

Supervision Implementation of Headmaster as an Effort to Improve Teacher's Professionalism at SMPN 6 Sungai Keruh

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ABSTRACT

Teacher professionalism is influenced by several factors, including the supervision of the principal. The purpose of this study is to explain how the implementation of school principal supervision is to improve teacher professionalism at SMPN 6 Sungai Keruh. The research method used qualitative methods; this research was conducted at SMPN 6 Sungai Keruh, Sungai Keruh sub-district, Musi Banyuasin district from October to November 2020. The subjects in this study were: Principals and Teachers of SMPN 6 Sungai Keruh, Sungai Keruh sub-district district, Musi Banyuasin district. Collecting data used in this research were observation, interviews, documentation. To check the validity of the data, the method and source triangulation technique were used. After that, the data analysis used an interactive analysis model technique consisting of: data collection, data reduction, presentation and conclusion. The results of the study show that the research on the role of the principal's supervision in improving the professionalism of teachers at SMPN 6 Sungai Keruh, Sungai Keruh sub-district, Musi Banyuasin district is able to improve teacher professionalism both in pedagogical competence, personal competence, professional competence and social competence.

Keywords: Supervision of the headmaster, Improvement of Teacher Quality, Teacher Professionalism

1. INTRODUCTION

Education according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System is a conscious and planned effort to create an atmosphere of learning and the learning process. So, students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by, society, nation and state. [1]

Through education, humans can develop their personalities both physically and spiritually in a better direction. Therefore, education has a very important role in the growth and development of a person. School is a formal educational institution that organizes teaching and learning process activities as an effort to achieve educational goals. The high and low quality of education is largely influenced by the quality of the learning process carried out by the teacher, because the teacher directly provides guidance and assistance to students in an effort to achieve educational goals [2]

Teachers have a multi-functional role, more than just those stipulated in legal products concerning teachers, such as Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 74 regarding Teachers, that teachers act as designers, movers, evaluators, and motivators.

In the teacher learning process, it requires special skills that are different from other professions. Therefore, teachers are required to be professional teachers. The professional teachers in question are qualified, competent teachers and teachers who are desired to bring about learning achievement and be able to influence the teaching and learning process of students which will later produce good student learning achievement.

The characteristics of professional teachers in outline are threefold: First, a professional teacher must master the field of science that he will teach well. Second, a professional teacher must have the ability to convey or teach his / her knowledge (transfer of knowledge) to his students effectively and efficiently. Third, a professional teacher must stick to a professional code of ethics. Teachers must

have a strong interest in carrying out their duties in accordance with the required principles of teacher professionalism [3]

Teacher professionalism in the education process has a very strategic role in guiding students towards maturity and maturity towards independence [4]. Teacher professionalism will not exist or run smoothly without efforts made by the principal, because one of the ways teachers can become professional teachers is by the efforts made by the principal in order to improve teacher quality. This is very suitable, because the principal is the person who will make the school progress, besides he also has to pay attention to the teacher, especially in terms of the professionalism of the teacher.

The principal [5] has a very important role in influencing the system in the school. Operationally, the principal is the person who is at the forefront of coordinating efforts to improve quality learning. As the leader of an institution in a school has a large enough role in fostering teacher skills in the learning process. To make teachers become professionals not only improve their competence either through upgrading, training or getting opportunities to learn again, but also need to pay attention to teachers from other aspects such as increasing discipline, providing motivation, providing guidance through supervision.

Supervision is an activity that must be carried out by a leader in relation to the leadership role they carry in order to maintain the quality of the products produced by the institution. This is aimed at improving quality and performance. With guidance and assistance, the quality of existing human resources can always be maintained and improved [6].

Based on preliminary findings at SMPN 6 Sungai Keruh, there are some teachers who are suspected of not meeting academic qualifications and inadequate performance. Performance is itself a work ability and work performance which is manifested in the form of quantity and quality of work shown by teachers in carrying out their duties. -these difficulties can trigger the teacher not to focus on the work they are carrying so that the teacher carries out their duties, namely giving teaching the head of students less optimally

Based on this background, researchers are interested in conducting a research entitled "Implementation of Principal Supervision as Efforts to Improve Professionalism of Teachers at SMP 6 Sungai Keruh".

2. METHODS

2.1 Types of Research

The research method used is qualitative research methods. Qualitative research is research that intends to understand the phenomena experienced by research subjects holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. The data collected is in accordance with the needs in order to describe the research variables. To maintain the validity of the data, in collecting the data, several techniques of data collection were used, consisting of: interviews, observation and discussion. [7]

This type of research is a type of case study research. This type of case study research is a description of a comprehensive explanation of various aspects of an individual, group or organization (community), a program or social situation, namely research that aims to study intensively about social units such as institutions in terms of this is SMPN 6 Sungai Keruh. Case studies attempt to examine as much data as possible on the subject under study. The data that will be examined later is the implementation of school principal supervision as an effort to increase teacher professionalism at SMPN 6 Sungai Keruh, as well as the results of supervision conducted by the principal of the school principal at SMPN 6 Sungai Keruh.

2.2 Research Subjects

This research was conducted at SMPN 6 Sungai Keruh which is located in the village of Keramat Jaya, Musi Banyuasin sub-district. The number of research subjects was 10 teachers. The reason for choosing this school is that researchers aim to see further the supervision carried out by the principal is appropriate or not to improve teacher professionalism.

3. RESULTS AND DISCUSSION

3.1 Implementation of Principal Supervision in Improving Teacher Professionalism in SMP Negeri 6 Sungai Keruh

The principal of SMP Negeri 6 Sungai Keruh when supervising teachers, namely through stages including the planning, implementation, and evaluation stages through the results of an interview with Hasan, the principal of the SMPN 6 Sungai Keruh School:

Each activity starts from a good and bad activity determined by planning, implementation, and evaluation, so that it

becomes a complete series. If a program has a plan, and there is an implementation but it is never evaluated, there will be no improvement, so it would be nice, if in a supervisory framework it is an effort to improve an existing program into a much better program.

At this planning stage, the principal in checking a learning device, RPP, syllabus, teacher before the lesson ends, aims to find out whether the teacher in question is correct or not in the preparation of the learning device.

In carrying out supervision, two techniques were obtained, namely the individual technique (Individual Technique) and the group technique. Supervision is carried out by the principal at SMPN 6 Sungai Keruh, using all of these techniques to improve teacher professionalism.

3.2 *Principal Supervision Approach at SMP Negeri 6 Sungai Keruh*

Mr. Hasan, as the principal of SMP Negeri 6 Sungai Keruh, gave an explanation, namely in carrying out supervision the use of a direct approach in which the principal here is considered a person who knows many things and is able to provide directives on teacher teaching activities directly. For example, if there is a teacher who has made no mistakes or things that are not in accordance with the supervision program, the principal spontaneously gives warnings and suggestions to the teacher even though he is in class or outside the classroom. This is in accordance with what was conveyed by the principal in an interview:

So, if there is a teacher who makes a mistake or something that is not right, then I will give a spontaneous warning both when the teacher is in class and outside the classroom when I make a visit.

As stated by Moos, he stated that staff should be treated not as subordinates, but as followers. This is done by creating a conducive climate, smooth communication, open relationships, democracy, and autonomy. So that an atmosphere and close cooperation will be formed, which is colored by tolerance and mutual cooperation [8]

3.3 *Results of the Principal's Supervision in Improving Teacher Professionalism at SMPN 6 Sungai Keruh*

The principal is of the opinion that what is meant by a professional teacher is a good teacher starting from planning, implementation to evaluation.

And he said that what is important is when carrying out a good and maximum learning that is prioritized.

This is in line with Uzer Usman's opinion that teachers can be said as professional teachers if they have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities. [9]

3.4 *Implementation of Principal Supervision in Improving Teacher Professionalism in SMP Negeri 6 Sungai Keruh*

Supervision carried out by the principal at SMP Negeri 6 Sungai Keruh consists of supervision on planning, implementation and evaluation. As stated by Mr. Hasan as the principal of the SMPN 6 Sungai Keruh school, all activities consisting of planning, implementation and evaluation are part of a series. If the program has a plan, but its implementation has never been evaluated, there will be no improvement, so in the framework of supervision is an effort to improve the existing program into a better program.

According to [10]The better the ability of the principal's managerial application, the more meaningful it will be to improve teacher performance. A principal who has good managerial abilities must be able to organize his school activities based on current conditions towards a better condition. Therefore, it is highly demanded that the principal's ability to design school development plans, distribute activities, motivate and foster teachers and school staff in carrying out their duties every day, and measure and assess the performance of their staff.

The explanation above is in accordance with what was conveyed by Sahunderstanding. The strengths of this position organization are that it has social values, teachers get practical ideas and inspiration from speeches that can enrich knowledge and experience. It is also necessary to develop professional associations to add certain knowledge, such as the association of Indonesian doctors, engineers, economists and others, PGRI, association of science or mathematics teachers[11]

3.5 *Results of School Principal Supervision in Improving Teacher Professionalism in SMP Negeri 6 Sungai Keruh*

The condition of the teacher before it was carried out was given supervision by the principal, there were still many things that were inaccurate in the making and preparation of learning tools such as in the making of lesson plans, there were still many that were not right, in applying them in the classroom when learning was taking place also was still not

right with the lesson plans that had been made, either when using a learning media it is also not optimal, but after supervision by the principal, the teachers become much better at planning learning tools so that implementing them in the classroom is good.

In addition, in terms of the personality of the teachers at SMP Negeri 6 Sungai Keruh, they are also getting better, in terms of discipline as well as their responsibilities, as conveyed by Mr. Hasan in the results of the interview that with the supervision carried out, it was seen that teachers who used to frequently permit did not enter or came late. It is becoming more and more disciplined now. The things above are in line with what E Mulyasa said that there are four competencies that a professional teacher must have, namely: The competencies that a teacher must possess include the following four aspects:

3.5.1 Pedagogic Competence

In the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. [12]

3.5.2 Personality Competencies

In the National Education Standards, the explanation of Article 28 paragraph (3) point b, it is stated that what is meant by personality competence is the ability of a personality that is solid, stable, mature, wise, and authoritative, becomes an example for students, and has a noble character. [12]

3.5.3 Professional Competence

In the National Education Standards, the explanation of Article 28 paragraph (3) point c states that what is meant by professional competence is the ability to master learning material broadly and deeply which allows guiding students to meet the competency standards set out in the National Education Standards.

3.5.4 Social Competence

In the National Education Standards, the explanation of Article 28 paragraph (3) point d states that what is meant by social competence is the ability of teachers as part of society to communicate and mingle effectively with students, fellow educators, education staff, parents / guardians of students and the surrounding community. According to [13] professional teachers have social responsibility manifested through the competence of teachers from

the social environment and have effective interactive skills. [14]Based on this explanation, it was concluded that the results of the supervision carried out by the principal of SMP Negeri 6 Sungai Keruh were able to increase the professionalism of teachers in the aspects of pedagogical competence, personality, professional and social [15].

4. CONCLUSION

The supervision of the principal at SMPN 6 Sungai Keruh is carried out in three stages consisting of planning for supervision, implementation of supervision and evaluation of supervision. The supervision approach used is a direct approach and an indirect approach, but it can be said that the approach is more of a humane supervision approach. The techniques used consist of two techniques, individual techniques and group techniques. The results of the supervision carried out by the principal of SMPN 6 Sungai Keruh stated that after the implementation of supervision by the principal the teachers became even better in the aspects of planning, learning tools, and implementation in the classroom. Supervision of school principals can improve teacher professionalism in the aspects of pedagogical competence, personality competence, professional competence and social competence.

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