



Education Supervision Visit on Implemented Inspection of Office Spatial Management at State Elementary School

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Abstrak

Tata ruang kantor yang tidak baik akan memboroskan tenaga, waktu, menimbulkan rasa tidak tenang dan rasa tidak betah sehingga gairah dan semangat mengajar menurun. Guna menghindari hal tersebut maka penyusunan tata ruang kantor harus baik dan mampu menciptakan suasana mengajar yang nyaman dan menyenangkan diharapkan akan mendorong guru dalam mengajar untuk lebih semangat dalam menyelesaikan tugas pemengajarannya. Prosedur penelitian yang dilakukan adalah menggunakan model penelitian tindakan sekolah yang dikembangkan oleh Kemmis & Taggart (2000), dimana pada prinsipnya ada empat tahap kegiatan yaitu, perencanaan tindakan (*planning*), pelaksanaan tindakan (*action*), observasi dan evaluasi proses tindakan (*observation and evaluation*) dan melakukan refleksi (*reflecting*). Berdasarkan hasil analisis dan pembahasan siklus I dan siklus II tersebut di atas, maka dapat disimpulkan bahwa: Ada peningkatan kemampuan guru dalam menampilkan gagasan guna perbaikan tata ruang kantor dan memanfaatkan pertamanan di lingkungan sekitar sekolah sebagai motivasi guru dalam menyelenggarakan kegiatan belajar mengajar di SD Negeri 01 Pancakarya Kecamatan Ajung Kabupaten Jember

Abstract

An office layout that is not good will waste energy, time, create a feeling of discomfort and discomfort so that the enthusiasm and enthusiasm for teaching decreases. In order to avoid this, the arrangement of office layouts must be good and able to create a comfortable and pleasant teaching atmosphere. It is hoped that this will encourage teachers in teaching to be more enthusiastic in completing their teaching assignments. The research procedure used was to use the school action research model developed by Kemmis & Taggart (2000), where in principle there are four stages of activity, namely *planning*, *action*, *observation and evaluation*, and *reflecting*. Based on the results of the analysis and discussion of cycle I and cycle II mentioned above, it can be concluded that: There is an increase in the teacher's ability to present ideas for improving office layout and utilizing landscaping in the environment around the school as teacher motivation in organizing teaching and learning activities at SD Negeri 01 Pancakarya, Ajung District, Jember Regency.

Pendahuluan

There are two types of influences that can affect performance: internal and external. External elements or factors

include the environment, management attitude, job design, performance evaluation, feedback, and wage administration. Meanwhile, internal factors include ability, motivation, and

understanding of the roles assigned to them. When talking about the environment as an external component that affects performance, Timple explains that creating a good work environment encourages people to work more productively (Miada, 2021). This pleasant work environment can be created by managing and arranging good office space so that by paying attention to environmental factors, employee performance levels can increase. According to Mariam, et al. elements of office layout (office layout) which includes the placement of furniture and office machines is one aspect that can affect the success of employee work (Mariam, Iis, et al, 2014). Office layout according to The Liang Gie, is the determination of space requirements and the proper use clear of the space to save the easy arrangement of physical factors required for the execution of office work at a reasonable cost . (Mufajar et al., 2022; Trisna, 2022; Zulkarnain, 2015). Spatial planning is the placement and organization of all office equipment and furniture in the available spaces to create Office Spatial Management in Improving Teacher Performance at SDNegeri 01 Pancakarya Ajung, a comfortable environment for employees so that spatial planning is the arrangement and arrangement of all office equipment and furniture in the right places available, so that they can work well, achieve work efficiency, and operate or work freely and freely (Sedamayanti, 2001). Office space can be a factor that supports the creation of a pleasant work environment. (Dina et al., 2022; F. Fitri, 2019). In the room, employees carry out various activities so that most of the time employees spend in the office. A good office space arrangement will help expedite the flow of work so that it will provide maximum work results. So therefore, An office layout that is not good will waste energy, time, create a feeling of discomfort and feeling uncomfortable so that the passion and enthusiasm for teaching decreases. In order to avoid this, the arrangement of office layouts must be good and able to create a comfortable and pleasant teaching atmosphere. It is hoped that this will encourage teachers in teaching to be more enthusiastic in completing their

teaching assignments. The teacher's enthusiasm for teaching in daily teaching is influenced by many factors, including non-material needs such as spiritual needs, feelings of security when he teaches and in the future, as well as adequate and pleasant facilities. A good office layout will more or less be able to help improve office tasks so that the mechanism teaching can run smoothly. Conditions in a pleasant teaching place can increase enthusiasm for teaching, therefore a good spatial planning is needed.

I. RESEARCH METHODOLOGY

A. Research Locations and Implementation Time

The research location was at SD Negeri 01 Pancakara, Ajung District, Jember Regency, and was carried out in the odd semester of the 2022/2023 school year, aimed at teachers which was aimed at teachers. The main reason is from the results of observations and information from teachers, that almost all teachers rarely and even pay less attention to office layouts for convenience during the teaching and learning process.

B. Action Planning

The form of action is in the form of collective supervision of guidance for teachers through teacher meetings at SD Negeri 01 Pancakara, Ajung District, Jember Regency, so that they are able to organize office space for effective teaching and learning. In detail, the forms of action in this study are:

1. Convey technical information on how to organize a clean, tidy and conducive office space.

2. Guiding and directing teachers to always pay attention to comfortable office layout facilities and infrastructure.

The research procedure used was to use the school action research model developed by Kemmis & Taggart (2000), where in principle there are four stages of activity namely, action planning (planning), implementation of the action (action), observation and evaluation of action

processes (observation and evaluation) and reflection (reflecting).

The overall research flow can



Figure 1. Research Flow

In detail, the procedure of action taken is:

1. Divide teachers into two small groups with the school committee and representatives of student guardians.
2. Researchers provide an explanation of how to arrange office desks and chairs in the meeting room/teacher meeting including the Saptam's office at the entrance gate and so on
3. The teacher together with the school committee and several representatives of student guardians develop a development program learning infrastructure in schools in group discussions.

C. Observation and Evaluation

The details of the action procedure performed are:

1. Divide teachers into two small groups with the school committee and representatives of student guardians.
2. Researchers provide an explanation of how to arrange office desks and chairs in the

meeting room/teacher meeting including the Saptam's office at the entrance gate and so on.

3. The teacher together with the school committee and several representatives of student guardians develop a program for building learning infrastructure in schools in group discussions.

The observation was carried out using the observation sheet:

Table 1. Observation Format

No	Responden Penelitian	Aspek yang diobservasi				Jml skor maksimal 100
		Kerjasama (1-10)	Aktivitas (1-40)	Perhatian (1-20)	Prentasi (1-30)	
1						
2						

The rating scale used is a Likert scale with 5 attitude categories, namely: very high, high, low, medium and very low. The assessment is carried out by giving a score in the column provided with the following conditions:

score 5 = very high, score 4 = high, score 3 = moderate, score 2 = low, and score 1 = very low.

After obtaining the value, the value is transferred into a qualitative form to provide comments on how the quality of the teacher's attitude is observed in school discussions/meetings represented by several elements of education, preparation of scenarios for office layout techniques and assessment of implementation with the five scale benchmark reference assessment criteria as following :

Table 2. Scale 5 Reference Assessment

N	Rentang Nilai	Kreteria
1	90 – 100	A=Baik Sekali
2	80 – 89	B=Baik
3	65 – 79	C=Cukup
4	55 – 64	D=Kurang
5	0 - 54	E=Sangat kurang

Criteria Sutrisno Hadi (2000).

The evaluation phase was carried out at the end of the action which aimed to determine the level of ability of the principal and teachers and school committees in managing the office layout as a teacher's room and teacher work meetings at SDNegeri 01 Pancakarya, Ajung District, Jember Regency.

B. Reflection

Based on the results of observations during the activity and the evaluation results at the end of the cycle meeting, a reflection was carried out. The results of this reflection are used as a reference for planning the improvement and improvement of the next cycle.

All stages of these activities starting from the planning, implementation and observation and evaluation stages are carried out repeatedly through cycles until there is an increase as expected, namely achieving a "good" category score with a score range of 80 - 89. If the score obtained is less than 80 -89, means it has not met the target set, it needs guidance in cycle II.

I. RESULTS AND DISCUSSION

A. Cycle 1

The activities in cycle I began with discussion activities or teacher work meetings with the school committee regarding the problems encountered in the use of landscaping in the environment around the school as a support for cool, clean and tidy office layout infrastructure, the results of which are presented in table 3 below:

Table 3. Observation Data

Assessment of cooperation between teachers in the form of an office layout

No	Respondents Study	Rated aspect				Amount Score maximum 100	Category
		Work love	Activit y s	Per heart an	Prese nt si		
		(1-10)	(1-40)	(1-20)	(1-30)		
1	Husnul Yaqin, S.Pd., M.Pd	9	35	18	27	89	B
2	Herawati, S.Pd	9	34	18	27	88	B
3	Linda Suryai, S.Pd	9	33	17	25	84	B
4	Siti Aminah, S.Pd	8	32	17	28	85	B
5	Erik Jupriyanto, S.Pd	8	33	19	26	86	B
6	Dwi Puji Lestari, S.Pd	8	32	15	27	82	B
7	Syafii, S.Pd	7	32	17	25	81	B
8	Ivah Sari Dewi, S.Pd	7	32	16	25	80	B
9	Mohammad Muhlisin, S.Kom	7	28	15	24	74	C
10	Siti Apriatul Lailiyah, S. Sos	7	32	16	25	80	B
	Amount	79	323	168	259	829	
	Average	7,9	32,3	16,8	25,9	82,9	B

implementation planning program compiled by the Principal and teachers in cycle I, the results were obtained as in table 4 below:

Table 4. Data on Teacher Work Meeting Assessment Results

While the assessment of the implementation of the use of landscaping around the school environment as

No	Respondents Study	Rated aspect				Amount Max Score 100	Category
		1	2	3	4		
1	Husnul Yaqin, S.Pd., M.Pd	8	35	17	26	86	B
2	Herawati, S.Pd	8	33	17	27	85	B
3	Linda Suryai, S.Pd	8	35	18	25	86	B
4	Siti Aminah, S.Pd	9	35	18	27	89	B
5	Erik Jupriyanto, S.Pd	8	32	19	26	85	B
6	Dwi Puji Lestari, S.Pd	8	32	15	27	82	B
7	Syafii, S.Pd	7	27	15	25	74	C
8	Ivah Sari Dewi, S.Pd	7	32	16	25	80	B
9	Mohammad Muhlisin, S.Kom	7	28	15	24	74	C
10	Siti Apriatul Lailiyah, S. Sos	7	33	16	24	80	B
	Amount	77	322	166	256	821	
	Average	7,7	32,2	16,6	25,6	82,1	B

supporting infrastructure for cool and beautiful teacher office layout techniques in cycle I obtained the following results:

Table 5. Results of evaluating ideas in the Teacher Work Meeting (RKG)

No	Respondents Study	Rated aspect				Amount Score max 100	Category
		1	2	3	4		
1	Husnul Yaqin, S.Pd., M.Pd	7	31	17	26	81	B
2	Herawati, S.Pd	7	30	17	24	78	C
3	Linda Suryai, S.Pd	7	29	16	24	76	C
4	Siti Aminah, S.Pd	6	31	16	25	78	C
5	Erik Jupriyanto, S.Pd	6	29	15	26	76	C
6	Dwi Puji Lestari, S.Pd	6	29	15	27	77	C
7	Syafril, S.Pd	6	27	15	24	72	C
8	Ivah Sari Dewi, S.Pd	6	27	15	25	73	C
9	Mohammad Muhlisin, S.Kom	6	28	14	24	72	C
10	Siti Apriatut Lailiyah, S.Sos	6	28	14	22	70	C
Amount		63	289	134	247	753	
Average		6,3	28,9	13,4	24,7	75,3	C

Based on table 3, the results of the implementation observation assessment of the use of landscaping in the environment around the school as additional infrastructure or supporting the coolness of the atmosphere in teaching and learning activities at schools are included in the "Good" category with an average score of 82.9. This shows that teachers at SDNegeri 01 Pancakarya Ajung have used the environment to support the learning process. The relationship between office layout and employee performance is explained in Timple that employee performance can be influenced by external elements, one of which is the environment. (A. Fitri et al., 2022; Zulkarnain, 2015). While the results of the assessment of the teacher's work meeting shown in table 4 are included in the "Good" category with an average value of 82.1. Meanwhile, the assessment of ideas in the implementation of teacher work meetings, the results were in the "enough" category with an average score of 75.3. This shows that the teacher in conveying ideas in meeting activities is not optimal, so it needs improvement. (Miada, 2021).

B. Cycle 2

As with the activities of researchers in the first cycle, the activities in the second cycle were carried out by observation, evaluation and assessment. The results of observations on the teacher's attitude in discussing in cycle II can be presented as follows.

No	Respondents Study	Rated aspect				Amount Score Max 100	Category
		1	2	3	4		
1	Husnul Yaqin, S.Pd., M.Pd	9	35	18	28	90	A
2	Herawati, S.Pd	9	34	18	24	85	B
3	Linda Suryai, S.Pd	9	34	18	27	88	B
4	Siti Aminah, S.Pd	9	35	18	28	90	A
5	Erik Jupriyanto, S.Pd	7	32	16	26	81	B
6	Dwi Puji Lestari, S.Pd	7	29	16	27	79	B
7	Syafril, S.Pd	7	33	17	24	81	B
8	Ivah Sari Dewi, S.Pd	7	33	18	25	83	B
9	Mohammad Muhlisin, S.Kom	7	31	16	24	78	B
10	Siti Apriatut Lailiyah, S.Sos	7	31	16	22	76	B
Amount		78	327	171	255	831	
Average		7,8	32,7	17,1	25,5	83,1	B

Table 6. Observation Data

An assessment of inter-teacher cooperation in the form of an office spatial implementation planning program prepared by the Head of School and teachers in cycle II, obtained the following results:

Table 7. Data on Teacher Work Meeting Assessment Results

The results of the assessment of the implementation of the idea of office layout can be presented as follows:

Table 8. Assessment of implementation of ideas in RKG

No	Respondents Study	Rated aspect				Amount Score max 100	Category
		1	2	3	4		
1	Husnul Yaqin, S.Pd., M.Pd	9	35	19	28	91	A
2	Herawati, S.Pd	9	34	19	24	86	B
3	Linda Suryai, S.Pd	9	34	19	27	89	B
4	Siti Aminah, S.Pd	9	35	18	28	90	A
5	Erik Jupriyanto, S.Pd	8	32	18	26	84	B
6	Dwi Puji Lestari, S.Pd	8	33	18	27	86	B
7	Syafril, S.Pd	8	33	18	24	83	B
8	Ivah Sari Dewi, S.Pd	8	33	18	25	84	B
9	Mohammad Muhlisin, S.Kom	8	31	17	24	80	B
10	Siti Apriatut Lailiyah, S.Sos	8	31	17	22	78	C
Amount		84	331	181	255	851	
Average		8,4	33,1	18,1	25,5	85,1	B

The data obtained from observing teacher attitudes in cycle

II, after being analyzed there was an increase in the direction of improvement, namely being in the "good" category, with an average score of 83.1. Meanwhile, the RKG assessment at SDNegeri 01 Pancakarya, Ajung District, Jember Regency is in the "good" category with an average score of 84, as well as the evaluation of the ideas and implementation of the RKG at SDNegeri 01 Pancakarya, Ajung District, Jember Regency is in the "good" category with an average score of 85, 1.

By looking at the results in cycle II, the reflection of the results obtained by researchers in cycle II is that there is an increase in the teacher's ability to make office layouts beautiful, clean and comfortable by utilizing landscaping in the environment around the school as teacher motivation in carrying out teaching and learning activities. This is evidenced by the average scores obtained in programming ideas and in their implementation in schools which have shown a significant increase. (Mufajar et al., 2022; Nasution, 2021).

Of the 10 teachers involved, in the first cycle of the Observation assessment there were 9 people in the "Good" category and 1 person in the sufficient category, in the RKG assessment there were 8 people in the good category and 2 people in the sufficient category, in the RKG idea assessment there were 1 person in the good category and 9 people in the good category Enough. Therefore, it does not meet the set criteria, so it is continued with the actions of cycle II, the results of which are generally an increase in a better direction, namely 75% of teachers have received a good category with an average score of 80-90. This is in accordance with the success criteria. set. (B et al., nd; National et al., 2022; Nasution,

2021; Padang, 2021; Rahmadila et al., 2022; Realita et al., 2022; Skemp, 1987)

In detail, the acquisition of the average value of increasing the teacher's ability to present ideas for improving office layout and utilizing landscaping in the environment around the school as a teacher's motivation in carrying out teaching and learning activities, namely the average value of observations from discussion results from 82.9 in cycle I to 83 .1 in cycle II there was an increase of 0.2, the RKG assessment average value was 82.1 in cycle I became 84 in cycle II there was an increase of 1.9, the RKG idea assessment average value was 75.3 in cycle I became 85, 1 in cycle II, there was an increase of 9.8. (In & Country, 2022; Jumped & Education, 2022; National et al., 2022; Trisna, 2022)

II.CONCLUSION

Based on the results of the study it can be concluded:

1. Spatial changes made to SDN 01 Pancakarya, Ajung District, Jember Regency very big influence on the learning process
2. From the reflection on all activities in cycle I, several obstacles were found which resulted in the not optimal ability of the Principal and Teacher in managing the teacher's office space and the principal's room.

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