

Education Supervision as A Teacher Professionalism Improvement

Naura Dinda Nurulita¹, Dedi Prestiadi^{1*}, Ali Imron¹,

¹ Department of Educational Administration, Faculty of Education, Universitas Negeri Malang,, Indonesia

* Corresponding author. Email: dedi.prestiadi.fip@um.ac.id

Abstract: The purpose of writing this research article is to determine the role of educational supervision as a tool to develop the professionalism and competence of teachers in educational institutions. The method used in writing this research article is a literature review from various sources relevant to the research title. The quality of learning in Indonesia is still categorized as not meeting the desired and expected standards. So that it has an impact on the achievement of learning outcomes which are still quite lacking, especially when compared to achievements in other countries. To realize the success of education in Indonesia, it also requires professionalism from teachers. In addition, supervision from education supervisors is also needed to help teachers improve the quality and professionalism of teachers. With the implementation of educational supervision, it is hoped that it can help improve the quality of learning and also the professionalism of teachers.

Keywords: supervision, education, professionalism of teachers

1. INTRODUCTION

The key activity of education in schools to realize the goals of national education is teaching and learning activities so that all educational activities are based on achieving learning efficiency and effectiveness. In addition, efforts to improve the quality of individual resources involved in educational institutions are also very [7]. The increasing development of technology, science, social, and community economics that is happening today will be able to expand various strategies in improving the quality and professionalism of teachers. One of the variations that can be used in the development of teacher professionalism is the holding of supervision. Generally, supervision is carried out by way of a visit to the classroom where the learning is being conducted by the supervisor. The supervisor will check to start from the preparation of the teacher in teaching to the implementation of learning. The supervisor will record everything that is seen in the supervision activity, which will then be commented on if there are things that need to be improved by the teacher. However, supervision is often carried out only to the stage of teacher preparation before teaching or only observing the implementation of learning in the classroom [6].

Supervision should be carried out comprehensively because the purpose of supervision is to ensure higher quality learning and educators. The success rate of supervision can be seen from the increase in the results and achievements of students in class. Where the higher the quality and performance of a teacher, the higher the student learning achievement. Unfortunately, in the assessment that has been carried out by the world, Indonesia's educational achievement ability is in a fairly low rank, namely 38th out of 42 countries. And the low learning achievement mentioned above may be related to the ability of a teacher to manage learning which is

still quite low. Therefore, the development and strengthening of the quality of teachers in learning need to be the main target.

One of the policy priorities of the Ministry of Education and Culture is efforts to improve the quality of school principals who have the foresight to manage and lead an educational institution. The main focus is to develop and foster school culture, managed administration, and quality schools that can be competitive in today's global and digital era [2]. So that the inclusion of active involvement of all parties who have an interest in an educational institution such as educators, education staff, students, and parents of students as well as related parties outside the school to take part in solving problems experienced by schools is the most important thing for the principal.

2. METHOD

This study uses a literature review method related to the implementation of educational supervision. The main discussion in this study is about the implementation of educational supervision as an effort to increase teacher professionalism. To find this implementation, the first step is to explain the basic concepts of educational supervision and the importance of teacher professionalism. Furthermore, the design of the implementation of educational supervision that can support efforts to develop teacher professionalism is discussed. The data in this research article was collected through various sources, including the Ministry of Education and Culture website which contains official statements from the Minister of Education and Culture, journals on related topics, and literature related to educational supervision and teacher professionalism.

3. RESULT AND DISCUSSION

A. Concepts of Educational Supervision

Educational supervision can be interpreted as an activity carried out by the principal, where the principal is the owner of a high position in an educational institution to look carefully at the overall work of teachers or supervise the work carried out by teachers, especially learning activities in schools [15]. Some of the objectives of educational supervision include: 1) providing assistance or motivation to teachers or educators in improving their competence; 2) assisting the development of a better and developing teaching curriculum; 3) help develop working groups of teachers or educators and guide teacher activities in the classroom during learning [8].

The principles of educational supervision are as follows: 1) are constructive, guided and supervised so that they can generate motivation to work; 2) based on the existing reality; 3) implementation is informal and simple; 4) provide a comfortable feeling for supervised teachers; 5) based on professional relationship; 6) not urgent; 7) not allowed to find fault with the teacher [3].

As management science develops, supervision also develops. Initially, the development of educational supervision took an inspection approach. Where the supervisor comes to the school to observe the teaching carried out by the teacher. At that time, the supervisor only focused on mistakes made by teachers based on the standard policies that had been set by the education authorities at that time. The top positions of teachers and supervisors at that time were superiors and subordinates, where supervisors had higher authority than teachers [13]. And along with the times and the expansion of management science, it is known that social relations between teachers and supervisors also affect the level of teacher productivity. Based on this, supervision is also moving towards a better direction by being able to exchange opinions between teachers and supervisors to improve the quality of learning in schools.

B. Teacher Professionalism.

In the Big Indonesian Dictionary, profession means work that requires a certain skill or vocational education. The teaching profession is a field of work or ability that requires expertise in its work practice. The word professional has the meaning of a job that requires expertise that can be obtained through special education. The meaning of the word professionalism is an understanding that assumes that every job must be done by someone who has special competencies according to his work [4][1].

The implementation of education must be following the standards and provisions of predetermined policies. In this case, in particular, is a teacher or educator as the main key in the implementation of learning in schools. However, in practice in the field, there are quite a lot of irregularities and errors that may not be seen by the education supervisor or education supervisor. What is quite worrying in the world of education today is that there are teachers who are less professional in teaching, especially at the elementary school level [14]. The quality of professionalism possessed by the teacher can be seen from the 5 attitudes possessed by the teacher, namely: 1) The desire and enthusiasm to develop self-quality and improve the quality of skills and knowledge; 2) Always prioritize quality and rely on the ideals of the

profession; 3) Always maintain the image of the profession as a teacher; 4) Ambition to always conduct teaching following existing ideal standards; 5) Proud of his profession as a teacher [5].

Competence, skills and professional attitudes possessed by teachers are none other than in the field of education in the implementation of learning because teachers are the most important key in the teaching and learning process in schools that can ensure the success or failure of students. Implementation of learning can occur if there is communication and relationships between teachers and students or vice versa where the interaction is produced by changing behavior in the form of strengthening new knowledge and also strengthening things that have been experienced [10].

To improve the quality of learning more effectively, it can be done by increasing the teacher's self-competence and teacher professionalism which can be done with supervision and training by supervisors for teachers. The implementation of education must be following the standards and decisions of the previously decided policies. In this case, in particular, is a teacher or educator as the main key in the implementation of learning in schools. What is quite worrying in the world of education today is that there are teachers who are less professional in teaching, especially at the elementary school level [14]. The quality of professionalism possessed by the teacher can be seen from the 5 attitudes possessed by the teacher, namely: 1) The desire and enthusiasm to develop self-quality and improve the quality of skills and knowledge; 2) Always prioritize quality and rely on the ideals of the profession; 3) Always maintain the image of the profession as a teacher; 4) Ambition to always conduct teaching following existing ideal standards; 5) Proud of his profession as a teacher [5].

4. CONCLUSION

Professional development of educators is one of the most important things to improve the quality of learning and also the quality of educational institutions in line with the times and the development of science and technology. Supervisors are responsible for the success of education by being able to carry out various approaches to supervision techniques or training activities taking into account the commitment and knowledge possessed by the teacher. It is hoped that the efforts to improve the professionalism of teachers can improve student achievement and quality of education.

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] Asyari, S. (2020). Supervisi Kepala Madrasah Berbasis Penilaian Kinerja sebagai Upaya Peningkatan Profesionalitas Guru. *JIEMAN: Journal of Islamic Educational Management*, 2(1), 27-40. <https://doi.org/10.35719/jieman.v2i1.14>
- [3] Bakar, A. (2011). Supervisi Pendidikan Agama Islam (Pembinaan Guru Agama Madrasah / Sekolah). *Sosial Budaya*, 8(1), 1-24. <https://doi.org/10.24014/sb.v8i1.344>
- [4] Chintra, M. N. (2017). Upaya peningkatan profesionalitas guru di Madrasah Ibtidaiyah Nurul Islam Ringin Wok Kota Semarang

- [Undergraduate, UIN Walisongo].
<http://eprints.walisongo.ac.id/7660/>
- [5] Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 3(2), 373–390. <https://doi.org/10.25217/ji.v3i2.348>
- [6] Leniwati, L., & Arafat, Y. (2017). Implementasi supervisi akademik kepala sekolah untuk meningkatkan kinerja guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2(1), 106–114. <https://doi.org/10.31851/jmksp.v2i1.1158>
- [7] Nurfatah, N., & Rahmad, N. (2018). Pelaksanaan supervisi oleh kepala sekolah dan pengawas sekolah. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(1), 137–148. <https://doi.org/10.31851/jmksp.v3i1.1585>
- [8] Imron, A. (2012). *Supervisi Pembelajaran Tingkat Satuan Pendidikan*. Jakarta: Bumi Aksara.
- [9] Natalia, N. (2020). Meningkatkan Profesionalisme Guru dalam Proses Pembelajaran melalui Supervisi Klinis. *Jurnal Kansasi*, 5(2), 242–250. <https://doi.org/10.31932/jpbs.v5i2.1006>
- [10] Prestiadi, D., Zulkarnain, W., Nurabadi, A., Arifin, I., Jafar, R. H. A., & Lutfi, M. Z. (2020). The Effectiveness of Online Learning at SIPEJAR Using Video-Based Learning Media. In 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 535-540). Atlantis Press.
- [11] Prestiadi, D., Gunawan, I., & Sumarsono, R. B. (2020, December). Role of Transformational Leadership in Education 4.0. In 6th International Conference on Education and Technology (ICET 2020) (pp. 120-124). Atlantis Press.
- [12] 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.
- [13] Sabandi, A. (2013). Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan. *Pedagogi: Jurnal Ilmu Pendidikan*, 13(2), 1–9.
- [14] Safira, M. P. (2019). Supervisi Pendidikan Dalam Upaya Peningkatan Profesionalitas Guru Mendidik Peserta Didik Dalam Pembelajaran. OSF Preprints. <https://doi.org/10.31219/osf.io/nwbxs>
- [15] Suryani, C. (2015). Implementasi supervisi pendidikan dalam meningkatkan proses pembelajaran di min sukadamai kota banda aceh. *Jurnal ilmiah didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 16(1), 23–42. <https://doi.org/10.22373/jid.v16i1.585>