

The Efforts of School Principal in Improving Quality of Learning Through Non-Thematic Learning Supervision in Elementary School

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Abstract: This study aimed to describe: (1) the implementation of non-thematic learning; (2) the implementation of non-thematic supervision; (3) the techniques / methods used in supervising non-thematic learning; and (4) the follow-up of non-thematic learning supervision. This study uses a qualitative approach to the method of collecting interview, observation and documentation data. The results showed: (1) non-thematic learning in Elementary Schools includes Mathematics, Physical Sports Health Education, and also Islamic Religious Education; (2) the implementation of non-thematic supervision has been carried out well in accordance with the standards set by the government developed by schools; (3) techniques / methods of supervision of non-thematic learning that are used namely class visits and individual techniques; and (4) problems experienced by the teacher in teaching (the follow-up process) are overcome by following activities that can improve the teaching ability of teachers such as training, upgrading, KKG and other similar activities.

Keywords: school principal, non-thematic learning, non-thematic learning supervision, learning quality

1. INTRODUCTION

Education is the key in efforts to improve the quality of human resources (SDM). Educational institutions are required to develop students' quality and behave positively [1]–[3]. One effort that can be done to achieve is through educational supervision. Supervision activities in general provide assistance and guidance to schools and teachers in particular, so that the quality of learning gets a positive increase [4], [5]. The impact that will occur due to an increase in the quality of learning is, increasing student learning outcomes and indirectly the quality of school graduates will also increase. Supervision of learning plays an important role in achieving educational goals. In the world of education supervision refers to activities or activities to improve the process of teaching and learning activities. Educational supervision is a process of providing professional assistance to teachers as educators to improve their ability to manage the learning process effectively and efficiently [6], [7]. Supervision carried out by the principal or supervisor is expected to have a positive impact on the professional attitude of the teacher. Teacher professionalism is important, because it is very influential on the daily life and behavior of teachers. It is known that everyday teachers are always associated

with students, so teachers need to have a good professional attitude. Professional behavior will be more manifest in the teacher if the institution where he works pay more attention to the development, formation, and development of professional attitudes.

The indicator of a teacher has done the learning process well is when he is able to determine the strategies, methods, approaches and also the right assessment of the students [8]. Besides the ability to recognize the characteristics of each student is also an important aspect in describing the competence of a teacher. The teacher is one of the main factors in improving the quality of education [9], [10]. Improved quality of education is shown by an increase in the quality of the process and learning outcomes of students, where all of that is largely determined by the commitment and abstraction that exists at the time the teacher teaches and the principal in fostering his teachers [11]–[13].

In fact, there are still some fundamental problems met by teachers, such as the inability of teachers to deliver material with the right methods and media, and the ability of evaluation is not fully understood by the teacher [14]. The teacher's understanding is generally related to teaching material which is merely "text" but has not touched "context". There is a need for direct supervision of

learning to influence changes in teacher behavior in carrying out its function as an educator [15]. The aim of supervision of learning is to improve the quality of teachers and indirectly will have an impact on improving the quality of students as well [16].

The implementation of the Curriculum 2013 produced two learning models, namely thematic and non-thematic. Thematic learning is a learning pattern whose implementation starts with defining a specific description as the main theme or topic [17]. The predetermined theme is then used as a guide to form the basis of sub-themes from other related subjects. Non-thematic learning refers to the principle of the board fields curriculum so as to bring up the name of a new subject from the merging of several disciplines or several subjects that are fused in it [18], [19]. In non-thematic learning, the parameters used in the learning process are exploration, elaboration, and confirmation. If it refers to an opinion that explains that thematic learning is a learning process that refers to a particular theme or topic [20], [21], then it can be interpreted that non-thematic learning is a learning process that does not refer to a particular topic in which teacher innovates the ongoing learning process. So, in this context, the supervisor's job is to provide help, advice, or input to the teacher so that the teacher does not take the wrong step in innovating the learning process.

The implementation of learning supervision becomes an important thing to do, one of which is non-thematic learning supervision. Supervision in thematic learning is an effort to provide professional assistance to teachers to optimize their abstracts and commitments in achieving thematic learning goals [22]. Not far different from the explanation above, the implementation of non-thematic learning also needs to be supervised with the hope that teachers will be able to improve their ability to realize non-thematic learning goals. So that the meaning of the supervision of non-thematic learning is not to evaluate the performance of teachers in managing the learning process, but to provide assistance to teachers to improve their competence and professionalism in carrying out non-thematic learning. This supervision aims to provide assistance and guidance to teachers in carrying out non-thematic learning, where they are required to be able to guide students and be able to bring it in the progress of learning.

The implementation of non-thematic learning supervision can be done with a variety of techniques / methods, one of which is class visits and private conversations. According to Gwin through the class visit technique, supervisors can find out the extent of the compatibility between the learning process and the lesson plans that have been prepared by the teacher [23]. In addition, the class visit technique also requires the supervisor to visit and see the learning process directly in the classroom, so that he can see the teacher's abilities objectively. Other techniques that can be used are personal meetings (individual conferences). Where this technique

can be done both formally and informally or directly or indirectly.

The principal's responsibility as a supervisor is to provide guidance and guide the teacher to work correctly in the learning process [24], [25]. Learning supervision has three principles, they are (1) learning supervision can directly influence and develop teacher competencies and attitudes in the implementation of the learning process, (2) supervisory behavior in helping teachers must be designed simply and clearly, (3) learning supervision objectives namely so that teachers able to be a facilitator in helping student learning processes. Professional teachers tend to carry out tasks responsibly, have a high level of concern for their duties, are disciplined, and have a concern for the progress of education.

A supervisor is required to be able to: (1) stimulate the teacher to have the desire to resolve obstacles in the learning process and curriculum development, (2) identify teacher needs as requests and observations, (3) plan appropriate and accurate steps in the program supervision, as well as program evaluation, and (4) records the participation of the teacher and the success of the success of the service [26]. Therefore, a great task for instructional leaders is to drive and change teachers from "apathetic to dynamic", from not being able to being capable, from not caring to caring, from being careless to being careful, critical, and understanding their duties as a teacher. The purpose of this study is to determine (1) non-thematic learning carried out at a school, (2) implementation of non-thematic supervision activities at a school, (3) techniques / methods used in supervising non-thematic learning, and (4) actions continued supervision of non-thematic learning principals.

2. METHOD

The method used in this study was a qualitative method. Qualitative research is a study to be carried out in order to find out about events that occur in the form of behavior, views, motivation, and other activities as a whole, and can be explained through words, so that it can be a natural context that exists in the scientific method [27]. Data was obtained using question and answer or interview, observation, and documentation techniques through smartphone cameras to help complete research data. Researchers conducted interviews and observations at Kedemungan Elementari School 1 Pasuruan located on Jl. Kademungan, Kejayan District, Pasuruan Regency. The reason for choosing a research location is because the learning methods realized by the school are in accordance with the themes taken in the context of this study and the conditions of school access are very affordable for researchers so that researchers do not have difficulty in conducting research.

The procedure used in the study was obtained through interviews, observational notes, and data taken from various documents. Observation is a data collection

technique by directly examining events in the field in order to achieve results. The informant interviewed to obtain data was the Head of Kedemungan Elementari School 1 Pasuruan East Java Indonesia.

3. RESULTS

Based on data and information from this study at Kedemungan Elementari School 1, it was found that the school had implemented a thematic and non-thematic learning model for the past two years. Subjects included in non-thematic are Mathematics, Physical Education, Sports, and also Islamic Religious Education. In its application schools refer to the standards set by the government so that schools do not have specific standards in the non-thematic learning process and only carry out development. In the application of non-thematic subjects this does not necessarily aim to improve the quality of students only but also the quality of educators. Of course, in the application of these non-thematic subjects' educators are required to understand and master the material that will be delivered to students. If in terms of educators are competent, of course it will affect the quality of the students themselves. However, it cannot be denied that not all educators have the competence of the master. In line with this there needs to be supervision aimed at helping educators who have problems or obstacles in learning activities.

Supervision activities carried out at Kedemungan Elementari School 1 are carried out directly by the school principal using the class visit method, i.e. the principal enters into each class during the learning process, so that the principal knows how the learning patterns undertaken by the teacher are in accordance with the lesson plan which has been prepared previously or not, whether the teacher has problems when delivering learning material or not. In addition, the headmaster also uses individual techniques, namely by the headmaster face to face with the teacher who is considered to have problems more closely and this activity is not carried out in the classroom but in a place that is considered comfortable so that the teacher is not awkward when conveying the problems being faced. For Kedemungan Elementari School 1, supervision activities are usually scheduled, so that monitoring activities are carried out according to plan. To overcome the problems of the main educators in terms of difficulties in delivering learning material and also to draft learning program designs, the teacher is usually given scheduled trainings such as workshops, KKG, and similar quality improvement activities.

4. DISCUSSION

The application of learning models applied at Kedemungan Elementari School 1 is currently a thematic and non-thematic learning model. This is the impact of the implementation of Curriculum 2013 which is currently underway. Non-thematic learning activities that are

implemented in this school are in the subjects of Mathematics, Physical Education, Physical Health and Islamic Religious Education. The policy to determine subjects that are classified as thematic and non-thematic learning is based on regulations in each region. As stated by Khummariyatun in his research, one of the MIs in Kudus Regency has included all their subjects in thematic learning. [28]. That is because there is a policy from the local Education Office that requires every Elementary School / Madrasah to implement thematic learning, so there are no more non-thematic subjects. Certainly, different from the findings obtained at Kedemungan Elementari School 1, where they are still holding non-thematic learning.

Based on findings, non-thematic learning conducted at Kedemungan Elementari School 1 aims to improve the quality of teachers and students alike. Of course, in this case a teacher as an educator is encouraged to be able to master the substance of learning contextually and is expected to be able to practice it so that it is not only theoretical. At present there are still many teachers whose understanding is limited to "text" (theory only) but has not been able to touch "context" (contextual learning) [14], [29]. If a teacher as an educator has good competence, it will affect the quality of students as well.

The findings expose that not all teachers have the same abstraction and commitment in implementing non-thematic learning. So, there needs to be an effort to supervise learning conducted by the principal as a supervisor to help teachers solve problems or problems during the non-thematic learning process. Supervision is an effort to provide professional assistance to teachers to optimize their ability to manage a learning process in accordance with educational objectives [30], [31]. The supervision of non-thematic learning aims to foster teachers in implementing non-thematic learning, where they must be able to become facilitators for students and be able to bring it in the progress of learning [22]. Therefore, the role of the principal as a supervisor is very important, considering that the principal is the party responsible for providing professional guidance. Improving the quality of an institution is inseparable from professional assistance provided by supervisors, in this case the principal [32], [33]. It was also explained that the principal was responsible for carrying out professional development activities to help solve teacher problems.

The implementation of non-thematic learning supervision conducted at Kedemungan Elementari School 1 is to use direct visit techniques. Where the principal as a supervisor enters every supervised class during the learning process. That way the headmaster is able to find out the extent of the suitability of the teaching methods conducted by the teacher and the lesson plans that have been prepared previously. In addition, the principal can also analyze the difficulties experienced by the teacher during the learning process [34], [35]. These findings are very relevant to Gwin's opinion, that through classroom

visit techniques, supervisors can find out the extent of compatibility between the learning process and the learning plan that has been prepared previously [23]. In addition, the class visit technique also requires the supervisor to visit and see the learning process directly in the classroom, so that he can see the teacher's abilities objectively.

Other non-thematic learning supervision techniques that are applied at Kedemungan Elementari School 1 are individual techniques. Principals as supervisors face to face with teachers who have problems or problems related to non-thematic learning. This technique is felt to be quite effective if it is aimed at teachers who are awkward or have privacy problems. Individual meetings only involve principals as supervisors and supervised teachers, so that through this technique the teacher feels more comfortable and less awkward when addressing the problems being faced. Individual techniques or personal meetings can be done directly or indirectly, or formally or informally, so that the teacher feels comfortable and open and does not feel awkward in presenting the problem [23], [36].

The follow-up of non-thematic learning supervision at Kedemungan Elementari School 1 is to seek various ways to improve or overcome the problems experienced by the teacher. The principal as a supervisor certainly adjusts the settlement program that he proposes to the problems faced by the teacher [37], [38]. For example, teachers have difficulties in making lesson plans, then the principal can include the teacher in training (workshops), teacher working group meetings (KKG), and also similar quality improvement activities. The ability of a supervisor to help solve a problem becomes a demand that must be met. Supervisors must be able to (1) stimulate teachers to have a desire to solve problems (2) identify needs in accordance with teacher requests for supervision, (3) plan appropriate and accurate strategies in carrying out supervision activities, and program evaluation, and (4) take notes teacher participation and successful success of the service [26], [39].

5. CONCLUSION

Based on the results of study at Kedemungan Elementari School 1 Pasuruan, several conclusions are (1) this school has implemented non-thematic teaching supervision in the learning process quite well in the past two years, (2) the application of non-teaching supervision Thematic in this school is guided by the standards or rules set by the government which are then developed by the school in accordance with existing conditions, (3) non-thematic supervision activities in this school are carried out using class visit techniques where the principal visits the teacher in class directly the learning process takes place and individual techniques where the principal meets face-to-face and provides assistance to teachers to improve teaching skills, and (4) the problem in this school is that educators have difficulty in delivering learning materials

and difficulties in preparing learning designs are overcome by involving teachers in training activities such as workshops, KKG, and similar activities.

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