

Academic Supervision Strategies in Problems Solving Teacher Performance on Language Learning

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ABSTRAK

The purpose of this research is to determine academic supervision strategies in problems solving teacher performance on language learning. The research approach used is qualitative research. The research subjects were madrasah supervisors, madrasah heads, and teachers. The research was carried out on the supervision activities of madrasa supervisors at MI Darussalam Sambiroto Baron Nganjuk. The research results show that problems with teacher performance on language learning include low teacher professionalism due to the mismatch between teachers' academic qualifications and their professional duties. There are teachers whose academic qualifications are non-Madrasah Ibtidaiyah Teacher Education and are forced to become class teachers and teach general subjects. This condition results in less effective learning management and teachers experience difficulties in planning, implementing and assessing of language learning. Efforts to solve teacher performance problems on language learning are carried out by supervision with coaching and mentoring by the MI head or madrasah supervisor. The academic supervision strategies that has been implemented is class visits and regular teacher meetings. Apart from that, MI heads or madrasah supervisors can apply clinical supervision techniques to solve teacher performance problems on language learning..

INTRODUCTION

Education has a strategic role in improving the quality of human resources. Education is a process of improving, strengthening and perfecting all human abilities and potential (Nurfuadi, 2019). The success of education is an important part of forming a complete and perfect human being in all aspects of life. In order to achieve the success of these educational goals, it is necessary to improve the quality of education. Improving the quality of education must be done by improving the quality of learning.

Learning quality is a picture of the overall quality of learning from the learning process and results as expected. Learning processes and outcomes include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process for the implementation of an effective and efficient learning process (Rusman, 2014). Quality learning cannot be separated from a quality teacher figure.

Teachers are respected figures and have a huge contribution to the success of learning and education in schools (Rohmatika, 2018). Without the support of professional and qualified teachers, any improvement efforts made to improve the quality of education will not make a significant contribution (Rohmatika, 2018). Teachers as professionals have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic ducation and secondary education (Yusnita, dkk., 2018). Whether a teacher is said to be professional or not can be seen from two perspectives, (1) seen from the minimum educational level of educational background for the school level where he works as a teacher, and (2) the teacher's mastery of teaching materials, managing the learning

process, managing students, carry out guidance tasks, and others related to their profession (Anwar, 2018).

Teacher professionalism has a relationship with teacher performance in learning tasks. Surya's research results state that there is a significant relationship between teacher professional competence and teacher performance. The higher the teacher's professional competence, the higher the teacher's performance. Conversely, the lower the teacher's professional competence, the lower the teacher's performance (Surya, 2011). Teacher performance is the teacher's ability and success in carrying out learning tasks (Supardi, 2014). Teacher performance is the teacher's efforts to deliver the learning process to achieve educational goals, namely by teaching, guiding, training, directing, assessing and evaluating students (Ulum, dkk., 2019).

The condition at MI Darussalam Sambiroto is that there are still several class teachers or general subject teachers who have not demonstrated professionalism in their professional duties. This is due to the teacher's academic qualification background being a Bachelor's degree in non-Madrasah Ibtidaiyah Teacher Education, so they experience difficulties in planning, implementing and assessing on language learning. In responding to this problem, the MI head and madrasa supervisors have provided guidance through academic supervision.

Academic supervision is part of the process of developing teacher professionalism so that they are increasingly able to provide quality learning services for students (Santosa dan Nusyirwan, 2019). Academic supervision is a series of professional assistance activities in the form of providing encouragement, guidance and direction from the school principal/supervisor to teachers so that they can improve their ability to carry out the learning process in order to achieve learning goals (Rasmita, 2019). Academic supervision can have an influence on increasing teacher performance in the learning process (Purbasari, 2015). Academic supervision also helps teachers in overcoming problems faced in the learning process (Juriati, 2018). Therefore, madrasa heads or madrasa supervisors must be able to determine effective academic supervision strategies to solve teacher performance problems on language learning.

RESEARCH METHOD

This research uses a qualitative research approach. In this research, researchers will conduct more in-depth research and conduct a thorough examination of academic supervision strategies in solving teacher performance problems on language learning. The research subjects were madrasa supervisors, madrasa heads, Indonesian language teacher, English teacher, Arabic teacher, and Javanese teacher. The research location is MI Darussalam Sambiroto Baron Nganjuk. The presence of researchers is a measure of success or understanding of a case that occurred. Researchers act as the main instrument in data collection. Data collection techniques, researchers conducted in-depth interviews, participatory observation and tracked the data needed to obtain complete and in-depth data about academic supervision strategies in solving teacher performance problems on language learning at MI Darussalam Sambiroto Baron Nganjuk.

Data analysis in this research consists of three steps, namely data reduction, data presentation, and conclusion/verification. Data analysis, researchers conducted a qualitative analysis of academic supervision strategies in solving teacher performance problems on language learning. Meanwhile, the data validity checking techniques used in this research are (1) diligent observation, (2) discussion with colleagues, (3) adequacy of references, and (4) triangulation of sources, time, and methods.

RESULTS AND DISCUSSION

Based on data obtained from research on academic supervision strategies in solving problems, teacher performance on language learning at MI Darussalam Sambiroto Baron is low teacher professionalism. The main contributing factor to low teacher professionalism is the mismatch between teacher educational qualifications and their professional duties. Teachers with

non-Madrasah Ibtidaiyah Teacher Education qualifications are forced to become class teachers and teach general subjects. This condition results in less effective learning management. Teachers find it difficult to plan, implement and assess learning.

The importance of professionalism for teachers, where teachers are the determining factor in quality education and learning processes. The results of research by Dewi dan Khotimah (2020) state that teacher professionalism has a significant influence on the quality of education. Teacher professionalism is the ability of teachers to carry out their main duties as educators and instructors which include the ability to plan, carry out and evaluate learning outcomes (Kamal, 2019). Based on teachers' professional competence, teachers' tasks on language learning in the 21st century include (1) designing and developing manual and digital learning and assessment experiences by integrating various relevant learning tools and resources to encourage students to have higher and more creative thinking skills, (2) facilitating and inspiring students' learning and creativity according to the required skill characteristics (Critical Thinking, Creative, Communication, Collaboration), which can be implemented, among other things, by involving students in exploring the interconnections between the knowledge they have acquired and real world issues, including in the use of technology, (3) designing and providing evaluation tools that vary according to the demands of developmental abilities and processing them so that they can provide useful information for students and learning in general, (4) becoming a model for learning and working by demonstrating proficiency in technological systems and transferring knowledge of new technologies and situations, and collaborate with students, peers, and communities in using various relevant tools and resources, and (5) participate in professional development and leadership, among others, by participating in local and global communities to improve quality learning (Keputusan Direktorat Jenderal Pendidikan Islam, 2018). Efforts to build teacher professionalism in learning are improvements in the ability to prepare language learning plans, implementation of language learning, and assessment of language learning.

Language learning of planning is the first stage in learning which is realized by preparing a learning implementation plan. Language learning of planning is an activity carried out by educators to design learning activities so that they run effectively and efficiently in achieving learning goals. Planning is carried out to ensure that teachers prepare well and thoroughly before carrying out learning activities. Learning planning is prepared in a simple, simple and easy to implement manner. One form of learning planning is a learning implementation plan (Keputusan Menteri Agama Republik Indonesia, 2022).

The difficulties faced by teachers in preparing learning plans, teachers must understand the principles of preparing Learning Implementation Plans in Madrasah, including (1) each Learning Implementation Plans must fully contain the Basic Competencies of spiritual, social attitudes, knowledge and skills; (2) one Learning Implementation Plans can be implemented in one or more meetings; (3) preparing a simple lesson plan, meaning that the preparation of the lesson plan avoids excessive description or explanation which actually obscures the picture of the realization of the learning that will be implemented; (4) the preparation of Learning Implementation Plans guarantees the growth of teacher and student creativity, meaning that the preparation of Learning Implementation Plans contains enough of the points needed in learning which enables teachers to develop creativity in stimulating the growth of students' creativity in learning; (5) the preparation of the Learning Implementation Plans takes into account the individual differences of students or the diversity of learning conditions of each student, such as differences in initial abilities, intellectual levels, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, background students' cultural background, norms, values and/or environment; (6) preparing lesson plans centered on students to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning in students by using a scientific approach including observing, asking, gathering information, reasoning/associating, and communicating; (7) based on context and the

environment around students as a learning resource; (8) contemporary orientation or the latest developments in life, namely developments in science and technology, and current life values; (9) developing students' learning independence; (10) providing batik feedback and learning follow-up; (11) The Learning Implementation Plans contains the basic design of the program for providing positive batik feedback, strengthening, enriching, and remedial or improving learning; (12) has a connection and integration between competencies and/or between contents. The Learning Implementation Plans is prepared by taking into account the relationship and integration between KI, KD, indicators of competency achievement, learning materials, learning activities, assessments and learning resources in one complete learning experience; (13) Learning Implementation Plans are prepared by accommodating thematic learning, cross-subject integration, cross-aspect learning, and cultural diversity (especially in MI and Science, integrated social studies at MTs, or can be carried out if there are cross-subject competencies that can be realized in the form of integrated learning between subjects within one class level, whether at MI, MTs or MA levels); (14) utilizing information and communication technology; (15) the lesson plan model can be in the form of a chart, description, or other form that is simple but sufficient to describe the scenario and main content of the learning that students will carry out; (16) teachers are allowed to develop Learning Implementation Plans, but are not allowed to reduce the presence of specified components; and (17) the Learning Implementation Plans model is practical, meaning that the Learning Implementation Plans should be easy to read and easy to put into practice in learning (Keputusan Direktur Jenderal Pendidikan Islam, 2018).

The steps for preparing a Learning Implementation Plan, include (1). analyzing the syllabus includes: (a) KI and KD; (b) learning materials; (c) learning process; (d) learning assessment; (e) time allocation; and (f) learning resources; (2) formulate learning objectives; (3) formulate indicators of KD achievement in KI-1, KI-2, KI-3, and KI-4; (4) determine the learning material/theme, sub-material/sub-theme; (5) determine learning methods that are adapted to the characteristics of the learning material/theme and characteristics of students, as well as the learning environment; (6) describes learning activities with a scientific approach and integration of 21st century competency learning; (7) determine media, tools, materials and learning resources; and (8) determine the type of assessment and assessment techniques equipped with rubrics (Keputusan Direktur Jenderal Pendidikan Islam, 2018).

By preparing learning plans, you will be able to support the success of learning management. The most important thing after preparing the Learning Implementation Plans is that the teacher focuses on preparing learning materials and resources to create a learning process that is creative, innovative, fun, and successful in realizing student competencies. Furthermore, in implementing learning models and methods in madrasas, teachers must use student-centered learning models and methods. The Director General of Islamic Education has decided on technical instructions for the development of learning in madrasas, including (1) learning design to strengthen scientific/scientific process-based approaches which can take the form of learning models, such as the Discovery Learning model. Research (Inquiry learning), Project Based Learning Model, Problem Based Learning Model, and other learning models that enable students to learn actively and creatively; (2) The learning model or method applied is a model or method that allows the learning objectives contained in KD to be achieved; (3) teachers creatively develop active learning methods that are adapted to the characteristics of the material/theme; and (4) the type of method developed by the teacher is an active learning method, for example: Dialogue, discussion, sociodrama, and so on (Keputusan Direktur Jenderal Pendidikan Islam, 2018).

Language learning that was initially teacher-centered changed to student-centered. Teachers are expected to be more creative and innovative in presenting learning material. It is hoped that the application of a scientific approach will also be able to change the learning climate to be more active, collaborative and participatory, as well as being able to stimulate students'

critical and analytical thinking abilities, even making students produce work. Learning is expected to be at a higher level in both cognitive, affective and psychomotor aspects. Students can obtain complete character, literacy, critical and creative education that is integrated into the learning activities they participate in. This kind of learning is called higher order thinking learning.

In language learning assessment, teachers must change it with authentic assessment (real assessment). Authentic assessment is a process of collecting and processing information to measure students' achievement of learning outcomes, which is carried out comprehensively covering the domains of spiritual attitudes, social attitudes, knowledge and skills. Authentic assessment has strong relevance to the scientific approach, because this assessment illustrates increased learning of students in observing, asking, exploring, associating and communicating (Keputusan Direktur Jenderal Pendidikan Islam, 2018).

Authentic assessment provides ample space for students to develop their potential. Authentic assessment is an assessment approach that provides broad opportunities for students to apply the knowledge, skills and attitudes they have in the form of tasks: reading and summarizing, experiments, observing, surveys, projects, papers, creating multi-media, writing essays and class discussions. The results of authentic assessments can be used by educators to plan remedial programs, enrichment or counseling services. Authentic assessment results can be used to improve the learning process to meet educational assessment standards. Assessment activities must be carried out in a planned and systematic manner which includes attitude aspects, knowledge aspects and skills aspects (Keputusan Direktur Jenderal Pendidikan Islam, 2018).

Authentic assessment is an assessment carried out comprehensively to assess the input, process and output of learning which includes the domains of spiritual attitudes, social attitudes, knowledge and skills. In Authentic Assessment, professional teachers must pay attention to the balance between assessing attitudes, knowledge and skills. This assessment adjusts to student growth according to their level (Pribadi, Putri, dan Nuraeni, 2021). Professional teachers must have the ability to take authentic assessment steps, including (1) identifying standards such as general objectives, standards are statements that students must know and be able to carry out, but their scope is narrower and easier to achieve than general objectives. Usually a standard is a short statement that students should know or be able to do at a certain point. In order to be operational, the standard formulation should be observable and measurable, (2) selecting an Authentic Task. In selecting an authentic task, it is first necessary to examine the standard created, and examine the actual reality, (3) identify the criteria for the task, the criteria are none other than indicators of good performance on a task, (4) creating standard criteria or rubrics, including (a) preparing an analytical rubric in a rubric that does not always require a descriptor. Descriptors are behavioral characteristics related to certain levels, such as in-depth observation, reasonable predictions, conclusions based on observation results, and (b) preparing a holistic rubric. In a holistic rubric, consideration is made of how well someone has performed their duties by considering the overall criteria (Gito, 2021). An effort to solve the problem of teacher performance in learning is the implementation of academic supervision by the MI head or madrasah supervisor. The supervision strategy that has been implemented by the head of MI in solving problems of teacher professionalism in learning is through class visits and regular teacher meetings. The supervision strategy with class visits and teacher meetings that has been implemented by the head of MI is quite good.

Class visit supervision strategies include individual supervision techniques, while routine teacher meetings include group supervision techniques. Class visit supervision technique, this technique is carried out in a planned manner to obtain a factual picture of the learning management process carried out by the teacher. This class visit can be carried out by prior notification to the teachers, or can also be carried out at the teacher's invitation. Through this

class visit, supervisors can observe the implementation of learning, management of learning, see the process and results of student learning and things that support the implementation of learning. Meanwhile, in regular meetings, this technique is carried out with the aim of developing or guiding teachers so that they can realize the expected learning process (Keputusan Direktur Jenderal Pendidikan Islam, 2019). These supervision techniques are supervision strategies used by MI heads and madrasah supervisors to solve teacher performance problems, where supervision is an instrument for guaranteeing the quality of language learning in madrasah. Apart from that, supervision has an important function to stimulate, coordinate and guide teachers so that they are able to carry out their duties and functions in the madrasah professionally. Supervision strategies in solving teacher performance problems on language learning in madrasah can apply clinical supervision.

Clinical supervision is the right solution for developing teacher performance in overcoming teachers' difficulties in teaching. The aim of clinical supervision is to improve and improve the teaching behavior of teachers, especially those who are weak in teaching didactics, so that they can carry out their duties professionally and improve teacher performance. The principles of clinical supervision include: (1) carried out in a democratic, interactive and harmonious relationship; (2) focuses on teachers' needs and aspirations to improve their weaknesses in teaching; (3) observation and feedback analysis are based on previously made agreements (Rohmatika, 2018). Academic supervision contributes to providing quality assurance, quality control and continuous quality improvement. Therefore, supervision is very necessary in improving teacher performance and teacher professional abilities in managing of language learning.

CONCLUSION

Based on the results and discussion of research on academic supervision strategies in solving teacher performance problems on language learning at Madrasah Ibtidaiyah, it can be concluded that teacher performance problems on language learning include low teacher professionalism due to the mismatch between teachers' academic qualifications and their professional duties. There are teachers whose academic qualifications are non-Madrasah Ibtidaiyah Teacher Education and are forced to become class teachers and teach general subjects. This condition results in less effective learning management and teachers experience difficulties in planning, implementing and assessing of language learning. Efforts to solve teacher performance problems on language learning are carried out by supervision with coaching and mentoring by the MI head or madrasah supervisor. The academic supervision strategies that have been implemented are class visits and regular teacher meetings. Apart from that, MI heads or madrasah supervisors can apply clinical supervision techniques to solve teacher performance problems on language learning.

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