



The Influence Of Academic Supervision On Teacher Performance Based On The Philosophy Of Essentialism

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ABSTRACT

Very quality education and learning depending on how well the quality of the teacher's performance is in carrying out his academic duties at school. Teacher performance influenced by many factors including supervision principal, professional competence, job satisfaction and teacher motivation. All four factors should work in an integrated and sustainable way to have an impact good to teacher performance. The method used is with a literature approach .surveillance approach in education conducted by the principal's office as a supervisor has a primary role as supporters of the educational process in schools. Understanding Challenge Academic Supervision in an Epistemological Perspective which is part of philosophy and origin Academic Oversight Inquiry.

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INTRODUCTION

In an effort to improve the quality of education, teachers are a component of human resources that must be fostered and developed continuously. The formation of professions and teacher performance is carried out through educational programs. Not all teachers educated in educational institutions are well trained and qualified. The potential resources of teachers need to continue to grow and develop in order to perform their functions potentially. In addition, the influence of fast-paced changes encourages teachers to constantly learn to adapt to the development of science and technology, and the environment. Improving the quality of education is not an easy matter, it is necessary to have a close relationship of various factors by paying attention to past, present and future conditions that are difficult to foresee. Incomprehension in estimating future needs makes it difficult to solve various educational problems, both those related to the quality, relevance, efficiency, and effectiveness of education. The quality education process is determined by the various dynamic elements that exist in the school and its environment as a unified system. According to Townsend and Butterworth (1992:35) in their book *Your Child's School*, there are ten determining factors for the realization of a quality educational process, namely, the effectiveness of the principal's leadership, the participation and sense of responsibility of teachers and staff, an effective teaching

and learning process, programmatic staff development, relevant curriculum, and so on. Education policy must be supported by education actors who are at the forefront, namely teachers through their interaction in education. Efforts to improve the quality of education need to be carried out in stages by referring to strategic plans. The involvement of all components of education (teachers, principals, communities, school committees, boards of education, and institutions) in planning and realizing the educational programs launched is urgently needed in order to streamline the achievement of goals.

In terms of professional improvement, school superintendents must provide guidance, assessment, and assistance/guidance starting from program plans, processes, to results in school management to improve school performance, while the responsibility as a supervisor is to help improve the quality of education delivery (managerial supervision), school supervisors are also tasked with helping to improve the quality of the teaching and learning process / guiding and the results of student learning achievement in order to achieve educational goals. Based on the author's experience, the role of school supervisors, principals and teachers in managing education in schools has not been maximized. These problems include in the practice of learning, where there are at least seven mistakes that are often made by teachers, namely, 1) taking shortcuts in learning; 2) waiting for learners to behave negatively; 3) using destructive discipline; 4) ignoring learners' differences; 5) feel the smartest and know best; 6) unfair (discriminatory); 7) forcing the rights of learners (Mulyasa, 2005). This problem can be indicated that teacher performance has not been maximized in improving their professionalism, so it needs to be supported by supervisors and principals to foster, guide, train and develop teacher abilities through academic supervision. However, on the other hand, the academic supervision services carried out by the supervisor have not been in accordance with what is expected by the teacher himself. The supervisor is only an auditor who checks the completeness administratively without conducting coaching and guidance and training to teachers. In line with the review of supervisory capacity carried out as part of the Australia Indonesia Basic Education Program (AIBEP) in 2007 related to supervisory competence, it was revealed that the competence of supervisors was below expectations, in particular supervisors were considered weak in the field of academic supervision, and teachers stated that supervisors lacked the skills needed to become effective supervisors (Hendarman, 2015). Thus, it can be concluded that the supervision of school supervisors in implementing their duties and functions through the ability / competence possessed to plan academic supervision programs, carry out academic supervision of teachers using the right supervision approaches and techniques, and follow up on the results of academic supervision as an effort to improve the quality of learning in schools and the professionalism of teachers.

RESEARCH METHODOLOGY

Data is the most important element in research. All studies contain data, without data the research will not run and cannot be called research. The method used in this study is exploratory, namely searching and finding and then revealing the problems studied, namely regarding educational supervision by the principal and teacher performance, as well as to find out the factors that influence the implementation of educational supervision and teacher performance. The research method carried out by the author is the quantitative method of analysis, which is a research method based on the philosophy of positivism, this research is a type of library research, namely the data or materials needed to complete the research are obtained from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on (Hadi, 1990).

RESULTS AND DISCUSSIONS

A. Education Supervision

In accordance with the picture above, one of the efforts to improve teacher performance is through educational supervision. The implementation of educational supervision needs to be carried

out systematically by the principal and school supervisor aimed at providing guidance to teachers so that they can carry out their duties effectively and efficiently. In its implementation, both the principal and the supervisor use observation sheets that contain aspects that need to be considered in improving teacher performance and school performance. To supervise teachers, an observation sheet is used in the form of a teacher ability assessment tool, while to supervise school performance, it is carried out by examining the fields of academics, student affairs, personnel, finance, facilities and infrastructure, as well as public relations. Supervision etymologically comes from the words "super" and "vision" which means to see or review from above or look at and judge from above what the superior does to the activities, creativity, and performance of subordinates (Mulyana, 2002).

- a. Arouse and stimulate the enthusiasm of teachers and school employees in carrying out their respective duties properly.
- b. Develop and search for new methods of learning methods in a good and more appropriate learning process.
- c. Develop good and harmonious cooperation between teachers and students, teachers with teachers, teachers with principals and all school staff within the school environment concerned.
- d. Trying to improve the quality of insight and knowledge of teachers and school employees by holding regular coaching, both in the form of seminars, workshops, in service training, up grading, and so on. What is measured in educational supervision is leadership and supervision. The leadership function is attached to a supervisor because he is the leader, as is supervision, because in essence the supervisor is the supervisor whose main task is to supervise, while the executive function lies with the supervisor, because he is the executor in the field who in book terms is a functional official, just like the teacher and the head of the secretariat

B. Leadership

Leadership is those who have the task of leading an organization or one of their work units. Leaders who can grow, maintain and develop cooperative businesses and climates in an organization, can be said to be effective leaders. To achieve better conditions/ goals, the leader should be able to influence his subordinates to be willing to work together to achieve a predetermined goal. Leadership is a trait or ability possessed by a leader that is useful for influencing those he leads. The leadership of the education supervisor is characterized by ability; increase morale, encourage creativity, accommodate, guide and set an example.

C. Supervision

Seeing the importance of supervisors / supervisors in improving the quality of education and teaching in schools, now supervisors have been designated as fully functional officials whose consequence is that every supervisor must have professional insight and ability beyond the abilities and professionals of teachers, principals and all staff in the field of education. Otherwise, the existence of a supervisor will not have any influence on the condition of education and teaching in schools. Therefore, understanding the importance of supervision absolutely must be lived by every school supervisor, namely observing teacher performance, controlling teacher work and monitoring teacher work. The role of the education supervisor carried out by the supervisor in carrying out academic supervision must be avoided actions that are telling or patronizing, but should be carried out with a pattern of partnership approach with the path of supporting, helping, and dividing tasks and work to all components of education Imam Wahyudi (2012: 48-49) put forward eight principles that can be used in carrying out supervisory actions. The principles include systematic, objective, realistic, anticipatory, constructive, creative, cooperative, and familial. Systematic, in the sense that supervision is developed with careful planning in accordance with the desired goals. Objective, meaning that supervision provides input in accordance with the aspects contained in the instrument. Realistic, meaning that supervision is based on actual reality, namely on circumstances or things that have been understood and implemented by school staff. Anticipatory, meaning that supervision is directed to face difficulties that may occur. Constructive, meaning that supervision provides suggestions for improvement to the supervised to continue to be developed in accordance with

applicable provisions or rules. Creative, meaning supervision develops creativity and teacher initiative in developing the learning process. Cooperative, meaning supervision develops a feeling of community to create and develop good learning situations. Kinship, meaning supervision considers mutual honing, nurturing and compassion between school citizens which is often known as Tut Wuri Handayani

School superintendents who are carried out in carrying out their functions as education supervisors cannot be separated from some obstacles both internally and externally. Internally, the constraints of supervision activities can be identified Technically, supervisory constraints in carrying out supervision activities such as obstacles related to ability or skills as supervisors, while non-technical obstacles include if the supervisor is sick while other teachers lack response, the schedule of supervision activities becomes constrained. Based on the phenomenon that the school superintendent always involves the principal and teachers in forming a supervision program in order to always socialize the program and schedule he has made to the teachers and principals in the school. This can be seen when it comes to conducting academic supervision which always gets a good response from the principal and teachers. The efforts carried out by the school superintendent in carrying out academic supervision can run well and smoothly so that thanks to the ability possessed by the school supervisor to always foster or build good communication with teachers and principals School superintendents visit school supervisors more often and more to help teachers both through monitoring, coaching, assessment and mentoring and training activities that are carried out. In this school, a culture of glorifying guests and respects has been formed, anyone who comes to the school is always welcomed and well served from administrative staff, teachers to the principal himself, including the school supervisor so that the guests are welcomed.

D. Essentialism

One of the philosophical schools relevant to supervision is essentialism. The characteristics of supervisors who apply essentialism in supervising include having and mastering theories about teaching and learning having standards that are used as a benchmark that teachers must meet, handling teachers is carried out in a procedural way and through conventional approaches. The supervision approach is a process from bureaucratic to democratic, from inspection to participation, and from evaluation to support. The choice of approach in conducting supervision is based on the problems that occur and the goals to be achieved because each approach has different characteristics in its implementation. There are several supervisory approaches that can be carried out, namely directive (direct), nondirective (indirect), collaborative (collaboration), and developmental. The four supervisory approaches require prerequisites in their implementation where the prerequisites consist of knowledge, interpersonal, and technical abilities. With these prerequisites, it is hoped that it can produce effective supervision in achieving goals. The conventional or traditional approach or commonly referred to as the directive approach is the implementation of supervision which is the responsibility of a supervisor or supervisor. This supervision is carried out on the basis of authority in the hierarchy of organizational structures. This approach is commonly used to control teachers' teaching behavior. This approach includes the stages of identifying the problem facing the teacher, offering a number of actions to address the problem, asking the teacher to choose the best alternative and making a plan with the teacher for follow-up.

The school of essentialism is the result of western philosophers' thinking. This school was used in western countries after its discoverer published it. It criticizes the practice of an education system that has a steady stream of progressivism that has been used and succeeded. For example, students get the freedom to develop with their potential in themselves with the encouragement of the teacher as a guide. In terms of diversity, there is development in students because they have the support and assistance of teachers, but in terms of mentality, students show their weaknesses because the cultural values that help students' character are not visible. Adherents of the essentialism school say the concept, the idea of practice in education is more concerned with the basic moral value of the culture that has been applied in society for centuries. It can be interpreted that the substance of education is

rooted in the culture in the community where the school is located. The educational methods used must be properly understood to be mastered by the teacher in accordance with their field of science.

CONCLUSION

From the description above, it can be concluded that academic supervision activities are very helpful to improve the performance of teachers and principals, where by improving performance and learning processes that are in accordance with the expertise of teacher abilities, it will be able to increase the enthusiasm for learning of students so that student achievement increases. The role of teachers in the school of essentialism is more of an educational facilitator. The role of the principal is also very important and has responsibility and influences all parties involved in the teaching and learning process in order to collaborate so that the school's goals can be achieved.

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