



The Effect of Educational Supervision on the Learning Activities of Binjai State Madrasah Tsanawiyah Students

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Abstract

Supervision in schools is carried out by a principal who acts as a supervisor, so he must be able to carry out various supervision and control to improve teacher performance. This supervision and control is a preventive measure to prevent teachers from making deviations and to be more careful in carrying out their work as educators. Therefore, this study reveals the supervision activities carried out by the Principal of MTSN Binjai on teacher performance in student learning activities. The results of this study are: 1). The focus of supervision activities carried out by school principals can be identified in two ways, namely; How is the influence of supervision activities on the ability of teachers to adjust and learning outcomes at MTSN binjai and how are the direct and indirect effects of supervision on teachers' professional abilities in teaching and learning activities, 2). Supervision activities are very helpful for teachers in solving educational problems faced by teachers during learning, and can provide motivation for teachers to always increase knowledge to become professional teachers in carrying out learning, 3). The principal obstacle in supervising is in the supervision of online learning.

Keywords: *Supervision: Principal: Teacher.*

Introduction

Improving quality, especially in the world of education in Indonesia today, is a must. Especially with the current development of Science and Technology (IPTEK), it requires schools to be able to adjust to the current changes. The change also requires actors in the world of education to improve their quality to be able to realize quality education. Education is an important factor that determines the progress of a nation. Through education, the next generation will grow and

develop who are knowledgeable and skilled and able to compete with other nations in the world.

In the new paradigm of education management, the principal has several managerial functions, namely as an educator, manager, administrator, supervisor, leader, innovator, motivator (*EMASLIM*). In relation to the principal's duties as an education supervisor, the principal is required to have the ability to manage education quality improvement programs in schools.

Therefore, the principal should be able to carry out supervision effectively as mandated in Permendiknas No. 13 of 2007 concerning The Standard of The Principal / Head of Madrasah that the principal has the task of planning an academic supervision program in the context of teacher professionalism, carrying out academic supervision of teachers using the right approach and supervision techniques and following up on the results of academic supervision of teachers in the context of increased professionalism of teachers.

Educational supervision can be interpreted as a monitoring activity by the supervisor and principal or head of the madrasah on the implementation of the curriculum including assessment of learning in the classroom, straightening out deviations in student behavior, improving circumstances, improving programs, and developing the professional abilities of teachers. Educational supervision is one of the things that must be done seriously in order to improve and improve the quality of education. The supervision carried out by the principal is currently felt to be still not optimal, because the principal has difficulties in its implementation. According to Sergiovani and Starrat (1993), most of the supervisor's time is used for administrative matters in schools. The lack of maximum supervision services provided by the principal or madrasah has resulted in many problems found related to the quality and professionalism of teachers in Indonesia. According to Mulyasa, some of the mistakes that are often made by teachers in learning practice are, 1) taking shortcuts in learning; 2) waiting for learners to behave negatively; 3) using destructive discipline; 4) ignoring learner differences; 5) feel the smartest and know best; 6) unfair (discriminatory); and 7) forcing learners' rights.

Metode

Types of research

Judging from the type of data, the research used in this study is a type of qualitative research. As for what is meant by quantification research, it is research that intends to understand the phenomenon of what the research subject experiences holistically, and by means of descriptions in the form of words and language, in a special context that is natural and by utilizing various scientific methods.

The type of approach to this research is descriptive. Descriptive research is research that seeks to solve problems that exist now based on data. The type of qualitative descriptive research used in this study is intended to obtain information about the influence of educational supervision on student learning activities at MTsN Binjai.

Subject of study

The subject of this study is to focus on the influence of educational supervision on student learning activities at MTsN Binjai. An informant is a person who provides information or a source, that is, seeks information through the principal and teacher. Then in this study there is a key informen which is the initial informen that will be chosen randomly sampling.

Research instruments

The main instruments of this study are group researchers, who are assisted by supporting instruments, namely interview guidelines and observation checklists. Researchers try to avoid the influence of subjectivity and maintain the environment naturally so that the processes that occur run as usual. In this study, the researcher did not determine the duration or day, but the researcher continuously dug up the data in the right time and according to the opportunity with the informants. On the other hand, what the research emphasizes is the direct involvement of researchers in the field with informants and data sources.

The presence of researchers is very important in conducting research, in order to build good relations with informants, because information is the key to research carried out by the researcher himself. Researchers who have a good relationship with an informant will find it easier to get the information or data needed, because researchers want natural results without any engineering by an informant.

Result dan Discussion

One of the duties of the principal is to hold academic supervision. Supervision is a series of activities in assessing teacher performance that aims to help them develop their ability to manage learning. Although it is the duty of the principal, in its implementation this supervision can be carried out by vice principals or teachers who are considered capable due to several considerations of eligibility. This is done not only so that the supervision program is carried out, but also to provide learning to the teachers who are given the task so that they can experience how heavy the principal's duties as supervisors are, and can share their knowledge with junior teachers because of course those who are supervised are juniors in the list of rank order in the school.

Based on the results of research in the field, it can be revealed that the influence of educational supervision on student learning activities in Binjai State MTs is very large, every activity must have types of supervision. This was conveyed by Mr. Wahyudi as the principal of the school in MTs Binjai State as follows: Supervision is one of the activities or duties of the head of the madrasa to all teachers, especially subject supervision. Basically supervision is related to learning, and the teacher to students. The principal must supervise what programs should be made in the form of lesson plans by the teacher and then taught the students and the principal must be able to attend and assess,

and if there are deficiencies, they must be able to guide them.

The effect of educational supervision on student learning activities is very large on the increasing ability of teachers because each teacher already has a learning schedule and they have to condition their time on schedule. If the teacher does not use or run the lesson plan properly, it must be evaluated, this supervision should not be released because it is feared that the achievement of the student's program / learning completion is hampered and problematic.

From the interview, it can be concluded that the influence of educational supervision on student learning activities has a great influence. If it is associated with factors that influence each other in the individual learning process so as to determine the quality of learning outcomes, especially in external factors that can be classified into two groups, namely social environmental factors and non-social environmental factors.

- The School Social Environment i.e., such as teachers, administration, and classmates can influence the learning process of a learner. The harmonious relationship between the three can be a motivation for learners to learn better at school. Behaviors that are sympathetic and can be an example of a teacher or administration can be an impetus for learners to learn.

- Non-Social Environment, such as Instrumental Factors, which are learning devices that can be classified as two kinds. First, hardware, such as school buildings, learning tools, learning facilities, sports fields, and so on. Second, software, such as schools, guidebooks, syllabuses, and so on. In addition, there are also subject matter factors (which are taught to learners). This factor should be adjusted to the age of development of the learner, as well as the teacher's teaching method, adjusted to the developmental conditions of the learner. Therefore, in order for the teacher to make a

positive contribution to the learning activities of students, the teacher must master the subject matter and various teaching methods that can be applied according to the conditions of the learners these factors interact with each other directly or indirectly in influencing the learning outcomes achieved by a person. Because of the existence of certain factors that affect learning achievement, namely motivation to excel, intelligence and anxiety.

Conclusion

Educational supervision is to improve professional and technical abilities for teachers, principals, and other school personalities so that the educational process in schools is of higher quality, and the main thing is to supervise education on the basis of cooperation, participation, and collaboration, not based on coercion and compliance. Thus, there will be awareness, initiative, and personal creativity of the school. Mulyasa (2006) argues that supervision can actually be carried out by the principal as a supervisor, but in modern organizational systems a special supervisor is needed who is more independent and can increase objectivity in coaching and carrying out tasks. The principal as a supervisor can be carried out effectively, among others, by means of class visits, group discussions, individual coaching, and learning simulations.

The purpose of academic supervision whose focus is on teachers, namely for the development of teacher professionalism in understanding his academics, class life and skills in carrying out the learning process, quality supervision and motivational growth for the teacher concerned. With the supervision activities, it is hoped that educational activities can be carried out in accordance with their proper and able to achieve the goals of the school concerned, so

that in the end they are able to realize the goals of National education.

So, it can be concluded that the successful implementation of education in schools is inseparable from the role of supervisors, principals and teachers. The main task of the teacher is to teach and help the student solve the problems of learning and his personal and social development. The headmaster leads teachers and students in the learning process and helps to overcome the problems encountered. The supervisor supervises and provides assistance to the Principal, teachers, and students in overcoming the problems faced during the educational process.

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