



Education Supervision in Improving Teacher Professionalism in State Elementary School 103024

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Abstract

This research was conducted to see how the challenges of teachers in the online learning system carried out by schools or educational institutions are whether there is a very big obstacle or a small obstacle. Therefore we want to interview one or several teachers to get data or results from what they feel during the current online learning system whether online learning is running effectively or is it a very big obstacle. And at this time we will see it in the research that we will do.

Keywords: Education supervision, Teacher professionalism

Introduction

Education is a conscious effort that is deliberately planned to achieve predetermined goals. Education aims to improve the quality of human resources. In an effort to improve the quality of educational resources, teachers are human resources that must be fostered and developed continuously. Not all teachers who are educated in educational institutions are well trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to carry out their functions professionally.

Educational supervision generally refers to efforts to improve teaching and learning situations, educational supervision can be interpreted as professional guidance for teachers. Professional guidance in question is all efforts that provide opportunities for teachers to develop professionally so that they are more advanced in carrying out their main tasks, namely improving and improving the learning process of students.

In the context of educational supervision in schools, the executor is the principal. Because the principal has a great influence on the achievement of educational goals, the government has set 5 competency standards for principals, meaning that these 5 standards must be owned by school principals. The principal as stated in the Minister of National Education Regulation No. 13 of 2007 is required to have five competencies, namely personality, managerial, entrepreneurial, supervisory, and social competencies.

Among the 5 competency standards of school principals, including supervisory competence, supervision can be formulated as a series of efforts to provide assistance to teachers in the form of professional services provided by supervisors (school supervisors, principals, and other coaches) in order to improve the quality of teaching and learning processes and outcomes. . Supervision according to Terry in the book of management basics that supervision is a systematic effort in determining what has been achieved which leads to performance appraisal and the importance of correcting or measuring performance and the importance of correcting or measuring performance based on previously determined plans.

In order to achieve all that, in carrying out the duties of educators there needs to be supervision, the purpose of supervision here is for educators to clearly know the purpose of their work in educating, about what is to be achieved from the implementation of the education. And can carry out the duties and responsibilities as an

educator by knowing the function of the job correctly and well. This is nothing but helping educators to focus more on the goals to be achieved in education and avoid implementing education that is not relevant to educational goals through the learning process.

Regarding this, in accordance with the following statement that the keyword of supervision is to provide services and assistance to teachers, the purpose of supervision is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn to improve the quality of student learning not only improve teaching abilities but also improve teaching skills. also for

To develop the potential of teachers, Olive suggests that the goals of educational supervision are: 1) developing the current curriculum that is being implemented in schools, 2) improving the teaching and learning process in schools, 3) developing all staff in schools. 4) Every implementation of educational programs requires supervision or supervision. Supervision or supervision is responsible for the effectiveness of the program. In this case the author is interested in conducting research on Education Supervision in Improving Teacher Professionalism in Elementary Schools 103024

THEORITICAL REVIEW

Ngalim Purwanto in his book on the administration of educational supervision explains that supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. This supervision is in the form of encouragement, guidance, and opportunities for the growth of the skills of teachers, such as guidance in efforts and implementation of reforms in education and teaching, choosing learning tools and better teaching methods, a systematic way of assessing the stages of the entire teaching process. , and so on.⁸ So in short, supervision is a coaching activity designed to assist teachers and other school staff in doing their jobs effectively.

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. Not only to improve teaching ability but also to develop the potential of teacher quality.

The main function of educational supervision is aimed at improving and improving the quality of teaching. Both Franseth Jane, and Ayer (in Encyclopedia Of Educational Research: Chester Harris), argue that the main

function of educational supervision is to develop the existing teaching program as well as possible so that there is always improvement.

The explanation of the supervisor's role is as follows: (a). As a coordinator, the supervisor can coordinate teaching and learning programs, the duties of staff members for various activities that differ among teachers, (b). As consultants, supervisors can provide assistance, together with consulting problems experienced by teachers both individually and in groups. In accordance with the use of supervision techniques, (c). As a group leader, a supervisor can lead a staff, a teacher in developing the potential of the group, when developing the curriculum, subject matter and the professional needs of the teachers together, (d). As evaluators, supervisors can assist teachers in assessing outcomes and processes learning, can assess the curriculum that is being developed. supervisors must also learn to look at themselves.

The following are some approaches to educational supervision, namely as follows:

1) Direct approach (directive)

The directive approach is a direct approach to problems. This approach uses the principle of behaviorism, namely the response to stimulus stimuli. Supervisors can provide reinforcement or punishment. This approach can be carried out by supervisor behaviors such as: 1) explaining, 2) presenting, 3) directing, 4) giving examples, 5) setting benchmarks, 6) strengthening. Done step by step.

2) Indirect approach (non directive)

What is meant by this approach is an indirect approach to problems. The supervisor's behavior does not directly indicate the problem but first actively listens to what is stated first. So the supervisor's behavior is like, 1) listening, 2) reinforcing, 3) explaining, 4) presenting, 5) solving problems.

3) Collaborative approach

Collaborative approach is an approach that combines directive and non-directive approaches. In this approach, both the principal and the teacher agree on determining the structure, process and criteria in carrying out the conversation process on the problems faced by the teacher. The supervisor's behavior is: 1) presenting, 2) explaining, 3) listening, 4) solving problems, 5) negotiation.

Principals are school personnel who are responsible for all school activities, as well as full authority and responsibility for carrying out all educational activities within the school environment they lead. The principal is responsible if students do not get their rights

properly because the teachers are not good, therefore the principal has an obligation to foster and guide teachers continuously so that they continue to develop and students will get their rights properly because the teachers are good at educate.

Friedson in Syaiful Sagala's book says that professionalism is a commitment to professional ideas and careers. Operatively, professionalism has rules and commitments to define technical scientific positions and positions that will be given to public service so that in particular the views of the position are corrected scientifically and ethically as an affirmation of professionalism. Professionalism cannot be done based on feelings, will, opinions, or the like, but is really based on academic knowledge.

The role of professional teachers is as a designer (learning designer), educator (personality development), manager (learning manager), administrator (administrative technical implementation), supervisor (monitoring), innovator (carrying out creative activities), motivator (providing encouragement), counselor (help solve problems), facilitator (provide technical assistance and instructions), and evaluators (assessing student work).

Roslender in the mukhtar argues that there are 5 definitions of this professional characteristic, namely: (1). Has a systematic theoretical basis (scientific). Involves long requirements, for example the process of various trends to improve professional skills with quality decisions, on a formal basis, accreditation of professional skills is known by the public as having authority and licensing for field practice. (2). Can be used as a guarantee during field practice, equipped with field facts that can be seen in the output results. (3). Has identifiable characteristics and has community and intuition sanctions for professional violations committed. (4). Have a code of ethics. (5). There is adherence to the professional culture,

RESEARCH METHODS

This research uses descriptive research method with a qualitative research approach. Qualitative research as a scientific method is often used and carried out by a group of researchers in the field of education. Qualitative research enriches the results of quantitative research.

According to Sugiyono (2007: 1), qualitative research methods are research used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. .

Qualitative research aims to maintain the form and content of human behavior and analyze its qualities, instead of turning them into quantitative entities (Mulyana, 2008: 150).

The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. or interview guidelines or questionnaires or documentary guidelines, according to the method used (Gulo, 2000).

Qualitative research is carried out to build knowledge through understanding and discovery. The reason the researcher uses the qualitative method is because the form of educational supervision activities carried out by the principal to improve the professionalism of teachers at SD Negeri 103024 tends to refer to the descriptive form.

Types of research

Descriptive research is a research method that describes the characteristics of the population or the phenomenon being studied. So that this research method is the main focus is to explain the object of research. So answer what events or phenomena that occur.

This research method is then different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the object of research. The results of the research, of course, will describe the object of research in detail at the school State Elementary School 103024.

Research Subject

The research subject is the teacher, place, or object that is observed in the context of machining as a target (Indonesian Dictionary, 1989: 862). The research subject in this paper is the principal of the "SD Negeri 103024" school.

Data Collection Instruments

According to Gulo, the research instrument is a written guide about interviews, or observations, or a list of questions, which are prepared to obtain information. The instrument is called the observation guide.

RESEARCH RESULT

The principal's role as coordinator is to be able to coordinate teaching and learning programs, coordinate the

duties of staff members as different activities between teachers, and can coordinate every school business.

From the interview, it can be understood that the principal as a coordinator is to provide each task and function according to their expertise, for example, such as a roster or other structure, based on the facts in the field, they also appear to be active in supervising activities at school.

The principal's role is quite good as a coordinator at this school, such as giving directions through the microphone, and almost every day, yes, when there is a problem later, surely you will immediately follow up, for example later if there is a problem about students, it is usually a discussion between the principals. teachers in the same field or in different fields, a meeting will also be held to discuss how learning is progressing, yes, the roster distribution is according to each teacher.

From the results of the interview with Mr. Ahmad above, it can be concluded that the principal as the coordinator carries out coordinating activities between teachers and teachers of similar subjects to be able to discuss when problems occur, coordinate between parties concerned to help each other. After further investigation, it was found that these activities were rarely carried out by the school principal or that it was not in the form of a discussion but a meeting of all members of the school.

It is known that there are indeed many efforts by school principals to carry out supervision by coordinating between teachers and other similar teachers to discuss if there are problems faced, even though all of them are based on the guidance of the principal of SD Negeri 103024. This aims to increase the knowledge and expertise of teachers in teaching.

The results of the findings above show that the principal's role as a coordinator is indeed working properly, but based on the facts in the field, the principal tends to be passive in communicating with the teacher so that the supervision carried out is not optimal, it can be seen from the head of the foundation who tends to communicate, this shows that the principal has not able to coordinate the teachers, especially compared to the existing theory, the coordinating process here is one example, such as making workshops and training held by the school, but this 103024 public elementary school can be said to be holding things like that only in the form of routine meetings.

From some of the results of the interviews above, it can be concluded that the majority of teachers are placed to teach according to their fields. After exploring some of the data and observations it is known that it is true that the

majority reaches 80 percent of teachers teaching according to their expertise, this shows that the principal has coordinated the appropriate teachers. and appropriate, and this is an encouragement for teachers to be more professional in teaching.

The results of the observations made regarding this matter, it is known that the principal coordinates the teachers with the subject yes by providing the duties and functions that are in accordance with the teachers, the principal communicates well and based on a more dominant voice it can be concluded that it is true that the madrasa does not hold workshops and forms other training is only in the form of regular meetings which are then made to train to improve the skills of teaching teachers, this shows that teacher improvement is not optimal, even according to the facts obtained, that the principal tends not to control the teacher, but the chairman of the foundation who tends to take over in a less effective way, this is of course the lack of teacher welfare will reduce the level of teacher professionalism.

As a group leader he can lead a number of teachers in developing the potential of the group, while developing the curriculum, subject matter and professional needs of teachers together. As a group leader he can develop skills and tips in working for the group (working for the group), working with the group (working with the group) and working through the group (working through the group).

As an evaluator he can help teachers in assessing the results and learning process, can assess the curriculum being developed, he also learns to look at himself, he is assisted in self-reflection. Namely self concept (self concept), ideas / ideals themselves (self idea), reality itself (self reality). For example, at the end of the semester he can conduct a self-evaluation by getting feedback from each student that can be used as material to improve and improve himself.

The role of the principal as a supervisor as a group leader has carried out its functions such as compiling plans and joint policies such as roster and division of labor in the right position, involving group members in various activities, providing assistance and can generate a sense of responsibility and foster high morale to members. groups, for example, making rules or a teacher's code of ethics.

CONCLUSION

Based on the results and discussion above, it can be concluded into several points as follows:

1. The activities of the principal as a supervisor in coordinating at SD Negeri 103024 Serdang there

are several activities, namely a) using a microphone almost every day to state proper teaching activities, b) coordinating between teachers of different fields to discuss problems together with the aim of improve the skills of teachers, c) make a roster, d) position the teacher in the right position according to his expertise

2. The principal's activities as supervisors in conducting consultants at the SD Negeri 103024 school there are several activities, namely with individual techniques including conducting class visits, observation visits and personal guidance to teachers at the office b) group techniques including holding regular meetings or meetings every month
3. The principal's activities as supervisors in group leaders at SD Negeri 103024 are carried out firmly by the principal, and are carried out in stages. Principals develop teacher potential by conducting discussions between teachers and other staff and principals providing direction and guidance in choosing teaching methods, teaching in accordance with the curriculum used, providing guidance or direction to problems that occur, and meeting the needs of teachers in teaching. . Providing opportunities for teachers to make decisions, can foster a sense of responsibility and foster morale. However, the principal is less able to work with groups, because the principal tends to want what has been determined by the foundation and himself, does not listen to the decisions made by the teacher.
4. Activities of the principal as a supervisor in the school evaluator of SD Negeri 103024 there are several activities such as assisting in assessing results and teaching processes, providing direction/opinions in assessing student learning outcomes, helping to provide appropriate methods according to the curriculum. In this case the principal can be said to be capable, but the principal does not provide space or opportunity for teachers to look at themselves to improve themselves, but tends to follow the assessment of the principal, and assess directly.
5. There are two kinds of factors that affect the supervision of education in SD Negeri 103024, namely a) the inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings, chairpersons who limit all activities, skills and expertise of principals who are lacking

in carrying out their roles, principal's time schools that are not able to provide assistance one by one, teachers feel afraid because they think supervision is something that can harm the teacher, the understanding of teachers is slow in understanding each supervision carried out b) supporting factors include facilities and infrastructure, teachers are easy to manage, supporting files for teachers in teaching according to the curriculum.

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