



Supervision for the Improvement of Teachers Professionalism in SMKN 1 Kota Sukabumi

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ARTICLE INFO

ABSTRACT

Article history:

Received: Jun 30, 2022

Revised: Jul 10, 2022

Accepted: Jul 20, 2022

Keywords:

Supervision,
Improvement,
Teacher.

Teachers play an outstanding role in deciding the path of education. It will be a qualified or not. Teachers required Academic competence, personal competence and pedagogic competence. All those competence influence their professionalism. Supervision by the principle is one of the effort teacher competence especially in the academic and pedagogic competence. Supervision is one of principle responsibility to improve teacher performance through, guiding, consulting and solving the teacher problem related to instruction. Another aim of supervision is improving teaching methodology, source of learning and helping the teacher to achieve the competency standard. The aim of this research is describe how important supervision for the development of teacher professionalism, to find out how supervision gives contribution, and to know the factors that can encourage or discourage in the process of supervision in SMKN 1 Kota Sukabumi. The methodology of this research is descriptive qualitative and the techniq of gathering the data is observation, interview, and documentation. The subject of this research are teacher and principle. There are some findings in this research such as, achieving a confirmation how important of supervision for the teacher and the principle. It is proved by the opinion of the teacher and the principle. The teacher said "supervision make them aware of the steps of instruction" supervision makes them aware about the function of teaching methodology". And the opinion of head master, "it is important to know what is the strength and weaknesses of each teacher", let's improve the weaknesses and develop the strength of the teachers. Discourage factors that we found in supervision such as the hesitate of senior teacher to be supervised, some teacher lazy being supervised, some teacher feel nervous if they are supervised. and there is a psychological aspect faces by the principle to supervised because the teacher is older that the principle. The principle didn't have enough time to supervised all the teacher and he delegated the senior teacher. In this research we come to the conclusion that supervision is the process to improve teacher performance and should be done continuously to improve the qulity of instruction.

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1. Introduction

The background of this research is the courisity of researcher what kind of supervision strategy can influence the teacher teaching professionalism. As far as the researcher know, Supervision in school just a matter of a program that should be done by the principle. There is no evaluation and strategy for this program. So there is no solution teaching problem. In this research show the process of supervision, in different level of teachers, senior, middle and young teacher, how principle approach a teacher for evaluating teaching performance.

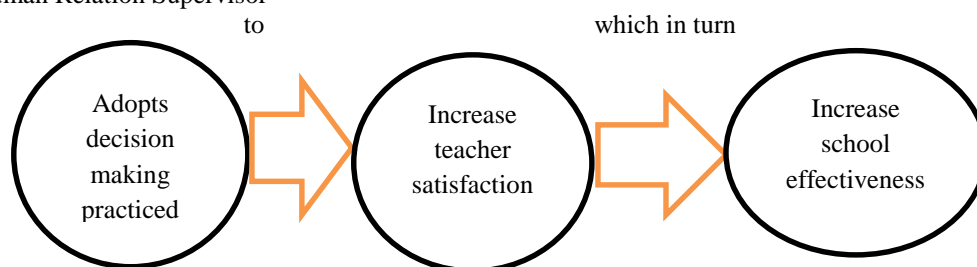
Supervision has been a realtively dorman activity in school. Present supervisory practice in school are based on one, or combination of three general supervisory theories, traditional scientific management, human relation and neo scientific management. Traditional management represent the classical autocratic philosophy of supervision in which teacher are viewed as appenadges of management and such as hired to carry out



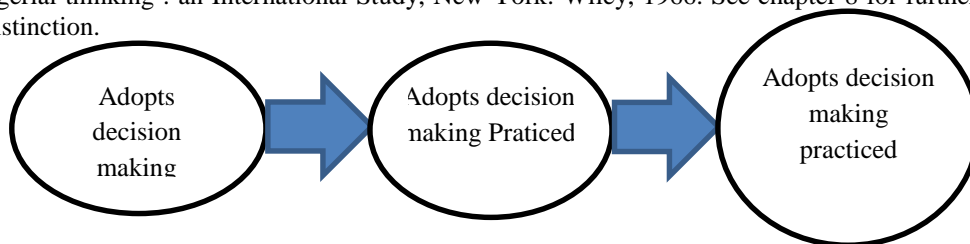
prespecified duties in accordance with the wishes of management. Control, accountability, and efficiency are emphasized in an atmosphere of clear cut boss subordinate relationships. Vestige of this brand of supervision can still be seen in schools.

Human relation supervision has its origins in democratic administration, movement advocated, in the thirties and is still widely preached and practiced. Human relation supervision was a successful challenger, to traditional scientific management. Teacher were to be viewed as ‘whole people’ in their own right rather than as packages of needed energy, skill and attitudes to be used by the administrator, and supervisors. Supervisors worked to create feeling of satisfaction among teachers by showing interest I them as people. It was assumed that a satisfied staff would work harder and would be easier to work with, to lead and to control. Participation was an important method and its objective was to make the teachers feel that they are useful and important to the school. “Personal feeling and comfortable relationship’ were the watchwords of human relations.

The Human Relation Supervisor



The rationale behind this strategy is that teacher want to feel important and involved. This feeling in turn promotes the teacher a better attitude toward the school. And therefore they become easier to manage. The human resources supervisor, by contrast, view satisfaction as a desirable end toward which teacher work. Satisfaction according this view results from the successful accomplishment of important and meaningful work. And this short of accomplishment, is the key component of school effectiveness. The human resources supervisor would adopt shared decision, making practises because of their potential to increase school effectiveness. This distinction is made by Raymond Miles” Human Relation or Human Resources ? Harvard Bussines review, vol 43, no 4, pp. 148-163, 1965: and by Mason haire, Edwin Ghiselli, and Lyman Porter. Managerial thinking : an International Study, New York: Wiley, 1966. See chapter 8 for further elaboration and distinction.



Much of the success of the now -popular neoscientific management images of supervision, those rely on impersonal quality control mechanism such as performance contracts, accountability to predetermined objectives and competency standard. Supervision in education has the roile to service and assist teacher to increase the competence of instruction. School as an educational institution is the place where education is done has complex and dynamic system. School needs the management as the core of human resources development to produce qualified outcomes.

There are a lot of criticize of the education process in Indonesia, as Otong Sutisna said “ there is a doubtful in society as the result of instruction quality decreasing” Managing education in the past is seem less planning, coordinating and communicating whether it is vertically or horizontally. Recently educational supervision is lack of the role as supervisor. As the result of the supervisor is not enough to give the model to teacher how to make a good instruction. Supervision in Indonesia commonly emphasizes of the administrative that is made by the teacher. Improving the instruction as one main point of supervision is neglected



2. Method

Based on the characteristic of the problem and data gained, and this research has the aim to describe the situation when the research is done, so this research use kualitatif descriptive research. Qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them.. (Nasution, 2003) The focus of this research is the activity of Principle of SMKN 1 Kota Sukabumi conducts the supervision to all the teachers. In this research identifies teacher qualification, as educational background, teaching experience, commitment degree, and the subject that is taught. All those variable is compared with the effectiveness of supervision conducted by the principle.

This research is conducted from 1 march to 30 march 2022. Firstly I gather the data first from relevant literature, such as books, article, previous research, and correlated web site. Doing some observation, interview with principle and teachers, and distributing the questionnaire. The respondent of this research is 30 teachers with different subject taught and educational background.

Some steps for gathering data :

- a. Prepare the interview outline for teacher and head master
- b. Propose research permission to the principle
- c. Negotiate the schedule of collecting data with teacher and principle
- d. Copying the questionare and interview guidance. For gaining accurate data the researcher as the observer, interviewer and make some documentary. The researcher distributed the questionare the aim is to get the environment information. Qualified education produces good graduation and can benefit for their environment. The population in this research is 30 teachers and one headmaster. Respondent attitude and opinion is filtered by research instrument that arranged systematically. Two steps to achieve data validity.

Credibility : is the measured of research fix result. Credibility describes researcher appropriate concept to the respondent. To increase the credibility result, the researcher do this following steps Triangulasi : is checking the realbilty of the data by using another data source to compare with the exisisting data. Triangulasi is done by compare written observation with the result of interview and recordin, Compare the information from respondent. Member check : is done at the end of interview to confirm collected data from respondent. Realiability is the question if the research can be repeted by another researcher or replicated . to achieve the realbilty in the form of concrete descriptive explanation to the respondent, opinion, evaluation and criticize from another researcher and interview recording.

2.1 Data interpretation and analysis

Analysis and data interpretation is connected with the theoretical foundation. Interpretation means describes point of view not the truth. In quantitative data analysis method is clear otherwise the the qualitative data analysis the method is not available. The sharpness of qualitative data analysis is depends on the experience and knowledge of researcher.

2.2 Research steps

There are 3 steps of qualitative research at least , orientation, ekspolration, and member check step S. Nasution (2003:33-34). Researcher pit some following step below:

- a. Proposing research topic, and planning
- b. Exploration study to the place that would be research environment
- c. Permitting letter from the university director and educational department
- d. Evaluate the environment
- e. Choose the informan
- f. Prepare research instrument
- g. Research ethic

The research strategy in gathering the data based on personal relationship language is used, and open or closed place. Researcher performance should adjust with the place and culture of research place.

3. Result and Discussion

The statement research is” Supervision for the Improvement of Teachers Professionalism in SMKN 1 Kota Sukabumi.”has the following question research.

- a. How the role of principle supervision increasing teacher professionalism ?

- b. How principle contributes to increase teacher competency in SMKN 1 Kota Sukabumi?
- c. What is the factor can encourage and discourage the process of supervision by the principle in SMKN 1 Kota Sukabumi.

Teachers in SMKN 1 Kota Sukabumi realize that supervision is the process of human resources management, especially it is important to do for you teacher or fresh graduate how they manage the class. That is principle responsibility to conduct teacher supervision. In sum items of supervision instrument it is the real measurement how teacher should do the following steps of instruction. From the observation researcher find out all the question items that is answered by the teacher. It is reflected how the supervision guide the detailed procedure. In format A it measures teacher planning when enter the class included what competency, method, learning source, step of learning, written preparation, what material that consider hard for students and the reason, what is the competence that is gained by students, and what the things that should give more attention.

Main activity (mastering the material, class management, time management, teaching approach, teaching media, teacher as facilitator, question technique, the usage of board, teacher and students interaction,). Teacher should encourage students to Exploring learning sources, To process the data or information, To communicate oral or written, Qualified question, Correlate learning material with ethic , technology, daily life, environment, Make decision and conclusion. Students attitude to the lesson presence, bring relevant book, good note.

Making a planning agenda consists of candidate of being supervised, what is the point that should be supervised, Actuating, it could be enter to the classroom, observe how teachers teach, personal conversation, group conversation lead by the principle, it could be the group of certain subject. What is the evaluation should be improve, feedback and reinforcement.

Actuating and Evaluation is adjusted with the teacher condition in SMKN 1 Kota Sukabumi. The teachers is varied, 50 % teachers has experience about 20 years teaching, 25 % is below 5 years teaching and the rest of 25 % is above 5 years teaching. Teachers that has personal problem is given attention by the principle. Conducting supervision for the senior teachers, principle used the personal approach, without entering the class, asking about the problem of teaching, what is the best method that used in the class, sharing the opinion, the information further is got from the students or another teachers.

Supervision for the junior, the principle observe, and evaluate by entering the class. The most point to evaluate is the approach how to deliver the material, attract the students interest, explaining clearly, and the ability to comprehend students capability. Supervision technique for the problem teacher (seldom come to the class, less of economic afford, etc) is interview principle should know what is the problem, the example is there is a history teacher he is senior but he is seldom come to the class, because he has debt to the bank in big amount, and he has disabled daughter. Another teacher seldom comes to the class because she divorced for several time, he married with a man with problem. The principle should cross checked that situation as well.

3.1 Research Discussion Result

a. Frame work the role of Principle supervision in increasing teacher Professionalism

Principle supervision gives positive effect for the improvement and increasing teacher motivation compares if supervision by other supervision. It is based on the interview. The respondents say that if principle does the the supervision , it has psychological effect regarding their relation through school environment. Teacher feels that the principle gives big attention to them and play his role as the headmaster of the school. Supervision is done continuously to anticipate the changing of curriculum. The successful of Supervision is based on the capability of principle and supported by teacher, students, learning sources, and facilities in school environment. The indicator teacher Professionalism through supervision is 1. mature personality, 2. mastering their own knowledge and skill, 3. the skill to motivate students to learn science and technology. 4. the development of Professionalism continuously. The fourth aspect is can not separated , Supriadi (1987: 97).

b. Contribution of Principle Supervision in developing teacher Professionalism

Principle supervision gives contribution to force teacher effort to create qualified classroom. Teacher is forced to complete all the steps of teaching process. All teacher use different teaching instruments to promote their class. Supervision is a foundation to determine all the management policy and empowered all school resources. The data analysis shows that supervision should have some evaluation and reveal the finding for the improvement. Supervision is not mean to find the weaknesses but improve for better instruction. Supervision is an action to prevent teachers delays for instruction, Mulyasa (2004: 111).



Contribution from supervision is the assistance, and guidance in learning process, how to construct students participation in class, teacher as facilitator and students as the centre of learning. How teachers manage to guide student to be active in the class. Kimball Willes (1975:219) supervision is the assistance in teaching learning process, and the service to help teacher to have better performance in professionalism. Supervision is supported, assistance, and share. Good supervision is develop leadership in a group, construct training to develop teacher skill and evaluate performance.

c. Factors that courage and encourage supervision programme

The researcher analyzing the SWOT of this situation

Strength : SMKN 1 Kota Sukabumi is the largest school in Sukabumi, the school is favorite for student who want to get the job without going to university, the school location is representative, all teachers are complete, and the facilities is enough, the students is trained to be discipline. Weaknesses : the students come from below society, they lack of money and they from ordinary family with have not enough facilities, some students comes from low IQ because they come to school by connectivity. The others enter purely by score. Opportunity the school has great opportunity it is reliable by some companies, the school has the mou with foreign country as well Treatment : some of the people take benefit from the school such as enter slow learner for the shake of money. It causes trouble for teacher because they lacked of attitude and brain capability to master the technology.

The strength of supervision in this school is the teachers all of them enough in academic performance, they are hard worker and good dedicated in managing the students, the researchers observes this situation clearly. The weaknesses is there's a lot of number teachers should be supervised, and the principle appoints senior teacher to do supervision. The duty of the principle in this school is really varied. Because it is the largest school in this area. So the real situation is gained from the senior teachers. The psychologist obstacle is also faced by principle, old teacher sometimes feels offended if there's a program of supervision. They feel hesitate.as if supervision is disturbed of comfort ability

4. Conclusion

Supervision done by the principle has the effect to the improvement of teacher competence it is proved by the teacher respond in questionnaire and interview. They say that supervision is challenging for them to prepare and perform perfectly In the classroom. The advantages of supervision is guidance, and assistance if the teachers have problem in class it could be methodology or management in class. Supervision evaluates teachers what is the strength and weaknesses in the instruction. Which should be developed or improved. Supervision makes teacher motivated, because there is vertical relationship between principle and teachers, they feel is treated as professional and gave the authority to develop Professionalism. Teacher professional described through the ability to create quality instruction. Principle gives attention for the development of teacher effective through instruction. Supervision is one of management technique that is planned and continuously.

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