties, but the person concerned also you still have to report the results of academic supervision activities to the school/madrasah principal.

C. Principles of Academic Supervision

The principles of academic supervision according to Weol, W., et al (2020) are as follows:

1. Supervision must be constructive and creative, every teacher will feel motivated to develop creative potential if supervision is able to create a pleasant work atmosphere, not through scary methods.
2. Supervision must be realistic, supervision goals and activities must not be grandiose, but must be based on the actual realities of the teachers, so that supervisors can provide assistance that makes supervision realistic.
3. Supervision must be objective, meaning that in carrying out supervision you must have the courage to know the limitations and weaknesses of other people and yourself.
4. Supervision must be based on professional relationships, not on personal relationships, so that the assistance given to teachers is based on human relationships and a sense of equality, not based on superiors and subordinates.
5. Supervision must be professional, meaning that the supervisor must be able to generate initiative and progress in making changes and updates.

As a supervisor who carries out tasks in a school or madrasah environment, you should have the principle of having a big heart, meaning that a supervisor can accept his or her own strengths and weaknesses, and there needs to be communication between those being supervised and those doing the supervision, so that there is a reciprocal relationship. who contribute to each other.

Improving Teacher Performance

A. Teacher Performance and Indicators

The term performance can be translated into performance or performance, meaning the ability that a person displays towards his work at the place where he works. Performance is a performance that is essential to the success of a job. Therefore, an effective performance for each individual needs to be created so that institutional goals can be achieved optimally (Taylor, E. S., & Tyler, J. H, 2012).

According to Fattah (Istiarsono, Z, 2018) performance is defined as an expression of progress based on knowledge, attitudes, skills and motivation in producing work. Thus it can be concluded that performance is the result of a person's work which reflects work performance as an expression of knowledge, attitudes and skills.

According to Podgursky, M. J., & Springer, M. G. (2007) teacher performance will be better if a teacher has four things, namely:

1. Have a commitment to students and the learning process
2. Master in depth the subject material to be taught and how to teach it to students
3. Responsible for monitoring student learning outcomes through various evaluation methods and
4. Teachers are able to think systematically about what they do and their learning and experiences.

Furthermore, Darling-Hammond, L. (2010) basic abilities which are also called performance of a teacher consist of: (1) the ability to plan learning, (2) the ability to manage teaching and learning programs, (3) the ability to manage the class (4) the ability to use media/learning resources, (5) ability to manage teaching and learning interactions, (6) ability to carry out student learning evaluations.

Teacher performance is closely related to teacher effectiveness in carrying out their functions. Medley in Taylor, E. S., & Tyler, J. H. (2012) explained that teacher effectiveness is: (1) having a cooperative personality, attractiveness, great appearance, consideration and leadership, (2)) master good teaching methods, (3) have good behavior when teaching, and (4) master various competencies in teaching. Evaluation of teacher performance is absolutely necessary, because there are still many teachers' performance that is inadequate, besides that teachers are required to be able to keep up with developments in science, technology and art which continue to develop rapidly. The term

performance comes from English, namely Performance, which means the results or performance achieved by a person or a certain group of people/organization. The term performance can be translated into performance, meaning the ability that a person displays towards his work at the place where he works. Performance is something that is very essential to the success of a job. In essence, people work to fulfill the needs of certain drives. Needs are seen as drivers or generators of behavior, while goals function to drive behavior. Therefore, an effective performance for each individual needs to be created so that the institution's goals can be achieved optimally.

Elliott, K (2015) believes that there are four clusters that are closely related to teacher performance, namely the ability to (1) plan teaching and learning, (2) implement teaching and learning, (3) carry out interpersonal relationships, and (4) carry out assessments. Meanwhile, Suyud (2005) develops the performance of professional teachers including: (1) mastery of teaching materials, (2) understanding of student characteristics, (3) mastery of classroom management, (4) mastery of learning methods and strategies, (5) mastery of learning evaluation and (6) personality.

Implementation of Academic Supervision to Improve Teacher Performance

In order to analyze the curriculum implemented in schools, the principal as supervisor is to assist teachers in improving their teaching professional skills. The abilities referred to here include the teacher's ability to understand learning strategies, formulate learning, organize various learning experiences and learning activities, as well as improve the teacher's basic teaching skills.

Supervision is an activity to foster and help growth so that each person experiences personal and professional improvement, according to Setyaningsih, S., & Suchyadi, Y. (2021) supervision is an effort to provide services to teachers both individually and as a group in an effort to improve teaching by The aim is to provide services and assistance to develop the teaching and learning situations carried out by teachers in the classroom. Supervision is the development and improvement of teaching and learning situations which are ultimately directed at student development. Improving teaching and learning situations through supervision aims to: (1) create, improve and maintain class organization so that students can develop interests, talents and performance optimally, (2) select learning facilities that

are appropriate to class problems and situations, (3) coordinate willingness students achieve educational goals and (4) improve student morale.

Samsuadi, S. (2015) states that academic supervision carried out by supervisors is an effort to improve teaching, including stimulating, selecting position growth and development of teachers as well as revising learning objectives, teaching materials, methods, teaching evaluation and assessment.

Supervisors, in this case the Principal, are expected to be able to guide teachers in preparing the syllabus and lesson plans; guiding teachers in selecting and using strategies, methods and techniques used in learning; monitor teachers in the learning process; guiding teachers in developing and using learning media and learning facilities effectively and efficiently; and motivate teachers to continue to strive to improve quality and become increasingly aware of their role as the spearhead of education.

In carrying out academic supervision, school principals are expected to consider the principles of academic supervision, namely considering consultative, collegial, non-hierarchical relationships, carrying out democratic management and being teacher-centred, and carried out based on the needs of teachers in a professional manner (Rahabav, P, 2016).

The academic supervision system relies heavily on classroom observations carried out by the school principal or supervisor. Academic supervision is based on observation, and involves continuous data collection using supervision instruments. The requirements for teacher academic supervision instruments must meet certain measures or standards, which means that academic supervision is carried out in accordance with performance indicators that have been determined based on performance criteria adopted by the school to determine the effectiveness of teacher performance (Zohriah, A., et al, 2022).

Effective teacher academic supervision is essential to verify and maintain high-quality teaching and to ensure that learning objectives are achieved. Teacher academic supervision will help school principals and supervisors to assess the quality of learning carried out by teachers. Academic supervision carried out by the principal of a teacher is an important part of the entire performance process of the teacher concerned, because the results obtained from supervision activities become the basis for sustainable professional teacher development. A meaningful approach to evaluating academic supervision is an invaluable tool for principals, supervisors and teachers themselves to address teachers' learning needs and to develop professionalism (Moss, S. E., & Mahmoudi, M, 2021).

Supervision means supervising the work carried out by teachers as teachers and educators. Supervision improves the total situation of teaching and learning activities. The principal must follow the principles of correct supervision, namely (1) the aim of supervision is to help, encourage and guide, not to criticize; (2) this must be done in a spirit of collaboration between teachers and school principals; (3) supervision activities. These must be carried out regularly and effectively; (4) partiality and prejudice in supervision; (5) the assessment criteria must be known to the teacher. Supervision during the learning process in class is a very important process in supervision.

The most important thing of all is that the principal must build good communication with teachers. They should encourage their teachers to discuss problems or seek advice at any time. They must engage their teachers in ongoing dynamic dialogue. This dialogue must be continuous, especially for teachers who need improvement. School principals should build a relationship of mutual trust with their teachers (Istiarsono, Z, 2018). This is important to improve teacher quality. Principals who do not have this kind of relationship with their teachers will not see improvements and development in teacher professionalism. School principals must be active listeners who provide encouragement, constructive criticism and suggestions if necessary to improve the quality of teachers, the quality of learning and the quality of education in schools.

School supervisors are advised to assist school principals in the development of teacher performance assessment processes and instruments to create a sense of ownership and commitment to effective performance assessment that focuses on improving student learning. Superintendents should develop a performance assessment framework that recognizes instructional improvement as a collective responsibility of principals, vice principals, subject and grade level teachers to enrich assessment and for professional development.

CONCLUSION

Academic supervision cannot be separated from assessing teacher performance in managing learning. If it is said that academic supervision is a series of activities to help teachers develop their abilities to manage the learning process, then assessing teacher performance in managing the learning process is one of the activities that cannot be avoided. Assessment of teacher performance in managing the learning process as a process of providing estimates of the quality of teacher performance in managing the

learning process, is an integral part of a series of academic supervision activities. The performance produced by teachers cannot be separated from the contribution of academic supervision carried out by the school principal and the pedagogical competence they possess. This indicates that the implementation of academic supervision and pedagogical competence is getting better.

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