

SCHOOL PRINCIPAL ACADEMIC SUPERVISION PLANNING STRATEGY

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ABSTRACT

One of the principal's duties is to carry out academic supervision. An appropriate implementation strategy is needed for implementation ongoing academic supervision effective. In addition to mastering concepts, academic supervision activities by madrasah/school heads can also master the principles, dimensions, functions and competencies of academic supervision program plans. Another strategy is that a school principal should master the principles of supervision, supervision techniques, to increase the competency of the madrasah/school principal as a supervisor.

KEYWORDS : supervision, effectiveness, competence

INTRODUCTION

One of the principal's duties is to carry out academic supervision. A number of skills , namely conceptual, interpersonal and technical required to carry out academic supervision effectively (Glickman, at al. 2007). Therefore , every school principal is required to have and master the concept of academic supervision , namely the meaning, objectives and functions, principles and substantive dimensions of academic supervision. Supervision or supervision is one of the functions of educational administration, which aims to maintain and encourage the implementation of teaching and learning activities in schools to run smoothly, effectively and appropriately in accordance with applicable laws and regulations.

This supervision is a professional supervision activity that focuses on several principles of proper supervision already controlled by a school principal so that the implementation of supervision is not deviate from the provisions has existed. In other words , a principal is required control basic concepts of supervision, supervision techniques to on assessment and improvement for teachers with Correct. This is because of the nature of supervision , namely help teachers improve their competence. Supervision carried out by the school principal is: supervision directly remembers you have a lot of time the principal to be able to meet face to face with the teacher council.

If the principal's role as supervisor can be walk well , the quality of the school will be good. Academic supervision is supervision that focuses on observing academic problems that include various things within the scope of learning activities carried out by the teacher in help the learning process participant educate . Academic supervision is carried out to find out how the learning process takes place in the classroom, thus this article focuses on the planning strategy for academic supervision of madrasah/school heads, through:
a) The Concept of Academic Supervision. b) Planning the Academic Supervision Program

DISCUSSION

The principal's academic supervision planning strategy can be implemented through implementation and development: a) Academic Supervision Concept. b) Planning the Academic Supervision Program.

Concept of Academic Supervision

An effort to improve and enhance the learning process carried out by teachers, the principal is tasked with organizing and carrying out supervision activities. This task is spelled out important because through the role of supervisor, the principal is able to provide assistance, guidance, or services to teachers in their assignments or in solving various problems problems faced during the learning process. One effort to

improve teacher professionalism is through supervision. According to (Suraya et al; 2016) that; Educational supervision is assistance to improve teacher professionalism through discussions together or in groups regarding the study of educational and development problems to find solutions to various development alternatives to improve professionalism.

The academic supervision carried out by the school principal is as follows; (1) Understand the concepts, principles, basic theories, characteristics and development tendencies of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts. (2) Giving guidance for teacher in preparation syllabus for each area of development at school or subject at school based on content standards, competency standards and basic competencies, and KTSP development principles. (3) Deliver guidance for teachers in selecting and implementing useful learning/guidance strategies/methods/techniques For develop student potential. (4) Giving guidance for teachers in carrying out learning/guidance activities (in class, laboratory, and/or in the field) in order to develop student potential. (5) Giving guidance for teachers regarding management , maintenance , development and use of educational media and learning facilities . (6) Provide motivation to teachers to utilize information technology in learning. (Owen, Robert G. 1981)

Principle main Academic supervision competency is to develop teachers to improve the quality of the learning process. The target of academic supervision is internal teachers do task in the learning process . the task covers preparation of teaching materials, preparation of syllabus and lesson plans, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessment of learning processes and outcomes and conducting classroom action research. Therefore , this material is expected to be able to add the principal's insight into improving academic supervision competence which includes : (1) understanding the concept of academic supervision, (2) preparation academic supervision program plan, (3) implementation various academic supervision techniques, (4) application of clinical supervision, and (5) implementation follow-up academic supervision.

Based on the theory then; Supervision can be interpreted through understanding, objectives, principles and conceptual dimensions in academic activities.

Academic supervision: is a series of purposeful activities For help teachers develop their abilities in management learning process to achieve learning goals (Daresh, 1989, Glickman, et al. 2007). Academic supervision is very close connection with assessment of teacher performance in managing learning. Sergiovanni (1987) emphasized that practical reflection in assessing teacher performance in academic supervision is observation real conditions of teacher performance look for know various things , for example activities carried out by teachers and students in class , activities or activities that are meaningful for teachers and students, the efforts made by teachers in achieving academic goals , as well as the strengths and weaknesses of teachers and and looking for method For develop it. A number of points observation this will produce information regarding the teacher's ability to manage learning . What needs to be emphasized is this finished performance appraisal is not means the implementation of academic supervision Already ended too . that process must be followed by follow-up actions, ie planning academic supervision program to implementation of the program maximally.

The objectives of academic supervision include: (1) helping teachers develop competence professionalism , (2) developing the curriculum, (3) developing teacher working groups, as well as give guidance related classroom action research (CAR) (Glickman, et al. 2007, Sergiovanni, 1987).

A number of The principles of academic supervision include : (1) Practical, or easy to implement according to school conditions. (2) Systematic, ie developed in accordance with mature supervision program planning and learning objectives. (3) Objective, or based input various instrument aspect. (4) Realistic, ie based on actual facts. (5) Anticipatory, ie able to deal with various problems that may arise . (6) Constructive, or develop teacher creativity and innovation in development learning process. (7) Cooperative, meaningful good cooperation between supervisors and teachers to develop learning. (8) Kinship, or attitude protect each other in developing learning. (9) Democratic, where supervisors must not dominate the implementation of academic supervision. (10) Active, ie participation active from teachers

and supervisors. (11) Humanist, ie the ability to create harmonious, open and transparent human relations . (12) Continuous (academic supervision is carried out regularly and continuously by the school principal). (13) Integrated, ie each other synchronized with educational programs. (14) Comprehensive, or fulfill the three stated objectives of academic supervision mentioned (Dodd, 1972).

The dimensions of the substance of academic supervision are; (1) Personality competency. (2) Pedagogical competence. (3) Professional competence. (4) Social competence. (Imron, Ali 1996)

Often a number of The principal only comes with performance measurement instruments when academic supervision taking place . Head school the only measuring the performance of teachers who are temporarily teaching and finished learning ended , he assume the task has also been done finished and looked that academic supervision is the same as measuring teacher performance during the learning process.

Academic supervision behavior is discussed above is one example that **doesn't Good** . Academic supervision such as That only will contributed very little or even has no effect significant to the goals and functions of academic supervision, namely improving the quality of teachers in managing the learning process.

Academic supervision is not solely an assessment of teacher performance. Moreover If the main purpose of the assessment only in room narrow scope where only The quality of teachers' presence in fulfilling the interests of teacher accreditation is assessed .

This is quite the opposite with the concept of academic supervision.

Conceptually, academic supervision is Suite activities help teachers develop the ability to manage and process learning for achieve something learning objectives. In other words , the essence of academic supervision is not evaluation the way teachers manage the learning process, but rather **efforts help inner teacher develop professionalism.** Even up So , **academic supervision is very close connection with assessment of teacher performance in managing learning.**

Academic Supervision Program

Planning academic supervision is one of the principal's duties. School principals are required to be capable designing academic supervision program plan so that it can carry out task as good as Possible . (Harris, Ben M. 2023)

Academic Supervision Program Planning Concept in designing planning Academic supervision programs **include preparation of implementation planning and monitoring documents** as the purpose of the academic supervision process .

1. **Benefits of Academic Supervision Program Planning** ; The benefits of planning an academic supervision program are (1) giving guidelines for academic implementation and supervision. (2) equalize the perception of all elements school regarding academic supervision program. (3) guarantee savings and effectiveness use of school resources (eg energy, time and costs).
2. **Principles of Academic Supervision Program Planning;** The principles of academic supervision program planning include : (1) objective (data presented as is), (2) responsible, (3) sustainable, (4) based on National Education Standards, and (5) based on school needs and conditions (Nurtain, H. 1989).
3. **Scope of academic supervision planning** The scope of academic supervision includes : (1) implementation of KTSP; (2) preparation, implementation and assessment of learning by the teacher; (3) achievement of graduate competency standards, process standards, content standards, and implementation regulations ; and (4) improving the quality of learning through: (a) learning activity models based on Process Standards; (b) deep learning process frame increasing the ability of students to become quality and possessing human resources instinct entrepreneurship; (c) students are capable build character and have a good mindset so you can develop their abilities as independent, creative and possessive human being national insight; (d) active involvement students in the learning process carried out truly to understand concepts that are not limited to the

material taught Teacher; (e) responsible for the quality of planning learning activities in each subject taught by the teacher . (Glickman CD 1981).

CONCLUSION

Conceptually, academic supervision is Suite activities aimed at helping teachers develop learning management skills and teacher professionalism For reach learning objectives. The essence of academic supervision is not it simply assessment and teacher performance in managing learning. **In other words , academic supervision is very related tightly with performance assessment teachers in managing learning.**

Academic Supervision Program Planning, as the principal's task in planning academic supervision. The principal was sued For have the competence to design academic supervision program plans so that they are capable carry out their duties well . This matter done with **preparation of implementation planning and monitoring documents** For realize academic supervision purposes as it has been mentioned .

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