

Improving Teacher Performance on Pedagogical Competence through Academic Supervision of School Principals

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Abstract: *Academic supervision is needed to improve the quality of teacher performance. Pedagogical competence is the ability of a teacher to regulate learning in the classroom as an indicator of the level of success in the learning process and results. This study aimed to describe teachers' perceptions of improving teacher performance on pedagogical competence through academic supervision of school principals. Participants involved in this study were 50 teachers from elementary school to senior high school. This was a survey study. Teachers were selected based on the criteria of educational background, region, profession, and the years of teaching. The research instrument used a questionnaire consisting of 20 questions on a Likert scale and two descriptive questions.*

The research found that teacher performance on pedagogical competence had positive perception through academic supervision of school principals. The main obstacle that must be faced by teachers is related to academic supervision that is carried out unstructured and scheduled regularly. The principal should provide direct assistance to the teacher because it is included in the main task of the work function. Direct assistance can be done with meetings and examinations of the supervision of the teacher. However, indirect mentoring is also quite effective as by forming an academic supervision team.

Keywords: *Academic Supervision, Teacher Performance, Pedagogical Competence*

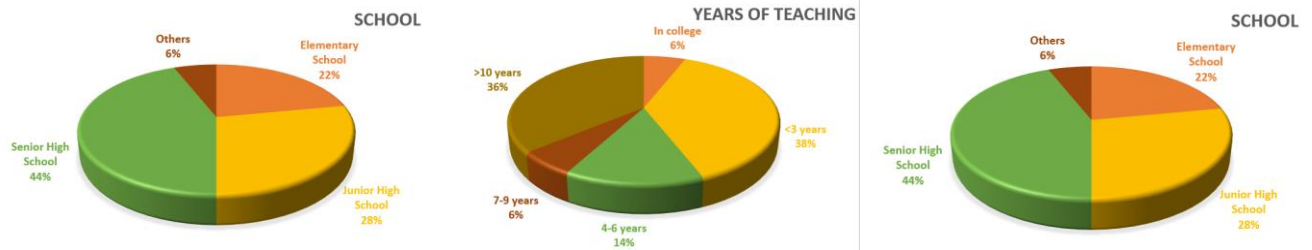
1. Introduction

The issue of teacher performance is still a very serious discussion to date. The government strives to improve the competence and performance through various means. The Indonesian Ministry of Education and Culture (2015) reports the results of the teacher competency test (UKG) in Indonesia as a national average of only 44.5 or far below the standart value of 55.[1]. Pedagogical competence, which is the main foundation, has not reached expectations. This can be seen from the performance of teachers who are still not optimal and not yet professional as a learning agent. Many teachers apply top-down patterns when teaching and making themselves the main subjects in teaching and learning activities. Principals who have duties as supervisors can later contribute maximally and continuously in conducting academic supervision of teachers. [2]

In improving teachers' performance in the pedagogical competence and implementation of the academic supervision function, appropriate guidance, and training are needed in the achievement of the professional duties of teachers and school principals. The focus in this issue is the principal who plays the role of supervisor, and the teacher as the object of evaluation. Academic supervision is performed by individual supervision techniques which includes: classroom or practical visit, classroom or practical observation, individual meetings, inter-class or practical places visit, and self-assessment [3]

2. Methods

In this survey study, the research subjects were 50 teachers from elementary school to senior high school. Teachers were selected based on the criteria of educational background, region, profession, and the duration of teaching. The demographics of the participants were described in Picture 1 and Picture 2.



Picture 1. Demographics of the Participants

The instruments compiled consisted of a demographic survey (covering profession, region, type of school, and years of teaching) and a survey that asked teachers' perceptions about improving teacher performance of the academic supervision of school principals. All respondents were asked to fill out a questionnaire consisting of a 20-item Likert scale survey with a scale of 0–5 representing strongly disagree to strongly agree and one descriptive question. The questionnaire consists of two parts, the perspective of academic supervision by principal and teacher performance perspective. The questionnaire was presented in the form of Google Form. The data were analyzed by descriptive analysis method. The statements that were used in this study were given in table below.

TABLE I. Statements Included in The Survey about Academic Supervision

Statement	Sentence
Statement 1 (SE1)	I know about academic supervision
Statement 2 (SE2)	I was supervised academically by the principal.
Statement 3 (SE3)	The principal sets academic supervision objectives oriented towards improving teacher performance
Statement 4 (SE4)	The principal communicates the academic supervision plan to the teacher.
Statement 5 (SE5)	The principal observes the implementation of learning activities
Statement 6 (SE6)	The principal guides the teacher to improve professional competence.
Statement 7 (SE7)	The principal exchanges ideas with the teacher to find a solution to the problems faced by the teacher in learning.
Statement 8 (SE8)	The principal informs the teacher of the assessment of the teacher's performance.

TABLE II. Statements Included in The Survey about Teachers' Performance

Statement	Sentence
Statement 1 (SE1)	I can formulate learning objectives according to basic competencies
Statement 2 (SE2)	I can choose and develop the subject matter to be systematically organized and sustainable.
Statement 3 (SE3)	I can determine the learning method according to the subject matter.
Statement 4 (SE4)	I can determine the assessment technique.
Statement 5 (SE5)	I can convey the material hook / aperception.
Statement 6 (SE6)	I can organize students, such as working individually, or in groups.
Statement 7 (SE7)	I can check the student's understanding of the subject matter.
Statement 8 (SE8)	I provide enrichment to students who have reached KKM.
Statement 9 (SE9)	I provide remedial activities for students who have not achieved KKM grades.
Statement 10 (SE10)	I help students grow confidence and encourage students to dare to express their own opinions.

3. Result And Discussion

The findings were organized as follows. Fig. 1 presents the perception of teacher performance through academic supervision of school principals. According to Figure 1, it can be concluded that most of the teachers have known about academic supervision (SE1). The teachers also was supervised academically by the principal (SE2). In impementation of academic suupervision by the principal, the principal sets (SE3), communicates (SE4), observes (SE5), guide (SE6), exchanges ideas with teacher (SE7) and informs the teacher of assessment of the teacher’s performance (SE8). However, there are still many teachers who netral in observes thhe implementation of learning activities. In fact, 5.9 percents of teachers that strongly disagree that have supervised academically by the principal. It is because that they were not conscious if they were supervised by the principal. They assume in a class the principal only wants to know whether learning runs smoothly without any obstacles or not.

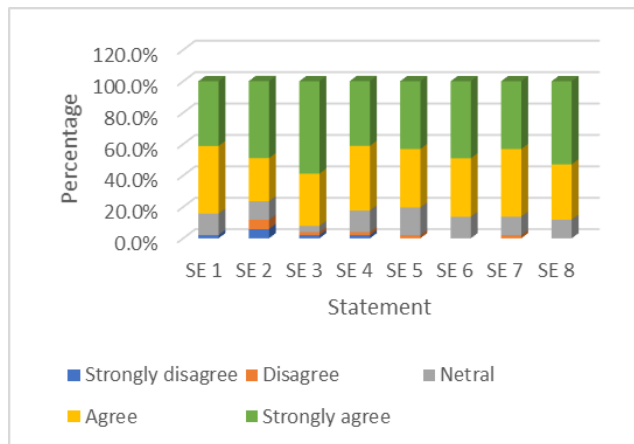


Fig. 2. The Teachers’ Responses for the Perception of Academic Supervision by the Principal

Fig. 2 shows the teachers’ responses for the perception of teacher performance through academic supervision by the principal. Teacher performance is directly proportional to academic supervision. Teachers assume that with academic supervision by the principal, their performance will increase. This is indicated by figure 2 below. This is important source in giving information concerning teacher’s performance through academic supervision by the principal. Most of the teachers can formulate learning (SE1) by choose and develop (SE2), determine the learning method (SE3), and also determine the technique of analyze (SE4). In addition, the implementation also have positive perceptions.

Teacher were also agreed that they can convey the material book (SE5), organize students (SE6), and check the understanding of the subject matter (SE7). In fact, teachers also agreed that they can provide enrichment (SE8), remedial activities (SE9). And help students grow confidence and encourage them to dare to express their own opinions.

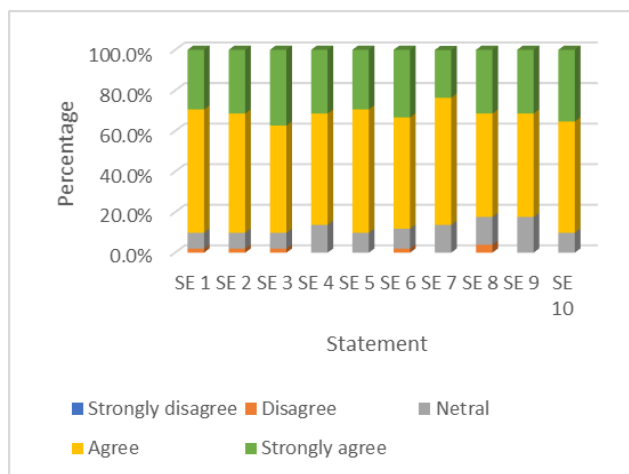


Fig. 2 The Teachers’ Responses for the Perception of Teacher Performance through Academic Supervision by the Principal

Headmaster as a supervisor makes teachers have high performance as a model teacher [4]. With improving teacher's performance, it is expected that educational goals can be achieved effectively and efficiently [5]. According to Table 3, it is concluded that there are suggestions from the teachers about academic supervision by the principal. The most frequent suggestions are related to the consistency, coordination, and communication. Supervision must be carried out consistently within a certain period of time. However, most principals claimed to follow up teacher's supervision results periodically, and only a small percentage claimed to do so occasionally [6].

TABLE III. Teachers' Suggestions in Academic Supervision

Aspect	Suggestion	n
Consistently	Supervision must be carried out consistently within a certain period of time	15
Coordination	I hope the leader can guide well.	7
Communication	Communication in detail	2

4. Conclusion

The results show that teachers have positive perceptions on the improving teacher performance on pedagogical through academic supervision of school principals. The teacher's suggestions related to this study are academic supervision must be consistently, improve the coordination, and communication with the teachers. This research is in line with a study conducted by Rachmatul Ummah and Fitria Yeni Bahri [7], which states that there is a positive and significant influence between academic supervision on teachers' performance. There is a significant influence of learning leadership, academic supervision, and teaching skills on the effectiveness of teacher performance. [8] There is an effect of academic supervision on teacher performance. [9] This shows that the higher the value of an academic supervision variable, the higher also the performance of the teacher and vice versa. This research is also in line with a study conducted by Irmawati [10] which shows the relationship between teacher perception to supervision by headmaster and performance of the teachers, in other words the performance on pedagogical competence of those teachers might be influenced by their supervision.

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