

The Evaluation of Principals' Academic Supervision Implementation in Managing Teachers' Learning at Kindergartens in Medan Denai District

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Abstract-The aim of this study is to reveal the implementation of the principals academic supervision in managing teachers learning. The type of this research is quantitative descriptive research. The population of this study were all Kindergarten school principals in Medan Denai District, Medan City with a sample that was taken randomly about 15 principals. The research data was collected through questionnaires and analyzed with descriptive statistics in the form of percentage analysis. The results showed that the implementation in academic supervision planning is 58.04% of principals had not designed it well, the implementation in academic supervision is 53.89% of principals had not implemented in line with expectation, and implementation of follow-up academic supervision result is 62.22% of principals has not carried out as expected.

Keywords-*Implementen, Academic Supervision, and Teacher Learning*

I. INTRODUCTION

Academic supervision is an integral part of educational management activities series. Academic supervision is carried out with the aim of realizing improvement and enhancement of teacher learning quality which ultimately leads to achieve the quality of school. The teacher is the main and foremost executive figure in the implementation of learning in school, because his/ her role is very strategic to realize school success through quality student learning outcomes. The role of teacher cannot be replaced by the sophistication of information and technology in the learning process of children in their education, because there are elements of a human personality that must be formed through the presence of teacher.

The quality learning is the dream of all parties, such as school, student, family, and society, because this will produce high quality graduates and human resources and impact on the nation and the quality of national welfare will be high [1]. In line with this expectation, professional teachers who understand the role and position in the process of children's education at school are needed. Professional teachers are teachers who have the eligibility of teaching in their fields according to their educational qualifications and the demand of required teacher competencies.

The presence of principals as supervisors is needed in order to help teachers to realize quality learning in the class through academic supervision activities. Academic supervision is the part of supervision of education carried out by a supervisor or headmaster to improve the quality of education in the aspects of learning carried out by teachers in the class to trigger higher quality learning [2]. The main objectives of educational supervision are (1) developing curriculum in schools, (2) improving the quality of the teaching and learning process, and (3) developing all staff in the school. Academic supervision is carried out in order to help and build teachers with the aim of improving teacher abilities and the quality of education [3].

Academic supervision is one of the competencies that must be mastered and carried out by the principal. Academic supervision activities are the process of providing assistance from a principal to teachers both individual and groups to improve the quality of learning in the class for achieving the optimal student learning outcomes ([4]–[8]. Sagala states that in the essence, supervision is concerned with improvements in the learning and teaching process by stimulating, coordinating, and mentoring continuously from the principal to the teacher, both individual and groups to increase the growth of teacher positions[8]. The implementation of supervision must take place continuously between the principal (supervisor) and the teacher to ensure whether the teacher performs his duties according to the procedures outlined by the school institution with the principle of mutual respect and mutual appreciate[9]. The principal as an official who is given an additional assignment in the school is required to master academic supervision competencies to achieve optimal learning goals.

Academic supervision of school principals' competencies has been regulated in Permendiknas Nomor 13 Tahun 2007[10], namely: (1) planning academic supervision in order to increase teacher professionalism; (2) carry out academic supervision of the teacher by using the right techniques; and (3) follow up on academic supervision of teachers result in order to increase teacher professionalism. Planning academic supervision program includes the activity of compiling coaching planning

documents, monitoring, assessment and a series of activities to help teachers develop it in managing the learning process to achieve learning goals. The indicators of academic supervision competencies in program planning, namely: (1) identifying problems/learning development needs, (2) formulating academic supervision goals which include direct output and impact (outcome), (3) choosing and establishing the right and effective academic supervision approach, (4) establish academic supervision mechanisms and operational procedures, (5) identify resources that are needed for academic supervision activities (human, information, equipment, and funds), (6) arrange schedules for the implementation of academic supervision, (7) arrange procedures and mechanisms for monitoring and evaluating academic supervision, (8) selecting and determining steps that ensure the continuity of academic supervision activities.

The implementation of academic supervision is to realize the implementation of planned academic supervision program by applying academic supervision techniques in accordance with the learning problems experienced by the teachers. The principal as an academic supervisor in carrying out supervision of learning requires appropriate and effective techniques so that supervision activities can achieve the expected goals. Some learning supervision techniques to help teachers solve learning problems can be done by individual techniques or group techniques either directly face to face or indirectly or through media communication between supervisors and teachers, including: (1) orientation meetings; (2) observation class; (3) teacher meetings; (4) class visits; (5) private meetings; (6) group counseling; (7) inter class visit; (8) inter-school visits; (9) seminars; (10) discussion; (11) workshops; and so on that are relevant to the types of problems faced by teachers [8], [11]. Individual supervision techniques are used when there is a personal request from a teacher or without a teacher's request from the results of the principal's diagnosis that the teacher's problems need help for completion. Furthermore, group supervision techniques are used if the results of the principal's diagnosis show that many teachers experience the same problems in the implementation of learning to get help for completion.

The follow-up stage of academic supervision is an activity carried out by the principal to utilize the results of the implementation of academic supervision to teachers both individually and in groups. The follow-up conducted by the principal are: (1) analyzing academic supervision results; (2) report the results of academic supervision to related parties; and (3) make the next academic supervision action plan.

The Efforts to provide professional services to teachers carried out by school supervisors to improve the quality of learning and the achievement of learning objectives as expected, principals in carrying out their roles must follow educational supervision procedures. Rifai describes the education supervision procedure as

follows[12]: First, begins with collecting data to obtain information about the learning situation that occurs such as students, teachers, learning programs, tools/ facilities, and situations. This data can be obtained through observation/ class visits, personal meetings, document analysis, and questionnaires. Second, conclude or make assessment about the success of students, teachers, and supporting and inhibiting factors in the learning process.

This can be done by establishing shared criteria, private meetings, or discussions between teachers. Third, discusses the strengths and weaknesses associated with teacher performance in the class, mastery of material, mastery of methods, relationships between personnel, and class administration. This can be done by private meetings, teacher meetings, presenting related speakers. Fourth, make improvements to the weaknesses found in the learning that can be done through providing information, discussions, opportunities for successful class/ school visits, or providing opportunities to participate in seminars or upgrading in certain fields. Fifth, conducts guidance and development on the implementation of corrective actions that have been carried out by monitoring the teacher in the class or conducting private meetings, and Sixth, assess the progress achieved as the result of development and guidance that has been done. This can be done by class visits, personal meetings, observations, and discussions.

Academic supervision is the realization of education management function carried out by the principal in the form of supervision whose main goal towards teachers development in implementing learning [8]. The role of principals is very important to develop the professionalism of teachers, because academic supervision and academic managerial effect on teacher performance improvement [13], the ability of classroom teachers to implement PAIKEM learning models can be improved through academic supervision with a collaborative approach model [14].

Silalahi's research shows that the implementation of academic supervision of the principal of State Senior High School 1 in Lubuk Pakam is included in good category but in the planning it is in poorly category[15]. Furthermore, the research results of Mintadji show that the implementation of the supervision program planning has not been comprehensive, the scope of achievement of the supervision program still uses one aspect, the implementation of academic supervision on average is one to two times per year, supervision techniques tend to be applied to individual supervision traditionally through direct observation[16]. The supervision assessment is oriented to administrative completeness and focused on class supervision, the results of supervision have not been carefully organized, the follow-up supervision results are more focused on direct guidance.

The teacher's learning has been the focus of attention by the community because it is often associated with the

quality of education. The education quality of an educational institution is not separated from the quality of learning carried out by teachers in the class. Teachers as the main implementers of the learning process in schools need guidance assistance to improve the quality of the learning which has an impact on the achievement of better learning outcomes of students. Academic supervision of principals is solution that can be carried out continuously so that learning improvements can be realized. Kindergarten schools are childhood education institutions in formal form also require teachers who are able to carry out quality learning so that this Kindergarten institution is able to develop all aspects of the children personality who are ready to enter the next level of education namely Elementary School.

Academic supervision is intended to maintain and improve the quality of teacher competencies. The development of teachers professionalism, including in Kindergarten become the responsibility of the principal to realize a quality learning process. However, the reality in the field based on the results of interviews in the initial research shows that Kindergarten principals have not been able to carry out their academic supervision functions to classroom teachers in accordance with expectations even though there are some principals have carried out it according to the procedures for implementing academic supervision, but they are more likely to carry out managerial supervision that the emphasis is to see the completeness of the class administration rather than carrying out academic supervision (learning). This means that Kindergarten principals have not carry out learning supervision properly and effectively. This condition does not only happen at Kindergarten principals, but also at higher levels of school, as in Sudin's research which states that the implementation of supervision in all subjects at Elementary schools in Sumedang Regency has not run optimally where the implementation of supervising learning management aspects, improving teacher academic and learning, and aspects of teacher profession development are still in the enough category[17].

The above conditions indicate that there is needed coaching and assistance efforts for the teacher to improve their professional quality through the assistance of services from competent parties, namely from supervisors and principals who are mandated to help teachers develop the quality of learning in schools through the application of academic supervision. Therefore, it needs to be evaluated through this research, namely: how is the implementation of academic supervision of principals in managing the learning of Kindergarten teachers in Medan Denai District.

II. RESEARCH METHOD

This study uses a quantitative approach with descriptive survey methods. This research was carried out in Private Childhood Schools in Medan Denai District, Medan City with a sample of 15 principals taken

randomly. The research data was collected using a questionnaire, then analyzed with descriptive statistics in the form of presentation analysis.

III. RESULT AND DISCUSSION

The implementation of academic supervision in principle is carried out through a series of activities by the principal as a supervisor, starting from planning, implementation, evaluation and follow-up supervision. Next will be presented the results of research on the implementation of academic supervision at Kindergartens in Medan Denai District.

Planning for Academic Supervision

The results showed that 55.33% of principals had not conducted annual/ semester program preparation according to expectations. The analysis results of the academic supervision planning can be seen in the Table 1.

TABLE I. RECAPITULATION OF ACADEMIC SUPERVISION PLANNING DATA

Aspect	Clarity of Formulation								Total	
	Unclear		Less Clear		Clear		Very Clear		F	%
	F	%	F	%	F	%	F	%		
A	5	33,33	5	33,33	3	20	2	13,33	15	100
B	7	46,67	4	26,67	3	20	1	6,67	15	100
C	8	53,33	3	20	2	13,33	2	13,33	15	100
D	7	46,67	2	13,33	4	26,67	2	13,33	15	100
E	7	46,67	5	33,33	1	6,67	2	13,33	15	100
F	2	13,33	2	13,33	9	60	2	13,33	15	100
G	3	20	2	13,33	9	60	1	6,67	15	100
Average		37,14		21,9		29,52		11,43		

Based on the table above, it can be seen that in the plan of academic supervision implementation made by the principal before implementing the academic supervision of teacher learning, are illustrated as follows: (a) The formulation of problem identification/ needs for developing teacher learning designed by the principal tends to indicate that 33.33% of the formulation is unclear, 33.33% is less clear, whereas only 20% of the formulation is clear and only 13.33% have formulated it with very clear; (b) The formulation of the objectives of academic supervision tends to show that 46.67% is unclear, 26.67% is less clear, 20% is clear, and only 6.66% is very clear; (c) The approach of academic supervision to be carried out by the principal shows that 53.33% of the formulation is unclear, 20% is less clear, only 13.33% of the formulation is clear, and only 13.33% have formulated it very clear; (d) Mechanisms and operational procedures for academic supervision shows that 46.67% of principals formulate it unclear, 13.33% of the formulation was less clear, only 26.67% had formulated it clearly, and only 13.33% had formulated it very clear; (e) Determination of resources needed for academic supervision activities such as determining resource persons, information to be provided, supporting equipment for the implementation of supervision tend to have not been designed well with details of 46.67% of the formulation is unclear, 33.33% is less clear, while the clear formula is only 6.67 and very clear is 13.33%; (f) The routine schedule for the implementation of academic supervision tends to have been planned by the principal clearly, with details of 60% of the routine schedule

clearly, even 13,33% of the routine schedule has been scheduled very clearly, on the contrary which is unclear and unclear, each only 13,33%; (g) Monitoring and evaluating the academic supervision of principals tend to have designed it well, with the details that 60% of principals have clear design, even 6.67% is very clear, but there are still 26.67% of principals have not designed it well with each 20% is unclear and 13.33% is less clear.

Based on the data above, it can be concluded that the planning of academic supervision carried out by principals is classified as not good, that is as much as 58.04% while those who have planned it well are only 40.96%. based on this condition, it is very necessary to make efforts to help the principals to prepare or design the implementation of academic supervision properly. This can be done through the principal's training activities in making plans for implementing academic supervision with the aim of improving the quality of learning carried out by teachers in order to achieve learning objectives effectively. This research results are supported by the result of Silalahi's research which states that the planning of academic supervision designed by the principal of State Senior High School 1 in Lubuk Pakam is still in poorly category [15].

The implementation of academic supervision is an activity to realize the implementation of the planned academic supervision program by applying academic supervision techniques in accordance with the learning problems experienced by the teachers. The principal as an academic supervisor in carrying out supervision of learning is expected to be able to use a variety of appropriate and effective techniques, both individual and group so that supervision activities can achieve the expected goals. The results of research on the implementation of academic supervision are presented in followin table.

TABLE II. DATA RECAPITULATION OF IMPLEMENTATION OF ACADEMIC SUPERVISION

Aspect	Always		Often		Rarely		Never		Total	
	f	%	F	%	F	%	f	%	f	%
A	2	13,33	10	66,67	3	20	0	0	15	100
B	3	20	2	13,33	9	60	1	6,67	15	100
C	1	6,67	2	13,33	11	73,33	1	6,67	15	100
D	0	0	1	6,67	13	86,67	1	6,67	15	100
E	0	0	0	0	14	93,33	1	6,67	15	100
F	11	73,33	4	26,67	0	0	0	0	15	100
G	7	46,67	8	53,33	0	0	0	0	15	100
H	0	0	1	6,67	7	46,67	7	46,67	15	100
I	0	0	2	13,33	13	86,67	0	0	15	100
J	2	13,33	10	66,67	3	20	0	0	15	100
K	2	13,33	4	26,67	9	60	0	0	15	100
L	3	20	10	66,67	2	13,33	0	0	15	100
Average		17,22		29,44		46,67		7,22		

Based on the table above, it can be seen that: (a) as many as 66.67% of principals often make class visits when teachers teach and there are 13.33% of principals who always carry out class visits, however there are still 20% of principals who rarely do it ; (b) as many as 60% of school principals rarely conduct classroom observations and there are 6.67% have never made classroom observations, but there are still 20% of principals who always conduct classroom observations

and 13.33% often carry out class supervision; (c) 73.33% of school principals rarely hold individual meetings with teachers before and after teacher learning and there are still 6.67% who have never done it, while only 6.67% of principals always do and 13.13% often do individual meetings before and after teacher learning; (d) 86.67% of school principals rarely give teachers the opportunity to carry out inter-class visits which are used as input to themselves in carrying out learning and there are 6.67% who have never done, whereas only 6.67% of principals often give opportunity to make visits between classes during learning; (e) as many as 93.33% of school principals rarely give teachers the opportunity to assess themselves even though there are still 6.67% who have never implemented it; (f) 73.33% of schools always hold orientation meetings with new teachers and 26.67% often do. This is a reasonable action taken by the principal so that the new teacher does not feel foreign to the conditions of the school both the school's physical environment and the school's social environment; (f) 73.33% of schools always hold orientation meetings with new teachers and 26.67% often do.

This is a reasonable action taken by the principal so that the new teacher does not feel foreign to the conditions of the school both the school's physical environment and the school's social environment; (g) 46.67% of principals always hold meetings with teachers to solve problems faced by teachers and 53.33% often hold; (h) principals rarely even never hold group counseling on teachers in implementing academic supervision with each percentage of 46.67% and only 6.67% of principals often do; (i) 86.67% of principals rarely give opportunities to conduct inter-school visits for teachers with the intention of a comparative study of teacher learning but there are still 13.33% of principals who often provide opportunities for teachers to conduct inter-school visits; (j) principals often assign teachers to attend Early Childhood Education Program seminars as much as 66.67%, even there are 13.33% always provide opportunities for teachers to participate in Early Childhood Education Program seminars, however there are still 20% of principals rarely giving opportunities to teachers; (k) as many as 60% of principals rarely hold discussions with teachers to find solutions to learning problems experienced by teachers, but there are still 26.67% of principals who are often and 13.33% always hold discussions with teachers to solve teacher learning problems; and (l) as many as 66.67% of principals often include teachers in Kindergarten/ Early Childhood Education Program learning workshops, 20% always, but there are still 13.33% of principals rarely include teachers in Kindergarten/ Early Childhood Education Program learning workshops.

Based on the results of data analysis above, it can be concluded that Kindergarten principals in Medan Denai District tend to not carry out academic supervision in accordance with expectations, of 53.89% compared to principals who have implemented academic supervision as expected, amounting to 46.11%. This means that the

implementation of academic supervision by the principal is not optimal. The results of this study are supported by Sudin's research states that the implementation of supervision in all subjects in the elementary schools in Sumedang Regency is not running optimally, shown that the implementation of aspects of learning management supervision, improvement of academic teachers and learning, and aspects of teacher professional development are in enough category [17].

In implementing this academic supervision, principals tend to rarely even never have to carry out academic supervision with individual techniques which is as much as 72% while principals who always and often conduct teacher training through academic supervision using individual supervision techniques are only 28%. In contrast, principals are more likely to always and often use group supervision techniques in implementing academic supervision as much as 60% while principals who rarely even never use group supervision techniques have 40%. However, the results of this study are different from the results of Mintadji's study in Tarakan State Junior High School that the supervision techniques used tend to be individual supervision that is traditionally applied through direct observation [16].

The follow-up stage of academic supervision is an activity carried out by the principal to utilize the results of the implementation of academic supervision to teachers both individually and in groups. The results of the research on the follow-up conducted by the principal in implementing this academic supervision can be seen in Table 3.

TABLE III. RECAPITULATION OF EVALUATION DATA AND FOLLOW-UP ACADEMIC SUPERVISION

Always		Often		Rarely		Never		Total	
f	%	f	%	f	%	f	%	F	%
1	6,67	4	26,67	9	60	2	13,33	15	100
3	20	8	53,33	3	20	1	6,67	15	100
1	6,67	1	6,67	12	80	2	13,33	15	100
	11,11		26,67		51,11		11,11		

Based on the table above, it can be seen that: (a) as many as 60% of principals rarely analyze the results of academic supervision and even here are 13.33% never do, only 26.67% of principals often do and 6.67% always do an analysis of the results of academic supervision obtained; (2) as many as 53.33% of principals who often report on the results of academic supervision to related parties, even there are 20% who always report, but still found 20% of principals rarely report even there are 6.67% who never give reports the results of academic supervision to related parties; (c) as many as 80% of principals rarely even there are 13.33% never make an action plan for the next academic supervision, but there

are only 6.67% who always and often make action plans for academic supervision for the next implementation.

Based on the results of data analysis above, it can be concluded that the principals as much as 62.22% have not implemented the follow-up results of academic supervision in accordance with expectations while the principals who have implemented follow-up academic supervision as expected are only 37, 78% The results of this study are supported by the results of a study by Mintadji in Tarakan State Junior High School states that the results of supervision have not been carefully organized and the follow-up of supervision results focuses more on direct guidance [16].

III. CONCLUSIONS

Based on the results of the study, it was found that the implementation of academic supervision carried out by the principal had not been implemented optimally. The procedure for implementing academic supervision begins with planning the implementation of academic supervision, implementing academic supervision, and follow up on academic supervision. Planning the implementation of academic supervision made by the principal starting from the preparation of the annual/semester program has not been arranged clearly and systematically, as well as planning the implementation of academic supervision has not been formulated well. The implementation of academic supervision has not been implemented as expected, the academic supervision techniques carried out tend to apply group techniques rather than individual techniques. Based on the above conditions it is suggested that it is necessary to develop the abilities and personality of the principal through training and workshop activities with the aim of increasing the knowledge and skills of the principal towards the implementation of the academic supervision program in schools starting from planning, implementation and follow-up to academic supervision to teachers for the realization of quality learning in the classroom.

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