Implementation academic supervision of principals at Taraitak public elementary school Langowan district, Indonesia

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Abstract
The purpose of this study is to examine and describe: (1) Implementation of the Principal’s academic supervision, (2) Factors that support the Implementation of Academic Supervision of School Principals, (3) What factors are hampering the implementation of academic supervision of school principals, (4) the efforts made by school principals to overcome obstacles in implementing academic supervision. Data collection techniques through observation, interviews and documentation. The results of this study indicate that; 1. Implementation of the Principal's academic supervision in the learning process activities starts from the planning, implementation and evaluation stages, not yet fully maximized so that the results of implementing the supervision cannot be achieved in accordance with the desired expectations; 2. Supporting Factors for the Implementation of School Principal Supervision are: a. Teacher readiness to receive guidance and assistance from school principals through academic supervision. b. Good relationships are established with fellow teachers. c. There is a time schedule for when supervision will be carried out; 3. Barriers to Academic Supervision of School Principals: a. Principals are less professional in implementing academic supervision, b. Lack of discipline and work spirit of the principal in carrying out his duties and responsibilities as a school supervisor, c. Availability of facilities and infrastructure, namely inadequate classrooms that do not support academic supervision activities such as facilities and infrastructure such as desks, chairs, books, inadequate information and communication techniques; 4. Efforts to overcome the inhibiting factors for the implementation of academic supervision are education and training must be followed by school principals and seek to procure inadequate school facilities and infrastructure such as making proposals to the local government of Minahasa Regency, holding parents and stake holders meetings (school principals, teachers and school committees) to find a way out in order to meet the lack of facilities and infrastructure referred to especially learning media which are the most important and needed component in supporting learning activities.

Keywords: implementation, academic supervision, principal.

1. Introduction
The main activity of education in schools in order to realize its objectives is learning activities so that all activities of school organizations lead to the achievement of efficiency and effectiveness of learning. Academic Supervision is one of the principals' duties to continuously improve the quality of education in schools. Through academic supervision the school principal ensures that teachers carry out teaching assignments well and students receive the best learning services.

Minister of National Education Regulation No. 13/2007 concerning the standards of principals/madrasa consists of qualifications and competencies that must be possessed by principals. The competencies that must be possessed by the principal include 5 dimensions, namely personal competence, managerial competence, supervision competency, entrepreneurial competence and social competence. In this case, it appears that one of the principal duties of a school principal is to carry out supervision activities including academic supervision. One of the areas supervised by the principal is Academic supervision. Academic supervision activities in principle are efforts to foster teachers in improving the quality of the learning process. As stated in the Minister of National Education Regulation No. 41 of 2007 concerning the standard processes that include planning the learning process, implementing the learning process, evaluating learning outcomes and monitoring the learning process.
The existence and development of Taraitak public elementary schools that are important to note is how to improve learning services through the implementation of academic supervision. Researchers make careful observations that show:

1. The principal does not guide and foster teachers, namely planning, implementing, evaluating learning to improve the ability to manage learning activities.
2. The principal has not yet carried out academic supervision activities according to the teacher’s needs to improve his competence.
3. There are still many teachers who do not understand the purpose of academic supervision is to help teachers develop their ability to achieve the learning goals that are planned for their students.
4. Some teachers consider academic supervision activities by the school principal as a burden and a waste of time.
5. Management of academic supervision has not been systematic.
6. Not all academic supervision programs have been implemented.
7. Not all teachers get follow-up from the results of academic supervision conducted by the school principal.

Academic supervision is one of the principal’s tasks in fostering teachers through the supervisory function. Supervision carried out by the principal in essence is to provide guidance, guidance to solve educational problems, including problems faced by teachers together in the learning process and not looking for teacher errors. Supervision is carried out by the principal, direct supervision, because the principal has a very large time opportunity to be able to meet face to the teacher council, so that if the principal’s role as a supervisor is well implemented it will form a good school quality too. Academic supervision is one of the principal’s duties in fostering teachers through the supervisory function. Supervision carried out by the principal in essence is to provide guidance, guidance to solve educational problems, including problems faced by teachers together in the learning process and not looking for teacher errors. As explained by Suharsimi Arikunto (2004: 5) academic supervision is supervision that emphasizes observations on academic problems that are directly within the scope of learning activities undertaken by teachers to help students while in the learning process. Academic supervision activities are focused on fostering and developing the professional abilities of teachers in improving the quality of learning and guidance in schools. For this reason, principals need to understand the program and learning strategies, so that they are able to provide assistance to teachers who have difficulty teaching. Assistance provided by school principals can be in the form of supporting facilities, required teaching materials, training, strengthening the mastery of the material and learning strategies that will enhance learning activities in the classroom.

Nana Syaodi stated that teaching staff play an important role in planning, implementing, and evaluating learning. This is because educators are people who are directly involved in the learning process at school. In order for the quality learning process to begin with professional educators. Professional educators are people who have special abilities and expertise in the field of teacher training, so that they are able to carry out their duties and functions as educators with maximum abilities. An educator must have competence in planning, implementing, and evaluating learning. Learning planning is a central function in the management of learning and must be future oriented. Planning is the initial stage in achieving learning success. At this stage educators must be able to prepare annual programs, semester programs, syllabi, lesson plans, learning aids, evaluations and follow-up. Based on the results of observations the researchers observed that educators lacked skill in using instructional media, educators experienced constraints in classroom management, and in general the quality of academic supervision by principals was still lacking. The principal seems to lack understanding of his duties and responsibilities as a supervisor in school. Supervision of school principals in Taraitak state schools has been carried out, but in its implementation it has not run optimally, only limited to ordinary control. In carrying out academic supervision activities the principal only passes in front of the class or enters the classroom to measure the performance of the teacher who is teaching. Where the activity seemed to have carried out academic supervision activities. The implementation of such academic supervision activities is a poor example.

The objectives to be achieved in this study are to find out:

1. About how the school principal’s academic supervision is implemented in the Taraitak public elementary school, North Langowan District
2. Supporting factors for the implementation of academic supervision of school principals in Taraitak public elementary schools, North Langowan District.
3. The inhibiting factors for the implementation of the principal’s academic supervision at the state primary school Taraitak, North Langowan District.
4. Efforts made by the principal to overcome the inhibiting factors in the implementation of the school's academic supervision at the state elementary school Taraitak, Langowan Utara District.

2. Literature Review
Academic Supervision

There are several definitions of academic supervision delivered by experts in the field of education. According to Ngalim Purwanto (2009) academic supervision is “supervisory activities aimed at improving the conditions of both personnel and material that allow for the creation of better teaching and learning situations for the achievement of educational goals”.

According to Syaiful Sagala (2010) academic supervision is assistance and services provided to teachers to improve the quality of learning. Glickman (Syaiful Sagala, 2010) defines that academic supervision is an effort made to help teachers to continue learning to improve the quality of their learning. Wiles and Lovel in (Suhertian, 2000) explain that academic supervision is considered a system of formal behavior that is prepared by the institution to achieve interaction with the teaching behavior system by maintaining, changing, and improving plans and actualizing student learning opportunities.

Harris (Suhertian,2000) defines academic supervision as everything that the school personnel do to maintain or change what the school does in a way that directly influences the learning process in an effort to improve its business. From the various opinions above it can be concluded that academic supervision is the principal’s effort to foster teachers in order...
to improve the quality of teaching through planning steps, real teaching performance and make changes in a rational way in an effort to improve student learning outcomes.

The Purpose of Academic Supervision.

The key to academic supervision is service and assistance to teachers, so the purpose of academic supervision is to provide services and assistance to develop the teaching and learning situation of the teacher in the classroom. According to Suharsimi Arikunto (2004: 41) the purpose of academic supervision is to:

1) Improving student performance in order to achieve optimal learning.
2) Improve the quality of teacher performance in order to succeed in helping and guiding students to achieve the expected learning and personal achievement.
3) Improving the effectiveness of the curriculum so that it is efficient and well implemented in the learning process.
4) Increase the effectiveness and efficiency of facilities and infrastructure to be managed and utilized properly so as to optimize student learning success.
5) Improving the quality of school management, so as to create an optimal work atmosphere and support student achievement.
6) Improve the quality of the general situation of the school in order to create a conducive situation at school and be able to improve the quality of learning.

Another opinion expressed by Mataheru (Syailuf Sagala, 2010: 104) the objectives of academic supervision include:

1) Helping teachers see clearly the educational goals.
2) Assist teachers in guiding learning experiences
3) Helping teachers use learning resources
4) Assist teachers in meeting student learning needs
5) Assist teachers in using teaching tools, methods and models.
6) Assist teachers in assessing student progress and the work of the teacher himself.
7) Helping teachers foster mental or moral reactions of teachers in the context of personal growth in their positions.
8) Helping the teachers in the school so that they feel happy with the assignment they carry.
9) Helping teachers make it easier to make adjustments to the community and ways to use learning resources from the community,
10) Helping teachers to devote full time and energy to helping students learn and foster schools. Based on the description above, the researcher concludes that the purpose of academic supervision is to assist teachers in achieving good performance so as to create quality learning.

Academic Supervision Function

The function of academic supervision is to improve the quality of learning, supervision like this is classified as supervision with a narrow scope, limited to academic aspects, especially those that occur in the classroom when the teacher is providing assistance and direction to students. (Suharsimi Arikunto, 2004) According to Syailuf Sagala (2010) academic supervision has an assessment function, namely the assessment of teacher performance by collecting information and facts about teacher performance through research. This assessment and research is an effort that is an improvement, so based on data and information obtained by the supervisor can improve teacher performance which ultimately improves the quality of teacher performance in carrying out teaching assignments.

Imam Soepardi (1988) added, "the function of academic supervision is research, evaluation, improvement, and coaching". From the academic supervision function, researchers describe as follows:

1. The researcher has the intention of obtaining a clear and objective picture of the situation of the teaching and learning process. A clear and objective picture of the situation of the teaching and learning process is very important for the supervisor before carrying out further academic supervision activities.
2. Evaluation is carried out after the research activities on the conditions or circumstances that occur. In this activity, supervisors can evaluate the competencies of teachers who have been mastered or not yet mastered or that need to be improved.
3. After the evaluation phase is carried out, the evaluation results will be known. The repair function is not only fixed on negative things / shortcomings, but also on things that are positive / good, to be improved to be better or more positive.
4. Coaching in the form of endeavors: guidance, advice, guidance, advice, and invitations. The most effective effort is the example / example of the supervisor himself. From the opinions above, it can be concluded that the function of academic supervision is assessment, evaluation, improvement, and coaching for teachers to improve teacher performance which ultimately increases the quality of learning.

Academic supervision goals

The target of academic supervision is to supervise supervisors' observations on academic issues, that is, those that are directly in the learning environment when students are in the learning process in class. (Suharsimi Arikunto, 2004) According to Hasibuan (2000) the learning process includes learning planning, learning implementation, and evaluation of learning. Learning planning is a process of activities carried out by the teacher to prepare the learning process.

The teacher’s activities in planning learning between compiling an annual program, compiling a semester program, compiling a syllabus. The implementation of learning is a learning activity in the classroom which is the core of the organization of education. In this activity, teachers are required to have the ability to manage classes effectively, use learning resources appropriately, use learning methods according to the material, and use appropriate learning media. Learning evaluation is an activity carried out by the teacher to determine the level of success in achieving the objectives and learning process. In activities, teachers are required to be able to use appropriate evaluation techniques, process evaluation results, use evaluation results, and report evaluation results.

Principles of Academic Supervision

Supervisors in carrying out their duties are inseparable from the problems encountered. In this case, the supervisor must be able to adjust his attitude and actions to the situation, place,
time, and individuals he faces. For this reason, a supervisor needs principles to be used as a basis, a guideline, and guidelines for the actions and policies to be taken. Sahertian (2000) \(^{[30]}\) states that academic supervision must be carried out based on objective data and facts. Therefore, academic supervision must be guided by scientific principles, democratic principles, cooperative principles, constructive and creative principles. An explanation of the principles of academic supervision is described as follows:

1. **Scientific principles**, which contain characteristics: academic supervision activities carried out based on objective data obtained in the reality of the teaching and learning process; to obtain data on the reality of the teaching and learning process it is necessary to use a data recording device; Academic supervision activities carried out systematically, planned, and continuously.

2. **Democratic principles**, namely assistance given to teachers based on close humanitarian relations so that teachers feel safe to develop their assignments. Democratic means to uphold teacher's self-esteem and dignity, not based on superiors and subordinates but based on a sense of peer.

3. **The principle of cooperation**, namely academic supervision to develop joint ventures. Supervisors encourage and stimulate teachers so that they feel they are growing together.

4. **The constructive and creative principle**, namely academic supervision can create a pleasant working atmosphere so that it can foster teacher motivation in developing potential for creativity.

### 3. Research Method

This study uses a qualitative method. According to Moleong (2011) qualitative research is research that intends to understand phenomena about what is experienced by the research subject holistically and by means of descriptions in the form of words and languages, in a special natural context and by utilizing various natural methods. The research approach that will be used in this research is naturalistic inquiry with a qualitative approach. In this study, researchers collected data to intervene in the research subjects. Researchers also do not manipulate resource persons or activities because the data obtained is what is in the field. The research site was conducted at Taraitak public elementary school, Langowan sub-district, North Sulawesi province, North Sulawesi District, Minahasa Regency. Vision: The creation of an independent quality education, quality, competitiveness and character.a. Mission: 1) Improving the quality of human resources, faith and devotion to God Almighty. 2) Improve Professional Education Personnel. 3) Making students creative, skilled, and able to continue their education to a higher level. 4) Increase community participation.

Data exposure on the implementation of academic supervision by the principal was obtained from observations. The researchers' observations show that the Principal in implementing academic supervision is based on guidelines and the stages of implementation of academic supervision that are appropriate. This can be seen in the school principal's work plan document, to explore the observational data and study documentation, the data obtained related to the implementation of academic supervision by the Principal of Taraitak Elementary School, North Langowan Subdistrict, are instruments for supervision of learning implementation plans, implementation of learning, and learning assessment. The purpose of academic supervision at this time is to know the situation to measure the level of development of school activities in an effort to achieve the goal. Or in other words the purpose of academic supervision is to develop a better learning and teaching situation. So academic supervision aims to conduct an evaluation, which is to measure school progress. Furthermore, in academic supervision found positive situations that allow the achievement of goals well and negative situations that hinder the achievement of goals. Follow-up or follow-up academic supervision is guidance and advice from the supervisor to the teacher after the implementation of academic supervision with the intention that the teacher further improves results, and to eliminate or overcome all obstacles in achieving the goals set.

Implementation of appropriate academic supervision based on guidelines and procedures for implementing learning planning, learning implementation and learning evaluation to achieve appropriate goals will improve teacher performance in teaching with supervision activities will be able to develop the understanding of teachers (teachers) in terms of maturity of teaching preparation, choose the right method that suits the needs of students which leads to improving the quality of learning both from the aspect of strategy, expertise, use of teaching tools that ultimately can achieve the desired goals.

Supporting factors for the implementation of academic supervision of school principals in Taraitak State Elementary School are:

1. Teacher readiness to be supervised.
2. There is a good relationship between teacher and student, teacher and teacher, teacher and head as well as school and community.
3. There is already an schedule for the implementation of academic supervision, which is a strength in the implementation of academic supervision that has been done.

Supporting factors in the implementation of learning are:

1. The ability of teachers to open learning.
2. The ability of teachers to carry out core learning activities.
3. The teacher's ability to assess learning.
Factors Inhibiting the Implementation of Academic Supervision in Taraitak Public Elementary School, North Langowan District.
1. Barriers to Learning Planning
2. Barriers to the learning process
3. Barriers to Evaluation

The research findings show that the Principal of Taraitak State Primary School, Langowan Utara District in implementing their duties as a school supervisor does not yet have professionalism in carrying out work assignments, so implementing academic supervision has not fully demonstrated optimal supervision performance. Factors of lack of morale, limited school facilities and infrastructure, especially inadequate Curriculum 13 learning media and the lack of professionalism of school principals in conducting academic supervision are the obstacles in achieving academic supervision according to the expected target.

The results showed that the lack of education and training of the headmaster's academic supervision greatly influenced the learning process as his main activity and the enthusiasm of the teacher's work, specifically the implementation of the academic supervision of the principals in Taraitak State Elementary School, Langowan Utara District.Viewed from a theoretical perspective, the better the level of education and training (training) of a person, the better the skills to build mental skills and promote positive thought patterns and act rationally in achieving optimal work productivity.So that the implementation of education and training can contribute to the principal's professionalism as a supervisor, its implementation should be oriented towards the implementation of basic tasks, increasing productivity and increasing the ability and dedication to the principal. Providing education and training as an investment is not only reasonable but absolutely must be done.

Every school organization must have a main activity that is an activity to achieve organizational goals or orientation is organizational effectiveness. For this to happen, these activities must be realized with training actions such as structural and functional training which are followed by the principal who will later increase work effectiveness in implementing academic supervision in schools. Education and training are needed by principals in carrying out their obligations and responsibilities in academic supervision activities. On the other hand, principals in carrying out their duties in implementing academic supervision are required to work professionally and accountably.

A very important element in an organization is the quality of human resources. Because however sophisticated technology and management are used in an organization without the support of human resources who have the ability and professionalism, it cannot improve the quality of the organization. Improvement of professional abilities can be obtained through training where the more principals attend training on academic supervision, the better the level of mastery of school principals in implementing academic supervision. Thus the optimal academic supervision will be created.

The findings of this study indicate that the morale of school principals needs to be improved, seeking for incomplete facilities and infrastructure and the professionalism of school principals need to be improved in order to support the implementation of academic supervision at Taraitak State Elementary School.

5. Conclusion
Based on the results of research and discussion, the research conclusions are as follows:
1. Implementation of the principal's academic supervision in the implementation of the learning process that is planning, implementation, and evaluation of learning has not been fully maximized so that the results of implementing the supervision cannot be achieved in accordance with the desired expectations.
2. Supporting Factors for School Principal Supervision Implementation are:
   a) Teacher readiness to receive guidance and assistance from school principals through academic supervision.
   b) The availability of facilities and infrastructure that do not support academic supervision activities, namely inadequate classrooms, tables, chairs, books, information and communication techniques, are obstacles to the implementation of teaching and learning activities in general and in particular the implementation of academic supervision.
   c) Lack of discipline and work spirit of the principal in carrying out his duties and responsibilities as a school supervisor.
4. Efforts to overcome the inhibiting factors for the implementation of school principals' academic supervision are education and training, must be followed by school principals in order to support their professionalism in implementing academic supervision and to try to procure inadequate school facilities and infrastructure such as making proposals to local governments Minahasa Regency holds a meeting of parents and stakeholders (principals, teachers and school committees) to find a way out to meet the lack of facilities and infrastructure, especially learning media, which is the most important and needed component in supporting learning activities.

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