

Academic Supervision Management Head of Department In Improving Lecturers Performance

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Abstract

This research was motivated by the finding that the value of evaluating academic results was below the Pass standard "70" (C+), at the Bandung Staff and Command School (Seskoad) for several academic years, so it had to carry out grade improvements. This study aims to describe and analyze the management of department heads' academic supervision in improving lecturer performance. The theoretical basis used is supervision management theory and lecturer performance theory. This study is a qualitative research with a case study approach, to evaluate the results of lecturer performance research through interviews, observation and documentation studies. Data analysis through reduction, presentation, and conclusion. Data validity was carried out by extending the research time, data triangulation, member checking. Data is analyzed by interactive model. The research was conducted at the Bandung Staff and Command School. The results of the research show that: (a) academic supervision including management (planning, organizing, implementing and supervising) is not optimal; (b) the principles of academic supervision include: practical, objective, humanist, cooperative, official, familial, democratic, comprehensive, continuous principles that have not been implemented, techniques in individual and group supervision; (c) follow-up supervision has not been carried out optimally, (d) supervisory supporter is the willingness of lecturers to be supervised, schedule, profession, burdened supervision constraints and the number of department heads' activities; (e) efforts to provide an understanding of academic supervision as a lecturer's need and an effective supervision schedule means that the supervision carried out by the head of the department is not fully optimal in improving lecturer performance. The supervision program policy is not appropriate because there is no program decision or policy yet; preparation of academic supervision instruments has not been fully implemented; there is no standard assessment in supervision; there is no determination of human resources or delegation of authority accompanied by a division of tasks; and have not used the standard assessment in the implementation or in the evaluation of supervision. Besides that, human resource constraints were found in the form of personnel fulfillment and the quality of personnel fulfillment, mastery of lecturer duties and infrastructure such as inadequate capacity of facilities. The solution to overcoming obstacles is by increasing

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human resources, especially in improving performance and adjusting the capacity of infrastructure to suit the needs of students. The hope in the future is to make new regulations and policies for all relevant elements and departments in quality education standards, oriented towards adjustments to technological developments, digitization, communication, and character strengthening so that they will be able to control various members of the community including development supervision and lecturer performance in the Seskoad.

Introduction

The education carried out by the Army Staff and Command School (Seskoad) is one implementation of the transformation of the TNI AD, namely the development and improvement of the quality of soldier resources through soldier education which is called the Regular Education of the Army Staff and Command School (Seskoad). With qualifications as a leader and military staff who can be relied upon at the level of class V and IV positions as well as potential for high-ranking officers who are characterized, professional and tough. (Kasad, 2017). Based on initial observations through in-person observation (Creswell, 2008: 221) on the teaching staff component at the research location, it was found that lecturers still did not fully have teaching qualifications and some did not have academic degrees, and there were no standards for assessing lecturer performance. Based on the facts listed in the LXI Dikreg learning outcomes Evaluation Implementation Report (2021), it was found that Pasis obtained an evaluation score for the Sub-Sector of Study (SBS) below the Pass standard "70" (C+). War Military Operation SBS Evaluation: 24 Passes; Evaluation of SBS Rendaloperation: 9 Passes; Joint Operation SBS Evaluation: 185 Passes; Evaluation of SBS Implementation of Training: 66 Passes (Nugroho, 2021) Meanwhile, the expected condition is that the performance of Seskoad Lecturers can be improved through management supervision by the Head of the Seskoad department. In improving the performance of lecturers, heads of departments carry out supervision management, it must be carried out through systematic and consistent stages so that educational goals are achieved. The duties and obligations of the head of the department are relevant to what Terry stated about management as quoted by Hasibuan (2017: 2), that management consists of planning, organizing, implementing, and supervising/controlling. The duties of the head of the department are related to supervision or supervision, in line with the theory of supervision put forward by Kimbal Wiles quoted by Maryono (2011: 18), namely: "Supervision is assistance in the development of a better teaching-learning situation". The scope of duties of the Head of department (Kadep) in general according to Regulation of the Chief of Staff of the Army Number 26 of 2019, includes: organizing teaching programs and preparing/revising learning outcomes according to the curriculum in educational operations; prepare, evaluate, and develop teaching materials in accordance with developments in science and technology and educational operations; plan and coordinate the preparation of Widya Iswara and Lecturers to present lessons; prepare records and reports according to the department's task area; carry out supervision of departmental staff related to their duties; plan, implement, and control administration within the department; and submit considerations and suggestions to the commander of the staff school and the army command in accordance with their duties.

Meanwhile, the expected condition is that the performance of Seskoad Lecturers can be improved through management supervision by the Head of the Seskoad department. In improving the performance of lecturers, heads of departments carry out supervision management, it must be carried out through systematic and consistent stages so that educational goals are achieved. The duties and obligations of the head of the department are relevant to what Terry stated about management as quoted by Hasibuan (2017: 2), that

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Based on the current conditions and faced with unexpected conditions, there are gaps or problems in student achievement with lecturer performance. This is shown through the phenomenon of students' ability to absorb knowledge that is not optimal and the performance of lecturers who are still lacking which can be interpreted as a lack of supervision from the Head of Department. The problem of this research includes "How is the formulation of Management (Planning, Implementation, and Organizing Evaluation) in the supervision of the Head of the Department of Education and Culture in improving the performance of Lecturers?" Based on this problem, the specified title is "Supervision management of the head of the department in improving the performance of lecturers (a case study on the Department of Operations and the Department of Olah Yudha, Army Staff and Command School (Seskoad)".

B. Literature Review

1. Supervision Management Review

George R. Terry in the book Principles of Management (Sukarna, 2011: 3), states that "management is the accomplishing of a predetermined objective through the efforts of other people" or management is the achievement of the goals that have been set through or together other people's efforts. Management is very important for every individual or group activity in the organization to achieve the desired goals. Management is process oriented which means that management requires human resources, knowledge and skills so that activities become more effective or can produce actions in achieving success. Therefore, no organization will be successful if it does not use good management. (Torang, 2013: 165).

2. Analysis about Academic Supervision

Supervision is a form of supervision of educational implementation activities carried out by people who are more capable of the people they lead or supervise and aim to provide assistance in the form of encouragement and guidance towards improvement. the main purpose of implementing supervision is to provide appropriate services for lecturers as assistance, encouragement or guidance as a way for leaders to help lecturers so that they can carry out their duties to create effective and efficient learning. Supervision as an effort to help solve problems encountered in learning and it is hoped that student learning outcomes can increase. The objectives of academic supervision are: (1) to help lecturers develop their competence; (2) developing curriculum; (3) developing lecturer working groups, and guiding various research and Community Service. ik to help teachers solve problems encountered in learning and guide educators / education to improve their teaching performance. With

assistance and guidance services from supervisors, it is hoped that improvements in lecturer performance will emerge so that there will be improvements in the learning process. In carrying out academic supervision, it must be carefully planned, aligning the objectives of academic supervision, namely to improve the quality of the performance of academic supervision results. Follow-up academic supervision: teacher performance development is carried out by the school principal. The results of academic supervision are applied as a guide for reflection in improving performance. The educational supervision approach consists of: a humanistic approach, a competency approach, a clinical approach, and a professional approach. Meanwhile, the educational supervision model consists of: conventional (traditional) models, scientific models, clinical models, and artistic models. Management Theory Supervises In Forming Constructivists (constructivist theories)

Constructivism is described as a theory that deals with the way people create meaning for the world through a series of individual constructs. Construct is a type of filter that is chosen to place more reality, changing reality from chaos to regularity. Von Glasersfield (1989:162) in Riyadi (2016:18) describes, "Constructivism as a theory of knowledge with roots in philosophy, psychology, and cybernetics". The word "cybernetics" has its roots in the science of how the human brain and nervous system work together to produce thoughts, attitudes and actions. Creating world meanings through individual construction requires assimilation, accommodation, and equilibration as described in Piaget's scheme theory, Vygotsky's Zone of Proximal Development (ZPD) concept, Bruner's theory of Discovery Learning, Ausubel's theory of meaningful learning, and symbolic interactionism. The principles taken from constructivism include: (1) knowledge is built by students actively, (2) learning pressure is on students (3) teaching is helping students learn, (4) the pressure in the learning process is more on the process and not results, (5) the curriculum emphasizes student participation, and (6) the lecturer acts as a facilitator. The supervisory model developed by Glatthorn suggests the term peer-to-peer supervision or collective supervision [9]. This approach suggests teachers communicate with each other watching each other in a management. The development of professional cooperation is a non-evaluation strategy for educators to help each other as professional cooperation partners. Furthermore, Glatthorn defines collective supervision as a structured process agreed by two or more educators working together for professional growth, which is generally carried out by observing each other's classes, giving each other feedback Progress in Social Science Research, Education and Humanities, collegial supervision on teaching performance. Lecturer performance is a determining factor for improving the quality of the learning process and the expected results Teacher teaching performance can be defined as the performance shown or the results achieved by the teacher in a certain period of time in carrying out their duties and obligations based on the procedures and rules that apply in the world of education for achievement of set educational goals. Lecturer work performance can be interpreted as something in the form of results shown by the teacher in carrying out duties and obligations in a work process as a manifestation of his competence obligations, especially in providing services. Lecturer performance is very important to note and evaluate, because teachers carry out professional duties. This means that these tasks can only be carried out by people with specific competencies. Teacher performance indicators include: a) planning learning activities; b) implementation of learning activities; and c) evaluation of learning. Teaching performance is influenced by various factors, both internal and external factors. In this case, the internal factors referred to include the following: (1) Motivation; (2) Professional competence; (3) Health; (4) Education; (5) That's the service period; (6) Facts; and (7) socioeconomic strata. While the external factors referred to include the following: (1) Facilities and Infrastructure; (2) Curriculum; (3) educational programs; (4) Leadership; and (5) management school.

C. Research Methods

This study uses the Descriptive Qualitative Naturalistic Analysis method. And constructivism while the case referred to in this study is the quality management of learning English. With the case study method, researchers explore the system through detailed and in-depth data collection involving various sources and information techniques. The data analysis technique that will be carried out takes place during data collection with the first stage being the grand tour and minitour questions, the data is analyzed using domain analysis. The second stage is to determine the focus, data collection techniques with minitour questions, data analysis is done by taxonomic analysis. Furthermore, at the selection stage, the questions used are structural questions, data analysis with component analysis. Then the final stage is theme analysis. Techniques for checking the validity of data in qualitative research include credibility tests (extending observations, increasing persistence, triangulation, analyzing negative cases, using reference materials, or conducting member checks), transferability, dependability, and confirmability.

D. Results and Discussion

1. Formulation of the head of the department's academic supervision plan.

In planning academic supervision. There is no supervision program policy to improve lecturer performance issued by the Institute, the Head of Department in conducting supervision only uses decision guidelines that are relevant to supervision, such as: Technical manual on Educational Assistance, Control and Supervision Based on the several explanations above planning characterized by inadequate supervision policies. Kadep has formulated the goals of academic supervision. The preparation of the supervision instrument should be accompanied by an assessment checklist. Hunkins f.p. (2009) revealed that there are five key dimensions that determine the quality of education delivery, namely: reliability, responsiveness, assurance, empathy, and physical abilities (tangibles and intangibles). The order of the five dimensions above is based on their degree of relative importance in the subjects. These dimensions are used by students to assess service quality and the services provided are a measure of service quality. Integrated quality management in the learning process in an effort to maximize competency and competitiveness through a continuous improvement process for services (educational services), humans (educators/lecturers and students), and the environment (Sekoad and stakeholders).

From the work that has been done with the target job. Supervision Schedule Arrangement. The preparation of the Supervision Schedule as part of the Kadep Supervision is scheduled according to the educational calendar such as the time for administrative checks such that in supervision, it is necessary to stimulate, coordinate and guide the continuous development of teachers (lecturers) individually or collectively.

In Organizing Academic Supervision, there is no determination of a supervision team. The condition of organizing academic supervision is not in accordance with the theory because there is no order or division of tasks and responsibilities within the supervision team. It should be necessary to determine human resources, delegation of authority and division of tasks and responsibilities in organizing, namely determining, grouping and managing the various activities needed to achieve targets.

2. Formulation of the implementation of academic supervision Head of department.

The initial implementation of Academic Supervision was carried out by the Kadep to check the administrative readiness of the lecturers as well as provide upgrading and check the

readiness of the lecturers to teach through Micro Teaching. The activities for the early stages of academic supervision carried out by the Kadep are in accordance with the theory of academic supervision, which is a series of activities to help lecturers develop their abilities to achieve learning objectives. Implementation of Academic Supervision carried out by the Kadep, has not made and used observation assessment checklists for teaching Lecturers. This condition is not in accordance with the principle of supervision in which the supervision of academic supervision is carried out objectively. Implementation at the end of Academic Supervision is carried out by the Head of Department at the end of the implementation of supervision listening and providing input to Lecturers. The implementation of this supervision is in accordance with the theory of supervision, especially in terms of discussing and interpreting the results of observations by prioritizing interpretation, the implementation of supervision is in accordance with what is expected.

3. Formulation of academic supervision management evaluation Head of department.

The Head of the Department does not use the standard evaluation Lecturer assessment is made to. The Lecturer Performance evaluation standard should be owned by the Head of Department in assessing lecturer performance. This condition is not in accordance with the theory of evaluation that: evaluation is measuring work results, comparing work results with standards and ascertaining when there are differences; correct unwanted deviations through corrective action. The Kadep carries out follow-up evaluations in the form of providing input and corrections to the Lecturer. Based on the view above, the implementation of follow-up supervision is relevant to the theory, especially the principles of academic supervision, namely: a) Providing assistance and guidance to lecturers in overcoming problems and difficulties rather than finding fault; b) Provision of assistance and guidance is carried out directly; c). Provide feedback on the results of supervision.

4 Formulation of constraints & management solutions for academic supervision Head of Department.

Human resource constraints that were met by the Kadep, namely: the fulfillment of organizational personnel who were still lacking in departments in different departments was not supported by a selective lecturer recruitment process, so that lecturers were found to have weaknesses in teaching and in class mastery paying little attention to the provisions on how to give instructions, pay less attention to the time allocation given so that it affects the material being taught. This is not in accordance with the theory of Lecturer Performance or work performance based on skills, experience and sincerity of time. Lecturers who teach should have gone through a selection process before carrying out teaching to students and have competence and a sufficient number of lecturers. In terms of facilities/infrastructure constraints, room capacity is not ideal. The larger the number of students, the better the example for the Dikreg LXI, the number of students is 450, the capacity of small class rooms has an ideal capacity of 15 to 20 people. There is no Closed Circuit Television (CCTV) in the Kadep room, this condition shows that the readiness of the infrastructure is inadequate. Material infrastructure, facilities, equipment, and procedures should mutually support learning objectives and must have been prepared. Furthermore, there are no cost constraints, but in the future it is necessary to pay for meetings and preparation of plans and reports on supervision of lecturer performance. Based on the explanation above, the constraints encountered indicate that the elements of management are not appropriate. This is relevant to what was stated by O.F Petersn (1954) that "Management is the use of man, money and materials to achieve a common goal.

E. Conclusions and Updates

The conclusion from this study is that teaching performance is significantly influenced by the practice of collegial supervision in schools. Collegial supervision

determines moderately and is able to explain its relationship with teaching performance. This study provides a recommendation that collegial supervision can be an alternative for schools through collaborative efforts and knowledge sharing between teachers so that in its implementation it needs to be strengthened with adequate work plans and implemented consistently.

Novelty or novelty obtained from research, as follows:

In the aspect of academic supervision management planning, the novelty is that the Seskoad Leaders and Heads of Departments continue to carry out strategies to encourage the achievement of academic supervision management. Planning supervision through the development model of the academic supervision management model for the head of the department in the Academic Supervision Management Development Model. The development of the model begins with the Seskoad commander providing directives regarding the academic supervision policy of the department head in improving lecturer performance to the department head. The head of the department studies the academic supervision policy directive and then follows it up into the supervision management process component which contains the stages of academic supervision, including: planning for academic supervision (planning), organization of academic supervision (organizing), implementation of academic supervision (actuating) and evaluation of academic supervision (controlling). Before carrying out this supervisory management process, the head of the department carries out an academic supervision management process, the implementation of which refers to the supervisory management steps by paying attention to the following indicators: Management planning for the head of the operations and sports department, Yudha Seskoad, in improving the performance of lecturers, will be limited to indicators : a) program supervision or vision and mission policies; b) the purpose of supervision; c) supervision approach; d) supervision instruments; e) arrange supervision schedule; f) Determine human resources; g) delegating authority; h) divide tasks and responsibilities.

Implementation of academic supervision of the department of operations and if yudha seskoad in improving lecturer performance, will be limited to indicators: a) the initial stage of supervision; b) implementation of supervision; and c) the final stage of the implementation of supervision. Evaluation of the academic supervision of the department of operations and if yudha seskoad in improving Lecturer performance, will be limited to indicators: a) Lecturer performance evaluation assessment standards; b) follow up on the results of the supervision evaluation. Seskoad constraints and solutions in improving lecturer performance will be limited to indicators: a) human resources; b) facilities and infrastructure; c) costs.

The output results are the output of the supervisory management process that has been implemented in the form of increased lecturer performance and resulting in independent lecturer outcomes in carrying out their duties and functions. It is hoped that this will become feedback for the head of the department to report the results to the Seskoad Commander. This process takes place continuously in order to produce Lecturers who are independent in carrying out their duties and functions.

In the aspect of implementing academic supervision management, the Head of Department needs to apply standards in reviewing administration that must be completed by Lecturers such as completeness of teaching preparation and completeness of certification of Lecturers who will teach.

In the aspect of evaluation in the management of academic supervision of the Head of the department in improving Lecturer performance at Seskoad, the novelty is the need to use

standard Lecturer performance assessment sheets according to Key Performance Indicators (KPI) determined by educational institutions, for example: subject identity, learning objectives, selection of teaching materials, selection of learning resources, selection of learning media, learning methods, learning scenarios and learning assessment design with a Likert scale score system 1-3 (score 1 if there is no conformity, score 2 is partial conformity and score 3 is complete conformity). The final value of the document review. Obstacles and solutions for Kadep academic supervision are not optimal, Constraints are lack of lecturer performance, facilities & infrastructure for room capacity are not appropriate. The solution in the form of a consistent Lecturer arrangement that is equipped with a Lecturer certificate and adjustment of room capacity to the number of students has implications for the realization of the educational supervision function of Lecturer performance growth.

The conclusion of this study is that teaching performance is significantly influenced through collegial supervision practices in schools. Collegial supervision determines moderately and is able to explain the relationship with teaching performance. This research provides one recommendation that collegial supervision can be alternative for schools through collaboration efforts and knowledge sharing between teachers so that in its implementation needs to be strengthened with an adequate work plan and implemented consistently

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