The profile implementation of academic supervision head of school basic in Ulaweng Sub-Districts, Bone District

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Abstract— This study was motivated by the tendency of principals to implement academic supervision that had not met expectations. The lack of implementation of academic supervision can be caused by principals carrying out more administrative tasks than supervision tasks. This study aims to examine the implementation of academic supervision of primary school principals in Ulaweng District, Bone District. The approach used is a quantitative approach with a descriptive type of research. The population in this study were 176 people scattered in 27 elementary schools. While the research sample was 50% (88 people) taken using proportionale random sampling technique. Data collection techniques used are questionnaire techniques, observation, interviews, and documentation techniques. Data obtained through questionnaire instruments were analyzed using descriptive statistics. The results showed that the implementation of the acadmatic supervision of the Head of State Primary School in Ulaweng Subdistrict, Bone District was still relatively moderate, both in the aspects of learning planning, implementation of learning, evaluation of learning outcomes, and follow-up of evaluation results.

Keywords— Academic Supervision, Headmaster

I. INTRODUCTION

Academic supervision carried out by the principal in the form of assistance and guidance to improve teacher performance [1]–[8]. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning goals [1]–[3], [9]–[11]. Thus, academic supervision is a planned activity aimed at the qualitative aspects of the school by helping teachers through support and evaluation of learning and learning processes that can improve learning outcomes. The supervision or guidance of the teacher emphasizes more on the professional development of the teacher, which is guidance which is more directed at efforts to improve and improve the professional ability of the teacher [12], [13].

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning goals [14]–[18]. Some other research results show the magnitude of the effect of supervision on efforts to improve teacher performance both in order improve the quality of learning in public schools and teachers in vocational schools [19]–[23].

Supervision is directed at two aspects, namely academic supervision, and managerial supervision [24], [25]. Academic supervision conducted by the principal emphasizes observation of academic activities, in the form of learning both inside and outside the classroom. While managerial supervision is carried out by school supervisors who focus on observations on aspects of school management and administration that function as supporting the implementation of learning. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals [26]–[28]. Academic supervision cannot be separated from the assessment of teacher performance in managing learning. The Directorate of Education Personnel of the Ministry of National Education stated that supervision that helps teachers in developing their ability to manage learning processes for the achievement of learning goals is called academic supervision [29]. It can be understood that academic supervision as an activity of giving assistance to teachers in the form of encouragement, guidance, and direction from the principal so that teachers can improve their ability to carry out the learning process in order to achieve the expected learning goals [30], [31].

Academic supervision has a minimum of three supervision functions, namely: 1) As an activity to improve the quality of learning, 2) As a trigger or motivator of

changes in the elements associated with learning, and 3) As an activity of leading and guiding [32]. The academic supervision function is to provide teaching supervision services to teachers to foster teaching and learning processes that are of good quality, fun, innovative and can maintain the balance of the implementation of teaching staff duties. Whereas in increasing academic supervision, it must have clear academic supervision techniques [33].

Academic supervision techniques consist of individual supervision techniques and group supervision techniques. Individual supervision techniques are the implementation of individual supervision of teachers who have special problems. Supervisors (principals) only deal with a teacher so that from the results of this supervision, the quality of learning will be known. This technique can be applied by way of class visits, class observations, individual meetings, class visits, and self-assessment [34]–[39].

Group supervision techniques are a way of implementing a supervision program aimed at two or more teachers who are likely to have the same problem or coaching needs. Supervisors provide supervision services according to the problems or needs they face. To be able to provide supervision services, the principal as a supervisor is required to establish supervision techniques [35], [37]. Describes that there are thirteen group supervision techniques that can be applied by supervisors in carrying out their duties. The thirteen techniques are, as follows: 1) Committees; 2) Group work; 3) curriculum laboratory; 4) Read guided; 5) Demonstration of learning; 6) Tourism; 7) Lecture / study; 8) Panel discussion; 9) Library position; 10) Professional organizations; 11) Supervision bulletin; 12) Teacher meetings; and 13) Workshops or group conferences [37].

The results of research conducted the low implementation of supervision is caused by the supervisor / supervisor who does not have adequate competence as a prerequisite for implementing academic supervision [37]. In addition, there are time constraints (many administrative tasks that must be completed), supervision has not been programmed in a participatory manner, lack of understanding of supervisory concepts, theories and practices of supervision, and lack of understanding of the substances related to their fields.

The above problems contradict the principal duties and functions of the principal as a supervisor especially in the academic field. The principal should assist the teacher in improving the learning process. However, if the supervisor does not understand enough and does not have enough time to carry out supervision, then the guidance will be less optimal. That an effort was needed to find out whether the teacher's performance was good or not by developing supervision or supervision.

II. RESEARCH METHOD

The approach used in this study is a quantitative approach using descriptive analysis. This approach is used to obtain an overview of the implementation of academic supervision of the State Elementary School Principals in Ulaweng District, Bone Regency.

The population in this study were all public elementary school teachers in Ulaweng District, Bone Regency, as many as 176 people spread across 27 schools. While the sample was taken as much as 50% or as many as 88 people. Samples were taken using proportional random sampling technique. Data collection techniques in this study are questionnaires, observation and documentation. Data analysis techniques used are descriptive analysis techniques in the form of percentages.

III. RESULT AND DISCUSSION

A. Result

The results showed that the implementation of academic supervision of the Principal of Public Elementary Schools in Ulaweng Subdistrict, Bone District was not as expected. This can be seen in detail in the table, as follows:

Table 1. Overview of Implementation of Principal Academic Supervision

Indicator	n	N	%	Category
- Plan learning	1360	3080	44,16	Medium
- Implement learning	1153	2640	43,67	Medium
- Carry out a buy evaluation.	991	2200	45,05	Medium
- Follow-up to the results of supervision	444	880	50,45	Medium
Sum	3948	8800	44,86	Medium

Source: Processed from research data

Description of the implementation of the principal's academic supervision in general can be seen in the following diagram:
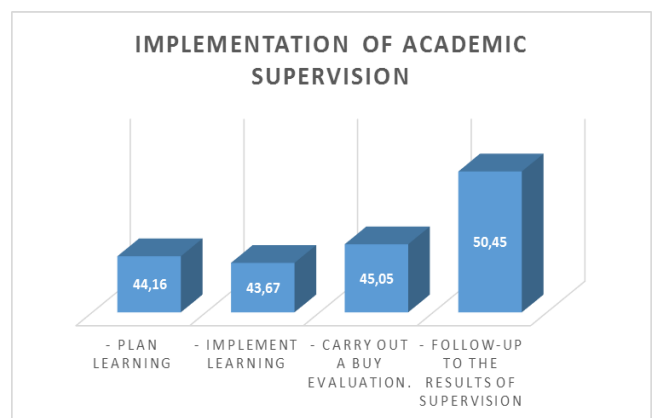

Fig 1. General Description of Implementation of Academic Supervision of Principals

The results of the data analysis showed that the implementation of academic supervision carried out by the Head of the State Primary School in the Subdistrict of Ulaweng, Bone Regency was on average in the medium category. However, when viewed from each aspect, it appears that the follow-up of supervision results has the highest percentage level of 50.45% or classified as

moderate, while the lowest aspect is seen from the percentage of the implementation, namely the guidance given to the teacher in carrying out learning which is 43.67% .

Thus it can be concluded that the implementation of academic supervision of the State Elementary School Principal in Ulaweng District, Bone Regency is 44.86% or included in the Medium category.

B. Discussion

The results showed that the implementation of the principal's academic revision for every aspect of the guidance given to the teacher in planning learning, implementing learning and evaluating learning outcomes was still moderate, which was an average of 40%.

The school principal as a supervisor at the school can be said to be successful if the results of the supervision implementation can improve the teacher's professional ability which has an impact on improving teacher performance. Coaching carried out by the principal can go through various forms of coaching activities to the ability of the teacher in planning, implementing and evaluating learning. For this reason the principal must be able to carry out his role and responsibility as a supervisor. The headmaster is expected to be able to create a comfortable and conducive working atmosphere in school, so that every teacher can work optimally.

Supervision of school principals requires primary attention, because through good supervision it is expected that qualified teachers will be born in various fields as thinkers, workers who can ultimately improve quality human resources. In this regard, the leadership quality of the principal will greatly determine the quality of learning in school. If the quality of leadership is evidenced by the ability to provide guidance to the teacher through guidance in planning, implementing and evaluating learning, the quality of learning can run well which will ultimately improve the quality of education as expected.

IV. CONCLUSION

Based on the results of data analysis as described in the previous chapter, it can be concluded that:

1. Implementation of academic supervision of the Principal of Elementary Schools in Ulaweng District, Bone Regency for aspects of learning planning are in the medium category.

2. The implementation of academic supervision of the Principal of Elementary Schools in Ulaweng District, Bone Regency for aspects of learning implementation is in the medium category.

3. The implementation of academic supervision of the Principal of Elementary Schools in Ulaweng Subdistrict, Bone Regency for evaluation aspects of learning outcomes is in the medium category.

4. Follow-up of the results of the implementation of the academic supervision of the Primary School Principal in Ulaweng District, Bone Regency is in the medium category.

5. In general, it was concluded that the implementation of academic supervision of the Primary School Principals in Ulaweng District, Bone Regency was 44.86% or included in the medium category.

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