Innovation of Academic Supervision Management at First Middle School Supervisors in Bengkulu City

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Abstract

The study aims to find out innovations in the management of academic supervision of junior high school supervisors in Bengkulu City regarding (1) planning, (2) implementation, (3) evaluation and follow-up, 4) constraints and solutions. This research is descriptive qualitative research, using interview, observation, and documentation methods. The benefits of research are to improve the quality of supervisors' academic supervision, the quality of the teacher's learning process in the classroom. The research subjects were: supervisors, principals, and teachers of Bengkulu City Junior High School. The results showed that: (1) the planning for academic supervision of supervisors was not based on the results of last year's academic supervision mapping and many teachers had not completed the learning tools, (2) the implementation of academic supervision in the classroom was minimal in every semester due to various factors, (3) evaluation of supervision was carried out for assessment. teacher performance every year and has not been followed up. 4) constraints: (a) many teachers do not want to be supervised, (b) many teachers do not complete learning tools, (c) lack of cooperation between supervisors, principals and teachers in academic supervision. Solutions by innovating: (a) planning, namely conducting workshops, IHT, and seminars, (b) implementation with friendship, brotherhood, brainstorming, and increasing MGMP activities, (c) Continuous field monitoring and monitoring through structured and planned online, (d)) Supervision innovation with a clinical supervision model approach (like a colleague). If supervisors, principals, and teachers carry out academic supervision with all their heart, kinship, and a sense of brotherhood, the quality of education will increase.

Keywords: *Innovation; Management; Academic Supervision; Supervisors; Teachers*

Introduction

Quality human resources can be realized with quality education, quality education is education that is able to develop the potential of students positively from the hidden self of the child. Quality education management can be obtained from teachers who are professional, have high fighting power, and work in earnest, led by school principals who are visionary, disciplined, dedicated and have supervisors who are able to collaborate well with school personnel in a creative, creative, and efficient manner. Conducive and collaborative based on their respective main tasks and fusions.

If we look at the science competitions in PISA which are followed by Indonesian students internationally at the high school level, it turns out that the scores obtained are very far behind from students from other countries, this is in line with what Mulyasa said (2012: 158) that The quality of Indonesian education is one of the central issues in national education which is closely related to the low quality of education at every level and educational unit, especially at the primary and secondary education levels.

The Minister of Education and Culture stated that the Indonesian education system made the public's eyes re-examine the quality of education in Indonesia. In 2014 Indonesia's education position was very bad. The Learning Curve Pearson 2014, a world education rating agency explained that Indonesia was ranked last in the quality of education in the world. While in 2015 the quality of education in Indonesia was still in the 10 countries that had the lowest quality of education, the ranking was obtained from the *Global School Ranking*. Judging from 2014 running to 2015 the quality of education in Indonesia can be said to have increased (http://2013/12/5-fact-low-education).

Education in Indonesia is very difficult to improve because negative treatments are very dominant among educators, if no changes are actually made to improve education in Indonesia, then Indonesia will be further behind than the education of other countries. Even a website says that Indonesia is not an educational country, because Indonesia has never seen education as something that is used as a central issue/something important. (https://2014/07/10/7-facts-because-low-quality-education).

Indonesia to catch up with it must change the current education system in various factors, because by using teacher management innovations, school principals and reliable supervisors comprehensively as a control tool capable of changing views, habits, and behaviors in underdeveloped education. To make education better, it is imperative that the attention of the ministries, governors, and mayors/regents, with well-intentioned human resources, want to work hard and earnestly to help Indonesian education be able to compete at the world level.

The Bengkulu City Junior High School Supervisor is a person who plays a very important role if it is related to the quality of education and his authority to carry out coaching, monitoring, assessment, training, and self-development as many as 1036 teachers in Bengkulu City. Each supervisor must foster at least 40 teachers and a maximum of 70 teachers in similar fields of study. This is in accordance with the mandate in quality assurance to process education in schools, which needs to be carried out by supervisors in their services. The role of school supervisors is *coordinator, consultant, group leader,* and *evaluator.* (Permendiknas, 28/2010.

According to Mufidah (2009: 4), defines supervision: "*Supervision is a service particularly concerned with instruction and it's an improvement. It is directly concerned with teaching and learning and with the factors included in and related to these processes. -Teacher. Pupil, curriculum, materials of instruction. The socio-physical environment of the situation "* Supervision is a series of assistance or services specifically related to the teaching and learning process and its improvement, including all the factors in that condition. The essence of this understanding needs to be realized by every education supervisor, that supervision is intended to always strive to provide the best service to teachers or supervise people towards the improvements that have been made.

Many experts provide a definition of management, quoted in the Journal of "Introduction to Management Theory" (http://jumal-sdm.blogspot.com/ 2015/08/theory of introduction-management-definition.html. accessed on August 2, 2021), including 1). Harold Koontz & O 'Donnel in his book entitled "*Principles of Management*" suggests that management is related to the achievement of a goal that is done together with other people. 2). George R. Terry in his book entitled "Principles of Management" provides a definition that management is a process that distinguishes:

planning, organizing, driving implementation, and monitoring, by utilizing various sciences, both as art in order to complete predetermined goals. 3). James AF Stoner, management is defined as the process of planning, organizing, leading, and supervising the efforts of organizational members and using all organizational resources to achieve the goals that have been set.

Robbins (1996: 231) also explains that innovation is a new idea that is applied to initiate or improve a product or process and service. Furthermore, Rogers (2010: 19) reveals that innovation is an idea, idea, practice or object/object that is realized and accepted as something new by a person or group for adoption. This means that innovation can be carried out based on what already exists by making improvements from before so that it becomes the best at this time according to the needs of the times.

Research Method

This research is qualitative research, as said by Sugiyono (2017: 9) which states that qualitative research is a method based on the philosophy of post positivism, used to examine the condition of natural objects, (as opposed to an experiment) where the researcher is the key instrument, the data collection technique is triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization.

This study uses descriptive qualitative research methods, this method was chosen because the research is to see problems that are holistic and complex, dynamically, socially, pedagogically, personality and professionally with full meaning based on the phenomena that exist within the scope of research, so that it is more likely that data in the situation of academic supervision management innovation will be obtained with accuracy. In addition, the researcher intends to understand the situation in-depth, to find patterns in the implementation of academic supervision, both theoretically and practically.

The qualitative research method is a research and understanding process based on a methodology that investigates a social phenomenon and human problem. With this method, researchers can create a complex picture to examine words, detailed reports from respondents' views, and conduct studies in natural situations (Iskandar, 2009: 11).

According to Bogdan and Biklen (1998: 4-7) this research method has characteristics such as *setting*, the researcher is the key instrument, the data is descriptive, emphasizes the process, the data analysis is inductive, and *meaning* each *event* is an essential concern in qualitative research. Moleong (2005: 5) qualitative research is research that uses a natural setting, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods.

Sugiyono (2014: 28) explains that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In qualitative research, a researcher speaks directly and observes several people, and interacts for several months to study the background, habits, behavior, and physical and mental characteristics of the person being studied. Bogdan and Biklen (1998: 9) suggest that the characteristics of qualitative research are: (1) natural, (2) descriptive data not numbers, (3) inductive data analysis, and (4) meaning is very important in qualitative research.

Research Subjects

Subjects are informants who are needed to provide information in revealing various phenomena and events as well as things that arise in the implementation of academic supervision carried out by supervisors, principals, and teachers in schools, in the process of implementing classroom learning. These

phenomena occur at one time within the scope of the research context, starting from pre-supervision, supervision and post-academic supervision in accordance with the focus of the research carried out, therefore researchers must:

a. Creation of Rapport

According to Faisal (1990) the creation of this rapport is a very important prerequisite. Researchers will not be able to expect to obtain information productively from informants if a harmonious and trusting relationship is not created between the researcher and the party being studied. The creation of a harmonious and trusting relationship, without any suspicion of opening up to each other, is a problem related to the creation of rapport. In order to reach the level of rapport where the informant can become a kind of co-researcher (a colleague or partner for a researcher), according to Faisal, he usually goes through a process of 4 (four) stages, namely; (1) apprehension (2) exploration (3) cooperation, and (4) participation.

b. Selection of Informants

The selection of informants by themselves needs to be done purposively (not randomly), namely on the basis of what is known about the existing variations or elements that are adapted to the needs of the research. In other words, if research is no longer needed information (the data obtained is considered sufficient) then the researcher no longer needs to continue by looking for other information or informants (new samples) to complete the research results.

The number of samples/informants in this study can be very small but can also be very large. It really depends on, 1) the selection of the informants themselves, and 2) the complexity/diversity of the phenomena studied (the main research problem). The important qualitative research is the completion of information acquisition, not the number of samples or informants. Therefore, there are three stages that are usually carried out in the selection of samples/informants, namely: 1) selection of initial samples/informants, whether informants (to be interviewed) or a social situation (to be observed), 2) selection of further samples/informants, in order to expand information and track all variations of information that may exist, and 3) stop selecting samples/follow-up informants if new information no longer appears (Subadi, 2006).

The Data Collection and Instruments

The instrument used in collecting qualitative research data is the human instrument, because the data collected is through the main instrument, which is carried out by the researcher himself. The data collection needed in this study was carried out using techniques adapted to the situation and conditions in the research field, collecting data through (a) observations or observations, (b) in-depth interviews (*depth interviews*) and (c) document review (Subandi, 2016).

Observation

Direct observation or observation is needed to assist in collecting data in the field. From this observation, it is hoped that it will be more supportive in providing a detailed description. Researchers began to search for data by observing supervisors in their offices, observing supervisors carrying out academic supervision at their target schools, starting from pre-supervision, classroom supervision, post-supervision and carrying out follow-up. By observing the teaching and learning process that occurs in the classroom between supervisors and teachers and students in an effort to improve the quality of education carried out by teachers in the classroom.

While the reflection notes are made based on descriptive notes, which contain the framework, ideas, and concerns of the researcher. Reflection notes are made after the descriptive notes have been compiled and then analyzed so that various questions are found as the basis for determining the plan for the next observation activity. Bogdan and Biklen (1990: 93) such activities are carried out after each completion of field notes so that questions are found which are increasingly narrowing leading to the problems studied.

The data collection technique is a method used by researchers to collect research data from data sources (subjects and research samples). Data collection techniques are an obligation because this data collection technique will later be used as the basis for compiling research instruments. The research instrument is a set of equipment that will be used by researchers to collect research data (Kristanto, 2018).

Qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources and data collection techniques are more on participant observation, in-depth interviews, and documentation (Sugiono, 2017). Basically, the use of data (after being processed and analyzed) is as an objective basis in the process of making decisions/policies in order to solve problems by decision-makers (Situmorang, 2010).

Interview

According to Bogdan and Biklen (1990: 186) data collection is also done by interview or interview. An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely, the interviewer (*interviewer*) who asked questions and the interviewee who provided answers to the questions, namely between researchers and those being studied interacting in asking and answering questions.

Interviews were conducted with supervisors, principals, and junior high school teachers in Bengkulu City related to the research focus. Interviews were conducted by asking several questions related to the innovation of academic supervision management of Junior High School Supervisors in Bengkulu City, its nature did not make it difficult for informants to answer them and gave them the freedom to state what they saw, knew and thought, they explained naturally based on work and experience in the field.

Collecting data through interviews, the researcher does it according to the steps: (a) the researcher determines who the respondents in the interview will be, prepares the main issues that will be the subject of discussion or make interview guidelines, initiate or open the interview flow, conduct interviews, confirming the summary of the results of the interview and ending it, writing down the results of the interview into notes, and identifying follow-up actions on the results of the interviews that have been obtained.

Documentation

According to Moleong (2005: 216) documentation is any written material or film, Documents in this study are used as data sources and will be used for testing, and interpreting. There are three classifications of documentation: 1). personal documents such as diaries, diaries, agenda books, autobiographical letters. 2). official documents such as official memos/notes, a summary of meeting results, official circulars/publicity, statistical data archives, and other documents. 3). taking pictures; both those produced by the researchers themselves and those obtained from sources at the research site.

Data Analysis Techniques Data

The analysis in qualitative research takes place in cycles and is carried out throughout the research process in the form of field notes information from interviews with respondents. The data

obtained are still general in nature, on different questions there are almost the same/similar answers, sometimes different from those intended, then further structured observations are carried out, taking into account the questions and answers to obtain more detailed data. specific, clear, and more accurate so that it can be analyzed through the following process reduction In terms of reducing data, what is needed first is to conduct a thorough and careful analysis of all notes and field data because it is very likely that not all data obtained from the field is relevant to the research focus, so data that do not have relevance to the research focus should be excluded from the data set. This is so that the research refers to the focus of the research so that the results are sharp and reliable.

After doing data reduction, the next activity is to present the results of the data analysis carried out, that Miles and Huberman (1992: 17) explain the presentation of data as a set of structured information that provides the possible conclusions and taking actions that can be understood that the presentation The data are intended to assist researchers in understanding the phenomena contained within the scope of the research. Presentation of data can be done in the form of graphs, tables, or other forms that are in accordance with the data presented and easy to understand. In the context of this research, the presentation of the data in question is to write in the form of a research report based on the data reduction that has been done.

Drawing conclusions

The data obtained through observation, interviews and documentation will be processed and analyzed into data that is ready to be presented which eventually becomes the conclusion of the research results. Miles and Huberman (1992) explained that the conclusions were initially loose, remained open to skepticism and unclear, but later became more detailed, deep and firmly rooted conclusions as the data grew. Drawing conclusions is the most important part in analyzing qualitative data, this is where the expertise of researchers is needed in analyzing and interpreting the data found in the field so that the results are more accurate.

Result and Discussion

Innovation for Academic Supervision Planning for Bengkulu City Junior High School Supervisors

Planning for academic supervision is to make a work program to carry out academic supervision for one year and divided into two semesters. This planning activity begins by preparing learning tools based on the K 13 curriculum which has been stated in the supervision book published by the ministry every academic year, consisting of, among others: Syllabus, KI, KD, RPP, KKM, Teaching Materials, *Prota*, *Prosem*, Teacher Agenda, Books Grades, Handbooks, Questionnaires, Problem Analysis, Problem Improvements, Teacher Self-Evaluations, Teaching Schedules and Teacher Work Follow-ups. With the complexity of the books and tools that must be prepared by the teacher, preliminary activities are needed before carrying out supervision, namely by activities namely research and teacher self-development, through Discussions/often, IHT,Workshops, Seminars,MGMP,so that everything that complicates/inhibits the learning process. The completion of the learning device has been known in the activity first.

Carrying out supervisory duties in the City of Bengkulu guided by the supervisor's workbook entitled "Primary and Secondary School Supervisor Work Guide" Published by the Ministry and Culture of the Director-General of Teachers and Primary and Secondary Education Personnel in 2017 to 2019 and various sources published by the Ministry of National Education, it can be explained that the comparison of the weight of academic supervision and the weight of managerial supervision is 75% versus 25%. This means that the Academic Supervision that must be carried out by the supervisor is 3 times higher in the

frequency of implementation than the 1-time managerial supervision. So the activity to carry out academic supervision rather than managerial supervision is more intensive, this is because the series of academic supervision work is more complex, which involves the achievements of students, teachers, principals, and supervisors, even the quality of education is determined by these three elements through their students.

According to Sergiovanni (1987) there are three objectives of academic supervision, namely: 1) Academic supervision is held with the aim of helping teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills and using abilities through certain techniques. 2) Academic supervision is held to monitor the activities of the teaching and learning process in schools. Monitoring can be done through visits by principals and supervisors to classes while teachers are teaching, private conversations with teachers, colleagues, or with students. 3) Academic supervision is held to encourage teachers to apply their abilities to carry out teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention (commitment) to their duties and responsibilities.

Innovation in planning academic supervision carried out by supervisors is the Clinical Supervision Model, to carry out academic supervision of this clinical model starting from entering school learning on the first day, starting from attending the initial meeting to enter school, recognizing the mentored teacher and planning a meeting for fostering academic supervision with the teacher. mentors, supervisors are required to have adequate competence, broad-minded, committed, professional and responsible for advancing education in Bengkulu City in overcoming emerging obstacles that are felt by teachers to complete learning tools and teaching methods, more advanced teaching techniques. good. With the competence of qualified supervisors, the difficulties experienced by the teacher will be overcome.

R. Weller explained that Clinical Supervision is a form of supervision that is focused on improving teaching through a systematic cycle of intensive and careful planning, observation, and analysis of real teaching performances, with the aim of making changes for improvement in a rational way. KA Acheson & MD Gall (1980) suggested that clinical supervision is the process of helping teachers minimize the discrepancy or gap between real teaching behavior and ideal behavior, which is carried out by teachers in teaching.

This task is entrusted to the supervisor of the education unit who is responsible for fostering, monitoring, and assessing the education unit. In carrying out these duties, supervisors must of course prepare programs, implement and submit reports. In relation to planning for supervision, supervisors are required to make a school supervision program, including: (a) annual supervision program, (b) semester supervision program (c) academic supervision plan (RKA) and (d) managerial supervision plan (RKM) (Sudrjat, 2009).

Innovation in the Implementation of Academic

Supervision Academic supervision is very much needed by teachers in increasing professionalism and developing curriculum, as an effort to improve and control all learning activities so that they are carried out optimally. Ideally, efforts to improve learning activities should come from the parties concerned, not from other parties. Aguswandi et al, (2015) stated that institutional or organizational supervision activities are carried out to create working conditions and shape the behavior of members so that the goals of the organization can be achieved optimally.

The Directorate of General Secondary Education since the 2001 budget has pioneered the revitalization of MGMP and has been socialized in the regions. In line with the mandate of regional

autonomy, the role and function of the MGMP is to increase professionalism in an effort to organize *class reform* and change the paradigm of re-orientation of learning in the classroom (Dikmenum, 2004: 2).

The description of student activities will be seen in the activities or in the formulation of Teaching and Learning Activities (KBM) contained in the implementation of teaching. Teaching and learning activities formulated by teachers must refer to learning objectives, so that teaching planning is a clear, operational, systematic reference as a reference for teachers and students based on the applicable curriculum. The broadest scope of learning implementation includes one basic competency consisting of one indicator or several indicators for one or more meetings.

The innovation made in carrying out academic supervision is by using the clinical supervision model because it feels more comfortable to carry out. If examined based on clinical terms: 1) contains the meaning of treatment and 2) cycles, namely a series of activities that are recycling. Therefore, the meaning contained in clinical terms refers to special elements, such as the face-to-face relationship between supervisors and teachers in the supervision process (Nana Sudjana, 2008:5).

Carrying out supervision of this clinical model in its technical implementation, namely conducting guidance from the beginning, and training teachers face-to-face in classroom supervision repeatedly (cycles) starting from making learning tools to implementation and assessment, both in groups and individually. so that there is no longer any reason for teachers to be afraid of being supervised, unable to make devices, afraid to appear in class, and so on.

By using the clinical supervision model above, teachers can be more focused, humane, friendly, kinship, friendly, and not afraid of being wrong, because they have become part of the community, starting from looking for materials, making tools, and implementing them. Clinical guidance steps are carried out starting from the syllabus, KI, KD, Making lesson plans, teaching aids, teaching materials, methods, and techniques. Clinical supervision is teacher professional development that is carried out systematically to teachers according to the needs of the teacher concerned with the aim of fostering teaching skills. Coaching is done in a way that allows the teacher to find ways to correct his own shortcomings (in an honest and sincere confession).

The implementation of academic supervision programs can run wel, if everything is well organized and prepared. Academic supervision is very much needed by a teacher because teachers are social beings who always need the help of others to stay alive, grow, and develop. In other words, humans need the help of others to live and develop, and are influenced by the norms of their group or society. If the norms of this group are good, then people in the group tend to be good (Risnawati, 2014: 211).

Innovation Evaluation and Follow-up of Academic Supervision

The task of evaluating teachers in academic evaluations is carried out continuously, this is done by supervisors and school principals up to post-supervision by providing reinforcement or feedback to teachers who have carried out classroom supervision, for teachers who have not received Class supervision certainly does not feel evaluation and reinforcement. This supervision evaluation can also be carried out by the principal at the time of the year-end assessment which functions to assess the performance of the teacher concerned. The results of the evaluation can inform supervisors that the use of learning in certain educational units has met the benchmarks (standards) set or vice versa, so that determined the next steps obtain maximum results.

The purpose of the evaluation program is to research or find the needs of each individual who is assessed and then used to plan further learning experiences that can meet the needs of each individual. William H. Burton and Leo J. Brueckner explained that the effectiveness of educational supervision can

be assessed by measuring or describing changes or improvements that occur in the entire educational program. (William H. Burton and Lea J. Bruechkner, 1955, page 656)

According to Gall, Gall, and Borg (2007:559) "educational evaluation is the process of making judgments about the merit, value, or worth of education. Program evaluation can be concluded as a process of searching for information, finding information, and determining information that is presented systematically about plans, values, goals, benefits, effectiveness, and conformity of things with predetermined criteria and objectives.

Furthermore, the evaluation innovation carried out by the Bengkulu City supervisor is the use of an assessment application that is useful for teachers in facilitating the calculation of the average value and value of report cards and rankings. This application can help ease the task of teachers in carrying out assessments/evaluations and determining ratings, to manually complete the average value in question, takes one to two days. Meanwhile, determining the average value of report cards and rankings can be done easily, using only 5 minutes of time.

Follow-up activities for the evaluation of academic supervision are carried out after a supervision evaluation is held, which serves to respond to activities that have been carried out by the teacher in the classroom with the supervisor to provide input based on the results of the implementation of learning, through this follow-up activity, weaknesses and strengths can be identified in the implementation actual learning, then coaching, monitoring, motivation, training, and further assessment will be carried out continuously, so as to achieve the expected results.

The coaching is carried out on special/personal matters that need to be repaired individually immediately from the results of the supervision analysis according to the competence and mainstay of the teacher. Direct coaching activities that are carried out after the supervisor has finished making learning observations are post-observation meetings. At this meeting, the supervisor provides feedback to help develop teacher behavior in carrying out the learning process.

Indirect Guidance indirect coaching is carried out on general matters and needs to be a common concern after obtaining the results of the supervisory analysis that has been carried out. The supervisor's role in indirect coaching is to listen to teacher complaints in all matters relating to improving the quality of learning and provide reinforcement, explain, present, and solve problems that occur to find the best way to solve them with the principal.

In carrying out learning innovations, academic supervision supervisors really need to know things related to learning technology, so teachers need to introduce modern learning techniques such as using Information Technology (IT), laptops, Liquid Crystal Displays (LCD), cellphones, as innovations in learning process for the creativity of better learning services, by creating a conducive learning atmosphere.

The explanations from some of the explanations above can be concluded that (1) supervision evaluation is carried out in order to see the shortcomings and advantages of the learning process delivered by the teacher and to find out the weaknesses and strengths that have been carried out by the supervisor so far; (2) the results of the evaluation are used as material for improvement and improvement in the implementation of subsequent supervision; (3) the evaluation of academic supervision is carried out jointly between the supervisor and the school; (4) the evaluation results are also used as a reflection to determine the supervision technique for the next supervision activity.

Constraints in academic supervision need to be addressed to important matters in academic supervision, supervision approaches are needed that are truly able to direct and solve problems faced by teachers in the classroom, especially in the learning process, namely about teacher competencies

(pedagogic, personal, professional and social). Supervisors who can direct teachers to things that are not yet known both in the learning process and in self-development are still difficult for a supervisor to do but what happens is the opposite, the supervisor's competence (managerial supervision, academic supervision, professionalism, personality, social, and self-development) in carrying out the main duties of a supervisor in carrying out his duties is often out of the corridor of actual supervision. The supervisor acts as an evaluator, executor, in monitoring teachers so that supervision is carried out not because of the needs desired by the teacher but because the supervisor only carries out his duties as long as it is completed. So traditional supervision tends to be unpleasant so that the interaction between teachers and supervisors is not conducive, this tends to be avoided and abandoned.

Barriers to the implementation of Academic Supervision in Schools, according to what has been conveyed by the Directorate of Education Personnel, Director General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education (2007), "Supervisors and school principals, whether they like it or not, must be ready to face problems and obstacles in implementing educational supervision". Based on a theoretical study conducted, it can be seen that the most common obstacle to educational supervision in the field is the lack of motivation from teachers when they are supervised.

The problems mentioned above occur because of the assumption that has been inherent in the teacher that supervision is only an activity that is solely for finding faults: 1). The complexity of the principal's managerial duties, so that educational supervision cannot be carried out, except for the help of senior teachers. 2). Lack of preparation from supervised teachers, means that the motivation of teachers to be supervised is still lacking, 3). Educational supervision is carried out with an advance notification to the teacher, the teachers who will be supervised have not prepared themselves carefully. 4). The element of the subjectivity of the teacher/supervisor appointed by the principal is felt that the element of subjectivity is still high. 5). There are frequent changes of principals, resulting in the implementation of educational supervision being sluggish/substandard, and considered not routine/continuous. 6). Limited facilities and infrastructure make teachers feel uncomfortable in delivering subject matter, implementation of educational supervision in improving teacher professionalism. 7). Lack of teacher discipline, can cause the class to be not conducive so that students do not know what to do except play.

Academic supervision problems can also occur to educators: 1) Lack of discipline in using time in the teaching and learning process, 2) Lack of skills in classroom management, 3) Educators always dominate when student discussions take place, 4) Learning only pays attention to / focuses attention on some students only, 5) When teaching rarely gives reinforcement to the material being taught, 6) In delivering learning material it is always monotonous and boring, 7) Educators seem to lack understanding of the material presented during learning, 8) Less skilled in opening and closing lessons, 9) Educators have not been able to satisfy the attention of their students. (J. Ind. Soc. Integ. Chem.Vol. 11 No. 1 June 2019: 20 – 27)

Problems in implementing academic supervision also occur to students in the field: 1) In learning only pay attention or focus on fellow students. 2) Differences in learning styles between students and teachers, 3) Lack of motivation to learn from students, 4) Students who don't pay much attention to the teacher's explanations due to boring learning, 5) Students often play cellphones (mobile phones) during learning, 6) Students not active in discussions or learning, 7) Students often do not understand the material presented by the teacher, 8) Students are often sleepy in class, 9) Students are more likely to be busy themselves, 10) Students who are still afraid of being wrong to express ideas/opinions, 10) Students who do not concentrate can be caused by fatigue, external factors (personal problems), 11) Students who like to be ignorant among each other, 12) Students often send writing to their friends, 12) Students have problems with certain teachers (Fuldiaratman, Articles).

Problems in implementing academic supervision related to existing facilities: 1) Incomplete tools and practicum materials, 2) Means that practice must spend funds, such as cash committees, textbooks, photocopies, and so on are sometimes frustrating, 3) the facilities of the teaching and learning process rooms are not comfortable, 4) the study rooms are dark and cramped, 5) many chairs and study tables have been damaged. 6) Classrooms leak a lot and without a ceiling.

The results of research in the field that the existing facility problems are also related to the ongoing teaching and learning process, in this study: 1) Selfishness between students when discussing and often chatting or making noise in class, 2) When doing group assignments only some students do it 3) Students often do a copy of his friends' assignment files. 4) Students who have an envious attitude towards their friends. 5) Teachers who like to be angry with their students. 6) Students who like to make groups that are not good for their own friends (J. Ind. Soc. Integ. Chem.Vol. 11 No. 1 June 2019: 20 – 27, accessed on 4 December 2022).

Implementation of academic supervision of school supervisors, understanding academic supervision models as a provision of knowledge and skills to carry out their supervisory duties. According to Makawimbang (2011), in the practice of educational supervision, there are several models of educational supervision that are implemented by supervisors (school supervisors) in carrying out their duties. Each supervision model has its own characteristics, therefore the use of a supervision model in the implementation of supervisory duties must be compatible with the objectives to be supervised (compatible) so that the implementation of supervision can take place effectively and efficiently, some are not in accordance with the target conditions. Incompatible so that the implementation of supervision does not run as it should. The skill of choosing supervision models is very important for supervisors so that supervisory activities can run as expected. According to Sahertian (2008), the supervision model consists of 1). The conventional supervision model is a supervision model that adheres to the notion that the supervisor is someone who has the power to determine the fate of principals and teachers. In the practice of supervision, supervisors with a conventional style will find fault with principals and teachers and even often spy on teachers. This spying behavior is known as supervision or also known as corrective supervision. 2) The artistic supervision model, this artistic supervision model requires a supervisor in carrying out his duties to be knowledgeable, skilled, and have a wise attitude. As revealed by Jasmani and Mustofa (2013) the artistic supervision model is based on working for the other (working for the other), and working through the other (working through the other). Therefore, the implementation of supervision certainly contains an artistic value.

Conclusion

Academic supervision solutions taking lessons from the results of this supervision, the school is a society and the principal must be able to mobilize, inspire and motivate all school members and utilize existing resources. All of that is important to achieve the goals and carry out the school's mission based on management. The role of the principal must be able to make changes or innovations to advance the school, not just sitting at the office desk. While school supervisors become the focal point for implementing school progress so that it can develop, therefore the task of the principal is not easy and not easy not only being able to "order and point" but can motivate all personnel and stakeholders in the school towards improvement for the success of the school.

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