

LEARNING SUPERVISION IMPLEMENTATION BY THE PRINCIPAL IN IMPROVING TEACHERS' COMPETENCY AT SMA NEGERI 1 MADAPANGGA DISTRICT BIMA REGENCY

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Abstract

Nowadays, the implementation of supervision in school is still faced many problems, like supervision that has not touched the target and still administrative in nature. This study aims to investigate the implementation by principal in improving the teachers' competency at SMA Negeri 1 Madapangga Bima Regency, Indonesia, including: a) learning supervision planning; b) learning supervision implementation; c) learning supervision evaluation. This study uses case study method and qualitative approach. Data collection technique through observation, interview and documentation. The research subject in this study is the principal, while the research participants are teachers, vice principal, and education supervisor. The data are analyzed by redacting, displaying, concluding, and verifying the dataset. The result of this study show that: 1) planning in SMA Negeri 1 Madapangga Regency of Bima (a) preparation of the supervision schedule by the principal is assisted by the vice principal of curriculum and senior teacher; (b) compile a list of teachers to be supervised; (c) checking learning devices made by teachers in the form of RPP and Syllabus before supervision. 2) Learning supervision implementation at

SMAN 1 Madapangga Bima Regency, supervisor come to class with instruments prepared to hold observation of learning while recording events that are in accordance with the supervision instrument and the principal delegates to curriculum vice principal, senior teacher and clan chair to supervise the teacher. 3. Learning supervision evaluation at SMA N 1 Madapangga Kabupaten Bima, the principal with the teacher held a time discussion take a break in the principal's room, the teacher is given the opportunity to express his opinion regarding the learning process that has been carried out. The principal shows the next observation results which provide opportunities for the teacher to examine and analyze it.

Keywords: Learning Supervision, Principal's competency, Teacher's Competency, Indonesia

INTRODUCTION

The effort to develop teachers as qualified human resources need support from learning supervision by the principal. It is because learning supervision is an effort to assurance the quality of education, especially school management quality and learning that runs by the teachers. The supervision become more important because this activity can be the basic for the improvement plan of educational process that have been exist. Learning supervision can be defined as function that refers to assurance the education quality that implemented by the teachers (Usman, 2010:606).

The successful of educational organization depends on the principal ability in managing all resources in the school. This statement is in lies with Mulyasa (2004:24) that stated the principal is one of the educational component who has important roles in improving education quality.

Learning supervision is a sequence of activities that help the teachers to encourage their ability in learning process management in order to achieve learning goals. Briefly, learning supervision is the assistance to the teachers in improving their ability in implementing the learning process. Sahertian (2000:1) said that the teacher resources are growing and developing which in its development requires help with learning supervision and the roles of the principal to do learning supervision in improving teacher competency.

Pre-research observation results obtained that the implementation of supervision at school still found several problems, such as carrying out activities supervision that hasn't touched the target, the principal understanding about supervision that is not enough yet. and view some teachers to the position of the principal which has not given importance to improving the quality of education and the head school in conducting supervision activities learning has

not been fully implemented, because the principal is busy inside school management and social politics.

Starting from the description above then the researcher is interested in conducting research with the title "Implementation of Supervision Learning by the Principal in Increasing Teacher Competence at SMAN 1 Madapangga Bima Regency.

RESEARCH METHOD

The method used in this study is case study with qualitative approach. The research subjects were principals and research informants were teachers and supervisors of education. Data collection techniques used were observation, interviews, and documentation study. In qualitative research, data collection was carried out in natural settings, primary data sources, and the data collection techniques more focus on participant observation, in depth interviews, and documentation (Sugiyono, 2010: 309).

Checking the validity of the data requires seriousness and accuracy that must be measured through various instruments. After the data meets then transferred to another background (transferability), in its context (dependability) and whether it can be confirmed or not (confirmability) to the source. Triangulation is a technique for checking the validity of data that uses something outside the data for checking or comparing the data. The most widely used triangulation technique is examination through other sources. (Moleong, 2013: 330).

RESEARCH LITERATURE

Learning Supervision

Learning supervision is sequence of service providing process by the principal relate to the needs of teachers and other school personnel, so that they can runs their task/job easily. Learning supervision can be defined as guided activity in order to fix and/or improve teachers' professionalism ability (Muslim, 2013:41). In addition, Engkoswara & Komariah (2011:229) stated that learning supervision as a process providing educational professional service through sustain guiding to teachers and other school personnel in order to fix and improve work effectiveness of personnel so that it can achieve learners' development.

Learning Supervision Planning

Planning a learning supervision program means that estimating the activities to be carried out in the implementation. The planning is very important in achieving a goal. Supervision is an effort to encourage teachers to develop their competencies in order to achieve better goals. Without

good planning, it is not expected that educational purpose will be achieved, so the learning supervision program must be made as a guideline in carrying out the task/job.

One of the principals' task is planning the learning supervision. According to Prasajo and Sudiyono (2011:95) said that the principal should have competency of learning supervision planning program. Supervision planning is very important because through good planning, so that learning supervision goal can be achieved. Learning supervision planning has the same position with planning in educational management function so it is needed to be mastered by supervisor (supervisor/principal).

Learning Supervision Implementation

Learning supervision refers to guide with giving technical help toward teachers in learning process implementation. The purpose is to improve teacher competency and learning quality. According to Priansa and Somad (2014: 115-116) stated that learning supervision should be done with clinic supervision approach that carry out sustain through pre observation step, learning observation, and post observation.

There are things to note in pra observation, observation, and post observation steps are: a) pre observation (initial meeting), include: create good atmosphere with the teachers, discuss about preparation that have been made by the teachers, agree on the observation instrument that will be applied; b) observation (learning observation), including: the observation focus in aspect that they are agree on, use observation instrument, instrument needs a field notes, the field notes contain of teachers attitude and the learners, do not disturb learning process; c) post observation (follow up meeting), include: implementing soon after doing the observation, asking how the opinion about learning process that have been done, showing the data of observation result (instrument and notes), giving an opportunity to the teachers to analyze it, open discussion to result of observation (contract), give reinforcement towards the teacher's appearance, give reinforcement towards the teacher's appearance, try to the teacher finds out their own weakness, give encouragement moral that the teacher is able to improve the lack, determine together the plan subsequent learning and supervision.

Learning Supervision Evaluation

Evaluation of the teacher supervised is to know the difference between teacher's ability, teacher skills, satisfaction and discipline teacher work before and after getting supervision. Changes and / or improvements thus need to know, so that it can be known the level of success of supervision. Imron (2011: 198), evaluation target there are three supervision learning activities things are: a) the supervisor himself carry out supervision of learning, p so can the supervisor by

using instruments (self evaluation checklist), or by requesting reply from supervised teachers; b) teacher supervised with the format that must be filled by supervisors and with use the evaluation checklist format the self must be filled by the teacher himself; c) The supervision substance is any material that is subject to supervision.

Teachers' Competency

In undang-undang Republic of Indonesia number 14 of 2005 concerning the teacher and lecturer explained that: "competence is a set of knowledge, skills and behavior must be owned, lived and mastered by the teacher or lecturer in carrying out the task professionalism".

Sahertian (1994: 56), explains that teacher competencies contain various understanding. First, the teacher's ability to to realize educational goals. Second, the essential characteristics of the teacher's personality lead it towards achieving goals predetermined education. Third, behavior that is intended to reach educational goals.

RESULTS AND DISCUSSION

Learning Supervision Planning

Learning supervision planning is an attempt to encourage teachers in developing their competencies so that they can achieve educational better goals. Without good planning, the purpose of education will not be achieved, therefore the supervision program learning must be made in a way good planning and runs effective so that it can reach the target.

The results of the study found that planning is a learning supervision planning learning that is technically the process implementation is carried out through compile a supervision schedule by the head the school is assisted by the curriculum vice principal and senior teacher. The aspects seen begin teacher preparation and learning administration equipment that the teacher has in the form RPP and Syllabus made by each teacher. After the program and the supervision schedule is created, will socialized to each teacher accordingly the supervision schedule is made by the principal.

Sagala (2012: 155) that supervision by the principal basically provide guidance, assessment and assistance starts from the preparation of the plan school data based school programs, processes implementation of programs based on objectives, up to program evaluation and results targeted. The results of the study show that, supervision planning learning is understood as a process help teachers improve ability according to their needs in the learning process.

The results of the researchers found that the teacher goes to the chairperson of the department by subordinating the learning device which has been made to be examined first first

by the head of the cluster before supervised by the principal. Chairperson the department conducts checks on teacher preparation on aspects of learning planning before supervised. Learning planning in the form of a learning implementation planning (RPP), Syllabus.

Prasojo & Sudiyono, (2011: 95) explained that the principal must have competency in planning academic supervision program. Planning supervision is very important because with good planning, the purpose of supervision learning will be achievable and easy measure its achievements. Planning this learning supervision is the same position with planning in the management function education so that it needs to be mastered by supervisor (supervisor / principal).

Learning Supervision Implementation

Implementation of teaching supervision not done alone by the principal, but also assisted by vice principal, senior teachers and head of department. The results of the study found that implementation of learning supervision, head the school delegates to the vice principal curriculum, senior teacher and clan chair department to supervise teacher. Principal in implementation Learning supervision has made a schedule supervision of learning assisted by vice principal curriculum and senior teacher inside improve teacher competency. Head schools can give authority to other senior teachers who are really capable and experienced in supervision (Wahyudi, 2009: 86). Granting this authority aims so that all teachers can be supervised properly time, therefore senior teachers can also appointed as supervisor.

The results of the study found that "group of majors" who provide guidance to teachers who experience problems in the learning process in improving teacher competency. Cluster groups are groups formed by the principal in provide guidance to teachers who experiencing difficulties in the learning process. Teachers who have difficulty making learning device in the form of RPP and The syllabus will be assisted by the head of the cluster each department. Each group majors have cluster heads for provide guidance for each teacher. As Muslims (2013: 41) formulate supervision as a series of giving businesses assistance to teachers in the form of services professionals provided by supervisors (headmaster, school inspector, and coach others) to improve the quality of processes and results learn how to teach.

Learning Supervision Evaluation

The evaluation that has been done by the principal towards the teacher to investigate how far the teacher's ability inside doing his duty, Evaluation carried out at the time of supervision activities which is the final process of evaluation. The results of the study found that supervision of follow-up evaluation of activities supervision of learning carried out by the principal in

improving teacher competency. The principal called teacher for the room of the principal given special guidance based on the problems of the findings school chief when supervised visits class.

The role of the principal though not the only determining factor, however can be said as one part important that determines success teacher in teaching. Sagala (2012: 156) that the focus of learning supervision is reviewing, rate, fix, improve, and develop quality teaching and learning activities carried out teacher through a guidance approach and consultation in the nuances of professional dialogue. The results of the study found that in the supervision of the evaluation followed up give a real impact to improving teacher competency. Impact this reality is expected to be felt by teacher. The follow up is in the form of: strengthening and awards are given to the teacher who has met the standards, reprimands that are educating is given to teachers who have not meet the standards and the teacher is given opportunity to take part in more training go on. Follow-up supervision so that give a real impact to improve teacher competency. Impact this teacher is expected to feel real. Priansa and Somad, (2014: 117) follow-up in the supervision of learning can in the form of: reinforcement and appreciation given to teachers who have met the standards, educative reprimands are given to teachers who have not met the standards, and the teacher is given the opportunity to follow further training / upgrading.

CONCLUSION

Based on research results, it can be concluded that:

1. Learning supervision planning is technically done through arrange the supervision schedule by principal with curriculum vice principal and senior teachers. The aspect starts from teachers' preparation and education administration in the form of RPP and Syllabus from each teacher. After settled the program and schedule, the supervision will socialize to all teachers based on the schedule from the principal.
2. Learning supervision implementation is delegated to curriculum vice principal, senior teachers and head of study program to supervise the teachers. The principal has made the schedule for educational supervision helped by curriculum and senior teacher in improving teachers' competency.
3. Supervision evaluation followed up give a real impact to improving teacher competency. Impact this reality is expected to be felt by teacher. The follow up is in the form of: reinforcement and appreciation given to teachers who have fulfilled standards, rebukes that are educational given to teachers who have not meet the standards and the teacher is given opportunity to take part in further training.

SUGGESTIONS

1. To the principal to be able to arrange supervision program that is referring to the guidelines for the supervision in order to intensify it.
2. The supervision is expected to involve the supervision experts continuously especially from higher education so that the stages in the implementation of supervision are in accordance with the provisions.
3. Teachers as the center of the learning implementation in schools, should be able to make learning innovations and mastery of learning modifications, so that they are not fixated on limited facilities and infrastructure.

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