Implementation of Academic Supervision Teacher Performance at SDN Baros Mandiri 7

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	ABSTRACT
	The implementation of academic supervision as a manifestation of improving the quality of educational management conducted by the school principal becomes essential to be carried out. Therefore, this research aims to determine the implementation of academic supervision on the performance of teachers at SDN Baros Mandiri 7. The research method used is School Action Research (SAR) with data collection techniques through observation, questionnaires, and documentation aimed at classroom teachers and subject teachers. The data analysis technique used is quantitative descriptive analysis. The research results show that the implementation of academic supervision at SDN Baros Mandiri 7 in cycles 1 and 2 experienced an overall improvement from the "sufficient" category to "good," with the average score for classroom teacher performance increasing from 67.4 to 86.4 and subject teacher performance from 63.5 to 78.6. However, it was also found that classroom teacher performance and subject teacher performance had differences in certain indicators. Therefore, improving teacher performance through academic supervision is crucial to be done continuously, including enhancing collaboration among teachers and the need for support from the school principal in the form of training and facilities for educational management at the school.
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INTRODUCTION

Education is one of the key aspects in the development of a nation. Improving the quality of education will have a positive impact on the social, economic and cultural progress of a country. According to Agung & Yufridawati (2013), there are at least three parties who are considered to be crucial to the success of improving the quality of education, namely teachers, principals, and supervisors. In the school environment, the teacher acts as an agent of change and bears the main responsibility in educating the nation's generation. According to Supardi (2014), that at the operational level the teacher

is the determinant of educational success through his performance at each level, especially at the instructional level. So that the quality of teachers has a direct influence on the effectiveness of the learning process and student academic development. Leniwati & Arafat (2017), stated that teachers who have good quality will be able to carry out their duties, roles and functions well too. Thus, in practice, ensuring that teachers have good quality cannot be separated from the responsibilities of a school principal as the leader of the administration of education at the school level.

The principal is the key to the success of continuing education in the school he leads (Ekosiswoyo, 2016). Apart from being a leader, the principal also has the role of educator, administrator, manager, motivator, and supervisor (Herry & Fitriani, et., al, 2020). In line with the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals (Ministry of National Education of the Republic of Indonesia, 2007), it is explained that a school principal is required to have a minimum of five competency dimensions. These competency dimensions include personality, managerial, entrepreneurial, supervisory, and social competencies. So it can be seen that the role of the principal in the implementation of education in schools has a significant impact, including on the quality of teachers and the learning process as a whole. Practically, to ensure teacher quality, one of the main functions of the principal is to supervise the academic performance of teachers. Academic supervision is a systematic activity that aims to improve the quality of teaching and learning, ensure curriculum implementation, and support teacher professional development. In its actualization, academic supervision is one of the supervisory and coaching activities to improve the quality of teachers on an ongoing basis (Hasanah & Kristiawan, 2019).

Sahertian (2008) explains that supervision is an attempt to provide services to teachers both individually and in groups in an effort to improve teaching. The key word for providing supervision in the end is providing services and assistance. It is hoped that supervision carried out by school principals in an effective and sustainable manner will make a significant contribution to teachers in their efforts to improve and improve the way they work from time to time (Ariana, et al., 2015; Bogler & Nir, 2015; Mette, et al. , 2015). In addition, ongoing supervision provides opportunities for school principals to provide meaningful guidance, assistance and feedback to teachers (Andriani, et., al, 2018). Through academic supervision activities, school principals can identify areas of improvement and provide appropriate support to improve the competency and teaching quality of teachers. Thus, supervision becomes an

important instrument in developing teacher potential and achieving better educational goals.

Therefore, ideally the supervision carried out by the principal must be continuous so that in the implementation of teaching and learning activities which are one of the indicators of teacher performance can be continuously improved. Performance relates to work results, work performance, and achievement of predetermined targets, both within the individual sphere as a worker and in groups or organizations (Karwati & Priansa, 2013) . Fransiska, W., Harapan, E., & Tahrun, T. (2020) , explained that "*the leadership of school principals through providing supervision services to teachers is one of the organizational variables that affects teacher performance*". So it can be understood that teacher performance is closely related to how academic supervision is carried out.

However, in practice, in recent years, problems have been found regarding the low performance of teachers in several schools, including at SDN Baros Mandiri 7. It is feared that this condition could hinder the achievement of educational goals and reduce the quality of student learning outcomes. Some of the challenges faced by teachers include a lack of support and guidance from the school, confusion in applying innovative learning methods, and a lack of motivation in dealing with changes and challenges in the dynamic world of education.

Given the important role of school principals' academic supervision in improving teacher performance, this school action research is relevant and valuable. Moreover, academic supervision can improve teacher performance in teaching (Dedi Lazwardi, 2016). This study aims to understand in depth about how the implementation of effective academic supervision by the principal can contribute to improving teacher performance and, subsequently, the quality of learning at SDN Baros Mandiri 7. So the title of this school action research is the effect of the principal's academic supervision on teacher performance .

RESEARCH METHODS

This research will use a school action research approach (PTS) or *School Action Research.* PTS is a research method that focuses on improvement and development in the context of a school environment that has practical and performative specifications (Wayan, 2010). Windayana (2012) states that classroom action research (PTS) aims to improve the performance of an organization, starting from the process of diagnosing the inhibiting elements, then formulating alternative solutions to problems, to find reflection on the actions taken. So by using this approach, researchers can intervene and directly

observe the learning process and implementation of academic supervision at SDN Baros Mandiri 7. The stages in this research are 1) planning; 2) action; 3) observation; and 4) reflection. The analysis technique used is quantitative descriptive analysis, namely analyzing data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations (Arikunto, 2010).

This research will be conducted at SDN Baros Mandiri 7, which is located in the City of Cimahi. These schools were selected based on relevant criteria, including school size, level of accreditation, and teacher performance in recent years. The main research subjects were the principals and teachers at SDN Baros Mandiri 7. The principal would be the main subject in implementing academic supervision, while the teacher would be the object to be observed in terms of learning performance.

The action taken in this research is the implementation of academic supervision by the school principal. It is hoped that with the provision of academic supervision provided by the principal there will be a change or improvement in the quality of learning carried out by the teacher. Due to time constraints, this school action research was only carried out in two cycles. Each cycle was carried out for one week.

The instrument in this research is observation. Researchers will use an observation checklist to observe the implementation of academic supervision by the principal. This instrument will cover aspects of planning, implementation, and evaluation of learning where the data will then be presented in quantitative form. The next instrument is a questionnaire. Researchers will develop a questionnaire to measure the level of teacher satisfaction with the implementation of academic supervision by school principals, as well as teachers' perceptions of the impact of academic supervision on their performance. The final instrument is a documentation study. Researchers will collect data from various related documents, such as lesson plans, class observation notes, supervision reports, and teacher performance evaluations. The assessment of the results of academic supervision applied to this study was calculated in cycle 1 and cycle 2 through the formulation:

$$Score = \frac{\text{Total Score}}{\text{Max Score}} \, x \, 100$$

The teacher's performance in academic supervision in this study refers to the criteria in table 1 below (Ministry of Education and Culture, 2010).

Table 1.
Beginner Teacher Performance Score Criteria

Value Range	Criteria
91-100	Very good
76-90	Good
61-75	Enough
51-60	Currently
< 50	Not enough

RESULT AND DISCUSSION

This action research focuses on the implementation of academic supervision as part of the treatment in research. The academic supervision in question is a process of supervision and guidance carried out by the principal or other academic superiors on the performance of educators (teachers, lecturers, or instructors) in the educational environment. The purpose of academic supervision is to improve the quality of teaching and learning, as well as to increase the competence and professionalism of educators which is illustrated through teacher performance. In practice, school principals carry out academic supervision with steps that include:

1. **Planning:** The principal plans supervision activities based on predetermined needs and schedules. In the context of this study, planning includes the formulation of indicators or aspects to be observed. The aspects to be observed in the academic supervision activities in this study are shown in Table 2. After determining these aspects, then proceed with determining the schedule of observation activities.

Table 2.
Supervision Observation Indicators

Aspect	Teacher Performance Indicators
Learning Planning	Conformity between KD-Indicators-Purpose-Assessment
	Load student-centered learning steps
	Loading innovative learning resources and media
	Load the HOTS Assessment
Implementation of Learning	Open learning activities
	Submission of material
	Use of methods and media
	Closing learning activities
Learning Evaluation	Contains affective, cognitive, and psychomotor assessments
	Using a variety of alternative assessments

Completeness (questions, scoring guidelines and grids)
HOTS oriented assessment

2. **Observation:** The principal observes the teacher's teaching performance in class in turn.

3. **Evaluation:** Observations are evaluated to identify teacher strengths and weaknesses.

4. **Feedback:** Principals provide constructive feedback to teachers based on evaluation results.

5. **Follow-up Plan:** Together with the teacher, the principal formulates a plan to improve performance through corrective actions.

As for The criteria for teachers to be supervised are class teachers and subject teachers (mapel). At SDN Baros Mandiri 7 the number of teachers is presented in the table below.

Table 3.
Number of Teachers at SDN Baros Mandiri 7

Teacher Characteristics	Amount
Classroom teacher	12
Maple Teacher	4
Total	16

In implementing academic supervision at SDN Baros Mandiri 7, activities are carried out in two cycles. The following presents the results of academic supervision activities in each cycle, for cycle 1 in table 4 and for cycle 2 in table 5.

**Table 4.**
Results of teacher performance in Cycle 1

Observation Aspect	Teacher Characteristics			
	Classroom teacher		Maple Teacher	
	Score	Preset	Score	Preset
Learning Planning				
Conformity between KD-Indicators-Purpose-Assessment	2,9	72,9	2,8	68.8
Load student-centered learning steps	3.0	75.0	2,5	62.5
Loading innovative learning resources and media	3,1	77,1	2,8	68.8
Load the HOTS Assessment	2,6	64,6	2,5	62.5
Implementation of Learning				
Open learning activities	3.0	75.0	2,5	62.5

Submission of material	3,2	79,2	2,5	62.5
Use of methods and media	2,5	62.5	3.0	75.0
Closing learning activities	2,4	60,4	2,3	56,3
Learning Evaluation				
Contains affective, cognitive, and psychomotor assessments	2,8	70,8	2,5	62.5
Using a variety of alternative assessments	2,4	60,4	2,8	68.8
Completeness (questions, scoring guidelines and grids)	2,5	62.5	2,8	68.8
HOTS oriented assessment	1,9	47,9	1,8	43,8
Average	2,7	67,4	2,5	63.5
Description	**Enough**		**Enough**	

Table 5.
Results of Teacher Performance in Cycle 2

Observation Aspect	Teacher Characteristics			
	Classroom teacher		Maple Teacher	
	Score	Preset	Score	Preset
Learning Planning				
Conformity between KD-Indicators-Purpose-Assessment	3,5	87.5	3,5	87.5
Load student-centered learning steps	3,6	89.6	3.0	75.0
Loading innovative learning resources and media	3,5	87.5	2,8	68.8
Load the HOTS Assessment	3,3	83.3	3,3	81.3
Implementation of Learning				
Open learning activities	3,7	91.7	3,5	87.5
Submission of material	3,5	87.5	3,5	87.5
Use of methods and media	3,4	85.4	3.0	75.0
Closing learning activities	3,3	81.3	3.0	75.0
Learning Evaluation				
Contains affective, cognitive, and psychomotor assessments	3,8	93.8	3,3	81.3
Using a variety of alternative assessments	3,7	91.7	3,3	81.3
Completeness (questions, scoring guidelines and grids)	3,5	87.5	3.0	75.0
HOTS oriented assessment	3.0	75.0	2,8	68.8
Average	3,5	86.8	3,1	78.6
Description	**Good**		**Good**	

Then as a whole, the results of teacher performance in both cycles can be illustrated through the diagram below.
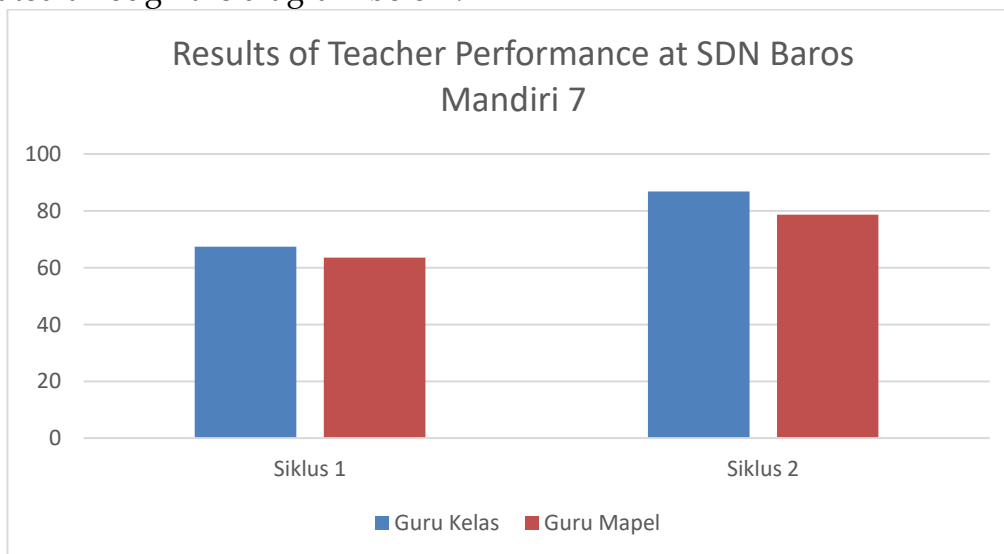
Picture 1.
Graph of Teacher Performance Results at SDN Baros Mandiri 7

DISCUSSION

Implementation of academic supervision carried out by school principals is a mandatory activity carried out in order to find out how teachers are performing, especially so that they can improve and improve the quality of learning (Mudzakir, 2016). The study of the implementation of academic supervision at SDN Baros Mandiri 7 in this study began with the formulation of academic supervision indicators which included aspects of planning, implementation and evaluation (Table 2). In every aspect, the school principal formulates indicators with reference to systematic steps, so that they are useful in providing constructive feedback to teachers so that they can identify areas of improvement needed as an effort to improve the quality of learning in schools. The steps for formulating aspects and indicators in academic supervision at SDN Baros Mandiri 7 are relevant to the Teacher Performance Assessment module according to the Directorate of Education Personnel (2008), where teacher performance standards are related to teacher quality in carrying out their duties such as: (1) working with students individually, (2) lesson preparation and planning, (3) use of learning media, (4) involving students in various learning experiences, and (5) demonstrating active leadership as a teacher. Teacher performance in the teaching and learning process refers to the dimensions of the main task of the teacher which includes planning activities, carrying out learning activities, and evaluating student learning outcomes, including analyzing the results of the assessment and carrying out follow-up

based on the results of the assessment. Then, the principal evaluates using a predetermined scale, with a rating range from 4 to 1. Score 4 indicates the qualification of "very good," 3 as "good," 2 as "fair," and 1 as "poor". Analysis of the findings in each aspect of this study can be described as follows.

First, at the learning planning stage which is a very important initial stage in the teaching process. According to Konig, et., al (2021) , the learning planning stage can be a reflection of the implementation of learning in class, so that a good learning plan will have an impact on the learning process, and vice versa. The results of this study indicate the performance of class teachers and subject teachers (mapel) in the aspect of lesson planning based on several indicators, namely 1) compatibility between KD-Indicators-Objectives-Assessments, 2) student-centered learning steps, 3) use of sources and media innovative learning, and 4) preparation of *Higher Order Thinking Skills* (HOTS) assessments. In the aspect of lesson planning for cycle 1 (Table 4), it is known that the class teacher shows a good level of performance on indicators 2 and 3, while on indicators 1 and 4, namely the compatibility between KD-Indicators-Objectives-Assessment and compiling class teacher HOTS assessments in SDN Baros Mandiri 7 is still quite adequate with an average of 72.9 and 64.6 respectively. This shows that most classroom teachers are able to design learning steps that empower students as learning subjects, and provide space for students to actively participate in the learning process and have used innovative learning resources and media. But even so, the main principle that must be considered in the use of media is that the media is used and directed to make it easier for students to learn in an effort to understand the subject matter. Thus, the use of media determined by the teacher must be viewed from the perspective of student needs (Suyanti & Sormin, 2016).

However, attention is still needed to improve the performance of classroom teachers in formulating basic competencies and indicators that are in line with goals and assessments as well as increasing the use of HOTS-based assessments. Because the learning objectives are also an important component in the lesson plan prepared by the teacher, it is very important to pay attention. According to Wikanengsih, Nofiyanti, Ismayani, & Permana (2015), learning objectives are in the form of an overview of the achievement of student learning processes and outcomes in accordance with basic competencies. Learning objectives are mandatory to achieve indicators. Likewise in the planning of learning assessment formulated by the teacher for students. Referring to the findings of supervision in cycle 1, on these two indicators, the teacher's performance is still quite sufficient, so this indicates that the teacher has not been fully able to make tests that are in accordance with the objectives and

indicators that have been formulated previously, which can be seen from the High Order Thinking Skills *question* (HOTS) that do not correspond to the taxonomic level of bloom, especially at the levels of analyzing (C4), evaluating (C5), and creating (C6). Meanwhile, subject teachers (mapel) show a level of performance that is still quite adequate for all indicators in the lesson planning aspect. So that in practice, subject teachers at SDN Baros Mandiri 7 still need to improve their abilities from compiling the suitability of KD-Indicators-Objectives-Assessments, to preparing HOTS-based assessments.

In cycle 2 (Table 5), there was an increase in teacher performance in the aspect of lesson planning, both for class teachers and subject teachers. In this cycle, the class teacher managed to achieve a good percentage of scores for all indicators of lesson planning. Meanwhile, for subject teachers, although most of the indicators of lesson planning are in the good category, there is one indicator that is still in the sufficient category, namely the indicator of innovative learning resources and media with a score of 68.8. From these findings, it can be concluded that not all subject teachers have the ease in adopting and implementing innovative learning media. This may be related to the level of complexity of the material in each lesson, which influences how teachers prepare effective lesson plans (Pebrianti, 2019).

Second, in the aspect of implementing learning which is a process related to learning planning, or in other words, learning implementation is the implementation of learning plans that have been prepared previously (Hanum, 2017). The results of the implementation of academic supervision at SDN Baros Mandiri 7 found that in cycle 1 (Table 4), class teachers were good at indicators 1 and 2, namely the implementation of opening learning activities and delivery of material with an average score of 75.0 and 79, respectively. 2. Meanwhile, in indicators 3 and 4, the class teacher's performance is still quite adequate, namely 62.5 for the use of methods and media and 60.4 for closing learning activities. Thus, it can be identified that there is still a need for special attention in developing teacher skills in selecting and adopting learning methods that suit the needs and characteristics of students and learning materials.

Meanwhile, it is different from subject teachers (mapel), namely the performance of subject teachers in the good category is only in the indicators of using methods and media with a score of 75. Apart from these indicators, the performance of subject teachers is still in the sufficient category. To improve the performance of subject teachers as a whole, efforts are needed to identify and overcome the challenges faced by teachers in implementing learning, including the use of appropriate resources. According to Ceha & Bachtiar (2016) , Maple teachers need to ensure that they use the right resources and according to

learning needs. This includes choosing teaching materials that are relevant and *up-to-date* as well as utilizing appropriate technology and learning media.

Similarly, at the learning planning stage, in the learning implementation stage there was also an increase in teacher performance in the 2nd cycle. The highest performance achievement was found in the indicator of opening learning carried out by the class teacher, which achieved a score of 91.7 and was included in the very good category. This finding indicates that the classroom teacher has a very good ability to open the implementation of learning. One of the factors that contributed to this success was the closeness of the class teacher to the children, which made him used to it and was able to create a supportive learning environment (Fahrurozzi & Murcahyanto, 2021).

Third, in the aspect of learning evaluation which is a series of activities carried out by the teacher to collect information about the learning progress that has been achieved by students (Febriana, 2021). Based on research findings regarding aspects of learning evaluation carried out by class teachers and subject teachers in cycle 1, it appears that the assessment of several indicators has different values between the two. Classroom teacher performance at this stage is sufficient for indicators 1,2 and 3, respectively, 70.8 for affective, cognitive, psychomotor assessments, 60.4 for alternative assessments, and 62.5 for completeness indicators. Meanwhile, it is classified as lacking in indicator 4, namely a HOTS-oriented assessment with a score of 47.9. Which is also the case with subject teachers. These results indicate that in the aspect of learning evaluation both class teachers and subject teachers still really need to improve their performance, especially in HOTS-oriented assessments. The main claim from this finding is that teachers have pedagogical limitations to develop HOTS-oriented questions in the student assessment process (Salam, 2019), so as to help teachers increase their understanding of concepts and creation of questions based on *Higher Order Thinking Skills* (HOTS), there is still a great need for the implementation of special training for teachers. This training will focus on preparing HOTS questions (Destiniar, et., al, 2020).

In addition to the findings above, interesting changes were seen in the 2nd cycle, where the class teacher managed to achieve high scores in all aspects of learning, especially in assessments that included affective, cognitive, and psychomotor aspects, as well as in providing various alternative assessments by achieving performance scores. of 93.8 and 91.7 which are included in the very good category. Meanwhile, indicators 3 and 4 also experienced an increase from the previous cycle to a good category. However, the situation is different with subject teachers, where the performance of subject teachers in the second cycle of academic supervision is still quite adequate on the completeness indicator.

Even though they have experienced an increase from the previous cycle, these findings indicate that subject teachers still need to improve their performance in the evaluation aspect of learning. Some ways that can be done include, teachers need to be given an understanding and provision of the importance of HOTS-oriented assessments in learning. Creativity in designing questions and assessments that trigger *Higher Order Thinking Skills* needs to be encouraged, then school principals or subject coordinators can provide regular assistance and monitoring to support improving the quality of learning assessments (Saragih & Nasution, 2019).

The discussion above shows that the academic supervision carried out by the principal at SDN Baros Mandiri 7 has produced positive results by increasing teacher performance from cycle 1 to cycle 2. In Figure 1, it can be seen that overall, teacher performance in cycle 1 was good class teachers and subject teachers, are still classified as "adequate," but in cycle 2, the teacher's performance increases to "good". This result was achieved thanks to the support provided by the principal and colleagues, who play an important role in motivating teachers to continue to develop themselves and improve the quality of learning. This support can be in the form of necessary training and facilities from school principals, as well as sharing experiences and best practices in learning from colleagues. This is in accordance with several previous studies which revealed ways to improve teacher performance including by providing training, improving facilities, to support from fellow colleagues (Lailatussaadah, 2015; Zubair & Aliman, 2017). In addition, proper training and assistance can assist teachers in improving performance on certain indicators that still require improvement (Marhawati, 2020).

Academic supervision conducted by the principal at SDN Baros Mandiri 7 for teachers is a crucial component in the process of improving teacher performance. The results of these supervisory activities form the basis for the continuous professional development of teachers. A meaningful approach to evaluating academic supervision is a valuable tool for principals, supervisors, and teachers themselves to meet teacher needs in the learning process and increase professionalism (Moss, 2015, p. 40). The purpose of academic supervision includes several things, namely: (1) to help teachers develop their professional abilities in understanding academic material, classroom life, developing teaching skills, and implementing certain techniques ; (2) monitoring the teaching and learning process in schools through visits by the principal to classes when the teacher is teaching, private conversations with teachers, colleagues, and some students; and (3) encouraging teachers to apply their abilities in carrying out teaching assignments, develop themselves, and

pay serious attention to their duties and responsibilities. Effective academic supervision is supervision that is able to achieve these goals, as suggested by Sergiovanni (Kemdikbud, 2018). Thus, proper academic supervision can be an important instrument in improving the quality of education, especially with a focus on improving teacher performance over time. The principal's support and collaboration with colleagues is the key to achieving continuous improvement in the learning process and teacher professionalism.

CONCLUSION

Based on the results of the study, it can be concluded that overall the implementation of academic supervision carried out by the principal at SDN Baros Mandiri 7 has a positive impact on improving teacher performance as shown from the acquisition of scores from cycle 1 to cycle 2 from the "fair" to "good" category. In the aspect of lesson planning, class teachers show significant progress, especially in designing student-centered learning steps and using innovative learning resources and media. However, special attention is still needed regarding the preparation of HOTS-based assessments. In the aspect of implementing learning, there was an increase in the performance of class teachers and subject teachers in cycle 2. Class teachers showed a significant increase in opening learning with very good scores. However, efforts are still needed to increase the use of innovative learning methods and media by class teachers and subject teachers. In the aspect of learning evaluation, there are still deficiencies in HOTS-oriented assessments for both class teachers and subject teachers. Thus there is still a need to improve teacher performance for every aspect of learning, which can be done through support and collaboration between school principals, co-workers, and teachers who also play an important role in motivating teachers to continue to develop themselves and increase professionalism, special training in preparing HOTS questions and improving facilities and teachers' understanding of the concept and creation of HOTS questions need to be implemented to support improving the quality of learning. With continuous improvement and development efforts, it is hoped that the quality of learning at SDN Baros Mandiri 7 can continue to increase.

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