
Journal Management of Sport

Volume 2 Number 1 (2023)

E-ISSN: 2963 – 8003

available online at <https://jurnal.stokbinaguna.ac.id/index.php/JSSB>

**CONTRIBUTION OF ACADEMIC SUPERVISION MANAGEMENT
TO IMPROVING PHYSICAL EDUCATION TEACHER PERFORMANCE**

Aristiyanto ^{1*}, Fredy Eko Setiawan ²

^{1 2} Universitas Ngudi Waluyo, Central Java, Indonesia

* Corresponding Author: aristiyanto@unw.ac.id

Information

History:
Submitted; July 2023
Revised; August 2023
Accepted; September 2023

Keywords:
Academic Supervision;
Management;
Physical Education;
Teacher.

Abstract

This study aims to explain how far academic supervision can improve teacher performance and explain the obstacles faced in the implementation of academic supervision to improve the performance of physical education subject teachers at SMK in East Ungaran Sub-district, Semarang Regency, Central Java Province. This type of research is descriptive-qualitative research. The subjects of this research are supervisors, principals, and physical education teachers. Data collection techniques were interviewing, observation, and documentation. The instruments in this study were interview guidelines, observation guidelines, and documentation. Data analysis was carried out by means of qualitative descriptive analysis, and data validity was determined by triangulation. The results showed that academic supervision can improve the performance of physical education teachers. This can be seen from: (1) The implementation of academic supervision is in accordance with the procedure, namely through the stages of planning, implementation, and evaluation. (2) The implementation of academic supervision has a role in the learning process, with the results that teachers are able to prepare lesson plans correctly, use and utilise learning media properly, and activate students through discussions. (3) The obstacles faced during the implementation of academic supervision come from teachers, supervisors, principals, and infrastructure.

Copyright © 2023

Journal Management of Sport

INTRODUCTION

Education is a conscious effort that is deliberately designed to achieve predetermined goals. The objectives of national education in accordance with Law No. 20 of 2003 concerning the National Education System Article 3 are "developing skills and shaping the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, faithful, capable, creative, independent, and become democratic and responsible citizens" (Alim et al., 2022; Azandi et al., 2022; Hendrawan et al., 2022; Mawardinur et al., 2022; Setiawan et al., 2022).

These national goals can be achieved if human resources, in this case, teachers, are continuously developed so that they can perform their functions optimally. To carry out the function of the teacher optimally, the teacher is required to have good teaching quality so that the objectives of national education can be achieved. Teacher performance in schools is influenced by many factors, such as motivation, skills, education, work climate, salary level, and so on (Lubis & Nugroho, 2020; Rangkuti et al., 2023).

The quality of teacher instruction has certain specifications. The quality of teacher teaching can be seen and measured based on the specifications and criteria of competence that each teacher must have. In relation to the quality of teacher teaching, the form of behaviour in question is the teacher's activities in the learning process, namely how a teacher plans, implements, and assesses learning outcomes (Riza & Rustiana, 2015).

When a teacher is committed to developing his competence in order to become a truly professional teacher so that he can carry out his professional duties properly and correctly, it is not easily free from problems. This is where cooperation and collaboration between school supervisors and teachers become very important to jointly find a way out so that they can gradually overcome the problems that arise. In connection with this, the position of school supervisors is important because they carry out their functions, duties, and responsibilities, which are expected to provide assistance and breakthroughs in solving educational problems in general and teachers in particular, in order to improve the quality of the teaching process and results (Hasanah & Kristiawan, 2019).

The successful implementation of quality education is closely related to the success of improving the competence and professionalism of educators and education personnel (PTK) without neglecting other factors such as facilities, infrastructure, and financing. The school supervisor is one of the PTKs whose position plays a significant and strategic role in improving teacher professionalism and the quality of education in schools (Kresnapati, 2017).

Supervision activities are the activities of school supervisors in preparing supervision programmemes, implementing supervision programmemes, evaluating the results of programme implementation, and carrying out professional teacher guidance and training. Government regulation number 74 of 2008 concerning teachers in Article 15 Paragraph 4 explains that school supervisors must carry out academic supervision and managerial supervision activities. Thus, school supervisors are required to have adequate qualifications and competencies to be able to carry out supervisory duties (Saputra, 2012).

School supervisors function as supervisors, both academic supervisors and managerial supervisors. As academic supervisors, school supervisors are obliged to help teachers improve their professional abilities (Palinata et al., 2023).

There are many ways that school supervisors can provide guidance or assistance to teachers that have an impact on increasing student achievement. In this case, what school supervisors need to do immediately is to understand the diversity of teacher characteristics, conduct preliminary meetings with teachers, observe, identify, and diagnose problems, and then communicate with teachers to find solutions to improve the quality of the teaching process and results (Latief & Masruroh, 2017).

Improving the quality of the teaching process and results of a physical education teacher cannot be separated from good teacher performance, which is always fostered and guided by school supervisors (Dibyantoro, 2017; Pramono, 2012). In fact, school supervisors conduct academic supervision of physical education teachers. Based on this success, the researcher wants to know the process of implementing academic supervision that results in improving the performance of physical education teachers at SMK in East Ungaran District, Semarang Regency. This academic supervision focused on improving learning through a systematic cycle of introduction, observation, and feedback.

METHODS

This type of research is qualitative descriptive research. The factors to be examined are as follows: (1) the implementation of academic supervision by supervisors on teachers of physical education; (2) the extent to which academic oversight can improve the performance of teachers in physical education; and (3) the obstacles encountered in the implementation of academic surveillance in order to improve teachers' performance in natural education (Sujarweni, 2014). This research is located at the SMK, which is in the East Ungaran District, Semarang Regency. The source of this research consists of: SMK supervisor, SMK head, and SMK Jasmani Education teacher in the area of the East Ungaran District, Semarang Regency.

To obtain data in the field, the researchers use the following methods of data collection: (1) Observations: observations are used to find data or information about the role of the supervisor in improving the performance of the teacher of physical education related to the supervisor's tupoxy, i.e., academic and managerial aspects. Implementation of these observations to obtain data from pre-academic supervision meetings, academic supervisory execution meetings, and academic oversight feedback meetings. (2) The interview was conducted in order to obtain data from research sources, namely, the SMK supervisor, the head of SMK, and the SMK teacher of physical education. Therefore, in conducting the interview, the researchers have prepared a set of research instruments that are written questions in the form of interview guidelines. (3) Documentation methods are carried out to reinforce and support the data and information obtained from the results of observations and interviews. Documents in this research include learning devices, students' work results that can be used to evaluate the development of the teacher's profession, documents of activities, and photos of learning activities.

The researchers will analyse the data already collected and then associate the data with the research done based on the results of the data obtained. Summarised and selected according to the problems that have been formulated in this study. The next step is to display the reduced data and then draw the conclusion. Which means the conclusion will answer the formula of the problem that has been designed in this study. If valid and consistent evidence is obtained, the conclusion will be blurred. In this case, the data obtained from data reduction and data presentation through observations, documentation, and interviews about the research that will be conducted by the researcher will be concluded, which will answer the formula of the problems presented in this study in detail.

RESULTS & DISCUSSIONS

Results

The results showed that academic supervision had been carried out at three SMKs in East Ungaran District. Planning for the implementation of academic supervision by supervisors was carried out by making a semester programme and schedule for implementing academic supervision, as well as a letter of assignment indicating that the supervisor was still on duty in East Ungaran District. The supervisor studied in accordance with the letter of assignment issued by the Head of the Office of Secondary and Non-Formal Education in 2021/2022. Meanwhile, the teachers studied in accordance with the assignment letter issued by their respective schools.

The attendance of teachers when carrying out academic supervision planning reached 95%, while that of the principal was 100%.

In implementing academic supervision planning activities, cooperation between supervisors, teachers, and principals is needed. At this stage, information was obtained, among others: motivation and awareness of teachers that academic supervision activities help teachers to improve their performance; cooperation in preparing schedules according to the needs analysis; if there are teachers or principals who have problems and are immediately handled, then academic supervision is carried out outside the schedule..

Discussions

In the preliminary meeting, teachers, principals, and supervisors have tried to carry out the four main steps determined by the Directorate General of Higher Education. When viewed from each activity, the preliminary activity on the aspect of developing an academic supervision observation instrument cannot be carried out. This is because the instrument used is still in accordance with the supervisor's workbook, and the teachers have also agreed with the instrument because they feel that it is easy to implement and easy for teachers to understand and do.

The main purpose of the preliminary meeting was to develop a common idea between the supervisor and the teacher regarding the framework for the classroom observation to be carried out. The end result of this preliminary meeting is a working agreement between the supervisor and the teacher. This goal can be achieved if cooperation, human relations, and good communication between supervisors and teachers are established during the preliminary meeting. Furthermore, the quality of the relationship between supervisors and teachers has a significant influence on the success of the next stage in the academic supervision process. Therefore, many theorists recommend that this preliminary meeting be conducted in a relaxed and open manner. It is important to create trust between the teacher and the supervisor. Because this trust will affect the effectiveness of the preliminary meeting, it relates to the teacher's belief that the supervisor pays attention to the teacher's interests or concerns.

The second stage in the academic supervision process is the systematic and objective observation of teaching. The focus of this observation is on the teacher in action and classroom activities as a result of the teacher's actions. The time and place of this learning observation are in accordance with the mutual agreement between the supervisor and the teacher during the preliminary meeting. In the implementation of learning activities and academic supervision observations, teachers practice teaching behaviours based on the skill components previously agreed upon in the preliminary meeting. Meanwhile, the supervisor observes and records the teacher's behaviour objectively, completely, and according to the skill components requested by the teacher. Supervisors can also observe and record student behaviour in the classroom as well as teacher-student interactions. This is evidenced by the existence of documents from the teachers in the form of lesson plans and the results of academic supervision observations.

The third stage in the academic supervision process is the feedback stage. The feedback meeting is held immediately after carrying out the observation. By first analysing the results of the observation, the main purpose of this meeting is to follow up on what the supervisor sees in the teaching and learning process. In this study, supervisors analysed observation data during teaching. Of the eight aspects of this activity, according to the results of interviews and documentation, these eight aspects have been implemented and are evidenced by the documents on the results of feedback activities owned by supervisors. From the results of the observation, it was found that one teacher in the implementation of learning had not conducted an assessment due to lack of time, so at the feedback meeting, it was discussed and produced a solution, including conferring not necessarily all groups, choosing the most perfect group and the least perfect group with the aim of finding out mistakes and immediately correcting them. The follow-up is that time management is one of the skills that must be trained and becomes the main target for the next academic supervision.

Evaluation of academic supervision has been carried out by supervisors, teachers, and principals with results that are in accordance with planning and implementation, and the obstacles encountered have been resolved with their respective solutions. In addition, this evaluation has also planned follow-up to carry out the next academic supervision. From the results of interviews and documents, it is stated that the evaluation has been carried out by supervisors, principals, and teachers. The results of the four aspects of the evaluation of academic supervision have been carried out well, including the suitability between planning and implementation, the discovery of obstacles as well as their solutions, and follow-up plans to overcome the problems found in the implementation of academic supervision.

One of the indicators of teacher professionalism is performance. So that the results of the implementation of academic supervision for physical education teachers in the three SMKs in East Ungaran District will have an impact on teacher performance. One aspect of improving teacher performance is academic supervision. If academic supervision is carried out correctly in accordance with its stages, teacher performance will improve.

CONCLUSION

One indicator of teacher professionalism is performance. Therefore, the results of the implementation of academic supervision for physical education teachers in the three SMKs in East Ungaran Sub-district will have an impact on teacher performance. One aspect of improving teacher performance is academic supervision. If academic supervision is carried out correctly in accordance with its stages, teacher performance will improve planning, implementation, and evaluation. In general, it can be said that academic supervision can improve teacher performance.

REFERENCES

- Alim, S., Sari, D. M., Aditya, R., & Susilawati, S. (2022). Implementation of Physical Education Management based on The 2013 Curriculum. *SPORTAINMENT: Journal of Sport Management*, 1(1). <https://doi.org/10.55081/sportainment.v1i1.1458>
- Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).
- Azandi, F., Sihombing, H., & Harahap, B. J. (2022). Sport Management Capacity Provincial Board of Sports. *SPORTAINMENT: Journal of Sport Management*, 1(1). <https://doi.org/10.55081/sportainment.v1i1.1462>
- Dibyantoro, S. S. (2017). Manajemen supervisi akademik untuk meningkatkan kinerja guru mata pelajaran pendidikan jasmani dan kesehatan SMK di Kecamatan Sewon Kabupaten Bantul. *Utile: Jurnal Kependidikan*, 3(2), 126–137.
- Hasanah, M. L., & Kristiawan, M. (2019). Supervisi akademik dan bagaimana kinerja guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 97–112.
- Hendrawan, D., Abdurrahman, E., Nugroho, A., & Sipayung, D. K. (2022). Event Management Analysis of Student Sports. *SPORTAINMENT: Journal of Sport Management*, 1(1). <https://doi.org/10.55081/sportainment.v1i1.1382>
- Kresnapati, P. (2017). Kontribusi Disiplin Kerja, Supervisi Akademik Dan Partisipasi Guru (Mgmp) Terhadap Kompetensi Pedagogik Guru Penjasorkes Smkdi Kabupaten Pekalongan. *Jendela Olahraga*, 2(2).
-

- Latief, J., & Masruroh, N. A. (2017). Kepala Madrasah sebagai Supervisor Akademik untuk Meningkatkan Kinerja Guru MTs N Donomulyo Kulonprogo. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 1(2), 275–296.
- Lubis, A. E., & Nugroho, A. (2020). First Aid Training Model for Physical Education Teachers. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 4(2), 73–80.
- Mawardinur, M., Keliat, P., & Alfarisyi, F. R. (2022). Correlation between Management Knowledge and Commitment with Board Performance of The Student Education and Training Center. *SPORTAINMENT: Journal of Sport Management*, 1(1). <https://doi.org/10.55081/sportainment.v1i1.1448>
- Palinata, Y. J., Leko, J. J., Mae, R. M., & Selan, M. (2023). Potret Kinerja Guru Pendidikan Jasmani Melalui Supervisi Kepala Sekolah. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(2), 92–99.
- Pramono, H. (2012). Pengaruh sistem pembinaan, sarana prasarana dan pendidikan latihan terhadap kompetensi kinerja guru pendidikan jasmani sekolah dasar di kota Semarang. *Jurnal Penelitian Pendidikan*, 29(1).
- Rangkuti, Y. A., Kurniawan, R., Syaleh, M., & Pujiati, A. (2023). Kontribusi Olahraga Rekreasi Terhadap Pertumbuhan Ekonomi Masyarakat Lokal. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(2). <https://doi.org/10.55081/joki.v3i2.875>
- Riza, A. N., & Rustiana, E. R. (2015). Kontribusi Disiplin Kerja, Supervisi Akademik Dan Partisipasi Guru Dalam Musyawarah Guru Mata Pelajaran (Mgmp) Terhadap Kompetensi Pedagogik Guru Penjasorkes Smk Di Kabupaten Jepara. *Journal of Physical Education and Sports*, 4(2).
- Saputra, Y. M. (2012). Supervisi pembelajaran untuk meningkatkan kinerja guru pendidikan jasmani. *Jurnal Ilmu Pendidikan*, 17(5).
- Setiawan, I., Helmi, B., Sari, I. E. P., & Saputra, R. (2022). Analysis of Facilities and Infrastructure Management Government Sports Institutions. *SPORTAINMENT: Journal of Sport Management*, 1(1). <https://doi.org/10.55081/sportainment.v1i1.1432>
- Sujarweni, V. W. (2014). Metodologi penelitian. *Yogyakarta: Pustaka Baru Perss.*
-