

## GUIDANCE-BASED ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING THE PROFESSIONAL COMPETENCY OF TEACHERS IN SMP IT

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### ABSTRACT

Guidance-based management of academic supervision needs to be carried out by school principals for teachers, because teachers still lack understanding of teacher science and still lack understanding in carrying out their duties. The aim of the research is to analyze how guidance-based academic supervision management improves the professional competence of teachers at SMPIT. The method used in this research is analytical descriptive with a naturalistic qualitative approach. The results of the research are in planning a guidance-based academic supervision program carried out at the beginning of the new school year. The implementation of supervisors is given training so that they know their duties and responsibilities as IHT supervisors, it is more focused on coaching and guidance to increase teacher professional competence, and the current evaluation becomes data in making strategic decisions regarding the development of supervision programs in the next school year. The conclusion of the research shows that management Guidance-based academic supervision in improving the professional competence of teachers at SMPIT is seen from planning, organizing, implementing and supervising in accordance with the plans set by the school.

**Keywords:** Management, Academic Supervision and Professional Competence of SMPIT Teachers

### A. INTRODUCTION

Within the field of education, the oversight of teaching has consistently been recognized as a crucial method for improving classroom methods and promoting the professional development of educators (Blase & Blase, 1999; Sullivan & Glanz, 2005; Yeng, Woode-Eshun, & Badu, 2022). Experts contend that successful supervision fosters a collaborative atmosphere where supervisors and teachers engage in discourse with the goal of enhancing instruction, hence enhancing student learning outcomes (Burns & Yendol-Hoppey, 2015; Hoy & Forsyth, 1986; Sergiovanni, 1996). The core of this strategy revolves around the idea that instructors who are motivated and receive

excellent instructional leadership experience increased levels of motivation, satisfaction, self-esteem, and efficacy (Blase & Blase, 1999).

Undoubtedly, the crucial significance of instructors in the educational domain cannot be exaggerated. Teachers have the major role of structuring the learning process within the framework of educational development, as stated in Law No. 14 of 2005. Nevertheless, the effectiveness of teachers relies on their proficiency and skill in the domain of education (Kunter et al., 2013; Makawimbang, 2011). However, there are still difficulties that remain, since numerous instructors are entering schools without adequate preparation to meet their responsibilities, resulting in less than ideal learning experiences for children.

In order to tackle these difficulties and improve the skills of teachers, educational institutions have progressively relied on academic monitoring as a method of guaranteeing the delivery of high-quality education (Saihu, 2020). Academic supervision, which is a comprehensive strategy that includes comprehension, intention, and role, seeks to promote teacher growth and enhance the learning process (Prasojo, 2011). Academic supervision is to maintain established standards and support the attainment of educational goals through a sequence of activities (Setyaningsih & Suchyadi, 2021).

Effective guidance-based academic supervision is crucial in the educational landscape due to the numerous obligations that instructors have to fulfill. According to Mujiono (2020), academic supervision plays a crucial role in overseeing and enhancing the academic domain, leading to better learning results for students. Nevertheless, the effectiveness of conventional monitoring methods is being increasingly doubted due to the changing educational paradigms and the varying requirements of learners.

It is necessary to take into account the various viewpoints offered in the introductions in order to handle the gap analysis of comparable research carried out on academic supervision. Academic supervision has been shown in the past to be crucial for raising teacher professionalism and boosting classroom procedures (Mujiono, 2020). Though a lot of research has been done on how academic supervision affects teacher performance and pedagogical competence (Aswinda, Siraj, & Saprin, 2019; Porniadi, Kardoyo, & Yanto, 2019; Singerin, 2021; Zohriah, Fauzi, & Pandini, 2022), little is known about how guidance-based academic supervision affects teacher competence and classroom dynamics in particular. Even while some studies highlight the need of academic supervision in supporting teacher motivation and professional development (Blase & Blase, 1999; Sullivan & Glanz, 2005; Yeng et al., 2022), more research is needed to fully understand the particular difficulties that educators encounter and the revolutionary possibilities of guidance-based methods.

To overcome this gap, the researcher chose to focus on the administration of guidance-based academic supervision offered by the principal to teachers and to do a thorough examination of guidance-based academic supervision procedures in educational institutions. Furthermore, this

study attempts to provide new perspectives to the corpus of literature by looking at how well guidance-based methods can improve classroom practices and raise teacher professionalism. In the end, The aim of the research is to analyze how guidance-based academic supervision management improves the professional competence of teachers at SMPIT.

## **B. RESEARCH METHODS**

The method used in this research is analytical descriptive with a naturalistic qualitative approach. According to Sugiyono (2019) qualitative research methods are research methods used to examine the conditions of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination). According to George R. Terry in his book *The Principles of Management*, it divides four The basic functions of management, namely planning, organizing, implementing/actuating, and monitoring.

## **C. RESULTS AND DISCUSSION**

a. Planning for guidance-based academic supervision in improving the professional competence of teachers at SMPIT Anni'mah.

### **1) Guidance-based academic supervision program**

The guidance-based academic supervision program at SMPIT Anni'mah is a strategy that can be implemented by school principals in order to improve the professional competence of teachers at SMPIT Anni'mah. According to the school principal, Agus Muhamad Ramdan, M.Pd, the guidance-based academic supervision program does not only focus on evaluating teacher performance in teaching and learning activities, but is more focused on providing guidance and support to teachers to develop their professional abilities. This step is also consistent with the principles of effective professional development, which underscore the significance of personalized and needs-based training (Guskey, 2002). By identifying each teacher's strengths and areas for growth, the principal can customize the supervision process to comprehensively address these elements.

Planning for a guidance-based academic supervision program is carried out at the beginning of the new academic year. The steps in planning carried out by the school principal first map teacher abilities and identify teacher needs. This was conveyed by Agus Muhamad Ramdan as the school principal. "The academic supervision program has become the obligation of the school principal. Every year academic supervision is also carried out so that more or less the teachers' abilities have been mapped. Teachers' needs are obtained from supervisors' conversations with teachers.

Based on the results of the mapping and identification of teacher needs, the next step taken by the principal is to determine several programs aimed at teacher professional development and determining appropriate guidance strategies.

According to Agus, the guidance-based academic supervision program implemented at SMPIT Anni'mah is 1) class visits and observations, 2) intervisitation, 3) personal conversations and guidance, 4) peer teaching, 5) teacher meetings (subject teacher deliberations), 6) group study between teachers, 7) lesson study, and 8) in house training.

These activities are intended to foster a supportive community of practice among teachers, in accordance with the principles of social learning theory (Bandura & Walters, 1977), which highlights the importance of learning through observation and collaboration.

## 2) Guidance-based academic supervision instrument

The next step is for the principal to create an academic supervision instrument format. Academic supervision instruments are an important part of guidance-based academic supervision programs. The academic supervision instrument guides supervisors to collect data related to teacher performance and the need for developing teacher professional competence. This was stated by Agus Muhamad Ramdan, "The academic supervision instrument sheet at SMPIT Anni'mah is brought by the academic supervisor during class visits and observations. The supervisor will then fill in the instrument based on the teacher's performance when carrying out teaching and learning activities in class. The teacher's strengths and weaknesses are recorded on the supervision instrument sheet."

It is very important to pay attention to the financing of guidance-based academic supervision programs so that the program can run smoothly and effectively. Sources of funding for the guidance-based academic supervision program at SMPIT Anni'mah come from several sources, including the school budget, budget from foundations, collaboration with external parties, sponsor donations, and comes from school operational assistance funds (BOS) from the government.

SMPIT Anni'mah's strategies align with proven educational theories and professional development studies. Darling-Hammond, Hylar, & Gardner (2017) found that content-focused professional development, which incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, provides feedback and reflection, and is of sustained duration, is more effective. The program's design at SMPIT Anni'mah incorporates these features, with the goal of creating an atmosphere in which instructors can continuously improve their profession through structured assistance and collaborative learning.

Furthermore, the method is consistent with Vygotsky & Cole's (1978) concept of the Zone of Proximal Development (ZPD), in which teachers can improve their skills with the assistance of more knowledgeable peers or supervisors. The Zone of Proximal Development (ZPD) is the difference between what an individual can achieve independently and what they can achieve with guidance from a teacher or peer (Fani & Ghaemi, 2011). The guidance-based academic supervision program at SMPIT Anni'mah assists teachers in moving beyond their current capabilities by creating an environment of continual professional growth and collaboration.

b. Organizing internal guidance-based academic supervision increasing the professional competence of teachers at SMPIT Anni'mah.

### **1) Determination of a guidance-based academic supervision team structure**

Establishing a guidance-based academic supervision team is a crucial step in ensuring the effectiveness and efficiency of implementing the supervision program. Determining the structure of the academic supervision team at SMPIT Anni'mah is led directly by the school principal together with the Foundation Management represented by the foundation's representative manager.

In determining the academic supervision team, school principals and foundation representative managers assign a number of supervisors according to needs. After that, supervisors are given training so they know their duties and responsibilities as supervisors.

This is as conveyed by Eva Diana: "Academic supervisors mainly carry out supervised visits and class observations, assess the teaching performance of teachers, carry out personal guidance with the teachers for whom they are responsible, determine one of the teachers who will be appointed as a peer teaching presenter, become group leader during Subject Teacher Conferences (MGMP) and group studies between teachers. All supervisors have the same job. Especially for in house training activities by the school principal assisted by the assistant principal. For professional development speakers, the principal will be determined. The speakers can be taken from the supervisor, teachers recommended by the supervisor, or you can take external speakers." This method fits well with the concept of distributed leadership, which emphasizes sharing leadership tasks among team members to improve efficiency and effectiveness (Spillane, 2005). By involving multiple supervisors, each with their own clearly defined roles, SMPIT Anni'mah creates a comprehensive support system for teachers, fostering a collaborative environment that promotes professional growth.

The organizational structure and operational methods of the academic supervision team at SMPIT Anni'mah are rooted in various educational theories and research findings. The concept of instructional leadership, which emphasizes the principal's role in shaping a vision of academic success for all students, managing the instructional program, and fostering a positive school climate, is evident in this model (Hallinger, 2005). Through active involvement in selecting and training supervisors, the principal demonstrates a commitment to cultivating a culture of continuous improvement and professional excellence.

Additionally, the collaborative nature of the supervision process reflects the principles of social constructivism, highlighting the importance of social interactions in learning (Vygotsky & Cole, 1978). Through activities such as peer teaching, group studies, and collaborative professional development, teachers at SMPIT Anni'mah have opportunities to learn from one another and collectively build their knowledge base.

c. Implementation of guidance-based academic supervision in improving professional competence of teachers at SMPIT Anni'mah.

The implementation of guidance-based academic supervision is running well in accordance with the plans that have been prepared. Academic supervision at SMPIT Anni'mah is not only to assess teacher performance in teaching and learning activities, but what is really paid attention to is that academic supervision can guide and help teachers improve their professional competence.

### **1) Class visits and observations**

Class visits and observations are programs carried out by academic supervisors every first and third week of each month. Before carrying out the visit, the academic supervisor will make an agreement regarding supervision time with the teacher who will be supervised.

During observations, academic supervisors actively collect data and make notes regarding various things observed in the classroom. This includes strengths and weaknesses in teaching, effective strategies, and areas that need improvement.

Once the observation is complete, the academic supervisor interacts with the teacher to provide feedback. This interaction was divided into two sessions. The first session was carried out directly after the observation with a discussion of the general description only. More detailed and detailed sessions are carried out during personal guidance on every first and third Saturday.

### **2) Intervisitation**

The concept of intervisitation at SMPIT Anni'mah is that teachers who teach the same subjects at different levels and classes together with academic supervisors visit and observe the process of teaching and learning activities carried out by other teachers being supervised.

The implementation of intervisitation is almost the same as classroom visits and observations. The difference lies in that visiting teachers are asked to fill out an observation sheet which is different from the supervision instrument sheet. Several things that were observed were the use of learning strategies, class management, use of learning media, mastery of material and the effectiveness of teacher communication with students. After the observation is complete, the teacher who conducted the interview interacts with the teacher who was visited. They provide constructive feedback based on notes collected during observations.

### **3) Personal conversation and guidance**

Academic supervision at SMPIT Anni'mah is always based on guidance. Therefore, personal conversations and guidance are one of the key aspects of academic supervision carried out by supervisors for teachers.

#### 4) Group study between teachers

In group studies between teachers, the principal as an academic supervisor appoints several teachers to study certain material or learning strategies. Appointment of group members based on interests and expertise relevant to the topic to be discussed. The appointed members not only consist of Anni'mah SMPIT teachers but also Anni'mah SDIT teachers who are both under the auspices of the Anni'mah Al-Karimah Foundation.

d. Supervision of guidance-based academic supervision in improving the professional competence of teachers at SMPIT Anni'mah.

Based on information from the school principal and academic supervisor, the guidance-based academic supervision program showed a significant increase in the performance of teachers at SMPIT Anni'mah. Siti Sobariah, one of the academic supervisors, said that after teachers participated in the academic supervision and training program, they experienced increased skills in preparing relevant learning plans, using innovative learning approaches, and being able to manage the class effectively.

This was stated by Siti Sobariah: "Teachers become more aware of various learning approaches such as joy full learning, PBL learning strategies and so on. For the independent curriculum, there is also an idea of what a good teaching module looks like. "It also gives an idea of how to teach in a meaningful way for students and according to students' needs."

"Teachers who get performance scores with good and excellent grades are given rewards in the form of quite large cash.

#### Guidance-based academic supervision feedback

The implementation of guidance-based academic supervision at SMPIT Anni'mah is consistent with multiple educational theories and research discoveries. The program's organisational structure and collaborative professional development approach are guided by theoretical frameworks such as distributed leadership (Spillane, 2005), instructional leadership (Hallinger, 2005), and social constructivism (Vygotsky & Cole, 1978).

In addition, studies on areas such as enhancing teacher performance (Hanafiah & Fatkhulloh, 2023; Masrum, 2021), guidance and counselling (Latipun, 2010), and educational administration (Anwar, 2004; Rifai, 2019) offer valuable insights into effective supervision strategies and their influence on improving teacher competence.

Overall, the academic supervision programme at SMPIT Anni'mah takes a comprehensive approach to enhancing teacher professional development. It combines theoretical principles and proven methodologies to promote ongoing progress and high-quality teaching.

## **D. CONCLUSION**

The general research conclusions show that guidance-based academic supervision management in improving the professional competence of teachers at SMPIT Anni'mah can be seen from the planning, organization, implementation and supervision running in accordance with the plans set by the school. Meanwhile, the specific research conclusions are as follows:

### **1. Guidance-Based Academic Supervision Planning**

The guidance-based academic supervision program at SMPIT Anni'mah is a strategy designed to improve teacher professional competence. Program planning is carried out by mapping capabilities and identifying teacher needs at the beginning of the school year. The planning step involves the principal, supervisor, and teachers who have the capacity to carry out supervision. The results of mapping and identifying teacher needs are used to determine appropriate professional development programs and guidance strategies.

### **2. Organizing Guidance-Based Academic Supervision**

The structure of the guidance-based academic supervision team is led by the principal and representative managers of the foundation, involving good performing teachers as supervisors. Supervisors are given training to understand their duties and responsibilities. Academic supervision scheduling is carried out in a planned and routine manner every month, including activities such as class visits and observations, interviews, personal conversations and guidance, teacher and MGMP meetings, peer teaching and others.

### **3. Implementation of Guidance-Based Academic Supervision**

The implementation of guidance-based academic supervision at SMPIT Anni'mah does not only focus on performance assessment but is more focused on providing assistance and guidance. Through activities such as class visits and observations, interviews, personal conversations and guidance, teacher and MGMP meetings, peer teaching, lesson study, and in-house training, teachers receive guidance and training to improve their professional competence.

### **4. Guidance-Based Academic Supervision**

The results of the supervision program show an increase in teachers' performance in learning, managing the classroom, and have a positive impact on increasing teacher motivation. Feedback given directly to teachers helps them improve teacher professional competence. Evaluation of the supervision program is carried out periodically by collecting data from various sources such as classroom observations, peer teaching activities, lesson studies, student satisfaction surveys, and self-evaluations. This evaluation becomes the basis for this make strategic decisions for the development of the supervision program in the next school year.

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