

## **The Effectiveness of the Implementation of Academic Supervision in Improving the Pedagogical Competence of Teacher at SMAN 3 Gunungsitoli**

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### **Abstract**

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*The purpose of this study was to examine the effectiveness of the implementation of the academic supervision conducted superintendent of schools in improving the pedagogical competence of teachers of mathematics and the constraints faced by the school superintendent for the effective implementation of the academic supervision in improving pedagogical competence math teacher at SMA Negeri 3 Gunungsitoli. Subjek this study is the teacher of mathematics SMA Negeri 3 Gunungsitoli numbering 7 people. Data collection techniques in this study using qualitative data collection techniques. Analisis data using qualitative analysis refers to the opinions of Miles and Huberman. The results showed that the implementation of the academic supervision conducted by the superintendent of schools at SMAN 3 Gunungsitoli not effective in improving math teacher pedagogical competence as constrained educational background superintendent of schools who are not math.*

**Keywords:** *Academic Supervision, Pedagogic Competency.*

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### **I. Preliminary**

Teacher is not a determinant of one's future. But the teacher will be very influential on the slow or not the process of achieving good things and enlighten the future of every learner who entrusted God to him. Blessed are everyone who is appointed to be a teacher, for it is the teacher who has the honor of two after the parents to be part of the journey of the great men of the future. Being a teacher is not just a job that has been professionally recognized. Being a teacher is a conscious activity by being whole human beings wholeheartedly, soul and body to make every effort right to facilitate every student to find his true identity in order to become the heir of a tough country for the welfare of this nation and state in the future.

Undang-Undang No. 14, 2005 on Teachers and Lecturers, it is clear that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, basic education, and middle education. So, not everyone can be a teacher. A person who seems to have the talent to be a teacher or who has a position as a teacher must really believe that he / she is worthy to be a teacher in Indonesia with a set of indicators of four (4) the competence of teachers that must be owned by each teacher in accordance with the mandated Act No. 14 of 2005 on Teachers and Lecturers, Article 10 which includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education. Each teacher is required to have all four competencies that are holistically based on the fulfillment of at least the minimum standards of each teacher's competence. The fulfillment of the competencies expected from each teacher can be known through the implementation of academic supervision for teachers. Based on the results of supervision implementation, each teacher can know objectively every achievement and then facilitated in order to become a competent teacher.

The rapid development of information technology and communication at this time, giving impact to the shift of values and meaning which of course affect the whole field of human life is no exception mathematics teaching. Information circulating in the community through online media as well as print media provides a new view that states that teaching mathematics in schools is not important. A person does not have to learn math to become better. This will in some degree affect the students' impression of mathematics, and with the various conveniences of technology, this view seems correct if the values and meanings contained in the teaching of mathematics can not be expressed by the teacher. Therefore, teachers must continue to hone math pedagogical

ability, an ability that's going to declare that the teaching of mathematics teaching is not about numbers, not about 'calculations', not only about the matter and exercise alone. The math teacher should be able to manage the teaching of mathematics in order to form the character of the learner. And to help the math teacher apply the pedagogic competence better, supervision of supervisors supervision performed a very important role.

Supervision is derived from the word 'super' and 'vision'. Super means more or higher, above and vision means seeing, so that supervision is literally interpreted from above. There is a demand that must be fulfilled in the supervision, that the person who sees it must have more (high and wide) abilities than seen. In the world of formal education that a structured educational paths and tiered consisting of primary education, secondary education and higher education; especially for primary and secondary education, which have more capacity or higher in the stewardship of learning is the principal and school superintendent. Therefore, principals and school supervisors must have and master the element of academic supervision competence in order to perform the task of supervision properly.

Based on the authors' observation, the academic supervision activity conducted during SMA Negeri 3 Gunungsitoli is more emphasized to meet the teacher's administrative assessment file only, so teachers who have good administrative assessment do not necessarily have good performance in the classroom. This is not in accordance with the expected results that if the academic supervision is done maximally then it can improve the competence of teachers because in addition to the process of assessing, there is also follow-up in the form of guidance for the purpose of periodic improvement so as to lead to continuous improvement of quality.

The presence of supervisors at school should be able to inspire a new spirit of every teacher. However, the presence of supervisors is often considered to be of no benefit at all. Nothing interesting. Even sometimes, there are teachers who think that the supervisors who come to the school as if a person who does not have a job that usually only deal with the principal. If you have to deal with the teacher, not only to find fault with teachers only. This is very contrary to the purpose of the implementation of academic supervision is to help teachers develop skills in order to achieve the planned teaching and learning objectives for their students. Through supervisory activities undertaken by supervisors is expected not only the knowledge and skills of teachers who experience improvement, but also increase the willingness, commitment and motivation of the teachers (Aedi, 2014: 184).

Teachers who have long been carrying out their duties assume that the job as a teacher is only limited to routine activities we still find today. The learning methods used do not vary, so such situations can lead to the learning process in the classroom boring and unable to generate the motivation of learners to develop their own potential, learning services received by learners to be inferior (Sagala, 2011: 171). Learning process like this will produce graduates and human resources are not qualified, then the impact is the nation's fighting power becomes low, so the quality of the welfare of this nation will be low as well. Thus, teachers need to be assisted in improving the quality of competence in order to provide learning services that are able to encourage learners actively and consciously develop their potential. Such assistance can, among other things, be done through the supervisory supervision of the school supervisor who is done in a serious, systematic and sustainable manner.

Academic supervision capable of improving the quality of teacher performance according to Sahertian (2008: 20) is implemented based on systematic principles, planned and continuous. Supervision is based on objective data and facts. The success of academic supervision is also supported by the relationship of the relationship that is built intimately and warmly on the basis of humanity by upholding the dignity and dignity of the teacher. Academic supervision warm atmosphere and familiar makes teachers feel comfortable so that supervisors can help develop joint efforts to improve the ability of teachers. The supervisor of the school as an academic supervisor should be a figure sought after and anticipated by the teachers, as the inspector can be an inspiration for teachers to overcome various problems related to the main activities of teachers in the form of planning of learning, implementing learning, assessing the learning outcomes, guiding and training participants educate, and perform additional duties attached to the implementation of the main activities in accordance with the workload of teachers.

According to Mukhtar and Iskandar (2009: 39) the implementation of academic supervision by supervisors in schools has not been effective so that it has not contributed sufficiently to improve the quality of study services, the main reason is based on two things: firstly the supervisor's workload is too heavy, according to the field of study supervised. The above will not be an obstacle when intelligent supervisors use supervision strategies to improve the effectiveness of academic supervision, use of technological assistance in MGMP supervision and empowerment. The professional capacity in technical and technical education and administrative fields should also be controlled by supervisors, otherwise the presence of supervisors will not bring any influence in improving teacher competence in order to achieve educational and teaching objectives in schools. Based on the background of thinking as described above, the authors think it is necessary to conduct research on the effectiveness of academic supervision in improving pedagogic competence of teachers in SMA Negeri 3 Gunungsitoli.

## **II. Research Methodology**

The research was conducted in SMA Negeri 3 Gunungsitoli, North Sumatra. When the study is scheduled for four months ie from April to July 2017.

Subjek this study is the teacher of mathematics SMA Negeri 3 Gunungsitoli as many as 7 people. Data collection techniques in this study using data collection techniques kualitatif, data collection was done on natural setting, primary data source, and data collection technique used more on observation, in depth interview and documentation study. Analisis data using qualitative analysis refers to the opinions of Miles and Huberman, namely: 1) the reduction of data, 2) presentaat of data, 3) conclusion or verification

## **III. Results And Discussion**

Academic supervision in practice has three (3) stages of supervision planning, supervision implementation and follow-up of supervision result. In SMA Negeri 3 Gunungsitoli, the school supervisor always prepares the supervision of academic supervision in the form of kepengawasan program that is the academic supervision program (RKA) and managerial supervisory program (RKM), as revealed in the interview result following.

Primarily, there are two supervisory programs namely, academic supervision and managerial oversight. So it's all loaded in the annual program, so it will only be continued on semester programs. Like it was him. So, academic and managerial. Well this academic specialty, related to activities, processes, process standards, including standard content activities. While the activities of managerial supervision is mainly principal administrative activities, completeness of the administration of teachers and others including the management. First there bu pengawas two programs namely, academic supervision and managerial oversight. So it's all loaded in the annual program, so it will only be continued on semester programs. Like it was him. So, academic and managerial. Well this academic specialty, related to activities, processes, process standards, including standard content activities. While the activities of managerial kepengawasan is principal principal administrative activities, completeness of the administration of teachers and others including management.

The researcher identifies things that clarify the research findings about the effectiveness of the implementation of academic supervision in improving the pedagogical competence of this math teacher as follows.

### **1) Improve curriculum development and improve curriculum implementation.**

According to this aspect, namely p Developing pedagogical curriculum, expected guru capable develop syllabus in accordance with the most important objectives of the curriculum and use RPP in accordance with the objectives and learning environment. Teacher able to select, arrange, and organize learning materials that fit the needs of learners. teachers at SMAN 3 Gunungsitoli have high initiative to complement the learning device as stated in the interview with the superintendent of school.

Actually if in SMA Negeri 3 Gunungsitoli I salute compared with other schools. I am not praising this, from the beginning of active MGMP activities, active SMA Negri 3. Well what is suppose to be discussed in the Teacher Consultative Teachers or MGMP is the daily activities of teachers. Well how to arrange learning tools, how to prepare annual program, semester program, how to dissect RPP and so on, this way it is in SMA Negeri 3, every year, even there twice programmed even a few weeks ago, one week ago, last Saturday just finished it in their 3 MGMP high school and one week before that opening there are two working days that we were also present with the father of UPT head of the time so it continues so that it does not stay silent to carry out the learning process. All new things they always accommodate in say making learning tools and the implementation of teaching and learning process that I admit the SMA 3.

### **2) Guiding, Encouraging and Encouraging the Teachers Through Mutual Beliefs Together.**

This is very useful and important in implementing change. Support to teachers provided in a situation of mutual trust can facilitate the implementation of educational change. Teachers at SMA Negeri 3 Gunungsitoli have the belief that school supervisors can help them in the process of becoming better teachers. The presence of supervisors did not meet the expectations of teachers, some even nearly three (3) years of teaching but never supervised directly by the school supervisor. Nevertheless, teachers still have confidence that school supervisors play a significant role in improving teachers' ability as Desriani Zebua, S.Pd said for almost two years teaching in SMA Negeri 3 Gunungsitoli only experienced a one-time supervision of class visits when asked whether attendance the school superintendent is very helpful.

Yes, help at that time so the term can also be improvement to teach ahead

The assistant principal of the curriculum, Pian Optik Beriman Zebua, S.Pd also stated the same thing.

Yes is the example of it with supervision right, I also personally can know what is the weakness if the excess can not possibly there is an advantage it's flat all but the weakness there must be right? With the weakness of it must be submitted the same pengawasnya this and it can I fix, then again for example, more if the ways in delivering the material, teach it right ... with this I improved how the state of his students when ... if we ourselves who teach, we ourselves do not know what when we teach it is good skali or not but with other people who more experience than we know it ... he can tell o .. lest if you teach like this , your students will also be like this, so as not to get bored in the class then you have to be like that yes it is one of them from me.

The school superintendent also realizes that his special coaching for teachers is not so significant because his educational background is not related to mathematical material.

So if specifically perhaps not so significant in guiding me personally yes to the math teacher, why did I say *back ground* my education nor eksat so the social sciences, especially PPKn nah so how coaching teachers in particular, so teach this formula, etc. maybe, i did not get there, specially for math or yaag smells so ex. Well so if the coaching in general I still carry it my obligation means as I said earlier for example in making the RPP, what steps should be applied in the RPP it has made him, must be implemented. So I keep doing it my duty as a supervisor to guide the teachers of that subject

3) **Encourage teacher growth and development.**

Based on the interview with the vice principal, it is known that the school supervisor's effort to encourage the growth and development of teachers is not as expected as the follow-up of any supervision conducted during this time does not exist.

Just ... it should be the standard target of maunayakan, this is not..trus finished yah already guns no follow-up, should follow up there is, there is no follow-up. That's all, talking, talking in the office, over. Go home, run out. I wish not it maybe a month more back again their right, now watch on how, whether it has been repaired revised in the *review*, which, just try, sir how to get us into the classroom again. until really steady? Well that ...

The same is stated by the chairman of MGMP mathematics.

Researchers : This means that the four competencies of the teacher are developed by the initiative

Informant : Because of the teachers themselves

Researchers : Nothing at all

Informant : Because of how well yes, supervisors are also busy, then maybe they also schedule schedule there are its own

4) **Improving Teaching and Learning**

Effective supervision created when supervisors can empower teachers to do self reflection (*self-reflection*) and teachers participate in the supervision process. Although the average supervision intensity of once a year is done by school supervisors, each teacher realizes the benefits of improving the teaching and learning process. Desriani Zebua, S.Pd states the following.

No, it was a lot of inputs that was given first was there any guns do I do on the first it was on both of them I just pointed out students at the time asked meukan question for how this A directly explained above. So, when I do that there is no criticism at all when the monitoring is directly in the office, it would be nice not to be immediately appointed the students, but who is roughly who can be a son, the advanced who can do this in front, maybe there guns yanag emerge, lift hands on a new how to my child the A what can? That is, the advice given by the supervisor at that time

5) **Provide teaching and learning resources for teachers and encourage community relationships**

The role of school supervisors to provide teaching and learning resources for teachers and to encourage relationships between communities, especially MGMP mathematics in Gunungsitoli State Senior High School is expressed by the vice principal as follows.

No. There is no. They never asked if there was any, what was the name of MGMP. Because we have been so far the MGMP is limited to there we carry out the workshop, it should not be the MGMP. It continually that there are routine meetings, then made the program first so, after meeting it was asked our friends what about the obstacles in the field if we can finish we finish together then maybe there is where the role of the supervisor, we invite them, present them.

The pedagogic competence that the teacher must master is to understand the characteristics of the learners so that the learning objectives, the materials prepared and the methods designed to convey them really fit the characteristics of the learners. Teachers who have pedagogic competence will be able to present

meaningful learning materials, which make learners able to understand and use what they have learned in mathematics, not just knowing and remembering the mathematics lessons.

The mathematics teachers at SMA Negeri 3 Gunungsitoli gave almost uniform thoughts when asked about the relationship of mathematics subject matter with the character formation of learners. Andri Yani Zebua, S. Pd expressed his experience during teaching mathematics as follows.

Researchers : Then if the mathematical material is directly related to the student's self. For example if teaching limit

Informant : Nothing

Researchers : No, yes

Informant : Or there ka

Researchers : You know, you mean. Kan in the learning materials should we can though so that there can be a process of educating train it right. Train it of course by loving the exercises right, if educate how? The pedagogic section is yes. What do you think it's de?

Informant : You do not know

Researchers : Do not know, meaning if all this time teaching math how to teach process?

Informant : Coming to class, giving lessons that were late yesterday, giving assignments, have concluded

Researchers : Is that just aja ya, for example educate them, for example what learning materials suitable to introduce fear of God?

Informant : Nothing

Pian Optik Beriman Telaumbanua, S.Pd when asked about the same answer.

As far as I know it is not there ... that's hard ... but in general is it for example, if we love him eg e example of a matter or material if for example this child understands or someone does not understand it for example we ask someone who does not understand but do not raise your hand she does when we asked again turns out he does not know the meaning itukan one of the values of character meant he was not honest right sehinggakan teachers do not, if for example we she does not raise your hand, for example when we are, where we consider to have understood all of it means teachers are already well ajalah, well with us love the children oh you guys to be honest do not mean we can judge them Just what if ya in this school still no assessment of the character is still not, mostly still academic ya .. kognitifnya, if affective not too obvious in judgment even though verbally orally yes we value only in mengapakannya in the material and then judged in the bent The numbers are hard

The teachers in SMA Negeri 3 Gunungsitoli when judging from what they stated when the researcher asked about the relationship of mathematics subject matter with the effort to build the character of learners, it can be concluded that the average material mathematics subject does not have values that can be used as the basis for building character of the student. The character of the learners will be awakened during the learning process of mathematics takes place, which resulted in learners can not grasp the meaning or the power of learning mathematics for their life.

Learners in high school level generally have very fast growth and development. At this time, learners enter the period to be themselves and accept the concept of self from the social, sexual, social, moral and conscience aspects so that he will be formed into a civilized human or character when he later graduated high school education. So, the teacher should strive for mathematics learning to help learners to get to know themselves completely so that every learner can be himself as a whole.

Mastery of the characteristics of learners, the ability to choose the theory of proper learning and use of the principle - the principle of learning that educates, willingness to develop a curriculum that considers the needs of the students as it develops over the dynamics of the progress of time resulting in learning activities that educate aimed at developing the potential of learners who can measured by using appropriate and accurate assessment and evaluation tool is an indicator of pedagogic competence that must be owned by a teacher to mix the subject matter so that every learning goal that has been set will be achieved.

If teachers have pedagogic competence then the learning activities of mathematics will be able to inspire learners. Any non-coerced learner will want to open up to learn math. Learning mathematics is not just about wrestling with questions all the time, as if it is only useful for people who will have work related to math. Pedagogic competence will enable the math teacher to see clearly the abstract things that are very meaningful in each subject of mathematics and pour it concretely so as to help learners to find their potential and develop it optimistically.

Supervisor of school in SMA Negeri 3 Gunungsitoli always prepare supervision planning in the form of supervisory program that is academic supervision plan (RKA) and managerial supervisory plan (RKM) which will serve as guidance in conducting supervision. Both plans are included in the annual program, which is then continued on semester programs. The academic supervision plan is related to process standards and content

standards. While the managerial supervision plan covers the principal administrative activities, the completeness of teacher administration including management.

In relation to the increase of pedagogic competence of teachers in SMA Negeri 3 Gunungsitoli, school supervisors have made academic supervision plan (RKA) in Pedagogic Competency Development which contains focus of problem that is developing subject teachers in developing and developing annual program, semester program, monthly program, syllabus and RPP. The objectives to be achieved are to assist the subject teachers in developing and developing the annual program, semester program, monthly program, syllabus and lesson plans, in accordance with the needs and problems of students and can improve the quality of teacher administration, to be more effective, efficient to achieve teacher expected results in every school.

The ability of mathematics teachers in SMA Negeri 3 Gunungsitoli to recognize the values contained in mathematical material and process it so that the source of inspiration for the character formation of learners is almost non-existent. This affects the pattern of teaching teachers in general are still using the traditional patterns that come to class, give contain questions, exercises, giving homework is completed. Some teachers once asked this question to the school superintendent, but did not get a solution because the school superintendent also did not understand the values of mathematics, for having an educational background that was not mathematics.

Academic supervision will be successful if done on an ongoing basis. School supervisors at SMA Negeri 3 Gunungsitoli do not do so. A one-semester attendance to conduct supervision of class visits is done on the basis of not wanting to interfere with teacher activities at school when it comes. This is why there are still teachers who have never received a class visit. Each teacher has different weaknesses and advantages, so the results of supervision of class visits will be different for each teacher. Thus, the intensity of academic supervision in particular classroom visits by school superintendents should be improved, so that each teacher can manage his or her ability to teach math better from time to time.

## **Conclude**

Based on data exposure and research results it can be concluded that the implementation of academic supervision conducted by school supervisors in SMA Negeri 3 Gunungsitoli not effective in improving pedagogic competence of mathematics teachers because constrained background of non-mathematical school supervisory education.

## **IV. Suggestion**

teachers should broaden the insight about the value and meaning of mathematics so that learning mathematics can be an inspiration of the character formation of learners and pedagogic competence dimiliki by gurupun will be more honed and increased. Cooperation with school supervisors with a background of mathematics education is good to do and invite him in mathematics MGMP meeting on the application of mathematical values for the character formation of learners. The intensity of class supervision to each teacher should be improved so that each teacher will be able to increase his ability personally based on follow continued from the supervision of his own class.

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