EFFORTS TO IMPROVE TEACHERS' ABILITY IN IMPLEMENTING TEACHING LEARNING PROCESS THROUGH GROUP SUPERVISION AT SDN WIYUNG I/453 SURABAYA

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Abstract
Supervision in education consists of administrative supervision and academic supervision. Academic supervision (instructional) is conducted by the supervisor or school principal, aimed at improving the quality of learning. Therefore, the assessment is more qualitative to improve the quality of learning. Administrative supervision is frequency called as managerial supervision, aiming to identify the efficiency of the education system of each school in terms of learning services. Its assessment is quantitative because it involves the managerial level of the school as well as the elements of school resources. The implementation of academic supervision in every school is very important to do; that is an activity planned to provide assistance for teachers to improve the quality of learning. Supervisors or school principals may implement it through the support and assessment of learning processes in the classroom. Academic supervision contributes to the teacher’s teaching performance so that the quality of learning produced is expected to increase.

According to the description of School Action Research (PTS) and analysis of guidance results by streamlining Academic-based classroom supervision, it can be concluded that group supervision can improve the ability of teachers in implementing teaching and learning process at the school. The score of the Lesson Implementation Plan increased 27.9% from cycle I with average 3.4 to 4.4 in average in cycle II. The score of learning implementation appraisal increased 16.8% from cycle I with average 3.7 to average 4.3 in cycle II.

Keywords: supervision, academic, teaching

AbstraK
Supervisi di bidang pendidikan terdiri dari supervisi administratif dan supervisi akademik. Supervisi akademik (instruksional) dilakukan oleh pengawas atau kepala sekolah, yang bertujuan untuk meningkatkan kualitas pembelajaran. Oleh karena itu, penilaianya lebih bersifat kualitatif untuk meningkatkan kualitas pembelajaran. Supervisi administratif sering disebut supervisi manajerial, yang bertujuan untuk mengetahui efisiensi sistem pendidikan masing-masing sekolah dalam hal pelayanan pembelajaran. Penilaianya bersifat kuantitatif karena menyangkut tingkat manajerial sekolah serta unsur-unsur sumber daya sekolah. Pelaksanaan supervisi akademik di setiap sekolah sangat penting dilakukan; yaitu kegiatan yang direncanakan untuk memberikan bantuan kepada guru untuk meningkatkan kualitas pembelajaran. Pengawas atau kepala sekolah dapat menerapkannya melalui dukungan dan penilaian proses pembelajaran di kelas. Supervisi akademik memberikan kontribusi terhadap kinerja mengajar guru sehingga diharapkan kualitas pembelajaran yang dihasilkan dapat meningkat.
Berdasarkan uraian Penelitian Tindakan Sekolah (PTS) dan analisis hasil bimbingan dengan penyederhanaan supervisi kelas berbasis Akademik, dapat disimpulkan bahwa supervisi kelompok dapat meningkatkan kemampuan guru dalam melaksanakan proses belajar mengajar di sekolah. Nilai RPP meningkat 27,9% dari siklus I dengan rata-rata 3,4 menjadi 4,4 pada siklus II. Skor penilaian pelaksanaan pembelajaran meningkat 16,8% dari siklus I dengan rata-rata 3,7 menjadi rata-rata 4,3 pada siklus II.

Kata kunci: supervisi, akademik, pengajaran

INTRODUCTION

One of the educational problems facing our nation is the issue of the education quality at every education level and unit. Various attempts have been made to improve the quality of national education; among others are a variety of training and improvement of teacher competence, procurement of books and lesson tools, educational facilities and infrastructure repairment, and the quality improvement of school management. However, the indicators of the quality of education had not shown significant improvement. Some schools, especially in cities, showed an increasing and quite encouraging in the quality of education; while most of the others remain a concern. (Roslimar, 2019)

The professional school principal is expected to be able to manage the school with the best output and outcome quality. They play an important role in continuous improvement and development of the school. To carry out its mission in developing and improving the quality of madrasah education, the school principal should have adequate competence. Similarly, Wiyoto (2017) mentioned three of these competencies: (1) personal (2) managerial, (3) supervision, (4) entrepreneurship, and (5) social competences. Meanwhile, Ross & Cozzens (2016) explicitly mentioned the leadership, in addition to other aspects. Rosyada (2004) stated that the leadership of the institution of the madrasah should include the ability to: (1) create, (2) planning, (3) organize, (4) communicate, and (5) motivate (Nursaid, 2020).

Supervision means an activity of making observations on the work performed in accordance with specific terms. The examination is intended to observe how the activities undertaken have achieved the goal. Inspection is aimed to determine the flaws or mistakes that require to be adjusted in a job. According to Sergiovani and Starrat (1993), supervision is a process designed to assist teachers; and supervisors learn more about their practices; to be able to use their knowledge and skills to better serve the parents and the school; and to make the school as an effective learning community. Supervision is a process designed to assist teachers and supervisors in studying everyday tasks at school to be able to use the knowledge and ability to provide better service to parents, learners, and the school; and hence change the school community to be a better society (Sabanci, 2018).

The principal role in managing the school is inevitable in the era of developing industrialization, technology, and globalization at this time. The school principal becomes an initiator or a motivator for school community, such as teachers and students. One of the activities of school principal is to guide or help teachers in the
academic supervision as professional help for teachers to improve their professional competences in teaching and learning process. The most accessible academic supervision conducted by the school principal is classroom visit technique in which the principal becomes a supervisor for visiting teachers when teaching in the classroom. In addition, this supervision can be utilized to oversee all of the teachers in the school either novice teachers, transfer teacher, and senior teachers who had years of teaching experiences. Thus, the supervision could eventually improve the teaching and learning process in the class. (Kadarwati, 2016)

Based on the results of preliminary observations, the capacity of teacher performance in SDN Wiyung I/453 Surabaya was not at its peak. It requires incremental actions on following indicators: plan of learning, deep learning implementation, and learning assessment process aspects.

If the school has been carrying out the supervision earlier, the following supervision activities would be conducted in an effort to provide guidance to teachers. Learning process implemented by teachers is at the core of the whole educational process; with the teacher as the main figure. The teaching and learning process contains a series of actions of teachers and students based on reciprocity that takes place in educational situations to achieve certain goals. Therefore, the supervision activities are necessary to improve the performance of teachers in the learning process.

Supervision in education is recognized as administrative and academic supervision. The school principal conducts (instructional) academic supervision. The goal is directed at improving the quality of learning and therefore, the assessment is qualitative which evaluates learning quality advancement. Administrative supervision is frequently called managerial supervision. It aims to determine the education system efficiency of each school related to learning services. It requires quantitative assessments involving the managerial level of the school as well as elements of school resources. The implementation of academic supervision in each school is very important. It is a planned activity to assist teachers to improve the quality of learning. Its implementation can be conducted by the school principal through the support and assessment of the learning process in the classroom. Academic supervision contributes to the performance of teachers; hence, an improving quality of learning is expected.

According to the description above, the School Action Research conducted by the author is an Attempt to Improve the Ability of Teachers in Implementing the Learning Process through the Group-based Class Supervision at SDN Wiyung I/453 Surabaya.

**RESEARCH METHODS**

The method that will be used in this research is School Action Research (SAR). The SAR is developed from the action research that is conducted to advance the academic-based classroom supervision efficiency. It aims to improve the learning process quality handled by teachers. This action research was conducted at SDN Wiyung I/453 Surabaya, which started in August 2021.
This study uses SAR method, with these following steps: determining main issues, action planning, implementation of action, which is accompanied by observation, interpretation, and replication.

The quality of the learning activities of the homeroom teacher was based on the fulfillment of the indicators contained in the instrument of academic supervision. Besides, it is necessary to examine the obstacles that occur in the implementation of supervision of classroom-based Academic approach to PIS in SDN Wiyung I/453 Surabaya. The data obtained is qualitative data of the question-and-answer results and observation sheet on the implementation of the academic-based class supervision visits at SDN Wiyung I/453 Surabaya. The data results during the verification and analysis stages then were collected. From the data analysis, the researcher reflects through observation data regarding activities that can be defined to improve the quality of the learning process of teachers at SDN Wiyung I/453 Surabaya.

RESULTS AND DISCUSSION

The Implementation of School Actions in Cycle I

On August 15, 2021, there were meeting and group counseling with teachers who will be supervised. Based on the observation, only a few class teacher were proactive to be supervised. Hence, according to the agreement, only those proactive teachers will be invited as the subjects of this study. In this meeting, dialogues and interviews were conducted for teachers who will be supervised according to format A instrument of academic supervision, which includes: 1) the topics that will be presented, 2) expected competencies on students, 3) written preparation composed by the teacher, 4) learning implementation stages, 5) the learning materials that are believed as challenges for students, 6) temporary alleged sources of students' challenges, 7) teacher readiness to teach, 8) the method to be used, 9) the use of learning aids plan, 10) the willingness of teachers to be observed during teaching.

After conducting an agreement, the researchers set up the assessment instrument of learning implementation. With these instruments, the principal could observe learning process and conduct a learning assessment starting from the opening, the core subjects to cover in accordance with the criteria on the instrument. After completion of learning implementation, the teacher and school principal conducted a discussion about the results of learning implementation to discover the strengths and weaknesses, as well as finding the best solution to overcome the weaknesses found to enhance subsequent learning.

By analyzing the evaluation results on actions cycle I, the preparation of the Learning Implementation Plan has yet to show success because it only reached the average value of 3.4 and had not yet reached a impeccable category. From assessment results in preparing Learning Implementation Program, the weaknesses remained; among others were: 1) goal formulation, 2) the classroom setting, 3) learning material determination according to the student characteristics, and 4) how to determine the assessment procedure. According to the weaknesses, researchers require to make improvements in coaching, especially in the indicators: 1) goal formulation, 2) the classroom setting, 3) learning material determination according to
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The student characteristics and 4) how to determine the assessment procedure to achieve "good" category (4,0).

By analyzing the evaluation results on actions cycle I, the preparation of the Learning Implementation Plan has yet to show success because it only reached the average value of 3.4 and had not yet achieved an impeccable category. From the results of the assessment in the Implementation of Learning is still found weaknesses, among others in: 1) mastery of the class, 2) the involvement of students in utilizing the media, 3) monitor the progress of learning in the process, and 4) follow-up after completion of learning. Based on those weaknesses, researchers need to make improvements in coaching, especially in these following indicators: 1) mastery of the class, 2) the involvement of students in utilizing the media, 3) the progress of learning monitoring, and 4) follow-up after completion of the learning, to the assessment of the implementation of the learning gets the value of the category of good (4,0).

Based on the analysis results in the first cycle, it can be concluded that the teaching ability of the teacher was not optimal. It is shown from the assessment results of Learning Implementation Plan, which only achieves the average value of 3.4, and assessment of Learning Implementation only achieves the value of the average of 3.7. This means, it has not yet reached the category of good (4,0). This is caused by group discussion as a way for researchers in guiding the teachers. Researchers remain have big role in making a solution to solve the problems faced by teachers.

The Reflection of Cycle I:

According to the advice of collaborators, individual guidance and opportunities providance for teachers play a greater role in determining the solution to solving the problem faced by teachers, while the role of the researcher merely directs the process.

The implementation of the School Actions in Cycle II

The implementation of cycle II begins with holding individual meeting with teacher who will be supervised in teaching by persuasively inviting him or to conduct quality teaching. This would be conducted by identifying learning gap problems as well as providing opportunities for the teacher to find a solution in accomplishing those gaps through their selected teaching behaviors. Once held a dialogue, interview, and giving suggestions for improvement of learning, then the Head of School and teachers also hold a dialogue and interview for the preparation of supervision at the next meeting according to format A instrument of academic supervision that includes: 1) the topics that will be presented, 2) competencies possessed students, 3) the preparation of a written made the teacher, 4) the implementation stages of learning that will be implemented, 5) the material into the difficulties of students, 6) while the alleged source of the difficulty students, 7) the readiness of teachers to teach, 8) the method that will be used, 9) plan the use of learning aids, 10) the willingness of teachers to be observed teaching time.

After acknowledging an agreement, then the school principal prepared assessment instruments of Learning Implementation Plan and Learning
Implementation process. With the instrument that the researcher carry out the assessment of the Implementation Plan of Learning. Following the previous action, the principal observed learning process and the researcher assessed learning starting from the opening, the core subjects to cover in accordance with the criteria on the instrument. After completion of learning implementation, the teacher and school principal conducted a discussion about the results of learning implementation to discover the strengths and weaknesses, as well as finding the best solution to overcome the weaknesses found to enhance subsequent learning.

The results of the coaching and guidance activities for teachers and discussion with the teacher after carrying out the teaching process and the learning process, the ability of teachers increases in preparing lesson plans. In accordance with Table 3, the evaluation results on the actions of cycle II towards the preparation of the Learning Program Plan showed the success of reaching an average value of 4.4 with good category.

Analysis of evaluation results on the actions Cycle 2, the Learning Implementation in Table 4, showed significant success because it reached an average value of 4.3 with good category. Nevertheless, the Learning Implementation assessment result should be improved regarding the guidance on all assessment indicators, particularly on: 1) mastery of the class, 2) the involvement of students in utilizing the media, 3) monitoring the progress of learning in the process, and 4) follow-up after learning completion so that its assessment still obtains a value of the good category.

After carrying out supervision, the teacher and school principal held a discussion to convey the advantages and the weaknesses that occur while teaching. The advantages should be maintained and improved for betterment while weaknesses should be strengthened and solved. Consequently, the weaknesses may not recur in future learning activities.

Based on the results of the analysis of the implementation of the action cycle II, the researchers provide individual guidance and opportunities for teachers to determine the solution on how to solve the learning gap problems. The researchers only led them to obtain good results on the Learning Implementation Plan assessment and on the average value of 4. The Learning Implementation assessment obtained the value of the average 4.3 of which meant achieving the good category because it is more than a (4,0).

CONCLUSION

Based on the School Action Research (SAR) result description and the result analysis of coaching with effective academic-based classroom supervision with PIS approach at SDN Wiyung I/453 Surabaya, it can be concluded that more classroom supervision can improve the ability of teachers in implementing learning process at SDN Wiyung I/453 Surabaya. The assessment score of the Learning Implementation Plan increased 27.9% from cycle I with an average of 3.4 to an average of 4.4 in the second cycle. The score results of the assessment of the implementation of learning increased 16.8% from cycle I with an average of 3.7 to an average of 4.3 in cycle II.
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