

CHAPTER I

INTRODUCTION

A. Research Background

Education is a conscious effort that is deliberately designed to achieve the intended purpose (Anonim, 2005: 2). Education aims to improve the human resource quality. One effort to improve the human resource is through learning process in school. One important component in education process in school is teachers' professional fulfillment.

Teachers are an important professional group in the process of teaching and learning in school. Teachers' activity in school will determine the effectiveness of the teaching and learning process and education goal achievement in school (Sulthon, 2009: 4). Teachers are one of the important factors in achieving the goals of teaching and learning process. The low and high of education is most determined by teachers' contribution level in teaching and learning process in school.

Based on the Law No. 14 of 2005, teachers as a learning agent is spearheading that are in the forefront in formal education, so it is not surprising that the teacher in charge associated with the quality of education. As a learning agent, teachers have a function to improve the national education quality. The existence of teachers becomes the important aspect in the school success, especially for teachers who give a meaningful teaching. This means that teachers are very competent in their field, work

professionally, can do everything, have high expectation to their profession and students (Komariah and Triatna, 2006: 42). Teachers are the determinant of education success (Kurnianto, 2008: 3).

Teachers are as one of the element to determine the success of teaching and learning activities. Gaps in the field show that the performance of teachers in teaching and learning activities are varied, the education qualifications are diverse, and competence is still not evenly distributed (Darto, 2007: 1).

To ensure the quality of the learning process and to realize professional teachers in the duties and functions, it is necessary to control the activity of learning through academic supervision.

It needs to be done systematically by the principal and school supervisor in order to provide guidance to teachers to make them work effectively and efficiently (Miftah, 2011: 4).

According to Robins (as cited by Mirza, 2011: 8) supervision can be defined as a monitoring process to ensure that all organizational activities can be done as what are planned and it is an activity to correct and fix if found any irregularities which would interfere the goals achievement. According to Sahertian (as cited by Indrayanto, 2010: 2) the goal of supervision is to give service and assistance to improve the teaching quality of teachers in classroom that in turn to improve the students learning quality. Not only to improve the teaching skill, but also to develop the potential of teachers' quality.

The improvement of teachers resources can be done with the help of supervision, namely people or agency that carry out supervision to teachers.

The background of requiring a supervising is from the society need. The substance of supervision refers to all assistants of the supervisor to the stakeholder of education, especially teachers to the improvements and development of learning aspects.

Supervision in school is to help teachers to identify the problems and obstacles faced in carrying out their duties, as well as finding solution of it, so teachers can improve their performance and professionalism in managing learning to improve the effectiveness of students' learning outcome.

With the supervision, it is expected that teachers receive guidance and training related to their duties. The supervision is needed because it is different with the trust that the teacher is a profession that always grows and developed. From the statement, it is clear that the role of supervision is very needed to develop the teaching and learning situation becomes better.

The condition has also been experienced by *SMK Negeri 1 Kaliwungu Semarang*. This school has a good potential with a good place, the sufficient learning facility and infrastructure, and the number of student which is quite a lot. This shows that *SMK Negeri 1 Kaliwungu Semarang* has a good quality to support student's learning activity in school so it can run effectively and get good output. Nevertheless, to know flaws and successes of teachers in performing their duties, it needs to be supervised.

Through academic supervision, teacher's performance in learning can be measured effectively so it can be used as input materials and the improvement of the quality of teachers and learning. Based on this case, the

researcher is interested to know more about the management of academic supervision at *SMK Negeri 1 Kaliwung Semarang*.

B. Research Focus

Based on the above research background, this research has a focus on what are characteristics of the academic supervision management at *SMK Negeri 1 Kaliwungu Semarang*. It is described into three sub focuses as follow.

1. What are characteristics of supervision management structure at *SMK Negeri 1 Kaliwungu Semarang*?
2. What are characteristics of the supervision activity at *SMK Negeri 1 Kaliwungu Semarang*?
3. What are characteristics of supervision reported at *SMK Negeri 1 Kaliwungu Semarang*?

C. Research Objective

In general, this research aims to describe the academic supervision management at *SMK Negeri 1 Kaliwungu, Semarang*. While specifically, this research has purposes, namely:

1. To describe the characteristic of supervision management structure at *SMK Negeri 1 Kaliwungu Semarang*.
2. To describe the characteristic of the supervision activity at *SMK Negeri 1 Kaliwungu Semarang*.

3. To describe the characteristic of supervision reported at *SMK Negeri 1 Kaliwungu Semarang*.

D. Research Benefit

This study has several benefits which are elaborated into theoretical benefit and practical benefit as follow.

1. Theoretical Benefit

Theoretically, this research can contribute to develop science and technology in education management and the human resources itself.

2. Practical Benefit

- a. For principal and supervisor, to be able to carry out the effective academic supervision, for teachers can be used as a reference material to motivate in improving their performance.
- b. For schools, it can be used as the reference material to make school' condition more conducive and comfort.

E. Glossary

1. Management is defined as a series of jobs or the work done by a group of people to perform a series of work in achieving certain goal.
2. Academic supervision is a series of activities to help teachers develop their ability to manage learning process in order to achieve learning objective.
3. Planning of academic supervision is a process that involves determining the goal or objective of organization, develop a comprehensive strategy to

achieve the goal set, and develop a comprehensive hierarchy of plan to integrate and coordinate academic supervision.

4. Implementation of academic supervision is a series of activities by supervisor to help teachers develop their ability to manage learning process.
5. Follow-up of academic supervision is a series of activities carried out by supervisor and teacher after holding the academic supervision.