Improving the Quality of Learning Through Academic Supervision (Study in SMP Negeri 14 Banjarbaru)

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Abstrak

Terdapat beberapa cara untuk meningkatkan mutu pendidikan di antaranya dengan supervisi. Artikel ini bertujuan untuk mendeskripsikan supervisi akademik yang dilakukan di SMP Negeri 14 Banjarbaru dengan Penelitian Tindakan Sekolah (PTS) dalam kerangka meningkatkan motivasi guru dalam menyusun administrasi mengajar. Empat tahap pelaksanaan : (1) perencanaan, (2) pelaksanaan, (3) pengamatan, dan (4) refleksi. Hasil penelitian menunjukkan bahwa guru serius dalam memahami dan menyusun administrasi mengajar setelah mendapatkan bimbingan pengembangan administrasi mengajar/RPP dengan peningkatan rata-rata dalam penyusunan administrasi mengajar sebesar 27, 91%. Berdasarkan observasi terjadi peningkatan kompetensi guru dalam mengajar dari siklus ke siklus dengan peningkatan rata-rata dalam perencanaan pembelajaran sebesar 17, 91%.

Kata Kunci: Mutu Pendidikan, Supervisi Akademik, dan Kompetensi Guru.

Abstract

There are several ways to improve the quality of education, including supervision. This article aims to describe the academic supervision carried out at SMP Negeri 14 Banjarbaru with School Action Research (PTS) in the framework of increasing teacher motivation in preparing teaching administration. Four stages of implementation: (1) planning, (2) implementation, (3) observation, and (4) reflection. The results showed that the teacher was serious in understanding and arranging teaching administration after receiving teaching administration development guidance/RPP with an average increase in the preparation of teaching administration by 27.91%. Based on observations there was an increase in teacher competence in teaching from cycle to cycle with an average increase in learning planning by 17, 91%.

Keywords: Education Quality, Academic Supervision, and Teacher Competence.

PRELIMINARY

The essence, learning can be carried out if there is the interaction between teachers and students as well as learning support facilities. One determinant of learning success, of course, is held by the teacher. When a teacher is lazy to teach and is reluctant to make learning tools, the impact on students is the lack of participation in learning (Aunurrahman, 2009). These assumptions provide the basis for improving the quality of education in schools by conducting supervision. Based on previous research, supervision helps improve student discipline, especially in learning (Sudin, 2008). Supervision that is practiced professionally can guide to mobilize teachers in improving the quality of education in schools.

Educational supervision as an activity that is not separate from education management activities needs to be pursued simultaneously and to improve the quality of its implementation (Suhayati, 2013). The evidence that shows that supervision is part of the management of national education is the presence of a special chapter on supervision in the National Education System

Law Number 20 of 2003 which is further regulated by government regulations. Because education supervision has a strategic and important position in education management, the government must strive continuously to make education supervision executives as professional personnel.

The essence of academic supervision is in no way assessing the performance of teachers in managing learning, but rather helping teachers develop their professional abilities (Ametembun, 1993). However, academic supervision cannot be separated from the assessment of teacher performance in managing learning. The success of education in educational units is strongly influenced by the role of the principal as a researcher in learning leadership for teachers (Sudaryono, 2006). The principal in the education unit has a strategic role in determining the success and failure of teachers in learning in which there is a learning evaluation system.

Learning failure in educational units can be overcome by the efforts and role of the principal who can detect early teacher weaknesses in evaluating student learning outcomes with his role as a researcher. Teacher failure and success is also influenced by the ability of teachers to understand the learning process. The teacher's inability to understand the aims and objectives of learning can affect learning outcomes.

Teachers are required to understand the meaning and character of the curriculum so that they can master the material, methods, techniques, evaluation of learning so that the learning outcomes in an educational unit can be achieved optimally and with quality (Abbas, 2015; Syaharuddin & Mutiani, 2020). Government Regulation Number 10 of 2005 chapter I article 1 paragraph 6 states that the education process standard is a national standard relating to the implementation of learning in educational units to achieve a standard of graduate competence.

RESEARCH METHODS

This research is in the form of School Action Research, which is a study that is a collaboration between researchers and teachers, in improving the ability of teachers to be better in structuring the learning process. The method used in this research is descriptive, using percentage techniques to see the increase that occurs from cycle to cycle (Suharsimi, 2004). The descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the condition of the research subject of a person, institution, society, etc.) at present based on the facts that appear or as they are (Gunawan, 2013). With this method, the researcher attempts to explain the data collected through direct communication or interviews, observation, and discussion in the form of percentages or numbers.

The research procedure is a series of research stages from beginning to end. This research is a process of assessing cycled systems as the framework developed by Suharsimi Arikunto et al. This procedure includes the following stages: (1) planning, (2) implementation, (3) observation, and (4) reflection (Arikunto & Suhardjono, 2006). The four activities are interrelated and form a cycle in sequence (Arikunto, 2003). School Action Research is research that is cyclical, meaning that research is carried out repeatedly and continuously until the research objectives can be achieved. Data were analyzed using percentage descriptive analysis, namely comparing the percentage of teachers who make teaching administration and learning planning, such as:

1. The increase in making teaching administration carried out by teachers is at least 75%.
2. Improved learning planning through academic supervision. by the teacher at least 80%
3. Quality learning is characterized by the level of student activity in learning above 75%.

RESULTS AND DISCUSSION

Supervision is a coaching activity and activities carried out by a professional to help teachers and staff education others in improving materials, methods, and teaching evaluation by continuously stimulating, coordinating, and guiding teachers to become more professional in improving the achievement of school goals (Suhayati, 2013; Abbas, 2020). Supervision activities aim to improve teaching and learning processes and outcomes. Its main activity is to help teachers, but in its broad context, it concerns other components of the school because teachers are also related to components of administration, facilities, school environment, and others.

In context, Academic supervision as a series of activities helps teachers develop their ability to manage the learning process for the achievement of learning objectives (Somad & Priansa, 2014). Academic supervision is an effort for teachers to develop their ability to achieve learning goals. Thus, the essence of academic supervision is not at all about assessing teacher performance in managing the learning process, but rather helping teachers develop their professional skills (Harahap, 1983). However, academic supervision cannot be separated from the assessment of teacher performance in managing learning.

Assessment of teacher performance in managing the learning process as a process of estimating the quality of teacher performance in managing the learning process is an integral part of a series of academic supervision activities. If it is said that academic supervision is a series of activities to help teachers develop their abilities, then in its implementation it is necessary to first

conduct an assessment of the teacher's abilities, so that the aspects that are developed and developed are determined.

The School Action Research was conducted at SMP NEGERI 14 BANJARBARU consisting of forty (40) teachers and was carried out in cycle 1 and cycle 2. Ten teachers were considered to represent each subject being interviewed. Even so, all teachers are still required to complete their teaching administration. All of these teachers showed a good attitude and were motivated in compiling a complete teaching administration. This researcher knows from the results of observations when conducting interviews and guidance for the preparation of teaching administration. Furthermore, seen from the competence of teachers in compiling teaching administration, there was an increase from cycle 1 to cycle 2.

1. Syllabus

   The 40 teachers who have made the syllabus the results are quite good, there is not one teacher who has not made a syllabus. In other words **100%**.

2. Plan Implementation Learning (RPP)

   There was an increase in the making of lesson plans, namely 12 teachers who previously did not make lesson plans, in cycle 2 all of them made lesson plans after dialogue with researchers, in other words, there was an increase of **39.9%**.

3. Annual Program (Prota)

   There was an increase of **5.7%** in the making of the project for the 40 supervised teachers. If in cycle 1 there were 2 teachers who did not make a prota, then in cycle 2 all the teachers had made it after dialogue with the researcher.

4. Semester Program (Prosem)

   There was an increase of **28.25%** in the making of the process for the 38 teachers who were supervised. If in cycle 1 there were 10 teachers who did not make prosems, then in cycle 2 all the teachers had made them after conducting interviews with researchers.

5. Attendance List (DH)

   There was a **23.6%** increase in the attendance list for the 38 supervised teachers. If in cycle 1 there were 8 teachers who did not make prosems, then in cycle 2 all the teachers had made them after conducting interviews with researchers.

6. List of Value (DN)

There was an increase of **46.9%** in the list of scores for the 38 supervised teachers. If in cycle 1 there were 18 teachers who did not make prosems, then in cycle 2 all the teachers had made them after conducting interviews with researchers.

While the results of the academic supervision instruments for all teachers are as follows:

1. 13 teachers (**30.23%**) have not carried out teaching preparation related to point I.5. Lesson plan.
2. 26 teachers (**60.47%**) have not carried out teaching preparation related to point I.6. A value book that contains all bills that have been carried out.
3. 17 teachers (**39.53%**) have not carried out teaching preparation related to point II.A.3. Apperception.
4. 19 teachers (**44.19%**) have not carried out teaching preparation related to point II.A.4. Clarity of basic competencies/indicators.
5. 5 teachers (**11.63%**) have not carried out teaching preparation related to point II.A.5. The readiness of teaching materials.
6. 20 teachers (**46.51%**) have not carried out teaching preparation related to point II.B.11.b Students make summaries/conclusions that are guided by the teacher.
7. 7 teachers (**16.28%**) have not carried out teaching preparation related to point II.B.11.d Communicating orally/written.
8. 5 teachers (**11.63%**) have not carried out teaching preparation related to point II.B.11.g Making decisions/drawing conclusions.
9. 2 teachers (**4.65%**) have not carried out teaching preparation related to point II.C.2. Clean tools/materials are used.
10. 6 teachers (**13.93%**) have not carried out teaching preparation related to point II.C.3. Tasks for the next meeting.

After collaborative dialogue with the teachers was carried out to complete all teaching administrations, the following improvements were made:

1. 4 teachers (**9.30%**) have not carried out teaching preparation related to point I.5. Learning Implementation Plan, increasing by **20.93%**.
2. 11 teachers (**25.58%**) have not carried out the teaching preparation related to point I.6. The value book contains all bills that have been implemented, increasing by **34.89%**.

3. 5 teachers (**11.63%**) have not carried out teaching preparation related to point II.A.3. Apperception, increasing by **27.90%**.
4. 8 teachers (**18.60%**) have not carried out teaching preparation related to point II.A.4. Clarity of basic competencies/indicators, increasing by **25.59%**.
5. 1 teacher (**2.32%**) has not carried out teaching preparation related to point II.A.5. The readiness of teaching materials, increasing by **9.31%**.
6. 7 teachers (**16.28%**) have not carried out teaching preparation related to point II.B.11.b Students make summaries/conclusions that are guided by the teacher, increasing by **30.23%**.
7. 2 teachers (**4.65%**) have not carried out teaching preparation related to point II.B.11.d Communicating orally / in writing, so there is an increase of **6.98%**.
8. All teachers have implemented point II.B.11.g Make decisions/conclude so that there is an increase of **4.65%**.
9. All teachers have carried out points II.C.2. Cleaning tools/materials are finished, increasing by **4.65%**.
10. All teachers have carried out points II.C.3. Tasks for the next meeting, increasing by **13.93%**.

The seriousness of the academically supervised teachers resulted in not only an increase in their teaching ability but also their complete teaching administration so that it could improve the quality of learning.

CONCLUSION

School Action Research (PTS) is a form of continuous guidance to increase teacher motivation in preparing teaching administration. Administrative completeness is intended so that teaching planning is through academic supervision resulting in higher quality learning. The teacher shows seriousness in understanding and arranging teaching administration, especially after receiving teaching administration development guidance / RPP from researchers so that an average increase in the preparation of teaching administration is **27.91%**. Academic supervision activities increase teacher competence in preparing lesson plans which in turn improves the quality of learning.

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