



Implementing of Education Supervision at School of SDN 112304 Panigoran

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Receive: 07/08/2022

Accepted: 27/09/2022

Published: 01/10/2022

Abstract

Supervision is supervision of the implementation of educational technical activities in schools, not just physical supervision of physical materials. Supervision is supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of situations that cause them. Supervision is one of the principal's functions to improve the quality and professionalism of teachers in carrying out teaching. In connection with the importance of school supervision activities related to improving the quality of teachers in particular and improving the quality of education in general. Supervision has the aim of providing services and assistance to improve the quality of student learning, not only improving teaching abilities but also developing the potential of teacher quality. Supervisors must be keen to read the problem, analyze, describe the causal factors and matters related to it, thoroughly present the problems encountered and the steps that must be taken as an effective solution.

Keywords: Supervision, Supervision, Professionalism

Introduction

Education occupies a very strategic position in an effort to improve the quality of human resources (HR). This is in accordance with the functions and objectives of National education as contained in Law Number 20 of 2003 concerning the National Education System, Article 3 as follows:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. and become a democratic and responsible citizen"

Educational supervision is defined as the process of providing professional assistance services to teachers to improve their ability to carry out the tasks of managing the learning process effectively and efficiently (Bafadal, 2004:46). With the implementation of supervision by the principal is expected to have an impact on the formation of professional attitudes of teachers. The professional attitude of teachers is very important in maintaining

and improving teacher professionalism, because it always affects the behavior and daily activities of teachers. Professional behavior will be more manifested in the teacher if the institution where he works pays more attention to coaching, forming, and developing professional attitudes (Pidarta, 1996:380). Supervision is one of the principal's functions to improve the quality and professionalism of teachers in carrying out teaching. In connection with the importance of school supervision activities related to improving the quality of teachers in particular and improving the quality of education in general. Supervision is very important for the world of education, there are at least two reasons that underlie the importance of educational supervision (Mukhtar and Iskandar, 2009: 46). First, curriculum development is always an indicator of educational progress. The curriculum requires constant adjustment. Teachers are required to develop their creativity so that the curriculum is implemented properly. Second, the development of personnel, employees and employees is an effort that knows no end in the organization. Self-development can be done formally and informally.

THEORETICAL STUDY

A. Definition of Educational Supervision

The word supervision comes from English, namely supervision, consisting of words, namely super and vision which means to look very carefully at the work as a whole. The person who supervises is called a supervisor. Suharsimi explained that supervision consists of two words "super" and "vision" which means "to see", then overall supervision is defined as seeing from above. With this understanding, supervision can be said as an activity carried out by the principal as an official who is located above higher than the teacher to look carefully at the work as a whole or supervise the work of the teacher.

Supervision is all assistance from school leaders, which is aimed at the development of the leadership of teachers and personnel other schools in achieving educational goals. she is encouragement, guidance, as well as opportunities for skill growth and the skills of teachers, such as guidance in business and implementation reforms in education and teaching, election learning tools and methods - better teaching methods, ways of systematic assessment of the phases of the whole process teaching, and so on. In other words, supervision is a coaching activity that is planned to could assist teachers and other school staff in doing their work effectively.

Supervision is supervision of the implementation of activities technical education in schools, not just physical supervision of the physical material. Supervision is supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, monitoring the situations that cause them. Activity This is done by identifying learning weaknesses to be corrected, what is the cause and why the teacher does not managed to do a good job. Based on that then Follow-up is carried out in the form of improvements in the form of coaching. Supervision activities are not only carried out on government/private companies, but are also applied to educational institutions which of course cannot escape supervision activities. In the world of education, supervision still exists and is needed. The form of supervision carried out in schools is carried out by the principal to the teacher.

Supervision in the education process according to Hadari Nawawi quoted by kompri is basically a service provided by the leadership to help teachers become more proficient in accordance with the development of science in general and education science in particular so that it is able to increase the effectiveness of the learning process in schools.

According to Ngalim Purwanto, academic supervision is all assistance from school leaders,

which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals.

Daryanto argues that academic supervision is all efforts of school officials in leading teachers and other education officers in improving teaching, including developing teacher growth, completing and revising educational goals, teaching materials and teaching methods and teaching assessments.

From some of the opinions above, it can be concluded that academic supervision is all the efforts of educational leaders to assist, supervise, improve, and develop teachers and other school employees in doing their jobs so that what they do can be carried out effectively and efficiently in achieving educational goals.

B. Functions and Objectives of Supervision

Regarding the function of educational supervision there are many statements from experts. However, from these statements, a general conclusion can be drawn that the main role of educational supervision is for "teaching improvement".

Engkoswara and Aan Komariah stated that education supervision has the following functions:

1. The function of research (research): that supervisors do not work hard based on prejudice but take appropriate procedures such as first formulating what problems are faced by personnel, collecting data to obtain valid information about a problem related to the problem, processing data, drawing conclusions for taking material. decision about a problem.
2. Function of evaluation (evaluation): the conclusions of research results are used as evaluation material whether the object of research has strengths, weaknesses, and finds the right solution to decide a problem.
3. Improvement function (improvement): if the results of the study indicate that there are deficiencies that must be addressed immediately, the supervisor takes strategic and operational steps as an effort to make improvements.
4. Function development (development): two conditions faced by supervisors are the shortcomings and achievements of personnel. The drawback is that improvements are made and the achievements shown by teachers need to be recognized and developed.

The four functions stated by Engkoswara and Aan Komariah above indicate that supervision must always follow changes in society. Improvement efforts are a continuous process in accordance with changes in society. Society is always changing. Changes in society also bring consequences in the

field of education and teaching. A new discovery resulted in the emergence of dimensions and perspectives in the field of science.

Supervision has the aim of providing services and assistance to improve the quality of student learning, not only improving teaching abilities but also developing the potential of teacher quality. As stated by Sahertian, that the purpose of supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn improves the quality of student learning. In more detail, Pidarta stated that the purpose of supervision is:

- 1) Help create optimal graduates in quantity and quality,
- 2) Help develop personal, competence and social,
- 3) Helping school principals develop programs that are in accordance with the conditions of the local community,
- 4) Participate in increasing cooperation with the community or school committee.

Nationally, the concrete objectives of educational supervision are as follows:

- 1) Helping teachers see clearly the goals of Education,
- 2) Assisting teachers in guiding student learning experiences,
- 3) Assisting teachers in using modern learning tools, methods and sources of learning experiences,
- 4) Assist teachers in assessing the progress of students and the results of the teacher's own work,
- 5) Helping new teachers at school so that they feel happy with the assignments they get,
- 6) Helping teachers so that their time and energy are fully devoted to school education.

In general, the purpose of educational supervision according to Syaiful Sagala is to assist teachers in seeing the goals of education, guiding teaching and learning experiences, meeting student learning needs, assessing student learning progress, fostering work morale, adapting to the community, and fostering schools.

From the explanation above, it can be concluded that the ultimate goal of supervision is to help improve the quality of education and improving teaching and learning situations and processes is within the framework of national education goals by helping teachers to better understand the quality, growth, and role of schools in achieving the goals set.

C. Types of Supervision

Supervision in the world of education can There are two types of supervision, namely general supervision and teaching supervision. Besides these two types of supervision, we also know the term supervision clinical, embedded surveillance, and functional supervision. To clarify Let us explain the meaning and differences of these types as follows:

1. General Supervision and Teaching Supervision

What is meant by general supervision here is supervision that carried out on activities or work that are not directly related to teaching improvement efforts such as supervision to the activities of managing school buildings and equipment or education offices, supervision of management activities office administration, supervision of school or office financial management education, and so on.

While what is meant by teaching supervision are supervisory activities aimed at improving conditions of both personnel and material that allow the creation of better teaching and learning situation for the achievement of educational goals.

2. Clinical Supervision

It is said to be clinical supervision because the implementation procedure is more emphasized to look for causes or weaknesses that occur in the teaching and learning process, and then directly trying how to improve these weaknesses or deficiencies.

Richard Waller provides a definition of clinical supervision as follows: Clinical supervision is supervision that is focused on improving teaching by going through a systematic cycle of planning, observation, and intensive intellectual analysis of the actual teaching performance with the aim of making rational modifications.

According to Suhardan, there are three types of supervision, namely:

1. Academic supervision, which focuses on supervisor observations on academic problems, namely things that are directly in the learning activity environment when students are in the learning process.
2. Administrative Supervision, which focuses on supervisor observations on administrative aspects that function as supporters to facilitate the implementation of learning.
3. Institutional Supervision, which focuses on supervisor observations on aspects that are at the center of the madrasa. If academic supervision is intended to improve learning, then institutional supervision is intended to improve the good

name of the madrasa or the performance of the madrasa.

D. Educational Supervision Techniques

First of all, there needs to be agreement on the meaning of "technique" used in relation to supervision activities. Like other activities, technique has the meaning of "way, strategy or approach". So what is meant by supervision techniques are the methods used in supervision activities. Meanwhile, according to Piet A. Sahertian, supervision technique is an effort to improve and develop teacher resources.

Supervisors in improving school programs can use various techniques or methods of educational supervision. In essence, there are many techniques in conducting educational supervision programs. From a number of techniques that can be applied in learning, in terms of the number of teachers, they can be grouped into two major parts, namely individual techniques and group techniques. Here's the description:

1. Individual Technique (Individual Technique)

Individual technique is assistance that is carried out independently by supervisory officers, both inside and outside the classroom. In this case, the person being supervised may also be an individual, but it may also be not just one person. The point is to provide individual or individual assistance. Some of the activities that can be done include:

a. Class visits (classroom visits)

Class visits can be carried out by the principal, supervisor or other coaches. By entering or visiting certain classes to see the teacher who is managing the learning process. In this case, class visits are intended to take a close look at the situation and atmosphere of the class as a whole. If from the visit found things that are good or not in place, the supervisor or principal can invite teachers or students to discuss digging deeper about the incident. What is important to remember is that with class visits like this, results should be obtained in the form of assistance or coaching in order to improve the quality of learning.

b. Class observation (classroom observation)

Class observation is a visit made by a supervisor to a class with the intention of observing the situation or events that are taking place in the class concerned.

c. Individual interview (Individual interview)

Done if the supervisor believes that he wants an answer from a certain individual. This can be done, firstly if there are special problems with individual teachers whose solutions cannot be heard by others. Second, if the supervisor wants to check the correctness of the data that has been collected from other people. In this case the individual technique is

the right thing so that the interviewee is not influenced by the opinions of others.

d. Group interview (group interview)

Everything usually contains advantages and disadvantages, such as in an individual interview, it has many advantages because what is obtained by supervision is the purely personal opinion of the interviewee. But behind that there are individuals, especially those who lack self-confidence, it will be more appropriate to explore their opinions if there is a companion. Maybe when he's alone, he doesn't have the courage to express his opinion, but when there are other people, he becomes sloppy in expressing his opinion. The main reason is that when people share their opinions, he hopes the interviewer doesn't really remember who said what he said.

2. Group technique

Group technique is a technique that is used jointly by a supervisor with a number of teachers in a group. Several people who are suspected of having problems are grouped together and then given supervision services according to the problems they face. Many of the forms in this group technique, but some of the more common are as follows:

a. School Orientation Meeting for New Teachers

The meeting which has a special purpose to lead teachers to enter a new working atmosphere. Some of the things presented are: The school's work system. And the process and mechanism of school organization administration.

b. Teacher's Meeting

This meeting was held to discuss problems that occurred during the teaching and learning process. Which aims to:

1) Unite the views and opinions of teachers about general concepts and methods to achieve educational goals which are a shared responsibility.

2) Encourage teachers to carry out their duties and encourage their progress.

c. Workshop (Workshop)

Educational workshop is a group learning activity consisting of education officers who solve problems encountered through conversation and work in groups or individually. The characteristics of educational workshops include:

a. The problems discussed are "life centered" and arise from the participants themselves.

b. The way to solve the problem is by the method of solving "deliberations and investigations".

d. Panel discussion

Is a form of discussion that is staged in front of a number of participants or listeners to solve a problem and the panelists consist of people who are considered experts in the field being discussed.

e. Symposium

Is a meeting to review aspects of a subject matter to gather several points of view on a problem. Its purpose is to collect and compare several different points of view on a problem.

f. Upgrading (in-service training)

This technique can be done in the school itself by inviting resource persons, but it can be held jointly between several schools, if you want a more economical cost. There have been many group supervision techniques carried out through upgrading. For example, upgrading for teachers in certain fields of study, upgrading on teaching methodologies, and upgrading on education administration. Given that these upgrading courses are generally held by the central or regional government, the principal's task is primarily to manage and guide the follow-up of the training results, so that they can be practiced by teachers.

g. Seminar

Seminar is a form of group teaching and learning in which a small number of people conduct their own deepening or joint investigation of various problems under the careful guidance of one or more teachers at a certain time. A good way to attend a seminar is if it is done seriously, seriously and carefully following presentations and Q&A events.

E. Implementation of Education Supervision

There is a lot of diversity in the implementation of supervision in the field in understanding and implementing supervision. This happens because it is caused by differences in educational background and level of position, differences in professional orientation, differences in goals and analytical skills, differences in physical abilities and vitality of life, differences in the qualifications of ability to lead and stand to be led, differences in psychological conditions, differences in teaching and learning experiences, as well as differences in professional abilities and attitudes.

These differences should not be an obstacle in achieving the goals of professional supervision. The attitude of supervisors who impose their will, pressure teachers, which stifle creativity of staff members needs to be changed. Corrective attitude that finds fault must be replaced with a creative attitude where everyone is willing and able to develop their creativity for teaching improvement. The assessment of the implementation of supervision carried out by the principal is one way to find out the weaknesses of the implementation of coaching and the factors that give him hope in the ease of implementation of supervision.

Implementation in the field of supervision still often encounters obstacles, including the procurement of prospective supervisors that are not appropriate. The principal is the supervisory officer in the respective school environment. This means that the procurement of principals also means the procurement of supervisors. The best way in procuring prospective principals or supervisors is people who have experience as teachers and have expertise as principals or supervisors. Supervision requires high creativity from supervisors to find solutions to problems in the field.

Supervisors must be keen to read the problem, analyze, describe the causal factors and matters related to it, thoroughly present the problems encountered and the steps that must be taken as an effective solution. Not many supervisors have high creativity in solving problems. This is where the importance of supervisors to increase competence to the maximum, so that they are able to develop creative, critical, innovative and productive thinking styles. School facilities are a vital means for the realization of the planned goals. Computer, language, physics, biology and other laboratories are very helpful for teachers in accelerating understanding and giving birth to valuable skills for students.

Complete facilities are identical to advanced schools, strong funding or state schools guaranteed by the government. The low quality of educational institutions will have an impact on the quality of teachers and the quality of teachers who are below the standard will have a major impact on students. A qualified supervisor is a supervisor who can provide assistance to teachers in the direction of problem solving efforts and improving the quality of the learning process in a systematic, sustainable and comprehensive manner.

RESEARCH METHODOLOGY

1. Research location and time

This research was conducted at 112304 Panigoran Elementary School, Aek Kuo District, Kab. North Labuhan Batu through a relative who teaches at the elementary school

2. Population and sample

The sampling technique used in this study is a purposive sampling technique, which is a sampling technique by selecting prospective respondents based on the criteria needed by the author. In this study, the authors select respondents or samples based on the criteria, namely teachers who have been certified

3. Research instrument

Data collection in this study used the instruments (1) observation guidelines (2) tests (3) questionnaires and (4) documentation.

4. Data collection technique

In this study in the form of student interviews, observations and documentation.

1. Interview Techniques

By using this interview technique, researchers can dig up information from sources, namely teachers from several schools in various cities.

2. Observation technique

This technique is done to see firsthand how the implementation of the teaching and learning process between students and teachers from various schools.

3. Documentation techniques

This technique is used to obtain results in the form of teacher data and conclusions obtained by researchers

5. Data analysis

Data analysis used thematic-content analysis (Braun and Clarke, 2006). The initial underlying analysis process consisted of reading the notes several times to get comfortable with the information gathered. Then, a temporary code is generated to highlight possible subjects. The next stage is to examine some of the questions that will be asked from the meeting in question.

6. Research Methods and Approaches

The methodology used in this study is a qualitative methodology, which means that this research is completed determined to understand what miracles the examinee can do, for example behavior, point of view, inspiration, and so on. That is, the method in this exam does not use numbers.

The qualitative approach is an approach that is carried out by analyzing and interpreting texts as well as interviews, while the aim is to find the meaning of a phenomenon.

RESULT AND DISCUSSION

A. Research Result

State Elementary School 112304 is one of the schools that is quite in demand by children after finishing kindergarten. SD N 112304 is one of the elementary schools that has a good quality school image. The good image that has been attached is one of the interesting things to study, one of which is in terms of the implementation of educational supervision carried out. Based on the results of the research, several things related to the implementation of supervision can be explained, starting from the object, subject, purpose, and time of supervision. The results of the research are described as follows: The object of Supervision Supervision that is emphasized at SD N 112304 Panigoran is academic supervision. Academic supervision is one of a series of activities aimed at helping teachers develop the ability to manage the learning process to achieve learning objectives.

Routine activities for the implementation of supervision begin with the preparation of learning tools by the teacher for one week of learning, namely in the form of a Learning Implementation Plan (RPP), Student Worksheets (LKPD), evaluation questions, to the learning media that will be used. Regarding school administration, supervision is carried out by the principal through the Head of Administration (TU) while related to facilities and infrastructure, supervision is carried out by the head of certain sections, for example, the library is supervised by the head of the library who has full responsibility for managing the functioning and running of the school library system. Likewise with other facilities and infrastructure which are supervised by each of the managers who have been appointed by the principal.

Thus, the object of supervision at SD N 112304 involves not only the human element but also the non-human element, namely the supervision of the facilities and systems in the school. This is one of the strengths for SD N 112304 to provide maximum service so that this will provide comfort to all existing educational human resources so as to improve the quality of learning which has a major impact on the quality of graduates. This is in line with the results of research by A. Wahib (2021) which states that the implementation of supervision does not only focus on human objects but also non-humans, both of which need to be supervised so that all components carried out by supervision can be a barometer of the quality of an education.

Supervision Subject

The subject of supervision at SD N 112304 Panigoran is starting from the head of the Foundation, the principal, class teachers, and the coordinator of low and high grade teachers. The implementation of supervision at SD N 112304 is carried out in stages, systematically and sustainably, this can be seen from the implementation of successive supervision starting from the supervision carried out by the head of the Foundation to the principal, the principal to the deputy principal, the deputy principal to the class teacher coordinator, teachers class to students. This is done to make it easier to get comprehensive information related to the series of educational process activities held so that if things go wrong, follow-up actions can be taken as soon as possible.

In addition to the sequences described above, in fact, the principal as a supervisor carries out overall supervision of all existing organizational resources. The principal gives authority to the teacher who is the coordinator to carry out his duties with the aim of making it easier for the principal to carry out supervision starting from knowing the problems

experienced by class teachers, students and all other elements. The class teacher coordinator is a senior teacher with experience and ability so that it is certain to be able to provide information and activity reports that support improving the quality of learning in particular and other things in general.

The principal also has the responsibility to report the progress of the school to the Foundation and the Education Office on a regular basis so that the development of the school can be monitored for the sake of improving the quality of schools and graduates who are much better every year. This is in line with the results of Safitri and Mujiati's research (2019) which explains that the effectiveness of educational supervision can be seen from the consistency of the flow of supervision carried out by all elements in a school.

Purpose of Education Supervision

The supervision carried out at SD N 112304 aims to help teachers better understand the needs and problems faced during the learning process, in addition to the supervision carried out as a form of implementing effective democratic leadership to improve activities better by providing assistance, guidance and comprehensive supervision.

Supervision Time and Implementation

the implementation of educational supervision at SD N 112304 uses two techniques, namely individual and group techniques. Individual supervision techniques include class visits, class observations, peer supervision and consultation with seniors. In carrying out class visits, the principal visits each class to see the condition of students during the learning process. In this class visit, the principal is directly involved, but if unable to attend, the principal asks the teacher coordinator to replace him. In the implementation of peer supervision, usually teachers who find problems in the field can convey their complaints to senior teachers who are considered experienced and have more knowledge to provide suggestions and solutions to the problems presented.

The group supervision technique carried out at SD N 112304 Panigoran is by holding regular meetings which are held once a week to listen to things that need to be conveyed by the teacher so that everything can be monitored and followed up immediately if there are problems that occur. In addition, group techniques are also carried out by holding workshops by bringing in experts according to their needs. This is done to continuously improve the quality of education at SD N 112304 Panigoran. According to Riatusun (2020) the implementation of individual and group supervision techniques must be carried out according to the need so that the

supervision carried out is right on target so that it has a broad impact on educational progress.

B. Discussion of Research Results

Supervision Object

According to Piet A. Sahertian: The objects of supervision in the future include: 1. Curriculum development 2. Improvement of the learning process 3. Staff Development 4. The maintenance and care of the moral and work spirit of the teachers. The object of educational supervision is divided into two parts, namely personnel development and non-personnel coaching. Personnel Development

a. The principal as part of a school is also the object of this educational supervision. And as the highest holder in a school also needs to be supervised, because seeing from the background of the need for educational supervision that the principal also needs to grow and develop in his position, the principal must try to develop himself, improve his professional quality and foster enthusiasm in himself in carrying out his duties. as principal. Not much different from supervising teachers, principals are supervised by a supervisor. The system and its implementation are almost the same as teacher supervision. However, there is a difference if the teacher is in the implementation of learning when the principal is on how he is able to carry out his responsibilities as a principal in accordance with what has been determined such as school management and management. b. Teachers Teachers as agents of change who are the spearhead of the implementation of learning, in carrying out their duties there needs to be supervision by a supervisor, namely the head of the madrasa who supervises teachers. (Mukhtar and Iskandar, 2009) Because teachers are also humans who experience development at any time and need regular supervision. and systematic. In addition, teachers also need to improve the quality of their professionalism, increase their effectiveness as an educator. Because teachers must be able to develop and improve the process of teaching and learning activities for students who are even better. That is by way of the construction. Coaching by

supervisors to teachers can be in the form of coaching individually or in groups. Sometimes teachers also have the same problems and also differ from one teacher to another. Therefore, teacher training must be adapted to the problems that are being faced by the teacher. Apart from that, teachers are also required to be able to organize learning administration properly and well, in order to support teaching and learning activities. The points that become teacher supervision include: Teacher Performance, Teacher KBM,

Teacher Characteristics, Teacher Administration and others.

c. School staff School staff or school education personnel are the same. Guidance or supervision of school staff is carried out by the principal the same as teachers, but the school staff who need to be supervised are about staff performance, school administration arrangements, ability to work or skills and loyalty to leaders or principals.

d. Learners Learners or students are part of the school education system that is interrelated with each other. And students who are the object of the implementation of the teaching and learning activities are also supervised. However, this is different from the supervision carried out on school principals, teachers, and school staff. Students are supervised in three aspects, namely, cognitive, psychomotor and affective aspects by the teacher as the supervisor.

2. Non-Personnel Development

Non Personnel Development focuses on the development of Facilities and Infrastructure, namely all components that directly or indirectly support the course of the educational process to achieve the goals in education itself. According to the Decree of the Minister of Education and Culture Number 079/1975, educational facilities consist of 3 major groups, namely: - School buildings and furniture - Learning tools consisting of books, teaching aids and laboratories. - Educational media that can be grouped into audiovisual media. using the viewer.

Purpose of Education Supervision

Educational supervision has important objectives and benefits, including the following:

1. Generating and encouraging the spirit of teachers and other school administrative staff to carry out their duties as well as possible.
2. So that teachers and other administrative staff try to make up for their shortcomings in the provision of education, including in various kinds of instructional media needed for the smooth running of a good teaching and learning process.
3. Together trying to develop, seek and use new methods for the advancement of a good teaching and learning process.
4. Fostering harmonious cooperation between teachers, students and school staff. For example by holding seminars, workshops, in-service, and training.

Supervision Time and Implementation

Supervision can be carried out in the form of classroom supervision or also called academic supervision. Supervision is one of the principal duties of the principal. Ideally, supervision is carried out

twice a semester, at the beginning and at the end of the semester. At the beginning of the semester, supervision serves to see the teacher's ability to carry out learning tasks in the classroom. From the results of the initial supervision, the principal gave input to the teacher on how to carry out learning better. Furthermore, the teacher tries to improve his performance during the semester in question. At the end of the semester, supervision is carried out again to see the progress and improvements made by the teacher as a follow-up to the first supervision at the beginning of the semester.

Supervisors in improving school programs can use various techniques or methods of educational supervision. In essence, there are many techniques in conducting educational supervision programs. From a number of techniques that can be applied in learning, in terms of the number of teachers, they can be grouped into two major parts, namely individual techniques and group techniques.

1. Individual Technique (Individual Technique)

Individual technique is assistance that is carried out independently by supervising officers, both in the classroom and outside the classroom. In this case, the person being supervised may also be an individual, but it may also not be just one person. The point is to provide individual or individual assistance.

2. Group Technique

Group technique is a technique that is used jointly by a supervisor with a number of teachers in a group. Several people who are suspected of having problems are grouped together and then given supervision services according to the problems they face.

CONCLUSION

The word supervision comes from English supervisor which consists of 2 words, namely super and visor which means to look very carefully at the work as a whole, the person who supervises is called a supervisor.

In addition to the objectives of educational supervision, it is also directed at two basic basic targets, namely the supervision of technical educative activities and technical administrative technical supervision of educatives covering the teaching and learning process curriculum and assessment evaluation. Meanwhile, administrative technical supervision includes professional administration, material administration, financial administration, school library administration, and others.

After knowing and understanding the goals and objectives of supervision, another important thing that supervisors need to master is the supervisory

function. Broadly speaking, the supervisory function can be grouped into three areas, namely in the field of education in the field of supervision and in the field of implementation.

In the world of education and teaching, there are three main elements that are interrelated with each other, the elements in question are personal material and operational elements.

In carrying out supervisory duties, supervisors, especially supervisors, can choose and use several supervision techniques, including school processes, impromptu tutoring, case conferences, observation, documents, interviews, questionnaires, written reports, and so on.

Supervision is an effort made by supervisors to see the performance of personnel and make improvements to one part of the work that is not optimal in showing its performance. Based on the opinion above, it can be concluded that supervision is a service and assistance provided by supervisors to teachers in an effort to improve learning so that learning can run effectively.

The purpose of educational supervision is to help teachers to understand more / realize the goals of education in schools, and the function of schools in an effort to achieve these educational goals. The main purpose of supervision is to improve teaching. The general purpose of supervision is to provide technical assistance and guidance to teachers and staff so that these personnel are able to improve the quality of their performance, in carrying out their duties and carrying out the teaching and learning process.

A supervisor can use a variety of tools. These tools are used with a view to enabling the growth of skills and the development of mastery of knowledge by the teacher/supervised person in accordance with the development of science in general and education in particular.

The final benefit of the supervision process is something that is not easy in the personnel management system in Indonesia, such as transferring, demotion, let alone firing incompetent school officers. Likewise, changes to the curriculum are very centralized which do not show the differences between each school. However, whatever the obstacles, supervision activities must still be carried out, even if only to a very modest level.

educational supervision is defined as the process of providing professional assistance services to teachers to improve their ability to carry out the tasks of managing the learning process effectively and efficiently. in quality and quantity. The purpose of educational supervision is to provide services and assistance to improve the quality of teacher teaching

in the classroom so as to help teachers develop professionally, personally and assist school principals in adjusting educational programs to suit community conditions.

The types of supervision include inspection type, laissez faire type, coercive type, training and guidance type and democratic type.

The types of educational supervision include learning supervision, clinical supervision and academic supervision

Implementation in the field of supervision still often encounters obstacles, including the procurement of prospective supervisors that are not appropriate, the creativity of supervisors is still low and the facilities for supporting learning are uneven.

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