

Planning of Academic Supervision by Primary School Supervisors in West Lombok District, Indonesia

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Abstract. This study aims to describe the planning and implementation of Academic Supervision by elementary school supervisors in West Lombok Regency.

This type of research is qualitative research. Data were taken from interviews, observations and documentation. Credibility, transferability, dependability and comparability tests were conducted to test the data's validity.

The results of this study reveal that supervisors have an essential role in planning academic supervision, namely, from planning and implementation control's schedule to discussing with the teacher the contents of the instrument to be used during academic supervision so that teachers can carry out their duties without feeling supervised.

Keywords: planning; supervisor; academic control.

INTRODUCTION

Education is a conscious effort deliberately designed to achieve a predetermined goal. Education aims to improve the quality of human resources [1] as outlined through the Law on the National Education System No 20 of 2003, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Efforts to improve the quality of human resources (HR) are through the learning process [2]. Coaching for teachers must be continuously developed to improve the quality of educational resources. For teachers to carry out the tasks that are their responsibility, teachers must receive refreshments in the form of technical assistance [3]. This technical assistance is provided to teachers to increase capacity continuously. School supervisors, through academic supervision, carry out technical assistance. That is, school supervisors carry out educational leadership to assist in fostering and improving teacher performance to achieve national education goals.

School supervisors are academic staff with the task, responsibility and authority to supervise

academic units in both the educational and managerial fields [4]. Supervisors are functional staff because they are directly related to the occurrence of the learning process and provide guidance to teachers and school principals so that the educational process will run according to its function [5].

One of the essential tasks of school supervisors is to supervise. Supervision is a coaching activity planned to assist teachers and other school staff in effectively carry out their work [6].

The fast-paced changes in all lines encourage teachers to continuously learn to adapt to the development of science and technology and community mobility.

The main activity of school supervisors in carrying out academic supervision is to foster school personnel, especially teachers so that the quality of learning can improve. It is expected to have an impact on student achievement and indirectly improve the quality and quality of schools [7].

Currently, school supervisors in West Lombok Regency have a work capacity exceeding the limit. Based on data from the Education Office of West Lombok Regency in 2022, the current number of supervisors is 26. Each supervisor has an average of 15 fostered schools with an aver-

age number of groups for each supervisor of 90 groups. This, of course, implements supervision of teachers not optimal because, with a bit of time, supervisors will undoubtedly find it difficult to provide maximum guidance to teachers.

Permendiknas No 12 of 2007 states that the scope of school supervisors is to carry out academic supervision and managerial supervision with a workload of 37.5 hours per week. Face-to-face activities are set 24 hours per week using the number of schools and teachers being fostered. The number of schools that each elementary school supervisor must foster is at least 10-15, and the number of teachers that each elementary school supervisor must encourage is at least 40-60 people. Thus, the number of elementary school teachers who school supervisors assist in West Lombok Regency is not by the Permendiknas. This undoubtedly impacts the implementation of school supervisors' academic supervision of elementary school teachers in West Lombok Regency.

Academic supervision is a planned activity aimed at improving the school's qualitative aspects by helping teachers through support and evaluation of the learning and learning process [8]. It helps teachers develop their ability to manage the learning process to achieve learning objectives [9].

From the description above, the authors are interested in researching the implementation of academic supervision by primary school supervisors in West Lombok Regency regarding planning aspects. This research aims to know how to prepare for the performance of Academic Supervision by Elementary School supervisors in West Lombok Regency.

METHOD

The research method used in this research is using qualitative research methods. The Education Office of West Lombok Regency has elementary school supervisors with groups IVa-IVc. The data source in this study is elementary school supervisors with middle supervisory positions throughout West Lombok Regency.

The data collection techniques in this study were: 1) unstructured interviews, 2) participant observation and 3) document study.

Data analysis consists of three co-occurring activities: data reduction, data presentation, and

drawing conclusions or verification. Checking data validity in qualitative research includes four techniques: credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

Activities in the planning stage include the preparation of programs and the preparation of instruments needed in the implementation of supervision activities. Writing the supervision program is the first step in a series of supervision activities. This document will guide the implementation of academic supervision. As stated by one of the Supervisors of Elementary Schools in West Lombok Regency that:

"To maintain the stability and quality of learning in the classroom, teachers need to be accompanied and controlled through supervision activities. Therefore I always supervise teachers so that the implementation is not messy. I first prepare a supervision program at the beginning of the school year, which is translated into semester programs. This supervision program is the basis for when I have to supervise each teacher unless there is an incidental case that I do not supervise according to the schedule stated in the supervision program" (personal interview, HW.Ps-Sur., May 28, 2022).

Planning is required for every organisation to carry out individual and group activities. Planning in this study is about designing an academic supervision program carried out by the West Lombok Regency Elementary School supervisor regarding the goals, objectives, steps, and time set.

The planning program used in managing the academic supervision of the West Lombok Elementary School supervisors is carried out by determining the basis for preparing supervision plans, compiling an academic supervision plan schedule, and understanding the purpose of the supervision carried out later. The present activities are designing educational supervision programs, implementation of learning and evaluation and follow-up plans. The mechanism is through teacher meetings to socialise the academic supervision program that the supervisor will carry out.

The preparation of the academic supervision planning program is carried out at the beginning of each academic year. The educational supervision planning is carried out by the West Lombok Regency Elementary School supervisor wholly

and carefully. As stated by one of the elementary school supervisors in West Lombok Regency, as follows:

"Here, I have an academic supervision program according to the schedule. The main stages are: 1) analysing the results of last year's supervision; 2) developing programs, schedules and instruments, 3) conduct socialisation with teachers, 4) carry out managerial and academic supervision, 5) coaching and preparation of reports.

In preparing the supervision program, we have goals, objectives and time for preparation. Then in compiling the instrument in planning for academic supervision, of course, it is based on the syllabus and lesson plans and supported by teaching aids in the KBM process later" (personal interview, HW.Ps. H. Suk., May 30, 2022).

Similar in the words of one elementary school teacher in West Lombok Regency, he said the following:

"What the supervisor did before the supervision was carried out was that he made a plan. In planning this academic supervision, among others, are: 1) supervisors usually evaluate last year's supervision results, 2) communicate with us as teachers, 3) develop academic supervision programs, and 4) disseminate information to teachers. The supervisor communicates all of that to us as teachers" (personal interview, HW.Gr. Zah., May 23, 2022).

Based on the statement above, it can be concluded that the supervisors of the West Lombok Elementary School in planning academic supervision include 1) Analysing the results of last year's supervision, 2) Developing programs, schedules and instruments, 3) conducting socialisation to teachers, 4) carrying out managerial supervision and academics, 5) carry out follow-up (reflection, coaching and preparation of reports).

Planning for academic supervision must be done at the right time. The following is what one supervisor for the West Lombok Elementary School stated:

"I made an academic supervision plan at the beginning of the new school year. I started planning this academic supervision, among others, by 1) analysing the results of last year's implementation and 2) holding meetings with teachers to discuss (personal interview, HW.Gr. H., May 31, 2022).

One of the elementary teachers in West Lombok Regency confirmed the statement made by the supervisor. The teacher stated that:

"Supervisors are carried out academic supervision at the beginning of the new school year because the planning program will be used as a reference for the implementation of supervision and implementation of PKG in standard form and control of employee performance targets. In starting to plan for academic supervision, this supervisor looked for the lack of supervision from last year to be corrected in the preparation of program planning current year. The planning of this program is also based on the results of communication with teachers" (personal interview, HW.Gr.Sur., May 28, 2022).

Based on the statement above and the results of observations made by researchers. In making this academic supervision plan, the West Lombok Elementary School supervisor at the beginning of the new school year is intended because the beginning of the semester in the second month of academic supervision will or has to be used. In addition, supervisors starting to plan for this supervision include 1) analysing the results of last year's implementation and 2) holding meetings with teachers to discuss.

Planning for academic supervision at the West Lombok Regency Elementary School is carried out with structured steps. This academic supervision has aspects or materials that supervisors and teachers must know so they can be supervised. As stated by one of the elementary school supervisors in West Lombok Regency:

"The steps I took in planning for academic supervision at the West Lombok Elementary School were as follows: 1) analysing the results of last year's supervision and 2) developing a program. Then I asked the teacher, among others: 1) managerial aspects, namely classroom administration and learning, and 2) academic aspects, namely planning, implementation and assessment of learning" (personal interview, HW.Ps.H.HER, June 02, 2022).

The primary school supervisor in West Lombok Regency expressed similar words. The following was expressed by one of the third-grade teachers at the West Lombok Regency Elementary School:

"The steps taken by the supervisor in planning academic supervision at the West Lombok Regency Elementary School include: 1) identifying academic supervision problems, 2) holding meetings with

teachers to determine supervision techniques and methods, 3) developing programs and implementation schedules. Then the aspects that the supervisor asked the teacher in planning academic supervision at the West Lombok Elementary School included: 1) managerial problems related to classroom administration and learning, 2) planning, implementation and follow-up learning. Apart from that, other planning used in the management of academic supervision by the West Lombok Regency Elementary School supervisor is managerial and academic supervision planning, including programs, schedules, instruments and follow-up programs" (personal interview, HW. Gr. Sri, May 28, 2022).

Based on the descriptions above, it can be concluded that the academic supervision planning carried out by the West Lombok Elementary School supervisors is as follows:

- 1) supervisors analyse the results of last year's supervision;
- 2) develop programs, schedules and instruments;
- 3) conduct socialisation with teachers,
- 4) carry out managerial and academic supervision,
- 5) carry out follow-up (reflection, coaching and report preparation),
- 6) carry out preparation at the beginning of the new school year. This is intended because at the beginning of the semester in the second month, the academic supervision will or must be used,
- 7) analyse the results of last year's implementation,
- 8) hold meetings with teachers to discuss,
- 9) develop programs or plans,
- 10) the supervisor asks the teacher about aspects or materials that need academic supervision, including managerial aspects (classroom administration and learning) and educational aspects (planning, implementation and assessment of education).

Academic supervision planning is determining the direction and objectives of the Academic supervision implementation program by referring to problem identification activities - identifying aspects that need to be supervised. Identification is carried out by analysing the advantages, disadvantages, opportunities and threats of learning activities carried out by teachers so that supervision is more effective and on target.

The steps taken in planning supervision are:

- 1) collecting data through class visits, personal meetings, and staff meetings;

- 2) processing data by correcting the data collected;
- 3) classifying data according to the field problems;
- 4) making conclusions about the target problem according to the actual situation;
- 5) determine the correct technique to improve or enhance teacher professionalism.

With the conditions expected by the teacher can carry out the learning process comfortably without feeling supervised. From the planning aspect, there are several stages of academic supervision planning. It is known that supervisors have an important role in planning academic supervision, namely, planning, implementing schedules, and discussing with the teacher regarding the contents of the instrument to be used during the carrying out of academic supervision so that teachers can carry out their duties without feeling supervised during supervision is in progress.

Planning is an activation process that systematically prepares activities to be carried out to achieve specific goals. At the same time, other experts define planning as 1) the selection or determination of organisational goals; 2) the determination of strategies, policies, program projects, procedures, methods, systems, budgets and standards needed to achieve goals [10]. Authors [10] define planning as anticipating and balancing change. While author [11] describes a) planning as a process of preparing various decisions that will be implemented in the future to achieve the goals that have been set, b) the process of making a set of policies to control the future; c) planning is an effort to combine national goals and existing resources.

According to [12], planning is the process of making various decisions that will be made in the future to achieve the goals that have been determined [10]. Planning is the process of preparing things that will be done in the future to achieve the goals that have been set.

From some of the definitions of planning above, it can be concluded that planning is an essential thing and a decision-making process carried out systematically and that planning is related to the future and achieving the desired goals. Meanwhile, according to [11], education planning is a rational application of the systematic analysis of the educational development process to ensure that education is more effective and efficient and to the needs and goals of students and society [10]. Meanwhile, according to [4], educational

planning is selecting or determining programs/strategies/steps to implement the specified educational goals. Educational planning is a process of activity that each person defines differently, namely as an effort to achieve the allocation of educational resources in the education system in an efficient, fair and rational manner. Educational planning is related to education, namely starting, undergoing and achieving academic goals.

Educational planning is a process of preparing future activities in the field of academic development as a task of educational planning. Meanwhile, the author [10] explained that planning, including educational planning, is not only a basic pattern but also a guide in making decisions about achieving specific goals. From all the explanations presented, it can be concluded that educational planning is an orderly process to prepare and think about future activities within the scope of education to achieve the goals or goals set by the educational institution.

Planning is a process of rational and systemic activity in determining decisions, activities, or steps to be carried out in the future in the context of efforts to achieve goals effectively and efficiently. This planning implies: first, managers think carefully in advance of goals and actions based on some method, plan or logic and not based on feelings. Second, the program directs the goals of the organisation. Third, in addition, the project is a guideline for a) The organisation obtains and uses the resources needed to achieve its goals, b) Members of the organisation carry out activities that are consistent with the goals and procedures that have been set, and c) Monitor and measure progress towards achieving the goals, so that corrective action can be taken if progress is not satisfactory.

Planning for academic supervision at this West Lombok Regency Elementary School needs to develop a supervision program based on goals, schedules, targets and time. In preparing this supervision program, the aim is to implement the academic program and the managerial supervision of the principal. The target of the West Lombok Elementary School's educational supervision program is as a PBM planning supervision program, PBM implementation, improvement and enrichment, guidance and coaching. Meanwhile, the preparation time for the supervision program is usually carried out at the beginning of

new teaching before the teaching and learning process takes place.

In addition to planning for academic supervision at the West Lombok Regency Elementary School, it is necessary to develop a supervision program. Of course, creating a helpful supervision instrument is essential to see the teacher's readiness to implement the supervision that will be carried out later. The instrument is usually a checklist instrument that will be made by the supervisor himself, namely the principal, to see whether all teacher preparation in learning is appropriate or not, such as the preparation of the syllabus, lesson plans, teaching aids, learning media and so on.

The supervisor's role in fostering teachers, better known as the supervision of education/teaching, has a very strategic position to improve teachers' professionalism, especially in learning activities. In this case, supervisors are expected to be able to guide, foster, and encourage teachers in solving the problems of teaching and learning activities faced by teachers. This is as explained by [], namely that supervision activities pay attention to assistance that can improve the professional abilities of teachers. This skill is reflected in teachers' ability to provide learning assistance to their students, resulting in changes in the academic behaviour of their students.

Therefore, the academic supervision plan prepared by the West Lombok Regency Elementary School supervisor would be very appropriate because the access to improving teachers' learning ability is open and gets attention. An excellent academic supervision plan if it contains and contains the steps and time for the implementation of supervision. The West Lombok Elementary School's supervisor in preparing the academic supervision plan based on the research results is stated to have included procedures, techniques, and implementation schedules.

Academic supervision procedures are a series of supervision activities to provide assistance and guidance to teachers so that they are motivated to make the necessary improvements in the educational field by choosing the appropriate supervision approaches, methods, and techniques for achieving the objectives. The procedure for implementing academic supervision consists of the following:

1. The preparation stage includes: a) preparing the instrument and b) preparing a joint schedule.

2. The Implementation Stage, namely the implementation of direct and indirect supervision observations.

3. The Reporting Stage, including a) identifying the results of observations at the time of observation, b) analysing the results of supervision, c) evaluation jointly between supervisors and principals and teachers, and d) making notes on the results of supervision that are documented as reports.

4. Follow-up Stage.

Planning for academic supervision is one of the absolute requirements for every organisation or institution and its activities, both in the form of individuals and groups. Below are the steps that need to be taken at the academic supervision planning stage, namely:

- 1) the principal makes a plan for the academic supervision program;
- 2) the principal makes a schedule for the implementation of academic supervision;
- 3) the principal must have an academic supervision instrument;
- 4) the principal, it would be better if you make your academic supervision instrument tailored to the needs of the teacher;
- 5) the principal provides an academic supervision instrument to the teacher;
- 6) the principal explains the contents of the academic supervision instrument to the teacher;
- 7) the principal agrees with the teacher about the instrument which will be used;
- 8) the principal holds a meeting with the teacher to equalise perceptions;
- 9) the principal informs the teacher to prepare;
- 10) the principal agrees about the focus to be observed.

In addition, the principal must create an intimate atmosphere with the teacher to create a collegial atmosphere. With the expected conditions, the teacher can carry out the learning process comfortably without feeling supervised. From the planning aspect, there are several stages of planning for academic supervision. It can be seen that the principal has an essential role in planning ed-

ucational management, namely, from planning, implementation schedule,

Based on the above description, it can be explained that the West Lombok Regency Elementary School supervisor is planning academic supervision by determining the components and steps of educational management that will be taken, accompanied by an appropriate implementation schedule so that teacher coaching services can later run well.

CONCLUSIONS

Planning for primary school academic supervision in West Lombok Regency with several stages:

1. Supervisor schools make plans for academic supervision programs.
2. School supervisors make a schedule for the implementation of academic supervision
3. School supervisors determine the instrument of academic supervision, which is self-made and adapted to the needs of teachers.
4. School supervisors provide academic supervision instruments to teachers
5. The school supervisor explains the contents of the supervision instrument academics to teachers.
6. School supervisors make an agreement with the teacher about the instrument that will be used.
7. The school superintendent holds a meeting to equalise perception.
8. Supervisor tells the teacher to prepare.
9. Supervisors agree on the focus that will be observed.

Thus it can be concluded that supervisors have an important role in planning academic supervision, in this case, academic supervision, namely, from planning, implementation schedule, and discussing with the teacher regarding the contents of the instrument to be used during the carrying out academic supervision so that teachers can carry out their duties without feeling supervised during supervision is in progress.

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