

THE ROLE OF EDUCATIONAL SUPERVISION IN IMPROVING TEACHER COMPETENCY AND LEARNING QUALITY AT PALUMBONSARI STATE PRIMARY SCHOOL 1

Chairil Fajar Hardiansyah¹

¹ Management of Islamic Education, Singaperbangsa Karawang University

Email: chairil.fajar@fai.unsika.ac.id¹

DOI: 10.61553/ascent.v2i1.510	p-ISSN: 3025-5732	e-ISSN: 3025-5600
Diterima: 08 Juli 2024	Disetujui: 23 Agustus 2024	Diterbitkan: 31 Agustus 2024

Abstract :

This research aims to study how educational supervision can help improve the quality of learning in elementary schools. This supervision is carried out to support the development of teacher abilities and ensure quality education. This research used a qualitative approach at SDN Palumbonsari I, involving the school principal and teachers as data sources. Research procedures include observations of the school principal's work culture and interviews regarding teacher performance. The research results show that supervision, both administrative and academic, has a major influence on the management, planning and evaluation of learning carried out by teachers. Supervision also helps develop teacher professionalism through training and useful feedback. However, there are several challenges in implementing supervision, such as limited teacher knowledge, lack of creativity, and limited supervision time. Therefore, it is very important to build a more effective supervision system, which involves collaboration between school principals, teachers and supervisors, in order to improve the quality of education in a sustainable manner.

Keywords: *Development of Teacher Professionalism, Educational Supervision, Quality of Learning*

Abstrak :

Penelitian ini bertujuan untuk mempelajari bagaimana supervisi pendidikan dapat membantu meningkatkan kualitas pembelajaran di sekolah dasar. Supervisi ini dilakukan untuk mendukung pengembangan kemampuan guru dan memastikan pendidikan yang berkualitas. Penelitian ini menggunakan pendekatan kualitatif di SDN Palumbonsari I, dengan melibatkan kepala sekolah dan guru sebagai sumber data. Prosedur penelitian meliputi observasi terhadap budaya kerja kepala sekolah dan wawancara mengenai kinerja guru. Hasil penelitian menunjukkan bahwa supervisi, baik administratif maupun akademik, memiliki pengaruh besar terhadap pengelolaan, perencanaan, dan evaluasi pembelajaran yang dilakukan oleh guru. Supervisi juga membantu mengembangkan profesionalisme guru melalui pelatihan dan umpan balik yang bermanfaat. Namun demikian, terdapat beberapa tantangan dalam pelaksanaan supervisi, seperti keterbatasan pengetahuan guru, kurangnya kreativitas, dan waktu supervisi yang terbatas. Oleh karena itu, sangat penting untuk membangun sistem supervisi yang lebih efektif, yang melibatkan kolaborasi antara kepala sekolah, guru, dan pengawas, dalam rangka meningkatkan kualitas pendidikan secara berkelanjutan.

Kata Kunci: *Kualitas Pembelajaran, Pengembangan Profesionalisme Guru, Supervisi Pendidikan*

INTRODUCTION

Educational supervision is an activity carried out to improve the quality of teaching in elementary schools. This activity can be carried out by school principals, education supervisors, or teachers who are experienced and have expertise in carrying out supervision. The main aim is to support teachers in improving their teaching methods while ensuring that the teaching and learning process in the classroom runs better and saves time. (Bestari et al., 2023) In Law of the Republic of Indonesia Number 20 of 2003, Article 40 Paragraph 2b, it is stated that teachers and educational support staff have an obligation to be professionally committed to improving the quality of education. Therefore, teachers have a very important role in creating a supportive and comfortable learning atmosphere in the classroom. They are expected to be able to create an atmosphere and conditions that support interaction with students. (Ramadina et al., 2023) The success of the educational process depends on the cooperation of various parties, such as students, teachers, parents, school employees and the wider community. Supervision functions as a process that integrates all of these elements into a harmonious and useful whole in creating an optimal learning environment. In the context of educational institutions, supervision has a central role in managing and promoting cooperation between the individuals involved to achieve predetermined goals.

The process of assessment, coaching, development and supervision in educational institutions involves various methods, tools and human resources that must function effectively. Although often considered equivalent to activities such as inspections or assessments, supervision has a broader role in maximizing existing program responsibilities. The importance of supervision in building and improving cooperation in educational institutions cannot be ignored. The purpose of supervision is not to assess or highlight mistakes, but rather to provide coaching, evaluation, improvement and control to develop individual capacity to compete effectively and carry out tasks efficiently.

Thus, educational supervision has a crucial role in the education system with the aim of continuing to improve quality and achieve shared aspirations. This aspiration is a hope for all parties, including the state, educational institutions, students, parents and the community who have an important role in education. Therefore, educational supervision is an effective way to improve the teaching and learning process. (Kalalo & Merentek, 2023) Teachers play an important role in education, because they contribute directly to shaping the future of the younger generation. In this case, the teacher's ability to teach, which includes knowledge, skills and learning methods, becomes very important. This includes how teachers design, organize and carry out the teaching and learning process so that it can inspire, motivate students and help them develop their potential to the maximum.

Teachers are also expected to become experts in their field by mastering various basic skills that support them to carry out their duties well. One of the main abilities that teachers must have is the skill of managing the learning process. This includes several important aspects, such as designing learning materials with thorough preparation, using effective and motivating teaching methods, and evaluating student learning outcomes appropriately. This ability also includes expertise in understanding the unique needs of each student, adapting teaching methods to different ways of learning, and providing guidance that is appropriate to each student's development and abilities. Thus, pedagogical skills are basically the teacher's ability to design effective learning, carry out teaching creatively, and

evaluate learning outcomes fairly to support student progress. (Halalutu, 2023) Quality is a condition that continues to develop involving results, labor, processes, tasks and environments that can meet or even exceed people's expectations. To improve this quality, it is necessary to increase workforce skills, improve work methods and tasks, and adjust the school environment. the results achieved are in line with or exceed community expectations in a total quality management (TQM) approach, quality plays an important role in helping institutions manage change in a planned and comprehensive manner, including updating their vision, mission, values and goals. In the world of education, the quality of a school's graduates is measured by the extent to which their abilities meet the targets set in the learning plan. (Suparliadi, 2021) Taking this into account, this research was conducted to learn more about exploring the role of educational supervision in improving competency teachers and the quality of learning at SD Negeri Palumbosari 1.

RESEARCH METHOD

This research uses a qualitative approach that adapts to a particular context, with the researcher as the main tool for collecting data, most of which is qualitative in nature. The research location was at SDN Palumbonsari I, with a focus on two main groups, namely teachers and principals. The research process was carried out in stages. The first stage involves observation using a guide to observe the school principal's work culture, such as discipline, responsibility and honesty, as well as the teacher's ability to implement learning strategies. The second stage uses an interview guide which contains questions related to the main research topic. (Firmansyah et al., 2022).

The data analysis method in this research includes several steps, namely collecting data, simplifying or summarizing the data, presenting it in a structured manner, and drawing conclusions. To ensure that the data obtained is accurate and reliable, triangulation techniques and data verification through member checks are used. The triangulation applied in this research involves comparing data from various sources (Andrian et al., 2024).

RESULTS AND DISCUSSION

Planning

Educational supervision planning begins with preparing a supervision schedule for each supervisor, which includes preparation of important components that must be prepared by teachers, such as syllabus, semester program, annual program, time allocation, and learning plans. Apart from that, the supervision team also designs formats for lesson plans, learning assessment formats for teachers and students, as well as recapitulation of academic supervision results. (Djuhartono et al., 2021) After all documents have been prepared and approved, the school principal and supervisor will determine the supervision schedule based on the annual plan, with supervision carried out in turns for several selected teachers. The supervision process begins with collecting relevant documents, such as teaching modules that must be checked to ensure compliance with applicable standards. Supervision is carried out twice a year, every semester, with two different types of supervision, namely administrative supervision and academic supervision. Administrative supervision includes managing class or subject administration, including attendance, preparing Learning Implementation Plans (RPP), as well as recapitulating student data. Meanwhile, academic supervision focuses on learning

aspects, namely preparation, implementation and evaluation of the teaching and learning process (PBM) carried out by the teacher.

Organizing

Organization in academic supervision involves an institution that operates with various personnel, where each individual has specific responsibilities (Djuhartono et al., 2021). Based on the results of an interview with the Principal of SDN Palumbonsari I, the organizing process for implementing supervision was carried out through a division of tasks that took into account input from various parties. The school principal distributes tasks to all staff, both related to academic and administrative aspects. This division of tasks is shown through the organizational structure at SDN Palumbosari I (Syaodih et al., 2023).

Implementation

The implementation of supervision in the world of education is divided into two main types, namely administrative supervision and academic supervision. Even though these two types of supervision have different focuses and goals, they complement each other to achieve optimal educational quality. Administrative supervision is related to the management of various documents and administrative procedures that must be prepared by teachers, both class teachers and subject teachers. This administrative aspect includes managing student attendance, daily agendas, picket schedules, subject schedules, and class agreements. The aim of administrative supervision is to ensure that all administrative documents and procedures that support the learning process are prepared and managed properly in accordance with applicable standards.

On the other hand, academic supervision focuses on aspects of learning carried out by teachers in the classroom, including three main stages: preparation, implementation and evaluation of learning. The aim of academic supervision is to ensure that teachers prepare learning materials and strategies well, carry out the teaching and learning process (PBM) effectively, and carry out appropriate evaluations of student learning outcomes. Well-planned academic supervision should be carried out in a structured and effective manner. Supervisors need to make thorough preparations, including scheduling supervision. Before carrying out supervision, there needs to be prior explanation and information to the teacher who will be supervised. Choosing the right supervision technique and the instruments used is very important to ensure the supervision process runs smoothly. (Isbianti & Andriani, 2021)

The methods used in educational supervision in schools include observation and coaching. Observations are carried out by directly observing the course of learning in the classroom to assess how the teacher carries out the learning process. Through these observations, school principals can provide constructive feedback regarding aspects that are working well, as well as areas that need improvement. Meanwhile, coaching provides an opportunity for school principals and teachers to have collaborative discussions, where the principal asks about the obstacles teachers face during the learning process. For example, if there is a problem such as students who cannot remain silent or the classroom atmosphere is not conducive, coaching becomes a space for teachers to explore solutions to these problems. This approach allows teachers to find effective ways to overcome challenges in the classroom with support and guidance from the principal. With structured

administrative supervision and academic supervision that focuses on the quality of learning, these two types of supervision work synergistically to support teachers in playing a role in creating a better learning process that is in line with educational goals. Supervision not only aims to supervise, but also becomes a helpful tool for teacher professional development, which in turn will improve the quality of learning and create a more conducive classroom atmosphere.

Evaluation

Monitoring in the educational context is this activity which aims to evaluate the extent to which the implementation of educational programs is in accordance with the plans and standards that have been set. (Karyati, 2020) Monitoring is carried out to monitor the progress of implementing education in schools and to find problems that need to be addressed. With monitoring, supervisors and related parties can receive useful input to achieve educational goals. Supervisors need to be equipped with a tool or checklist that includes all indicators that need to be considered and assessed. to determine the level of implementation and success of the program, as well as provide input for planning for the following year. This evaluation not only aims to assess, but also provides an overview of the extent to which the school has met the expected standards.

In implementing supervision, the follow-up carried out includes *Kombel* (Learning Community) activities, which are a development of the *KKG* (Teacher Working Group). In *Kombel*, teachers gather to share experiences and good practices in the learning process. This activity provides an opportunity for teachers to discuss common obstacles faced in the classroom, as well as share solutions and ideas for overcoming challenges in managing learning. *Kombel* creates a collaborative culture that supports mutual professional growth, where teachers not only get input from the principal or supervisor, but also from fellow teachers. Through sharing experiences, it is hoped that the quality of learning can improve, which ultimately helps improve the quality of education in schools.

In addition, feedback in supervision is provided through structured coaching sessions, which aim to provide specific notes regarding the challenges teachers face. Coaching allows school principals or supervisors to provide more personalized feedback, according to the needs and context of each teacher. Every teacher, with a different number of students and varying challenges, requires a customized solution. For example, teachers who teach in classes with a large number of students or who are difficult to supervise, can discuss with the principal about more effective teaching strategies. However, obstacles in implementing supervision and coaching are often related to limited time, considering the large number of teachers and diverse individual needs. To overcome time problems, the principal involves experienced senior teachers to help assist other teachers. With the help of senior teachers, coaching sessions can be divided and managed more efficiently, ensuring each teacher has the opportunity to discuss and receive constructive feedback without compromising the quality of supervision. This approach allows supervision and coaching to remain effective, even with limited time and number of teachers to serve.

Problems in Supervision

The school supervision process is not always slow and produces the best results. Serious problems arise between supervisors and supervised teachers, such

as student learning outcomes that are not fully understood, many teachers are incompetent, and other problems. Or low creativity in teaching. Some problems that arise during supervision include: a) Lack of teacher knowledge; b) Leaders who are not authoritative; c) lack of creativity; d) Prioritize formality, ignoring essence; and e) Lack of availability of facilities. The obstacle is that a teacher's ability to convey knowledge is limited, and he is not very motivated to learn continuously. As a result, the potential is not realized and the learning process ends up becoming monotonous. As a result, the supervisory function does not run smoothly due to weak leadership, lack of supervision and busy leadership.

The teaching and learning process is the teacher's responsibility to produce quality students. Therefore, teacher performance has a clear direction and purpose. Performance can be interpreted as the extent to which an activity or program succeeds in achieving its goals and targets. The school principal is tasked with monitoring and ensuring that teachers carry out their duties well in accordance with the goals that have been set. As a supervisor, the principal provides guidance, support, and evaluation to help overcome problems related to education and the use of technology in schools. The main goal is to create a better learning atmosphere. In this way, teachers will receive support from the school principal in improving their performance. School principals help teachers who have difficulty understanding assignments, face obstacles in teaching, or need help in preparing lesson plans and conducting student evaluations. (Djuhartono et al., 2021)

CONCLUSION

The results of this research show that educational supervision has a very important role in improving the quality of the teaching and learning process in elementary schools. Through planned supervision, both in administrative and academic aspects, school principals and supervisors can support teachers in managing the teaching and learning process and improving their skills. Supervision not only aims to supervise, but is also a way to develop teacher professionalism, which overall has an impact on improving the quality of education.

Well-designed supervision, implemented through effective observation and coaching, can create a more supportive learning environment. Feedback provided constructively from supervision results helps teachers improve and improve their teaching methods. However, the implementation of supervision still faces challenges, such as limited teacher creativity, lack of knowledge, and insufficient time for a comprehensive supervision process. Therefore, school principals need to continue to develop a supervision system that is efficient and involves all parties to encourage improvements in the quality of education. Educational supervision that is carried out consistently and involves collaboration between school principals, teachers and supervisors is able to improve teacher competence and the quality of education. It also helps in achieving better educational goals at primary school level.

DAFTAR PUSTAKA

- Andrian, T., Aslan, & Effiyadi. (2024). SCHOOL PRINCIPAL SUPERVISION IN IMPROVING THE ROLE OF PAI TEACHERS IN SMP NEGERI 5 SEMARANG IN THE YEAR 2023-2024. *HUMANITIS: Journal of Humanities, Social Affairs and Business*, 10.
- Bestari, P., Awam, R., Sucipto, E., Marsidin, S., & Rifma, &. (2023). The Role of Educational Supervision in Improving the Quality of Learning in the Digital Era. *Papeda Journal*, 5(2).
- Djuhartono, T., Ulfiah, U., Hanafiah, H., & Rostini, D. (2021). SCHOOL PRINCIPAL ACADEMIC SUPERVISION IN IMPROVING VOCATIONAL TEACHER PERFORMANCE. *Research and Development Journal of Education*, 7(1), 101. <https://doi.org/10.30998/rdje.v7i1.9147>
- Firmansyah, Tiro, A., & Hartini. (2022). THE ROLE OF SCHOOL PRINCIPALS' WORK CULTURE
- Destari, Dina (2024). DEVELOPING INCREASING TEACHER PERFORMANCE COMPETENCE. *UTILITY: Scientific Journal of Education and Economics*, 7(1). <http://journal.stkipnurulhuda.ac.id/index.php/utility>
- Halalutu, F. (2023). Efforts to Increase the Creativity of Teachers' Pedagogical Competencies in Preparing, Developing CP, TP and ATP Through KKG at the Leading MIM in Gorontalo City. *Research Review Multidisciplinary Scientific Journal*, 2(2).
- Isbianti, P., & Andriani, D. E. (2021). Implementation of Academic Supervision by Principals of State Junior High Schools in Klaten, Central Java. *Journal of Educational Management Scientific Journal of Educational Administration, Management and Leadership*, 3(1), 75.
- Kalalo, R. R., & Merentek, T. C. (2023). The Role of Educational Supervision in Improving the Quality of Education in Indonesia. *Rhapsodi Journal of Multidisciplinary Studies*, 1(2). <https://journal.fkipukit.ac.id/index.php/RJSM>
- Ramadina, R., Siregar, N. S., Tantri, A., Daulay, N. A., Ubaydillah, M., & Maulana, M. R. (2023). The Role of Educational Supervision in Improving the Quality of Learning and Teaching. *SUBLIM: Journal of Education*, 1(1). <https://ummaspul.e-journal.id/Sublim>
- Suparliadi. (2021). The Role of Educational Supervision in Improving the Quality of Education. *Journal Of Administration and Educational Management (ALIGNMENT)*, 4(2), 187-192. <https://doi.org/10.31539/alignment.v4i2.2571>