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Academic Supervision in Educational Institutions

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ABSTRACT

This article discusses academic supervision in educational institutions as an important component in the management and improvement of the quality of education. Academic supervision is a series of activities that aim to help teachers develop their ability to manage the learning process. This study describes the stages in academic supervision which include planning, implementation, results analysis, follow-up plans, and reporting. In planning, supervisors need to draw up schedules, determine problem focuses, and develop supervisory instruments. The implementation of supervision is carried out through various methods such as classroom observation, interviews, and discussions with teachers. The results of the supervision analysis are used as a basis to formulate follow-up and improvement recommendations. This study concludes that planned and systematic academic supervision plays a crucial role in improving teacher competence and the quality of learning in educational institutions

INTRODUCTION

Humans as social beings must very often carry out activities that are always related to other humans in undergoing all life processes, activities that almost every day humans actually need supervision, in each of these activities supervision functions so that there is no misappropriation, such as activities that run in the world of work, for example subordinates who do not carry out their duties according to what is ordered, the emergence of unexpected problems, and other obstacles. Basically, supervision is carried out so that the activities that are being carried out are in line with the goals that have been set previously. Another name for supervision or guidance is also called supervision. Where supervision is an activity that is carried out while the person who supervises is called a supervisor. Supervision has a vital position in the process of fostering and developing activities in an organization.

In the world of education, where all processes that have been planned are expected to run well according to plan, there is also a need for supervision so that the goals of educational institutions can be achieved. Academic supervision in educational institutions is one of the important aspects in the management and improvement of the quality of education. In the context of education, academic supervision can be defined as the process of guidance, supervision, and evaluation carried out

by certain parties, usually by lecturers, principals, or educational supervisors of learning and teaching activities. The main objective of this supervision is to ensure that the educational process takes place effectively, efficiently, and with quality, as well as to support the professional development of educators.

METHODS

In this article, the author will discuss academic supervision in educational institutions using qualitative methods, namely analyzing descriptive data in the form of observed written words, qualitative approaches are used to analyze studies of academic supervision in educational institutions, so this data analysis is more focused on library research, namely by reading, studying and reviewing books and sources of writing that are closely related to The problem discussed.

Definition of Academic Supervision

A set of exercises known as academic supervision aids educators in honing their capacity to control the learning process in order to accomplish learning objectives. The goal of academic supervision is to assist educators in strengthening their capacity to meet learning objectives.

Academic supervision is a process carried out to assist teachers in improving the quality of learning. According to Roos L in Daryanto (2015), supervision is a service to teachers that aims to create a better learning system. In addition, Mulyasa (2015) stated that academic supervision is a way to help teachers

learn how to improve their skills so that learning goals can be achieved. Academic supervision is also defined as a systematic process designed to provide services to teachers, both individually and in groups, for the sake of improving teaching.

Academic supervision is an activity carried out by the principal to assess the performance of teachers in the learning process. However, not only learning activities carried out by teachers are supervised by the principal, but more than that, the emphasis on academic supervision is more aimed at how the principal assists teachers in developing the professional ability of a teacher.

This means that supervision is a process that involves teachers and supervisors to improve learning activities by using their knowledge and skills to provide better services to parents and schools. In addition, supervision also aims to make schools a better place to learn.

So it can be said that supervision is a main process that needs more attention so that what was evaluated in the previous period can be carried out in the future period, and also to ensure that the goals that have been planned by educational institutions can run according to expectations.

RESULTS AND DISCUSSION

Academic Supervision Planning

Academic supervision programs must be well planned so that they can be implemented effectively. This planning stage includes the preparation of supervision schedules, determination of problem focuses, and the development of supervisory

instruments in accordance with teacher performance standards. The principal as a supervisor needs to involve all relevant parties in formulating the goals and supervision steps so that this program can run well and sustainably.

The first stage is supervision planning. Understanding the planning stage is crucial because it will enable the principal to carry out academic supervision tasks in a way that is good, efficient, meaningful, and long-lasting. Teachers are expected to consistently enhance their proficiency through academic monitoring in order to improve student learning outcomes and the learning process.

In order to start organizing academic supervision, the principal needs to complete a number of tasks sequentially. Principals of schools are asked to concentrate on learning activities, there is a plan that must be prepared by school principals before supervising:

1. Determine the objectives and criteria of academic supervision output

The purpose of academic supervision is aimed at improving the quality of the learning process. Among other things, by providing input, guidance, and developing teachers' abilities so that teacher competence increases. The formulation of goals is carried out through consensus deliberation between the principal and the teacher who wants to be supervised to unite opinions in formulating goals by considering the problems of the supervised teacher so that a joint commitment is realized. In addition, output criteria are made

logical, workable, and measurable to avoid double standards. This is done to apply the principle of anti-discrimination and provide fair service to teachers.

2. Arrange an academic supervision schedule

After the principal prepares a plan and formulates the formulation of the objectives of academic supervision, the next activity is to prepare an academic supervision schedule. The schedule for the implementation of academic supervision includes information such as the name of the supervised teacher, subjects, implementation days and dates, lesson hours, basic competencies, and subjects/materials.

For example, based on data on learning progress at school and after discussing with relevant parties such as school supervisors, school committees, and teachers, you find that the teacher is the one who needs academic guidance the most. In this context, the principal needs to discuss and determine with the teacher, what things need to be improved through academic supervision and when it will be implemented.

3. Determining approaches and techniques for academic supervision

Approach is a way or act to get closer to the object or steps towards the object (Language Development and Development Agency, 2016). In this case, the academic supervision approach is a strategy to carry out academic supervision activities. Academic supervision can be carried out in two ways or approaches, namely direct contact and indirect contact

(Sudjana, 2002). The direct approach can be called the face-to-face approach, while the indirect approach uses intermediaries, such as through correspondence, mass media, electronic media, radio, recording, the internet and others.

The approach used in implementing modern supervision is based on psychological principles. An approach or technique for giving supervision, in fact, also depends on the characteristics of the person being supervised.

Implementation of Academic Supervision

Academic supervision is implemented via a variety of techniques, including teacher interviews, classroom observations, and discussions. This activity aims to identify strengths and weaknesses in the learning process and give teachers constructive criticism. In order to observe the dynamics of learning firsthand, supervisors might also conduct direct visits to the classroom during the teaching and learning process.

The principal will conduct academic supervision following the completion of the plan for academic supervision. School principals can use this exercise to identify instructors' learning process strengths and shortcomings. The outcomes of these studies can serve as a guide for giving constructive criticism to raise the professionalism of teachers. Professional educators will be able to deliver high-quality instruction to raise students' learning achievement.

In the implementation of learning planning supervision, there are 3 things that need to be used as an initial basis for school principals to carry out academic supervision, as follows:

1. Study of learning administration tools

Documents required by teachers in carrying out the learning process (annual programs, semester programs, syllabus, lesson plans, educational calendars, lesson schedules, grade lists, and others).

2. Examining the Learning Implementation Plan (RPP)

In reviewing the lesson plan is based on the following guidelines:

- a. Definition of Learning Implementation Plan (RPP)
 - b. Principles for the Preparation of Learning Implementation Plans (RPP)
 - c. The format of the learning implementation plan (RPP) according to the Process standards
3. Arrangement of supervision instruments

Academic supervision instruments are tools used by school principals to identify the teacher's ability profile in making learning plans and implementation as well as learning assessments. The principal may use of the tools that are already in place, including those that were utilized in earlier school supervision as well as standard instruments found in pertinent literature.

School principals might use information technology, such as computers and laptops, to gather tools for academic oversight. School

principals can also employ digital tools like cameras and voice recordings to make observations. Information technology is used to ensure a high-quality teaching process and more efficient application of academic monitoring.

School administrators must treat all teachers equally while implementing academic supervision, regardless of their socioeconomic background, gender, race, religion, ethnicity, or special needs, in order to help them build their capacity to meet learning objectives.

The development of teacher professionalism in the context of academic supervision not only focuses on improving teachers' teaching knowledge and skills, but also on renewing teachers commitment, willingness, and motivation (Kemdiknas, 2007). Improving teachers ability and motivation will certainly have an impact on improving the quality of learning.

Analysis of the Results of the Implementation of Academic Supervision

After the implementation of supervision, an analysis of the results needs to be carried out to evaluate the effectiveness of the activity. The results of this analysis include an assessment of teacher performance, the quality of learning that takes place, and the impact of supervision on improving teacher competence. The data collected during the supervision process must be systematically analyzed to get a clear picture of the learning conditions in the school. This is important as a basis for providing input/feedback and planning follow-

up to improve teacher performance in learning.

The analysis was carried out to find the strengths and weaknesses of teachers, including problems and the factors that caused them so that the necessary improvement priorities were found. The efforts needed to make improvements based on the results of the analysis will help teachers improve the quality of learning.

Follow-up Plan for the Results of the Analysis of the Implementation of Academic Supervision

Based on the results of the analysis, it is necessary to prepare a follow-up plan to overcome the identified problems. This plan should include concrete steps to be taken to improve the quality of teaching and learning. For example, if it is found that a particular teaching method is not effective, then there needs to be training or workshops for teachers to develop their skills in using those methods.

Next, prepare a follow-up plan to improve the learning process, then prepare the impact (outcome) of academic supervision. The preparation of a follow-up plan is carried out as a form of responsibility in improving the learning process. A successful learning process will affect the improvement of the quality of student learning outcomes. Follow-up plans can be in the form of providing reinforcement and rewards to teachers who demonstrate performance that meets or exceeds standards.

The follow-up plan developed should consider a variety of factors and have been openly discussed with the supervised teacher. Avoid

imposing your will on the teacher when developing a follow-up plan, so that they can carry out the plan calmly and responsibly.

Academic Supervision Implementation Report

The report on the implementation of academic supervision is very important as documentation of the entire process that has been carried out. This report should include information about the purpose of supervision, the methods used, the results of the analysis, and follow-up recommendations. This report not only serves as an administrative record but also as an evaluation tool for future improvements.

After carrying out a series of academic supervision activities starting from planning, implementation, analysis of the results of the implementation of academic supervision, providing feedback and follow-up plans on previous topics. In the next supervision process, it is to prepare a report on what has been done in the academic supervision process that has been passed. This is a process of accountability of a school principal to stakeholders, including teachers who have been supervised. The report document is also important as a portfolio document about the development of the teacher's learning process in order to improve the quality of their learning. A quality learning process will increase student achievement in school.

After following the entire process of the academic supervision cycle, collect all the planning, implementation, data analysis, and feedback documents in one

document. Next, prepare a simple report of the entire process that meets the following 7 (seven) aspects:

1. Identity
2. Introduction
3. Thinking framework for problem-solving
4. Methods and approaches to supervision
5. Results of academic supervision
6. Cover
7. Attachments (as a complement to evidence of the entire implementation of the entire academic supervision cycle process, documents, photos, videos, and other necessary attachments).

CONCLUSION

It can be concluded that academic supervision is a series of activities that are very important in the management and improvement of the quality of education in educational institutions. Academic supervision aims to help teachers develop their ability to manage the learning process through systematic stages, ranging from planning, implementation, result analysis, follow-up plans, to reporting. In its implementation, academic supervision requires careful planning, including the preparation of schedules, determination of problem focuses, and the development of appropriate supervisory instruments.

The success of academic supervision is highly dependent on the cooperation between supervisors (usually principals or education supervisors) and supervised teachers.

Through various methods such as classroom observation, interviews, and discussions, supervisors can identify strengths and weaknesses in the learning process to provide constructive feedback. The results of the analysis from the supervision are then used as a basis to formulate follow-up and improvement recommendations, which ultimately aim to improve teacher competence and the quality of learning in educational institutions in a sustainable manner.

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