

The Effectiveness of Academic Supervision for Teachers

Patris Rahabav

Dosen Administrasi dan Supervisi Pendidikan FKIP Unpatti Ambon

Abstract

This research was conducted with the purpose of describing the general effectiveness of the academic supervision for teachers with three main focus, which is to analyze the competence of supervisors; academic supervision program implementation and the results and impact of academic supervision. The research location is SMU Maria Mediatrix Ambon, Maluku province, Indonesia. The subjects were Principal and 9 regular teachers who teach in high school Mediatrix Ambon. Data collection instrument of this study is the researchers themselves are supported with interview guides. Techniques of data collection is done by participant observation, interviews and documentation study. Data was analyzed using descriptive and analytical analysis techniques. The results showed that the supervisors do not yet have sufficient competence as a prerequisite for implementing the academic supervision; academic supervision has not been done effectively explored from two sources: First, from the supervisor; 1) the time constraints (many administrative tasks that must be completed); 2) has not been programmed in a participatory manner; 3) a lack of understanding of the supervisor of the concept, theory and practice of supervision; 4) lack of understanding of the scientific supervisor of substance related to the field of study is taught by each teacher. Second, from the teacher; 1) a commitment to low quality; 2) the motivation of many teachers who work solely for the pursuit of prosperity.

Keywords: effectiveness, academic supervision, teacher

1. Introduction

Concerns about the quality of education in Indonesia is still a serious problem. Reports of various studies suggest that the quality of education in Indonesia is far behind countries in ASEAN. The UNDP report states that the Human Development Index (HDI) of Indonesia in 2012, in middle category with a value of 0.629 occupies's ranking 121 out of 187 countries. UNESCO (November 2007), states that Indonesia's ranking in education dropped from 58 to 62 from 130 countries. In the rankings, Malaysia is in the 56 and carousel 5th.

The low quality of education in Indonesia has resulted in Indonesia's workforce to compete in the tough jobs. Indonesia's competitiveness according to the World Economic Forum 2007-2008 at the level of 54 out of 131 countries. Far down the rankings and the competitiveness of ASEAN countries like Malaysia, which ranks 21st and Singapore in order to-7. The quality of human resources, they cause low competitiveness; in addition to infrastructure, bureaucracy, environmental as well as devices and enforcement.

Maluku province, including one of the regions in Indonesia categorized the quality of education is very low. One parameter is the low HDI. As an illustration, HDI Maluku in 2009, is ranked 19 out of 33 provinces. In addition to the HDI parameter, results of the National Selection of State Universities (SNMPTN) in 2013, still puts Maluku at the bottom of the rankings, which is ranked 32 out of 33 provinces. Even the selection phase II conducted at the University of Pattimura (UNPATTI), none of the participants ever reached passing grade. The results turned out to be correlated with Initial Competency Test (UKA) and the Teacher Competency Test (UKG), which until 2015, put Maluku at position 34 of the 35 Provinces (compas.com, 2015). The results of the entry test freshmen FKIP UNPATI behavior in 2012, particularly in relation to control initial subjects, shows the same thing that the absorption beginning students, the average was only 0:40%. Decreased absorption is, of course influenced by a variety of variables. However, one of the variables suspected to affect the absorption of students is the competence of teachers especially professional competence and pedagogical competence. Theoretically, a professional teacher is expected to control its scientific field and is able to transfer well to the learners. To enhance the professional capabilities of teachers, principals play an important role. One of the dominant role of the principal is as supervisor.

In the task as a supervisor, they require a different skill prerequisites such as: understanding of the concepts and theories of supervision, engineering supervision and supervision of various instruments. As a supervisor, principals can run managerial supervision and academic supervision at once. Patris Rahabav (1985: 56) found that the principals in the implementation of the supervision is not optimal. Goal observation supervisor is more focused on the technical aspects of the temporary administrative aspects directly related to the learning process, is rarely carried out by the supervisor. Supervising principals who do very little in frequency and intensity due to time constraints the supervisor.

Implementation of supervision of the school principal as mentioned, has not yet brought significant benefits to upgrading professional skills of teachers. To enhance the professional capabilities of teachers, principals let supervision portion larger geared towards academic supervision. Academic supervision is one of the basic functions (essential function) in the overall school program (Weingartner, 1973; Alfonso et al;) in DG

PMPTK (2010) suggests that academic supervision serves as a source of information for professional development of teachers. The school principal according to (Sahertian, 2000: 71) can carry out duties as executor of the academic supervision, to carry out the function of management that aims to enhance the professional capabilities of teachers.

The academic supervision of the observation while the author, has been carried out by the heads of the school, including high school head Maria Mediatrix Ambon. But what are the results and impact of the academic supervision of upgrading professional skills of teachers have not been many studies that reveal it. In the context of the study of the effectiveness of the academic supervision, it is urgent to do.

National Education Minister Regulation No. 13 Year 2007 on Standards for School / Madrasah states that a school/ madrasah principal must have a minimum of five competencies, namely personal competence, managerial, entrepreneurial, supervision, and social. Furthermore, the Ministerial Regulation No.13 of 2007 on the Standards for school / madrasah confirmed that a head of school / madrasah should be able to conduct academic supervision in the form of guidance, direction and coaching for teachers in implementing the curriculum.

Wiles (1955: 8-10) defines supervision as an aid in the development of teaching and learning situation better; Supervision is an activity that is provided to help teachers do their jobs better. The role of the supervisor is to assist, support and divide not tell. Wiles further, saying that good supervision should develop leadership within the group, establishing in-service training courses to improve the skills of teachers and help teachers improve its ability to assess the works results. Neagley and Evans (1980: 20) in DIRJEN PMPTK (2010) writes: supervision is considered as any service for that teacher eventually result in improving, instruction, learning in the curriculum. So the focus on teachers and support services for the improvement of teaching, the success of student learning and curriculum development.

Academic supervision by (Glickman, et al; 2007) is defined as a series of activities that help teachers develop the ability to manage the learning process to achieve the learning objectives. Academic supervision is inseparable from the performance appraisal of teachers in managing learning. Alfonso, Firth, and Neville (1981) in the DG PMPTK, (2008) describes the system behavior influence the academic supervision as figure 1. The purpose of the academic supervision is: (a). helping teachers develop competencies, (b). developing a curriculum, and (c). develop a working group of teachers, and to guide classroom action research (PTK) (Glickman, et al; 2007, Sergiovanni, 1987), the Director General PMPTK (2010).

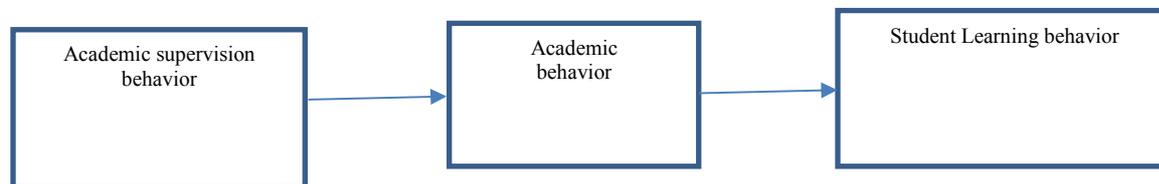
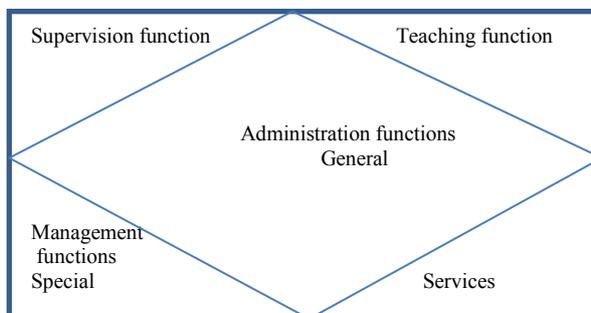


Figure 1. Academic Supervision System Function

Source: Alfonso, JR., Firth, G.R., & Neville, R.F.1981. Instructional Supervision, A Behavior System, Boston: Allyn and Bacon, Inc., p. 45. in PMPTK DG, (2008).

Instructional Supervision aims to increase the growth, development, interaction, error-free problem resolution, and a commitment to build the capacity of teachers. Cogan and Goldhammer (in Rahabav, 1985) explains that within the framework of clinical supervision, forecasting practices that will position teachers as active learners. Furthermore, Cogan insists that teachers have the ability to be responsible for the professional and more than that he was able to "own performance analyzer, open to help others, and self-directed".



Source: Haris, (1958:4) *Supervisory Behavior in Education* . New Jersey: Prentice Hall, Inc. Englewood Chiffs.

Oliva (1984: 19-20) in DG PMPTK, (2008) describes four kinds of the role of a supervisor or a supervisor of education, namely as: coordinator, consultant, group leader and evaluator. Supervisors should be able to coordinate programs, goup, materials, and reports relating to schools and teachers. Supervisors also

should be able to act as a consultant on school management, curriculum development, instructional technology, and staff development. He must serve teachers, both corporately and individually. Sometimes supervisors should act as leader of the group, in meetings related to curriculum development, learning or school management in general.

Gregorio (1966) in Dirjen PMPTK, (2008) suggests that there are five main functions of supervision, namely: as inspection, research, training, guidance and assessment. Inspection functions include a role in studying the situation and condition of the school, and the relevant institutions, the task of a supervisor among others instrumental in conducting research on the state of the overall school good teachers, students, curriculum learning objectives and teaching methods, and goals of the inspection is to find problems by means of observation, interviews, questionnaires, meetings and checklists.

Its function as a supervisor by Purwanto (2004: 119), among others: (a) generating and stimulating teachers and school officials in carrying out their respective duties as well as possible, (b) try to establish and equip school supplies tools including instructional media needed for the smooth and successful teaching-learning process, (c) together with teachers trying to develop, seeking, and use teaching methods that are better suited to the demands of the curriculum in force, (d) fostering good cooperation and harmony among teachers and other school officials, (e) trying to increase the quality and knowledge of teachers and school officials, among others, by holding group discussions, provide a school library, or send them to follow the upgrading-upgrading courses, seminars, in accordance with their respective fields and (f) foster cooperation between schools school committee in order to improve the quality of education students.

To carry out academic supervision principals must consider the principles as follows: "1) the relationship consultative, collegial and not hierarchical, 2) democratic management, 3) centered on the teacher, 4) is done based on the needs of teachers, 5) is a professional help" (Mulyasa, 2007: 113). In accordance with the objectives of the academic supervision of teachers should be able to create a conducive learning situations, able to manage classes, and master the subject matter.

Glickman (1990) identified four approaches in parallel with a situation of interpersonal leadership theory: (1). directive control approach, (2). directive informational approach, (3). collaborative approach, (4). Non-directive approach. Besides that Dodd, (1972) suggested some of the principles of academic supervision, as follows: (a). practically, that means easy to work under the conditions of the school, (b). systematically, it means developed according to plan careful supervision program and learning objectives, (c). Objectively, it means the input corresponding aspects of the instrument, (d). realistically, it means based on actual fact, (e) anticipatory, meaning able to deal with the problems that might occur, (f) constructive, meaning that teachers develop creativity and innovation in developing the learning process, (g). cooperative, meaning that there is good cooperation between supervisors and teachers in developing lessons, (h). kinship, meaning consider mutual grindstones, compassionate, and foster the development of lessons, (i). democratic, meaning that supervisors should not dominate the implementation of academic supervision, (j). active, meaning teachers and supervisors should actively participate, (k). humanist, meaning able to create harmonious human relations, open, honest, steady, patient, enthusiastic, and full of humor, (l) continuous (academic supervision performed regularly and sustained by the principal), (m) integrated, meaning that blend with the education program and (n). comprehensive, meaning that meet the three objectives of the academic supervision above.

Effective supervision by (Patris Rahabav, 2005: 21) characterized by : (a). competence supervisor, (b). supervision programs are planned along with more accentuation on academic supervision, (c) the use of varied techniques of supervision, (d) giving feedback according to the problems faced by teachers, (e) supervision carried out in a participatory manner, (f) support and commitment of teachers to constantly improve themselves, (g) continuity coaching and mentoring, (h) increased competence of teachers in the learning process, (i) increased absorption of learners and (j) evaluation is continuous.

2. Methodology

This research is qualitative. Bogdan and Taylor (1975) in Moleong (1998) defines qualitative research methodology as a research procedure that produces the data and description of the form of words written or spoken of people and behaviors that can be observed.

This study took place SMU Mary Mediatrix Ambon, Maluku province, Indonesia. SMU Mediatrix under the auspices of the Catholic Education Foundation of the Congregation of Mary Mediatrix. The subjects were school principals and 9 teachers who teach in high school still Mediatrix Ambon. Characteristics of the subjects among other teachers seconded civil servants; have experience in teaching more than 5 years and know a lot about the academic supervision conducted by the principal.

The study lasted for twelve (12) months, the month of November 2013 s.d October 2014. Sources and types of research data by Lofland and Lofland (1984: 47) in the form of words and actions; The remainder of the additional data such as documents and others. In this study the primary data source is the words and behavior of subjects who were interviewed and recorded through written notes, recording video / audio and photos. Data

collection instrument of this study is the researchers themselves are supported with interview guides. Techniques of data collection is done by participant observation, interviews and documentation study.

Data analysis was performed using descriptive analysis begins with the analytic data validity checking procedures that briefly shown in Table 1. Given the limited time and funds, the investigator did not follow all the procedures as outlined in Table 2. The procedure can be done by researchers is an extension of the participation, persistence observation, triangulation and peer checking.

Table 1 Eligibility Criteria and Technical Inspection Data

Criteria	Examination Technique
Credibility	1) The extension of participation (2) Persistence observations (3) Triangulation (4) Checking peer (5) adequacy referential (6) The case negative (7) Checking member
Description	(8) A detailed description
Addiction	(9) Audit dependence
Certainty	(10) Audit certainty

Source: Moleong, 1998: 175

3. Result and Discussion

3.1. Data

Specifically, this study focused on three themes, namely the competence of supervisors; academic supervision program implementation and the results and impact of the academic supervision.

a. competence supervisor

Competence supervisor is a prerequisite for the success of the principal in carrying out academic supervision. Competence headmaster as supervisor can be obtained from previous education levels and through various education and training supervision have been followed. The minimum qualifications of a school principal High School (SMU) in accordance with National Education Minister Regulation No. 13 Year 2007 on Standards for School / Madrasah, ie S1. Academic qualification is the principal sample S1. In terms of academic qualifications as a prerequisite to become principals, are considered adequate. Academic qualifications to be supported with special education and training are particularly relevant to academic supervision. The importance of education and training by Sedarmayanti (2007: 163) is an attempt to reduce or eliminate the gap between the ability of employees to the desired organization. The business is conducted through an increase in the ability to work by increasing knowledge and skills and changing attitudes.

Interviews with supervisors, information was obtained that to become a professional school principals, education and training is very important. Before serving as principal, has been a lot of education and training of principals that followed. For example, school-based management, career counseling, project management, curriculum, and so on. Special education and training to become a supervisor has not been followed.

Knowledge of the academic supervision will mainly be obtained through its own efforts. As supervisors they need to know about the material relating to the principles and techniques of supervision including academic supervision. Supervisors recognize that training on academic supervision, is very important. Further responses supervisor as follows.

As a school principal I really need specialized knowledge and skills of academic supervision. Such knowledge is critical since the academic supervision is more focused on the issues directly related to the learning process. Many teachers do experience difficulties about academic problems. In connection with it to unravel the difficulties they experienced, as a supervisor needs to have a good understanding of the academic supervision (Interview with R.F. Date, February 12, 2014).

Awareness of the importance of the principal academic supervision, was poorly supported by the Department of Education and the Institute for Education Quality Assurance. Both institutions, have a responsibility in developing the competencies of principals in general and in particular competence as supervisors. Since the 5 (five) years recognized supervisor that never gets strengthening capacity related to academic supervision. Actually, the weakness of the Department of Education and the Institute for Education Quality Assurance in coaching principals can still be insurmountable through coaching foundations or institutions. However, the training directly related to academic supervision, never existed. Thus, knowledge of the principal over at their own businesses through the reads. Sharing with fellow/fellow principals and supervisors. In conditions such as described above, the supervisor acknowledged that he executed the academic supervision by relying on sober knowledge.

b. Implementation of the program of the academic supervision

Effective academic supervision, should begin with a good planning. School principals are effective, will make the program as a joint program of the academic supervision. As a joint program, academic supervision planning begins with a comprehensive needs assessment conducted jointly with the teachers. Supervisors in this case do not position themselves as people who know all the problems faced by teachers in their professional duties. Teachers are given the opportunity to speak, found his own concerns with the school principal as a supervisor to agree a joint program. Academic supervision programs as such, appears and is perceived as something urgent needs of the teacher and a solution to the problems faced by teachers in the classroom.

The teachers interviewed explained that school programs including supervision program is still dominant is the domain of the principal. H.R. commented:

“As teachers, we want to get our voice heard. We want to be anything that is programmed in the school let be participatory. Participatory planning, is the dream of us all these years, because through participatory planning, all decisions can be discussed and ultimately everyone felt to have and share responsibility for the results. However, unfortunately not been followed up”. (Interview with transmitted by date, February 10, 2014).

HR statement. Powered A.P.A. who said that as a teacher he feeling is wondered how difficult the principal supervisor engaging them in school planning and planning supervision. Furthermore A.P. said:

“The purpose of supervision is the improvement of the quality of the learning process. In order to be successful academic supervision, participatory planning is important because in the end, the success of the academic supervision of the estuary at improving the quality of the learning program where we as teachers as actors” (Interview with transmitted by date, February 10, 2014).

From the description above, it can be said that the implementation of the academic supervision has not been done in a participatory manner. The school principal is still dominant in the planning of the academic supervision program. Implementation of academic supervision, recognized teachers have been carried out by the principal; however, the frequency and intensity is very less. According to the supervisor, the implementation of academic supervision is not targeted at specific aspects of teachers' teaching skills.

Supervisor admitted that during the implementation of the supervision of a profound yet because: 1) the time constraints (many administrative tasks that must be completed) principals; 2) supervision of academics has not been programmed in a participatory manner; 3) a lack of understanding of the supervisor of the concept, theory and practice of supervision; 4) lack of understanding of the scientific supervisor of substance related to the field of study is taught by each teacher.

In the context of the provision of reversal is of a general nature and are more likely instructive. Many teachers feel feedback given by the supervisor at the end of the visit has not been much help them solve a problem that is directly related to the learning process. D.M. commented:

"Supervision of academic we get from supervisors (principals), beginning with classroom observation. That is without guidance; then the principal record of what was visible. End of observation, there is sometimes a reversal sometimes not. Feedback done by principals with the directives and guidelines, so it is not much help to solve the problems of each teacher in the classroom "(Interview with DM Date, February 10, 2014).

Moreover, it is generally admitted that the supervision of the head teacher of the school has not focused on what they experienced personally in the learning activities. N.M for example expressed his hope as follows:

"As teachers we hope that the supervision of the principal does not just complement the supervision carried out by inspectors. As teachers we need something more essential than learning practices. During this feedback principals still its monotonous form of directives. It might be good if there is delegation of responsibility for teaching demonstration example to the vice principal or senior teacher. As a new teacher, I hope no refraction of the wealth of experience of teachers to teach senior to me. this happens when there is a willingness principals to delegate responsibility for the implementation of the academic supervision to teachers, especially senior teachers " (Interview with NM Date, February 10, 2014).

Pattern formation is expected over development patterns varied and participatory. Thus the pattern of coaching supervisor, is expected to enhance the professional capabilities of teachers. Academic supervision conducted by the principal of the recognition of the teachers, there is less joint evaluation. Recognized evaluation is often done for school programs and performance in general and rarely have any specific evaluation related to the effectiveness of the implementation of academic supervision. What is disclosed teachers, recognized by the supervisor for reasons of time and busy schedule. From the study of the documentation is known that the absence of a joint evaluation to determine the effectiveness of the academic supervision can be seen from 1) is not programmed / non-scheduled in the school calendar; 2) not found an evaluation instrument, 3) not found records or meeting notes.

c. The results and impact of academic supervision

Academic supervision programs that do principals, ends on upgrading professional skills of teachers and

improvement of learning achievement of learners. The extent to which teachers feel the results and impact of the academic supervision? The majority of teachers agree that the academic supervision conducted principals are very helpful. Some of the tangible results that they get from the teachers recognized academic supervision principal is increased motivation of the work of teachers in teaching; teachers feel better prepared to teach and they felt helped to improve the quality of the learning process.

Interviews with some of the teachers quoted below. S.I. said that although the frequency and intensity of supervision of the school principal were lacking, but he felt helped by supervision of the school principal. Furthermore, S.I. commented:

“Academic supervision conducted during the school's head had been lacking; but I find it as a teacher. Direct experience that I got for example about the improvement of learning strategies; I find it helpful to guidance provided principals. The issuance of government policy that all learning design integrated with the character values; all teachers including me in trouble. I was a teacher Subjects Pancasila and citizenship, so that the character is not a matter of planting difficult. However, it turns out I realized that what I had been to instill in students is indoctrination. Learners as passive recipients; it makes learning less attractive. Supervisor when feedback after supervision, awakened me to make changes in the approach of cooperative learning strategies and problem based learning. I tried it that way by sharing their pictures, posters and video playback. Learners are really excited to learn. The most obvious example is the matter of cleanliness. During this time learners have a bad habit of throwing garbage in any place. I try to stimulate their own video which I made using the school setting. Learners monotonous, then given guiding questions to assess themselves while reflecting and finally, the awareness and commitment to changed behavior by not throwing trash everywhere”.

M.M. Feel helped with feedback supervisor mainly questioning skills. Further recognition M.M. As follows.

"As a teacher, I find it helpful when the principal visited my class when I teach. My habit is to ask questions by using the local dialect. Supervisor reminded me to use the Indonesian standard because there are students who come from sub-ethnic difficult to grasp the message that I convey including questions. Still in a matter of asking; during this time that I practice is to ask questions and let the students answer. The supervisor suggested that the question is better posed to the whole class, then students in turn given the opportunity to answer. When the direction of my supervisor practice, not rowdy class for learners, had staggered to answer the question ". Interview with M.M. The date, February 21, 2014).

J.J. Also expressed a positive impression on the supervision of the school principal. J.J. commented:

"Supervising principals really helped me, especially with regard to skills open learning. During this time because it is motivated to chase down a target of achieving curriculum, I pay less attention. Supervisors in inverse reminded me of the importance with several examples. For me, the example supervisor is very relevant to what I was taught as a field of study that mastered exactly the same as a field of study that is taught by the principal, namely English. When I apply in learning, learners are motivated to learn and a good understanding of the material I teach ". (Interview with J.J. Date, February 17, 2014).

In addition to the positive result of the above, there are also some teachers who claimed the supervision of the school principal not effective in improving their professional abilities. R.o. commented:

"Supervision for me is important however, has not brought significant change for upgrading professional skills of my colleagues because of a matter of a short time, then the supervisor does not focus on problem - the real problem that I experienced as subject teachers. Supervisors have not been able to help me face specific problems in teaching because the scientific field of teaching supervisor different with me. So finally, turn the principal is the same as the regulatory supervision, in the general nature ". (Interview with R.O. Date, February 17, 2014).

Similar disclosed M.T. According M.T. Supervising principals are still routinely observing cursory and feedback has not been focused on the professional practice of teachers in the classroom. Supervision thus, ultimately impressed a regular principal activity.

Supervising principals from the analysis above, for some teachers admitted quite effectively enhance their professional abilities. However, some teachers admitted supervision of principals do not yet have broad impact for the improvement of professional competence of teachers. The supervisor suggested that one of the fundamental problems that make the academic supervision do not yet have broad impact for upgrading professional skills of teachers because most teachers are hard to change. More supervisor commented:

"As a supervisor I experience that is not easy to change the behavior of teachers. Some teachers receive feedback and consistently improved their performance teaches a continuous basis, but there are also teachers who only changed one or two weeks and then back again to practice the habit of teaching time. As a supervisor, I always trying to improve their behavior, but there are teachers who are difficult to change. " (Interview with R.F. Date, February 10, 2014).

Academic supervision if done effectively will bring a positive impact on the growth of teachers in a professional manner. The impact of the academic supervision, could be seen from several indicators such as: invite teachers

to the supervisor to supervise the class, teaching motivation increases, initiated a discussion among teachers, increased innovation and creativity of teachers to produce designs, artwork or intellectual property in the form of research and publications; and achievement of learners who show an increasing trend.

Interviews with supervisors and teachers, information was obtained that the supervision of the school principal has not brought meaningful impact for upgrading professional skills of teachers. The teachers have not demonstrated superior performance in academic and non-academic activities at school. The learning achievement of students were in a state (do not go up, nor down).

3.2. Discussion

In this study it was found that the academic supervision of the school head, although some teachers admitted quite effectively enhance the professional capabilities of teachers, but has yet to bring a meaningful impact for upgrading professional skills of teachers and improvement of learning achievement of learners. There are several obstacles that hinder the effectiveness of the academic supervision of the school head, among others: First of supervisor: 1) many administrative tasks that must be completed; 2) the academic supervision has not been planned and implemented in a participatory manner; 3) a lack of understanding of the supervisor of the concept, theory and practice of supervision; 4) lack of understanding of the substance of the scientific principals associated with the field of study taught by each teacher. Second, the teachers: 1) commitment to low quality; 2) the motivation of many teachers who work solely for the pursuit of prosperity.

Based on the findings above, to streamline the academic supervision, required of supervisors is the First, the willingness of the principal for planning, implementing and evaluating participatory academic supervision. In that context it needs from the principal, communication ability and willingness to listen. The ability to communicate and listen, according to (Aplin, 1984; Mahoney, 1990; Pitner and Ogawa, 1989), is a common characteristic that is used to describe a supervisor / leader effective. Furthermore, (Leithwood et al. 1999: 12) argues that the pattern of participative leadership assumes that the decision-making process should be the main focus of the group.

This model is supported by three assumptions: (a) Participation will enhance the effectiveness of the school, (b). Participation is justified by the principles of democracy and (c) in the context of school-based management, leadership, thus potentially gaining the support of every stakeholder. (Leithwood et al; 1999: 12).

Furthermore, Gordon, Mondy & Sharphin et.al. (1990) suggested eight characteristics of the effectiveness of team work, namely: (1) all members understand and try to achieve the goal, (2) all members listen to and participate, (3) all members are free to express and receive the response, (4) if there is a problem which appeared, was diagnosed carefully and solved together, (5) all members have the same opportunity to support the organization in accordance with their capabilities, (6) all members support the consensus that has been made, (7) between members of one another each had confidence, and (8) have flexibility in finding new and better ways.

Secondly, a good understanding of their field of supervision and control of the field of study; as a supervisor, academically must master the principles and techniques as well as the professional practice of academic supervision. In that context it takes willingness principals to always update their knowledge and skills to act as a professional supervisor. The school principal cannot continue to rely on the knowledge and experience gained prior to taking office principal, because knowledge and that experience might have worn.

The path can be used principals to improve their professional competence are: (1) Education and Training, specifically the principal; (2) participation in the Working Group Principal (MK3S); (3) discussions, seminars, workshops and other scientific forums and (4) further study S2 and S3 primarily on Educational Management Studies Program. Through these various channels, knowledge and experience of the principal calibrated so always adaptive and contextual answer the various needs of the professional upgrading of teachers.

In addition, principals are expected to master the scientific competence. On scientific competence may not be a school head master of all. For this purpose, the principal deficiency can be overcome by delegating responsibility to senior teachers identified as having competence in the field of study to foster the good guru. The delegation conducted in accordance clumps field of study/expertise of teachers.

Third, the effectiveness of supervision depends ultimately the extent to which the school head teacher is able to build awareness for her commitment to assurance. Each teachers need welfare, but welfare is not only tangible material, but on aspects of the work itself, such as the recognition of merit and competence. This is in line with the findings (Rosenholtz, 1987; Sarason, 1982). In a survey they found that the main reward for most teachers come from a student's academic achievement; from a certain feeling about their own ability to influence the development of students (Rosenholtz, 1987: 188.). Sarason (1982: 77) states that job satisfaction is influenced by the belief that the teacher can help even the most difficult students or unmotivated.

As teachers they need recognition for achievement. This can be done by giving supervisors the appreciation and support of tangible non-material. Support supervisor trigger teacher reached psychological satisfaction in the work. Satisfaction teachers will have broad impact on improving the professional capabilities

and performance of teachers.

Supervisors need to build awareness of teachers that in the end all their devotion is a noble task to humanize humans. At the level of the teachers' work is not solely to pursue objectives that are pragmatic, but there is a higher purpose that want to pursue. Work must have been perceived as a gift of God that must be lived as a service.

4. Conclusion

From the results of this study found that the academic supervision conducted the principal has not been effective for several reasons. First, from the supervisor; 1) the time constraints (many administrative tasks that must be completed); 2) has not been programmed in a participatory manner; 3) a lack of understanding of the supervisor of the concept, theory and practice of supervision; 4) lack of understanding of the scientific supervisor of substance related to the field of study is taught by each teacher. Second, from the teacher; 1) a commitment to low quality; 2) the motivation of many teachers who work solely for the pursuit of prosperity.

To streamline the supervision of the school principal: First, it takes the willingness of principals to plan, implement and evaluate the academic supervision in a participatory manner with the involvement of the teachers. Second, principals need to have a good understanding of their field supervision, especially the academic supervision. As a supervisor, the principal is required to master the principles and techniques as well as the professional practice of academic supervision. Third, the effectiveness of supervision ultimately depends how far the head teacher of the school was able to build awareness for her commitment to assurance. Each teachers certainly need welfare, but welfare is not solely tangible material, but on aspects of the work itself, such as the recognition of merit and competence. Support supervisor trigger teacher reached psychological satisfaction in the work. Satisfaction teachers will have broad impact on improving the professional capabilities and performance of teachers.

Supervisors need to build awareness of teachers that swept all their devotion is a noble task to humanize humans. At the level of the teachers' work is not solely to pursue objectives that are pragmatic, but there is a higher purpose that want to pursue. Work must have been perceived as a gift of God that must be experienced as a selfless service.

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