

Educational Supervision in Improving Teacher Competence

1st Ilham Mayudho
*Department of Educational
 Administration*
Universitas Negeri Malang
 Malang, Indonesia
 ilhammayudho@gmail.com

2nd Dedi Prestiadi*
*Department of Educational
 Administration*
Universitas Negeri Malang
 Malang, Indonesia
 dedi.prestiadi.fip@um.ac.id

3rd Ali Imron
*Department of Educational
 Administration*
Universitas Negeri Malang
 Malang, Indonesia
 ali.imron.fip@um.ac.id

Abstract—This study aims to determine the implementation of educational supervision in improving teacher professional competence. This research uses a literature study research method so that with this method data analysis will be carried out by collecting and reviewing a collection of various references both scientific articles, books for information sources which will later be useful for material in adding insight and conceptually studying the relationship to educational supervision. in improving teacher professional competence. The purpose of carrying out such supervision is to have a close relationship with the goals of education in a school. This occurs because activity from the implementation of supervision is carried out to assist teachers in carrying out their duties optimally so that later the learning objectives to be achieved can run optimally and optimally. The competence of a teacher can also be referred to as mastery in carrying out various tasks that are carried out as an educator, namely teaching, educating attitudes, skills and an appreciation that is necessary to support the success of the learning process that he carries out for predetermined educational goals.

Keywords—*competence, professional teachers, educational supervision*

I. INTRODUCTION

In education, there is a unified relationship with the world in the future. The fate of an Indonesian nation and state in the future can be measured and shown in terms of the quality of an educational institution, be it a formal institution or an informal one. In that case, for the sake of the continuity of a strong and great nation and state, it should step forward in a world of education that must be carried out according to the educational goals to be achieved. Education has a goal, namely to be able to develop and improve the quality of each individual which will later be used as an activity that is consciously aimed at achieving the goals that have been set (Prestiadi et al., 2020).

The implementation of education has a continuous relationship either in a type or a level in education. The existence of a teacher who has professionalism and has high competence in the field of education is a determining factor in teaching and learning activities and educating students to later become human beings who has a quality that is beneficial to himself and the surrounding environment. later national goals will be achieved as expected. Improving the competence and performance of educators or teachers in implementing learning activities in schools effectively and efficiently as educators who will later have professionalism will be expected to achieve this as a supporter of achieving educational goals (Astuti & Prestiadi, 2020). In this case, to be able to improve and develop the competence of teachers and to ensure the implementation of a function of education to be following the goals of education expected by the nation, therefore supervision or control is needed to support the achievement of success of the planned goals. The competence of a teacher is an ability of a teacher in carrying out various obligations by holding full responsibility in carrying out his duties (Nurtanto, 2016).

The competence of a teacher can also be referred to as mastery in carrying out various duties as an educator, namely teaching, educating attitudes, skills and an appreciation that is necessary to support the success of the learning process that he carries out for the educational goals that have been set. With this, the ownership of competency by a teacher will be able to show how the quality of a teacher is. These competencies can be implemented in the form of mastery of knowledge, skills and professionalism to carry out the functions and tasks carried out as a teacher (Fitriani et al., 2017).

In a supervision, it is strived to be able to help to improve and develop and provide solutions to the process of a learning that can be overcome by various

problems that occur in its implementation, be it the problems faced by teachers in learning, the conditions of learning for students or facilities and infrastructure. media that support the learning process. Through supervision, it is an assistance that has been given to correct problems in the learning process situation which in carrying out its activities depends on a skill possessed by the supervisor.

Supervision activities from those that have an inspection form where an authority from the supervisor dominates and develops in the form of a collaboration between a teacher and a supervisor by taking joint responsibility and initiative to improve and develop the quality of the learning process carried out, as well as being able to create a culture in learning from a teacher to be able to always improve and develop their competencies (Subandi, 2013). The purpose of this supervision is to have a close relationship with the goals of education in a school. This occurs because activity from the implementation of supervision is carried out to assist teachers in carrying out their duties to the maximum so that later the goals to be achieved can run optimally and optimally. In educational supervision, it is a crucial element in the world of education that can trigger a gradual improvement for the creation of goals and objectives that have been set together. Because of this, educational supervision needs to be implemented effectively and efficiently in a school. By conducting effective and efficient educational supervision, various inspirations have emerged that can help complete several tasks at the same time.

II. METHOD

This research uses the literature study method because in the research all the data reviewed and collected for research materials come from a journal or other supporting reference sources. This approach with the literature method can also be used to provide knowledge related to the subject matter related to nationalism. Then the data collected is analyzed or studied using descriptive analysis methods. The descriptive analysis method is carried out by providing a clear and coherent description that contains the material that has been obtained for research material from the process of reviewing the literature.

III. RESULT AND DISCUSSION

A. Education Supervision

According to Leniwati & Arafat, (2017) educational supervision activities are activities that are mandatory to improve the implementation of the learning process that is useful for improving the results of the learning process carried out. Supervision is an effort to assist teachers in developing their abilities and competencies so that later educational goals can be achieved effectively (Slameto, 2016). Supervision is an implementation in helping to increase the ability of a teacher, one of which is to develop professional competence, namely by improving and improving the

learning process carried out by a school principal (Suhandi, 2016).

The purpose of educational supervision is to be able to improve the learning processes and situations that are in the plan to achieve national education goals by assisting teachers in understanding more about the role, growth, and quality of schools in achieving the goals that have been determined together (Shaifudin, 2020). The goals and functions of educational supervision are closely related. These two things are like a link that is always related. The goal is to provide knowledge or insight about what needs to be achieved if the function is as a pointer to what is needed to be implemented so that in measuring whether a goal has been able to be achieved properly it can be based on whether the entire series of activities that need to be implemented can be achieved. run well, or it can be called the achievement of the goals of supervision depending on whether educational supervision is functioning well in schools (Sukmawati, 2017).

In particular, educational supervision has the aim of being able to develop and increase the potential of students through quality learning activities carried out by teachers. Supervision is a reference in developing and improving performance or professional competence in creating a better teaching and learning process for students by implementing better learning. In general, supervision has the goal of being able to achieve and develop the teaching and learning process effectively and which is relevant to improving and developing the abilities of a teacher. Supervisors have the task of providing creativity and knowledge to teachers, coordinating all efforts of a school, creating creative learning, providing continuous assessment, and enriching the experience of a teacher (Karmila & Suchyadi, 2020).

According to Saifudin, (2020) the implementation of educational supervision activities in educational institutions needs to make several principles, namely:

1. Democratic principles

Assistance and service provided to teachers are based on a human relationship so that later teachers will feel safe in developing their obligations and duties. This democracy holds a meaning that in upholding and maintaining the dignity of teachers, it is not based on subordinates or superiors, but is based on equality.

2. Scientific principles

This principle has several characteristics, namely:

a) Supervision activities are carried out based on objective data which is obtained from real events that occur in the ongoing process of teaching and learning activities.

b) To be able to obtain data, one must apply a tool that can record such as observation scores, questionnaires, private conversations and others.

c) In every ongoing supervision activity is carried out in a well-planned, continuous and systematic way.

3. Constructive and creative principles

On this principle, every teacher will be able to feel the motivation to develop and increase creativity and potential in himself if the supervision itself can create a working atmosphere with a pleasant atmosphere for the teachers, not by using a method that will make teachers feel afraid in learning. carry out various obligations and duties.

4. The principle of cooperation

This principle has the goal of creating and developing a business together, namely a way that can be applied in the form of providing encouragement, support and stimulating teachers so that later teachers will feel that they are growing and developing together.

B. Implementation of Education Supervision in Improving Teacher Professional Competence

As a supervisor in the course of learning in education, a supervisor must be able to design a plan to be able to strengthen the implementation of the four competencies of a teacher, namely personality competence, pedagogic competence, professional competence, and social competence (Prestiadi & Adha, 2020). With this, a supervisor in the field of education has a demand for a vision and mission of the ongoing process of supervision which will also be able to be implemented and applied to various strategies and goals to be achieved together (Fahmi et al., 2018). To improve the competence and quality of teachers' resources through a supervision process, a school principal can carry out several activities, namely: 1) monitoring the implementation of a content standard, 2) providing guidance to teachers in planning and implementing as well as assessing the implementation of the learning process that has been implemented, 3) monitoring the implementation of graduation competency standards, 4) monitoring the implementation of process standards, 5) monitoring the implementation of assessment standards, and 6) monitoring the implementation of teaching staff standards (Suhandi, 2017).

According to Sri in Indrawati, (2013) To be able to make an increase in the professional competence of a teacher, two efforts will greatly influence one another, namely an effort that can be made by the principal and an effort made by the teacher. Efforts that can be made by school principals are, among others, by holding or assigning teachers to be able to participate in training programs, holding supervision programs, providing motivation for teachers to make scientific works,

providing various educational facilities that can support the learning process, holding a meeting between the principal and teachers in the school and giving an award. Efforts that can be made by teachers include taking part in a training/upgrading program, participating in a subject teacher deliberation program, increasing their insight and knowledge through electronic or mass media, attending a learning course and making professional improvements by self-study independently (Bhayangkara et al, 2020).

In the implementation of educational supervision to develop and improve the professional competence of teachers, it can be done through general subjects, first by providing an understanding of principles, concepts and so on. In each process of developing general subjects, the field is under development in general subjects (Prastiawan et al, 2020). Second, by providing direct guidance to teachers in the preparation of a syllabus in each subject area. Third, by guiding teachers to determine and use predetermined strategies and so on, guiding in preparing plans in implementing the learning process which will later be able to develop and increase the various potentials of students through a field of development of the subjects studied. general. Fourth, by guiding teachers in carrying out learning process activities in the classroom, providing guidance to teachers in the management and use of media in education as well as learning facilities, it will be possible to see the readiness of teachers in teaching in school learning. Fifth, by motivating teachers to be able to utilize and follow the development of information technology along with the times to support the learning process in schools (Zega, 2016).

According to (Pinim et al., 2020) the professional abilities and competencies of a teacher can be developed and improved through supervision program activities that can be followed by teachers, whether the implementation is outside school or inside school. In the educational supervision program carried out to develop and improve the professional competence of teachers, among others: (1) Conducting visits to classes, (2) Have an open conversation between the teacher and the principal, (3) Conduct group discussions, (4) Demonstrating learning activities, (5) Making developments for the curriculum, (6) Create a private library, (7) Participate in workshops outside of school or inside school, (8) Conducting a research within the scope of education.

Based on the various educational supervision activities that have been followed and carried out by teachers, it is hoped that they can develop and improve the professional competence of a teacher. There are also factors that support and hinder the process of supervision in increasing teacher professional competence according to Purnawanti et al., (2016) factors that support these activities, such as solidarity between teachers and educational institutions which is quite high and also has a spirit of enthusiasm in

achieving mutual progress. , in utilization by establishing effective communication relationships between school principals, teachers, other agencies, supervisors and the community. In addition, a supervisor and a school principal continue to guide, foster and supervise the activities of teachers in schools. As for the factors that hinder the process of developing and improving teacher professional competence, namely 1) the commitment of the teachers is still relatively low. 2) the absence of official technical guidelines from the government regarding references in the implementation of group management and teacher working group programs.

IV. CONCLUSION

Supervision is an activity to help increase the ability of teachers to improve and improve the learning process. The purpose of educational supervision is to be able to improve the learning process and situation that is in the plan to achieve national education goals by assisting teachers in understanding more about the role, growth, and quality of schools in achieving the goals that have been determined together.

To improve the competence and quality of teachers' resources through a process of supervision, a school principal can carry out several activities, namely: 1) monitoring the implementation of a content standard, 2) providing guidance to teachers in planning and implementing as well as assessing the implementation of the learning process that has been implemented, 3) monitoring the implementation of graduation competency standards, 4) monitoring the implementation of process standards, 5) monitoring the implementation of assessment standards, and 6) monitoring the implementation of teaching staff standards.

REFERENCES

- [1] Astuti, A. D., & Prestiadi, D. (2020, June). Efektivitas penggunaan media belajar dengan sistem daring ditengah pandemi Covid-19. In *Prosiding Web-Seminar Nasional (Webinar)* (Vol. 20, pp. 129-135).
- [2] Bhayangkara, A. N., Ahmadi, W. H., Firdaus, D. B., Prestiadi, D., & Sumarsono, R. B. (2020). The Role of Instructional Leadership Through Kurt Lewin Model in Improving the Teacher Capability. *2nd Early Childhood and Primary Childhood Education (ECPE 2020)*, 307-317.
- [3] Fahmi, C. N., Nurliza, E., AR, M., & Usman, N. (2018). Pelaksanaan Supervisi Akademik Dalam Meningkatkan Kompetensi Guru Sekolah Dasar.. *Jurnal Serambi Ilmu*, 19(September), 104–119. <http://ojs.serambimekkah.ac.id/serambi-ilmu/article/view/1004>
- [4] Fitriani, C., AR, M., & Usman, N. (2017). Kompetensi Profesional Guru Dalam Pengelolaan Pembelajaran Di Mts Muhammadiyah Banda Aceh.. *Jurnal Magister Administrasi Pendidikan*, 5(2), 88–95. <http://e-repository.unsyiah.ac.id/JAP/article/view/8246>
- [5] Indrawati, H. (2013). Upaya Peningkatan Kompetensi Profesional Guru Mata Pelajaran Ekonomi Dalam Proses Pembelajaran. *Jurnal Pendidikan*, 4(2), 84–95. <https://jp.ejournal.unri.ac.id/index.php/JP/article/view/1827>
- [6] Karmila, N., & Suchyadi, Y. (2020). Supervisi Pendidikan Di Sekolah Alam Bogor. 3(1), 31–33. <https://journal.unpak.ac.id/index.php/JPPGuseda/article/view/2011>
- [7] Leniwati, & Arafat, Y. (2017). Implementasi supervisi akademik kepala sekolah untuk meningkatkan kinerja guru. *Jmksp Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan Volume*, 2(1), 106–114. <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1158>
- [8] Nurtanto, M. (2016). Mengembangkan kompetensi profesionalisme guru dalam menyiapkan pembelajaran yang bermutu. 10, 553–565. <https://jurnal.fkip.uns.ac.id/index.php/snip/article/viewFile/8975/6535>
- [9] Pinim, J., Padang, R., & Sembiring, N. H. (2020). Peningkatan Kompetensi Profesional Guru Agama Melalui Pembinaan Supervisi Pendidikan Di Smp Negeri 1 Lawe Alas. *Jurnal Taushiah FAI UISU*, 10(2), 1–11. <https://jurnal.uisu.ac.id/index.php/tsh/article/view/3265>
- [10] Prastiawan, A., Gunawan, I., Putra, A. P., Arif, D., Dewantoro, P. S. C., Nuraini, N. L. S., ... & Surahman, E. (2020, December). School Leadership Skills in Educational Institutions. In *6th International Conference on Education and Technology (ICET 2020)* (pp. 438-441). Atlantis Press.
- [11] Prestiadi, D., Arifin, I., & Bhayangkara, A. N. (2020, October). Meta-Analysis of Online Learning Implementation in Learning Effectiveness. In *2020 6th International Conference on Education and Technology (ICET)* (pp. 109-114). IEEE.
- [12] Prestiadi, D., & Adha, M. A. (2020, November). One-Roof School Principal Excellence Leadership Development Model in Indonesia. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (pp. 250-255). Atlantis Press.
- [13] Purnawanti, E., Mustiningsih, & Burhanuddin. (2016). Supervisi Dalam Peningkatan Kompetensi. 1(2), 159–164. <http://journal.um.ac.id/index.php/jptpp/article/view/6133>
- [14] Sabandi, A. (2013). Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan Oleh: Ahmad Sabandi Universitas Negeri Padang. *Jurnal Ilmiah Ilmu Pendidikan*, 13(2), 1–9. <http://ejournal.unp.ac.id/index.php/pedagogi/article/view/4275>
- [15] Shaifudin, A. (2020). Supervisi Pendidikan. *El-Wahdah: Jurnal Pendidikan*, 1(2). <http://ejournal.kopertais4.or.id/mataraman/index.php/elwahdah/article/view/4158>
- [16] Slameto. (2016). Supervisi Pendidikan Oleh Pengawas Sekolah. *Jurnal Kelola*, 3(2), 11–13. <https://ejournal.uksw.edu/kelola/article/view/647>
- [17] Suhandi, A. (2016). Penerapan Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Dalam Menyusun Administrasi Penilaian Di Sd Laboratorium Uksw. 6(1), 117–126. <https://ejournal.uksw.edu/scholaria/article/view/188>
- [18] Suhandi, A. (2017). Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Di Sd Laboratorium Uksw. 7(1), 49–59. <https://ejournal.uksw.edu/scholaria/article/view/713>
- [19] Sukmawati, H. (2017). Fungsi supervisi pendidikan. *Jurnal pendidikan dan studi islam*, 3(2), 143–149. <http://journal-uim-makassar.ac.id/index.php/ASH/article/view/194>
- [20] Zega, T. (2016). Meningkatkan Kompetensi Profesional Guru Melalui Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Smp Negeri 1 Lolowau Kabupaten Nias Selatan Tahun Pelajaran 2015/2016. *Jurnal Warta Edisi*: 50. <http://jurnal.dharmawangsa.ac.id/index.php/juwarta/article/view/201>