

# IMPACT OF ACADEMIC SUPERVISION AGAINST TEACHER COMPETENCY IMPROVEMENT: A REVIEW

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**ABSTRACT:** *In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, a teacher must have 4 competencies namely pedagogic competence, personality competence, social competence, and professional competence. To realize these competencies, guidance is needed, one of which is through academic supervision. This article shows the impact of implementing academic supervision on improving teacher competence through reviewing various journals and research results. The impact of academic supervision on pedagogic competence is quite large. Studies showed a positive relationship between academic supervision and teacher performance. Research shows that there are differences in pedagogic competencies between teachers supervised and those not supervised. The impact of academic supervision on personality competencies demonstrated that supervisors must pay more attention to the teacher's personality, because the teacher's personality is still a problem in education in Indonesia. Academic supervision will improve teacher competencies which will impact on student success. The impact of academic supervision on social competence shown in research, that academic supervision can improve teachers' social competence in communicating with students and society. The impact of academic supervision on professional competence, with supervision, teachers and supervisors can discuss the problems faced by the teacher as well as be able to know the learning problems and discuss together to find solutions to solutions.*

**Keywords:** Academic Supervision, Competence, Pedagogic, Personality, Social, Professional

## INTRODUCTION

The progress of a nation is largely determined by progress in the field of education. So if a nation wants progress in the field of education, then there must be an effort to develop the potential of all citizens (students and teachers) to improve the quality of learning. With a good and quality learning process, students will gain knowledge, skills, and provisions to deal with the various advances and challenges of the times.

The effectiveness of learning in schools is one indicator of improving the quality of education in the school. The effectiveness of learning is influenced by the characteristics of teachers and students, learning materials, and other aspects relating to the teaching situation [1]. So, in the learning process directed by a teacher must have the required competencies. In the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that a teacher must have 4 competencies namely pedagogic competence, personality competence, social competence, and professional competence.

To improve these competencies, there needs to be guidance and supervision through supervision. According to Suharsimi [2], supervision is an activity of observing, identifying where things are correct, which are not true, and which are not true, with the aim of achieving the right objectives of this activity is to provide guidance, both to teacher and headmaster.

According to Good Carter quoted by Piet A. Sahertian [3] supervision is the effort of school officials to lead teachers and other employees in improving teaching including stimulating, choosing teacher growth and developing and revising objective education, teaching materials and teaching methods and assessments. Whereas according to Willes in Asf and Mustofa [4], states "Supervision is assistance in the development of better teaching-learning situations". The learning situation in question is a learning situation that pays attention to goals, teaching material, techniques, methods, teachers, students, and the learning environment.

In implementing academic supervision, approaches are needed. According to Sahertian (in Academic Supervision Teaching Materials) there are 3 approaches, namely (1) directive approach, namely the way of approaching direct problems. The supervisor gives direct direction. Of course, the influence of supervisor behavior is more dominant. (2) Non-directive approach, namely the approach to problems that are indirect in nature. Supervisor's behavior in a non-directive approach is listening, strengthening, explaining, presenting, and solving problems (3) Collaborative approaches, namely approaches that combine directive and non-directive approaches into new approaches. In this approach both supervisors and teachers together, agree to establish structures, processes, and criteria in carrying out the conversation process on the problems faced by teachers [5]. While other academic supervision approaches [6], are (1) Scientists, based on data (careful observation), the necessary corrective steps are taken, (2) Artistic, done not to the point, supervisors use art certainly, (3) Clinic, based on the diagnosis of new weaknesses given improvements. This approach is better known as the clinical supervision approach.

Academic supervision is closely related to quality learning because quality learning processes require professional teachers. Teachers as the main actors in the learning process can improve their professionalism through academic supervision so that the learning objectives are achieved. Academic supervision looks at the reality of conditions to answer learning problems in the classroom so that information is obtained about the ability of teachers to manage learning activities. Thus, through academic supervision, teachers will be increasingly able to facilitate learning for students so that the learning process becomes qualified.

## METHODOLOGY

This article discusses the impact of academic supervision in improving teacher competence. The method used is a literature review by analyzing various sources of research books and journals related to academic supervision and teacher competence.

## RESULTS AND DISCUSSION

Competence is a set of knowledge, skills, and behaviors that must be owned, lived and mastered by the teacher or lecturer in carrying out professional duties. In the law of the Republic of Indonesia no. 14 of 2005, a teacher must have 4 competencies, namely pedagogic, personality, social, and professional. Then the implementation of academic supervision should be able to improve the teacher's competency

### Impact of Academic Supervision on Teacher Pedagogical Competencies

Pedagogic competence is the ability to manage student learning based on Law No. 14 of 2005. Pedagogic competence in the Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards, explanation of article 28 paragraph 3 point (a) is the ability to manage student learning which includes understanding students, designing, and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

According to research from Purbasari [7], there is a positive influence between academic supervision and teacher performance. The positive relationship can be interpreted that the increasing quality of the implementation of academic supervision, the more the teacher's performance increases in learning activities. The relationship of the effect of academic supervision on teacher performance in learning is indicated by a percentage of 23.2%. Recommendations based on the results of the study should be on the implementation of academic supervision, principals must pay more attention to aspects of supervision, while in terms of teacher teaching performance, teachers must further improve their performance, especially in aspects of learning evaluation and follow-up of student assessment results.

In the Wildawati [8] study, there was a positive and significant influence between academic supervision on teacher performance, meaning that the better the teacher's perception of academic supervision, the better the performance. The Kaipatty [9] study of YPKPM Ambon Christian high school teachers and Ambon High School Kartika XIII-I, supervised and not supervised showed different competencies, where the supervised pedagogical competency mastery of teachers was 62.19, while teachers were not supervised 5.94. The results of this study prove that academic supervision can improve teacher competence which ultimately affects the quality of learning in the classroom. Therefore, principals are expected to be able to improve the quality of academic supervision to improve teacher pedagogical competencies.

Research by Ikegbusi's [10] reveals that supervision, both

conducted by internal (school principals) and external (community or officials), has a positive effect on teacher effectiveness. With effective teachers, performance will increase which will ultimately improve student achievement.

From the description above, it appears that the academic supervision program contains many benefits in fostering and guiding teachers to achieve goals. Regular, guided and sustainable academic supervision will be able to improve teacher performance, improve pedagogic competence, so that higher quality teaching and learning activities.

### Impact of Academic Supervision on Teacher Personality Competence

Personality competency is a strong, stable, mature, wise, and authoritative personality ability, being a role model for students, and having a noble character in Law No. 14 of 2005.

According to Istiqomah [11], some facts show that the personality of the teacher is still a problem in education in Indonesia, teachers who should display a good personality, actually take actions that violate the personality they should have, such as violence, dishonesty, and other immoral acts committed by the teacher is a personality problem that needs attention and must be corrected. So far the implementation of academic supervision has not touched the personality development of supervised teachers. Therefore, improvements are needed in the implementation of academic supervision

In Kristoto's research [12], there was a positive relationship between teacher personality competencies and students' success in learning. Teachers as educators whose main task is teaching, have personality characteristics that greatly influence the success of human resource development. With a strong personality from the figure of teacher will set a good example for students and their community. Therefore, Kristoto suggested that teachers can work professionally, then the Principal should always actively involve teachers with activities that support the teaching and learning process (do academic supervision). This is intended to form a good personality by the teacher and get smart students who have good behavior too.

Nahampun's research [13] states the teacher's personality is very influential in handling students. Teachers with mature personalities and noble characters play a very important role in the education process of students so that students feel calm. This religiosity encourages teachers to always act and be honest in every task and responsibility and to avoid behavioral deviations in carrying out responsibilities in teaching and at school. To form this mature and noble personality teacher, training and guidance are needed, one of which is through academic supervision.

From the description above, it can be seen that the teacher's personal competence is very influential in the learning process in school. Teachers who have steady, stable, mature, wise, and authoritative personalities, become role models for students and have a noble character that will create a comfortable atmosphere in the learning process. Therefore, the competence of the teacher's personality needs attention from the principal.

### **Impact of Academic Supervision on Teacher's Social Competencies**

Social competence is an educator as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community in Law No. 14 of 2005.

Academic supervision is very necessary to improve teacher social competence because teachers are expected to be able to behave, socialize, and communicate well, both to students, fellow teachers, and the community. Therefore, the states that the development of teacher social competencies regarding participation in society that teachers must be good at socializing and placing themselves because in behaving, associating and communicating with the community teachers must describe as an educated, polite, friendly educator and empathy [14]. If the teacher's communication with the community is good, the community will not hesitate to cooperate with the teacher in facilitating the process of running the activities in the community.

Rahmawati [15], states that the teacher's social competence in communicating effectively with students through learning activities has been done well. The teacher always tries to make every communication delivered to students run effectively so that the teacher's social competence will be formed optimally. Obstacles experienced by teachers in applying social competence in communicating effectively with students through learning activities are when facing students who do not pay attention to the explanation from the teacher, students who are difficult to calm down, and students who play alone when learning takes place. Therefore, the results of this study suggest that principals are expected to be able to oversee the implementation of learning and assess teacher performance in the learning process. One of them is through academic supervision.

From the description above, the social competence possessed by the teacher is very helpful in interacting, both with students, teachers, or the community. In learning activities, social competence is related to communication, understanding, and interaction with students. Teachers must be able to convey lesson material well so students can understand it. Social competence is also related to the communication of teachers with parents of students and the community around the teacher's residence so that the role and way of communicating in the community have its own characteristics which are more or less different from other people who are not teachers. In implementing academic supervision, it must also get the attention of the principal, because with the skill of a teacher in communicating will bring a positive impact on the success of the learning process.

### **Impact of Academic Supervision on Teacher Professional Competence**

Professional competency is the broad and profound ability to master learning material that enables it to guide students to meet the competency standards set out in the National Education Standards in Law No. 14 of 2005.

The study by Astuti [16] stated that lesson study activities can improve teacher professionalism. This can be achieved because through supervision, teachers and supervisors can discuss the problems faced by the teacher as well as be able

to find out the learning problems in the classroom and discuss them together to find solutions to their solutions.

While Akhmad and Fakhrudin (2013)[17] in his research stated that the supervision that had been carried out by supervisors and principals for teacher professional development had not been effective. The supervision program plan was prepared but it was not implemented properly. In its implementation, the principal delegates to the teacher to supervise the teacher. Therefore, supervision is needed in order to improve teacher professionalism.

According to Rahabav [18], in his research found that academic supervision is quite effective in increasing the professional abilities of teachers, but has not yet had a significant impact on improving teacher professional skills and improving student learning achievement. This is due to some weaknesses in the implementation of academic supervision. Therefore, it is necessary to improve the system for implementing academic supervision.

According to Ngatini [19], academic supervision must be well-prepared and managed, starting from planning, implementation, evaluation and follow-up. Planning an academic supervision program conducted by the principal includes the goals, objectives, steps, and time set. Implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently. Evaluation and follow-up of academic supervision is an activity carried out by school principals that is useful for analyzing teacher weaknesses and strengths with teacher performance appraisal instrument (IPKG), so the results of supervisor record analysis can be used to develop teacher competencies in implementing learning and improving teacher professionalism. Based on the results of the study indicate that the activities of academic supervision planning carried out by the principal emphasize goals that are oriented towards increasing professionalism and improving the quality of teachers in learning. In addition, the target of academic supervision has been based on the problems and characteristics of the problems faced by the teacher.

From the results of several studies, it is illustrated that teacher professional competence must be improved. A teacher who has good professional competence will be able to create an effective learning environment and be able to carry out tasks optimally in the interest of achieving student learning outcomes. Academic supervision is an effort to improve teacher professional competence. With directed and regular academic supervision, it is expected that teachers have the enthusiasm to add knowledge in the framework of mastering learning materials that will eventually be able to transfer their knowledge to students to achieve better learning outcomes.

### **CONCLUSION**

From the description above, we can conclude that academic supervision is very necessary for improving 4 teacher competencies, namely pedagogic competence, personality competence, social competence and professional competence. The influence of globalization makes the development of science very fast. This dynamic requires teachers to always improve and adjust their competencies in order to be able to develop and present actual subject matter using the latest approaches, methods, and technologies. The existence of

academic supervision, it will be able to create discipline and high enthusiasm for the teacher. This is very important to help teachers carry out their duties. Implementation of academic supervision has actually been carried out, but it needs to improve its quality so that supervisors must guide so that supervised teachers can improve the 4 competencies demanded.

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