

Influence of the Principles Academic Supervision on Educators Work Professionalism in ES Pembangunan UNP

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ABSTRACT

This study aims to analyze the effect of the principal's academic supervision on the professionalism of teacher teachers. This research is a qualitative type of research using library research or library research, namely by taking data sources from books, journals, and other written works related to the topics discussed. The results of the literature study that has been carried out will be analyzed and described in the results and discussion section. Based on the discussion above, it can be concluded that the implementation of academic supervision by the school principal on the professionalism of teacher work is very influential and related. Supervision activities by the school principal are ongoing coaching and assistance activities to assist teachers and other staff in overcoming educational problems so that teachers and other staff feel confident in improving the performance and quality of education.

Keywords: Influence, Academic Supervision, Teacher Work Professionalism, Elementary School (ES)



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INTRODUCTION

Professionalism is part of the job that requires knowledge that must be studied and then applied to do the job (Usman, 2011). Hamalik (2002) explained that professional individuals are individuals who can carry out basic expertise in a job well done. Educators must have the expertise to achieve the nation's educational expectations, Sagala (2013) describes one professional responsibility of educators, namely formulating lesson plans according to Law No. 14/2005 Chapter IV.

According to Daresh & Playko (1989), it is known that there are things that can maximize the minimum level of professionalism of educators including academic supervision, academic supervision/guidance is a step in helping educators to improve their skills in achieving learning objectives, therefore the main thing is academic supervision serves as an assistant educator in improving the competence of professionalism. With the existence of effective academic coaching, it is hoped that it will be through the professionalism of educators. According to Soebagyo (2012), class visits are the best type of coaching for teachers since they allow for evaluations of their teaching methods and the connections between what they are teaching and the present curriculum. Academic coaching makes it simpler for instructors to uncover ways to better their pursuit of it and offer helpful comments because it is carried out by the school principal (Fathurrohman & Sulistyorini, 2012).

Currently, identical supervisory actions simply serve as a formality to satisfy certain standards. Even if a teacher has complete teaching materials, there is still value in having them. In actuality, the range of supervision activities is very broad, including the teacher's capacity to instruct in a wide variety of subjects. In light of the context of the issues raised,

the author is interested in learning more about how academic oversight by school principals affects the professionalism of teachers. This study is titled "The Influence of the Principal's Academic Supervision on the Work Professionalism of State ES Educators at ES Pembangunan Universitas Negeri Padang (UNP)".

METHODS

This research is a qualitative type of research using library research or library research, namely by taking data sources from books, journals, and other written works related to the topics discussed. The results of the literature study that has been carried out will be analyzed and described in the results and discussion section.

RESULTS

3.1 Educator professionalism

Definition of professionalism

Professional refers to an individual's aptitude. If a person possesses strong ethical qualities, they are considered professional (Schein, 2003). Regarding Kurniawan (2016), Professionalism is the ability of an individual to perform their job to the best of their ability. Professionalism is tied to organizational competence and workload balance, and achieving this balance is a criterion for the development of a professional apparatus. This indicates that the device's talents and competencies reflect the impression that a company wants to make. Comments of Majuarsa (2021) the key points of professionalism are conducted, and those that can be considered representative of professional conduct, namely superior skill, support in focusing on common goals, coaching Good and delivery process the symbol of the job advertisement. Opinion Setiono & Thong (2004) described as professional, applying two important points, that is, the obligation and involvement should always provide service and that professionalism should be teaching-based and meaningful.

Professionalism based on the opinion of Sedarmayanti & Rahadian (2018) is an important thing in positioning the organization as the best tool for rulers and for measuring the intelligence of devices in doing work effectively. The parameters of professionalism are ability, efficiency, and timeliness as well as obligations. Other opinions such as Khasbulloh & Yasin (2022) explain professionalism, namely the ability to carry out obligations to get good results, on time, thoroughly, and with a flow that can be understood and implemented by the community. Zeidner *et al* (2014) explain that professional individuals are individuals who are useful based on expertise, intelligence, behavior, obligations, and discipline and are serious in carrying out their responsibilities. Referring to the opinion above that professionalism is a behavior towards work that leads to competence, skill, and thoroughness in the form of will from individuals within the organization that underlies the actions or activities of individuals in an organization in achieving goals.

Definition of educator professionalism

Opinion Sudarwan (2011), the professionalism of educators is the high quality of educators and discipline in attitude. Suyanto (2013) explained that professionalism is a call that leads to behavior in the form of individual will within the organization to achieve professional quality. Professional behavior will create good behavior of educators in providing learning to students so that one day this behavior will not only provide benefits for students but also distribute benefits to others. In line with Kunandar (2011) explained that professionalism stems from the word profession which means the part of work that an individual wants or focuses on. Professionalism is the existence, flow, value, achievement, and quality of skill and authority related to one's work.

Indicators of educator professionalism

Regarding the study of educator professionalism, of course, it is closely related to the initial abilities of educators. The opinion of Hamalik (2002) is that individuals have good professionalism if they can carry out their initial abilities in the work they participate in optimally and continuously. Educators and professional individuals should be able to understand the initial capabilities of their work. Opinion Mulyasa (2011) that the initial ability of educators is the result of their professionalism. It summarizes four dimensions, namely: 1) Pedagogic ability: Pedagogic ability, namely the ability to organize student teaching includes understanding with students, setting and teaching efforts, assessing learning achievement, and increasing students realizing the various abilities they have; 2) Personality abilities: Personality abilities, namely self-competence that is good, persistent, wise and has a good personality and becomes an example for students and has good morals; 3) Professional Capability: Professional ability, namely the expertise to study teaching science well that can guide students to achieve learning goals; and 4) Social Skills: Social skills, namely the expertise of educators as members of the community to be able to talk and mingle well with students, fellow teachers, staff, parents of students.

3.2 Academic supervision

Definition of academic supervision

Academic development is motivation, direction, and opportunities to increase the skills and intelligence of educators carried out by the leadership, namely direction in efforts and realization of innovation in learning and teaching, selection of learning devices and very good ways of educating, sequential and regular evaluation methods with sections all stages of learning and others. Simply put, supervision is a briefing activity that is regulated to relieve educators and employees to carry out their duties more effectively (Purwanto, 2012). Opinion Suhardan (2010) academic supervision carried out refers to the supervisor's views on educational problems, namely all matters related to the environment of teaching activities when students are learning.

Purpose of academic supervision

Makawimbang (2011) explained that the target of academic supervision is to share easy ways and directions for educators and employees so that they can improve the quality of their work to carry out their responsibilities and carry out learning paths. The achievements of academic supervision are realizing the professionalism of educators, realizing the effectiveness of the curriculum so that it is useful and running well, realizing the effectiveness and efficiency of existing tools to be regulated and used optimally to maximize student achievement, realizing the quality of school arrangements, especially to support the realization of a good work environment. comfortable so that students can

realize learning outcomes by what they aspire to and realize school quality to create a deep and comfortable and orderly environment that will develop the quality of learning and improve the quality of output in PERMENDIKNAS No. 12/2007, it can be summed up by implementing academic monitoring of educators that will make it easier for educators to organize activities and programs or direct instruction, evaluate stages and results of activities, and use research results to serve teaching work, share correct, consistent, and sustainable answers with students, serve students with learning difficulties, distribute study guides to students, create a comfortable learning environment, use tools and learning means, creating innovations in learning. The target of academic supervision is to direct educators in strategies to realize the stages of teaching to develop quality and teaching results. The existence of supervision in the form of directives and services to educators directly is expected to be able to develop their performance at the teaching stage so that they can develop the best academic results for students.

Academic supervision function

Opinion Purwanto (2012) the most essential use of academic supervision is seen by superiors, academic supervision will have used in certain matters including leadership, public relations, briefing on group stages, individual administration, and improvement. Academic supervision has been used, namely: 1) the use of academic supervision in involving the team (educators and employees) in various activities; 2) assisting the team in addressing and solving problems; 3) creating a strong spirit and instilling high morale to the team; 4) involving all individuals to make decisions; 5) handing over responsibility and to the team; 6) according to their use and expertise and intelligence; 7) strategies to create creative power in the team; and 8) leaving bad habits in the team so that they dare to express views for organizational goals.

Academic supervision techniques

Supervision can be carried out in various steps, for the target so that what is desired can be realized. Opinion Kasirin (2020) academic supervision techniques can be divided into two, namely individual techniques and group techniques. Referring to the explanation above, it can be summarized that monitoring techniques can be divided into two, namely individual and group techniques. With the implementation of academic supervision, problems will be seen in learning activities so that it can provide convenience for educators in solving problems so that what is desired can be realized based on targets.

Academic supervision indicator

Academic supervision is most needed by educators because it is important. Academic supervision is not to look for good performance results of an educator but academic supervision is more towards guidance so that educators can improve their learning models and get an assessment of how to teach and the suitability of learning with the curriculum. The use of academic supervision is interpreted to be carried out by school leaders that academic supervision by school leaders towards educators can make it easier for educators to increase their professionalism so that they can change learning methods that have good results with the realization of quality education (Soebagyo, 2012). Several indicators must be guided to get good supervision results. in PERMENDIKNAS No. 13/2007 amended PERMENDIKBUD No. 6/2018, namely 1) Designing academic supervision activities to develop educator professionalism; 2) Carrying out academic supervision with educators using good supervision methods; and 3) Evaluating the achievements of academic supervision of educators to develop educator professionalism.

CONCLUSIONS

From the discussion above, it can be concluded that the application of academic supervision by school leaders with the professionalism of educators is very influential and related to one another. Supervision activities by the principal are ongoing coaching and assistance activities to facilitate educators and other staff in tackling problems related to educational learning so that educators and other staff feel confident in developing the performance and quality of education.

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