

The Implementation of Academic Supervision in Improving Teaching Quality at the Elementary School in Aceh Besar

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Abstract: This research aimed to investigate the implementation of the academic supervision in improving teachers' teaching quality at the elementary school in Aceh Besar. The research background was a fundamental problem related to the unsuccessful supervision implementation conducted by supervisors towards the teaching and learning process at the elementary school in Aceh Besar which in turn impacting on the low education quality. This research used a descriptive method using quantitative analysis approach. Data collection was conducted using a questionnaire. The purposive sampling was employed to select 30 teachers. The findings of this study were (1) the academic supervision plan in managing teachers' teaching has not been optimal, it was indicated by the percentage of 40%. (2) The implementation of the academic supervision has also not been optimal as evidenced by the percentage of 35.50%. (3) The evaluation conducted by the school supervisors towards the learning process has also not been optimal as indicated by the percentage of 42%.

Keywords: Academic Supervision, Teaching Quality

1 Introduction

Teaching is basically an activity consisting of communication and interaction between teachers and students. This process is a professional action based on the scientific principles. Teaching activity is a teachers' activities of engaging students in the learning process using various learning methods. An effective teaching is the result of well-trained teachers in conducting their duties. Supervision is a professional assistance given to the teachers to improve their performance. It is acknowledged by principals as stated in the research findings conducted by the Research and Development Agency of Education and Culture Department (1984) that many potential teachers develop their ability independently without guidance which in turn they cannot contribute to their schools or other teachers because of their lack of knowledge of how to do it. Most people agree that the education quality in a school will not exceed the quality of the teachers. According to Gregorio [1] "No school system or educational program is better than the quality of the teaching personnel who compose it". Teachers play an important role in determining the learning quality in an education institution.

Teacher is the most essential component in students learning. The teachers' proficiency in implementing the curriculum into the learning will produce the teaching learning process comprehended by the students. The good education program described in the curriculum means nothing without the teachers' helps of designing the materials to be understood by the students. In contrast, the complicated materials described in the curriculum will be well-comprehended by the students if the teachers interpret their meaning and function for the students. The obstacles of implementing academic supervision in improving the learning quality are the low ability of school supervisors in coaching the teacher and schools staff and the lack motivation in conducting their duties. The school supervisors only assess the administration which is the main duty of the teachers in the teaching and learning process. Their focuses are assessing and supervising the teachers' activities or seeking the teachers' weaknesses and mistakes instead of conducting optimal coaching for the teachers.

Based on the findings obtained by Kotirde & Yunos (2015) the education supervisors is a serious problem required proper solution. The education supervisors should be able to do their responsibilities to be involved in the education activity. The findings of Ünal (2010) showed that the structure of education supervisors does not meet the education goal and the implementation is not efficient because of the absence of well-designed planning resulting in the education supervisors' activities not running well. The teachers' perception towards the supervisors is that they have not contributed to the development of the education quality.

This research aimed to investigate the implementation of the academic supervision in improving teachers' teaching quality at the elementary school in Aceh Besar by examining how the academic supervision activities, such as the plan, implementation and assessment are conducted towards the teachers at the elementary school in Aceh Besar.

2 Research Method

This research used a descriptive method using quantitative analysis approach. The data was collected using a questionnaire. The samples were 30 teachers at the elementary school in Aceh Besar which was selected using the purposive sampling technique.

3 Result and Discussion

a. The program planning of academic supervision.

Based on the result of data analysis, the percentage of the program planning of the academic supervision at the elementary school in Aceh Besar was obtained.

Table 1: The program planning of the academic supervision in managing the learning at the elementary school in Aceh Besar.

Component	Percentage	Note
Plan	40%	Sufficient

b. The implementation of the academic supervision program.

Based on the result of data analysis, the percentage of the implementation of the academic supervision at the elementary school in Aceh Besar was obtained.

Table 2: The implementation of the academic supervision in managing the learning at the elementary school in Aceh Besar.

Component	Percentage	Note
Plan	35.50%	Not sufficient

c. The implementation evaluation of academic supervision

Based on the result of data analysis, the percentage of the implementation evaluation of the academic supervision at the elementary school in Aceh Besar was obtained.

Table 3: The implementation evaluation of the academic supervision at the elementary school in Aceh Besar.

Component	Percentage	Note
Plan	42%	Sufficient

d. Discussion

The planning conducted by the school supervisors in improving teachers' learning quality at the elementary School in Aceh Besar was 40%, the result showed that the supervisors conducting the academic supervision in designing the learning activities were categorized as being sufficient despite the planning of managing the learning is the priority in the implementation of the academic supervision. The supervision provided to the teachers was not optimal following the principles of the academic supervision. Thus, the implementation of the academic supervision at the elementary school in Aceh Besar focused on the administration. Therefore, the supervisors should have the planning to be able to do their main duties. The implementation of the academic supervision at the elementary school in Aceh Besar was 35.50%, it was categorized as being not sufficient. The academic supervisors should be able to select the academic supervision techniques. The teachers were not coached by the school supervisors individually and were visited only once in a semester. Even some of them were not visited at all by the supervisors. In fact, every teacher needs to be coached by the school supervisors as they are the teachers' leaders. The evaluation implementation result of the academic supervision at the elementary school in Aceh Besar was 42%, it was categorized as being sufficient. The evaluation conducted was only about the completion of the teaching and learning administration, mainly concerning on reporting. However, the guidance and follow-up were not optimal because the school supervisors' meeting was only conducted once in a semester. The academic supervision competency is the most strategic aspect because it is related to the teachers' professionalism competency. Alfonso (Masaong; 2013) asserted that the students' behavior is influenced by the teachers', meanwhile the teachers' behavior is influenced by the supervisors. The correlation is described in Figure 1.

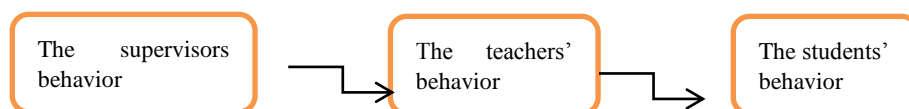


Fig 1. The relationship between the supervisors', teachers' and students' behavior.

A similar argument was proposed by Glickman (Masaong; 2013) stating that the school supervisors are the teachers' leaders. Therefore, the learning process quality and the students' quality cannot be separated from the three education components, namely: supervisors, teachers and students. Referring to the supervisors' duty and function in coaching the teachers based on the national education regulation Number 12 Year 2007, it is explained that a supervisor is expected to have ability in designing the learning, the learning process and the learning evaluation. The supervisor is also expected to understand the problems, needs and

teachers' characteristics. [4]that the meaning of the academic supervision competency is to guide teachers in improving the learning process quality. Sudin (2008) added that the main duties of the school supervisors are planning, implementing and evaluating. The implementation of the academic supervision through the coaching and assessment of the education unit being supervised emphasizes on the learning process. Sergiovanni (Pupuh and Suryana: 2011) explained that the academic supervision is to supervise the teachers' teaching quality. In conducting their duties, the supervisors monitor the teaching and learning process at the school. The monitoring activities include visiting the class when the teachers are teaching, conducting individual discussion with the teachers, their colleagues, and the students, as well as developing the teachers' professionalism.

Gülşen, Ateş, & Bahadır, (2015) stated that the school supervisors should explain the school aims to the teachers, guide the teachers in improving the teaching methods and techniques, contribute to the teachers' professionalism, help teachers in finding the better teaching media and assist teachers to solve problems in the teaching and learning process.

4 Conclusion

Based on the data analysis, it can be concluded that (1) the planning of the academic supervision in managing teachers' learning was not optimal as indicated by the percentage of 40%; (2) the implementation of the academic supervision in managing the teaching quality was also not optimal, as shown by the percentage of 35.50%;and (3) the evaluation of the academic supervision conducted by the school supervisors was also not optimal as it is evidenced by the percentage of 42%. The supervisors are expected to be able to conduct the academic supervision based on the principles of the academic supervision. The school supervisors should be able to spend the time to coach the teachers in enhancing their teaching quality at the school. The teachers have not been provided with the significant coaching by the supervisors. Therefore, the results achieved has not been able to improve the teaching quality.

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