

**EFFECTIVENESS OF THE IMPLEMENTATION OF ACADEMIC SUPERVISION
FOR THE DEVELOPMENT OF THE TEACHER PROFESSION BY
PRINCIPAL AT SMK PABA BINJAI**

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ABSTRACT

This study aims to determine the effectiveness of the implementation of academic supervision for teacher professional development by the principal at SMK PABA Binjai. This research method uses qualitative research techniques that produce descriptive data in the form of speech or writing and the behavior of people observed with interview techniques. The effectiveness of the implementation of academic supervision for the development of the teacher profession by the principal at SMK PABA Binjai is going well, this can be seen from the principal's academic supervision in teacher professional development is to be the basis or basis of supervisory activities that improve the ability to teacher performance, so that teachers can achieve their goals optimally, supervision or teacher coaching suppresses teacher professional coaching.

Keywords : Supervisi Academic, Profession Teacher, Principal

Introduction

Education is essentially an effort to cultivate humans or humanize humans, education is very strategic to educate the nation's life and is needed to improve the quality of the nation as a whole. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation and state.

The teacher is a source human figure who occupies a position and plays an important role in education, when everyone is questioning the problems of the world of education, the teacher figure must be involved in the agenda of the conversation, especially regarding the issue of formal education in schools. Educators or teachers are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities. This cannot be denied because formal education institutions are the world of teacher life most of the time the teacher is in school, the rest is at home and in the community, teachers are a very dominant and most important factor in formal education in general because for students, teachers are often used as exemplary figures and even become figures of self-identification.

To get a quality student learning outcome process, of course, requires maximum performance. In order for the teacher to show high performance, at least the teacher must have mastery of what material will be taught and how to teach it so that learning can take place effectively and efficiently and is committed to carrying out these tasks. In the research above, the principal is considered to play a role in improving teacher competence because he is the teacher's direct supervisor. The principal must be able to create a good work climate and be a partner of the teacher in the implementation of supervision learning. The implementation of supervision by the principal is very necessary to provide input to teachers in carrying out their duties. The implementation of the principal's supervision is ideal and in accordance with the correct work steps. Arikunto stated that the main activity of supervision is to provide guidance to school personnel in general and teachers in particular, so that the quality of learning improves. As a result of the increase in the quality of learning, it is hoped that it can also increase the preston of student learning, and mean an increase in the quality of school graduates. For this reason, the implementation of supervision by the principal must be carried out properly and continuously so as to improve the professional competence of teachers.

Another thing that cannot be ignored in improving the professional competence of teachers is the improvement of work discipline. The teacher teaches because there is something that is his job to

work. This work discipline causes a teacher to be able to perform and carry out his duties as an educator well. Discipline is the awareness and willingness of a person to obey all applicable organizational rules and social norms. Discipline is essentially the ability to control oneself in the form of not performing an action that is contrary to something that has been established.

The principal's leadership cannot provide motivation and inspiration for teachers, so there are complaints of teacher dissatisfaction with the workplace and the situation of students, such as saturating work, a non-conducive work climate, attitudes of fellow teachers who do not support each other, teachers decrease their enthusiasm in teaching, feel bored, are saturated with their work and there are still teachers who do not feel proud to have a role as a teacher so that their desire to continue to improve competence professional and work discipline is still lacking.

While carrying out the task of educating in schools, teachers show different traits and behaviors, some have enthusiasm and responsibility, and some do not show good responsibility. There are still some teachers in carrying out their professions do not show the call of the soul. Based on the background above, the author is interested in conducting a research entitled "Effectiveness of the Implementation of Academic Supervision for the Development of the Teacher Profession by the Principal at SMK PABA Binjai.

Method

This study uses qualitative research procedures that produce descriptive data in the form of speech or writing and the behavior of people observed with interview techniques. Because this study aims to determine the Effectiveness of Academic Supervision of Principals with Professional Competence of Teachers of SMK PABA Binjai.

Results and Discussion

There are two main findings in this study that need to be discussed, namely: General findings and special findings. General findings indicate the circumstances or general description of the research site as well as educators, students, facilities and curriculum and specific findings show the results of interviews with principals and teachers.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. Academic supervision is inseparable from the assessment of teacher performance in managing learning confirms that practical reflection of teacher performance assessment in supervision.

The change in the role of the teacher, which was previously a knowledge conveyer and knowledge transfer and skill switcher, and was the only source of learning, changed the role of being a guide, coach, teacher, and coach. In learning activities, teachers will act as facilitators who are familiar with full responsibility, and treat students as partners in digging and processing information towards planned teaching and learning goals.

The severity of responsibility for the teacher causes the teacher's work to require khgut expertise. For this reason, teacher work cannot be done by just anyone outside the field of education, so that the teacher profession is most easily exposed to pollution. Once a teacher makes a mistake, it will have an impact on the world of education, just as once the teacher teaches knowledge wrongly to his students, it will have an impact and affect a generation.

The teacher in carrying out the duties of his profession is faced with various choices, such as how to act how to act most appropriately, what learning materials are most appropriate, what methods of presenting how are most effective, what aids are best suited, what measures are the most efficient, which learning resources are the most complete, what evaluation system is most appropriate, and so on.

Teachers as autonomous executors, teachers are given the flexibility to manage learning, what teachers must do, and teachers must be able to make their choices by considering all relevant aspects or supporting the achievement of goals. In this case the teacher acts as a decision maker.

Teachers as parties of operational and mental interest must be prepared and improved professionally, because only then can their performance be effective, if the teacher's performance is effective, will the educational goals be achieved. What is meant by professionalism here is the ability

and skills of teachers in planning, carrying out teaching and teacher skills in planning and carrying out evaluations of student learning outcomes.

Given the importance of teacher professionalism in achieving educational goals mainly at the institutional level scale, it is necessary to have teacher training and professionalism, so that research results can be obtained that can be used as input in making and implementing policies in the field of education, especially at the elementary to secondary school levels, both public and private.

The principal has two main roles, first as the leader of the institution for the teachers, and the second as providing leadership in management. The renewal of education through school-based management and school committees introduced as part of decentralization gives principals greater opportunities to more steadily implement the various functions of both roles.

Based on the aforementioned opinions, the author can conclude that the academic supervision planning program in teacher professional development implemented by the principal in the form of cooperation of all school personnel in carrying out various teacher professional improvement programs in accordance with the needs of the school itself can improve teacher competence. Thus, the effectiveness of academic supervision for teacher professional development is really well applied by the principal in improving the competence of teachers in the school.

Conclusion

Based on the results of the research above, it can be concluded that: The effectiveness of the implementation of academic supervision for the development of the teacher profession by the principal at SMK PABA Binjai is going well, this can be seen from the principal's academic supervision in teacher professional development is the basis or basis of supervisory activities that improve the ability to teacher performance, so that teachers can achieve their goals optimally, teacher supervision or coaching suppresses the professional coaching of teachers.

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