

# Implementation Of Education Supervision to Improve The Professionalism of Elementary School Teachers

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*Abstract—Teacher professionalism is influenced by various factors, one of them being the supervision of the principal. Supervision becomes a vital thing to do to improve the quality of education. This qualitative research aimed to explain the implementation of educational supervision to improve teacher professionalism. This research was conducted in one of the elementary schools in Bogor. This research involved the principal and six class teachers. The data were obtained through observation, interviews, and documentation. The validity of the data was carried out through triangulation techniques. The results of this study showed that the implementation of educational supervision could improve teacher professionalism in terms of pedagogic competence, professional competence, social competence, and personality competence.*

**Keywords—Supervision; Teacher Professionalism.**

## INTRODUCTION

The teacher is one of the most important elements in the success of learning. The quality of the graduates is strongly influenced by the ability of teachers to carry out their duty and responsibility professionally. Professional teachers are teachers who have certain components according to the requirements demanded by the teaching profession. Professional teachers are those who master and implement four competencies that must be possessed namely pedagogic, professional, social, and personality competence [1]. The main task of professional teachers is teaching, educating, and training. Teaching is related to the teacher's ability to transform knowledge, educating is

related to the transformation of values, and training is closely related to transforming skills [2]. The quality of teachers is influenced by internal and external factors.

Internal factors are connected with the effort and ability of teachers to upgrade their developing knowledge, teachers' motivation in carrying out their duty and responsibility as well as the teacher confidence in their abilities. In addition, there are many things that can improve teacher professionalism including culture and organizational climate, relationships with colleagues, and the most important how far the supervision is carried out by the principal in order to transform towards improvement [3]. Educational supervision was carried out in order to know how far the educational process is running well in terms of whole organizational resources starting from man, money, method, material, machine, market, and information. Supervision was conducted not only for the people involved in it but also for infrastructure and other things that have been determined by National Education Standards [4]. Educational supervision becomes the implementation of one main management function, called supervision. Supervision is carried out with various approaches, models, methods, and supervision techniques which are increasingly nowadays. In general, the technical implementation of supervision is divided into individual and group supervision. Each of these

techniques is redeveloped into several techniques that can be implemented in more detail so that supervisors can know the development and progress of education, starting output from input [5]. Supervision is believed to be one of the efforts in improving the professionalism of teachers. Professional teachers are characterized by the ownership of an educator certificate. Certificates owned by teachers should be a trigger for performing much better. Teacher performance must be continuously monitored through continuous supervision activities. Research on supervision has certainly been a lot of David et al research conducted at the junior high school level. The research explains the importance of supervising instruments being prepared carefully in order to produce accurate data. In addition, Glickman and Burn's research explains that supervision activities play an important role in improving classroom learning practices. In this study, it was studied more deeply related to the implementation of supervision techniques that have not existed in previous studies.

As the implementation of supervision develops, of course, every school has its own style and way of implementing supervision. Therefore, it becomes very interesting to examine how the implementation of supervision in order to improve teacher professionalism in the elementary school.

## RESEARCH METHODOLOGY

This research used a qualitative method. The aim of this study was to explain the implementation of educational supervision to improve teacher professionalism. The research was conducted in Elementary School Cimahpar 02 in Bogor. The subjects of the research were seven respondents consisting of the principal and six class teachers. Data were obtained through observation, depth interviews and documentation. The validity of the data was carried out through data sources from triangulation techniques, theories and triangulation methods. The documents obtained in this study are in the form of evidence-butki supervision activities, learning device documents that have been made by teachers, and

assessment instruments carried out in supervision activities.

## RESULT AND DISCUSSIONS

### *a. Result*

The research begins with conducting by planning, depth focus and continuing with observations using the observation guidelines that have been prepared, the next step was conducting by depth interviews with the respondents consisting of the principal and six teachers, the research strengthened through documentation to obtain completely accurate data and information. as well as completely accurate information. Observation data, interviews and documentation were analyzed through checking the validity of the data in order to obtain research results which can be described in the following explanation.

The Principal Supervision Program refers to the standards of head competencies including personality, managerial, supervising, entrepreneurial and social competencies. The implementation of academic supervision of the principal to the teacher are the steps used in order to improve its professionalism. In performing its duties, The principal as a supervisor has created or compiled supervision activities systematically and thoroughly that describe the plan of activities to be carried out, including the follow-up of the results of supervision activities after the completion of activities so that significant improvements can occur.

The implementation of supervision in the school of Elementary Cimahpar 02 is conducted by a supervisor to the principal, the principal to the teachers, and by colleagues. Educational human resources, in this case the teacher, becomes the most crucial object of the supervisor. The principal more often conducts clinical supervision related to the process and implementation of learning carried out by teachers, starting from the teacher preparation in carrying out their duty to evaluation. The technique often used is the individual supervision technique, it means the principal conveys the supervision agenda that will be carried out, so that the teacher prepares carefully what components must be prepared. Besides

individual techniques, the principal also implements group supervision techniques by scheduled and planned meetings to discuss any problems found by the teacher. In addition, each semester a *group discussion forum* (FGD) is held to discuss certain agendas that require immediate follow-up. Group supervision techniques are also carried out as principal support to involve teachers in scientific activities in order to improve their competencies. These activities implementation could be the participation of teachers in seminars, *workshops*, and education held at local and national levels. The principal has a design, role and target aim all teachers have the same opportunity to carry out self-development so that teacher participation in scientific activities is scheduled and planned as well as possible. Not only Civil Servant teachers are involved, but also some honorary teachers who help organize education in Cimahpar 02 Elementary School. In addition, to strengthen capabilities in the field of technology, school principals also involve non-educational staff (admins and operators) in certain training to support their ability to carry out their duties. In the implementation of this supervision technique, if the school has limitations in terms of funds, the principal always has other ways to continue to improve the competence of teachers so that they can carry out their duties and obligations more optimally. Teachers and non-educational staff who participate in scientific activities must transmit the new knowledge they have acquired to others so that all gain the same knowledge to be applied in carrying out their duties. Supervision activities with individual and group techniques are carried out at least once a semester of course with careful preparations so that the principal tries to carry out management functions as well as possible starting from the planning, organizing, implementing and controlling stages as the final step to find out the extent to which the implementation of a series of activities that have been programmed is going well or not.

In addition supervision related to human resource objects, the head also supervises other objects, such as facilities and infrastructure in schools. The success of education did not only lie in the competence of teachers, but also other supporting things that must be considered in order to support the comfort of all school members in this case teachers, students and other personnel to be able to work safely and comfortably. Therefore, in creating a safe and

comfortable school atmosphere, the principal conducts periodic supervision of supporting infrastructure facilities. The principal has the thought that if other non-human objects are considered, a sense of security and comfort will be created, starting from that the teacher can focus on carrying out his duties and obligations so that it can be a supporting factor for the success of learning. If the learning is successful, the educational output will be much more optimal in terms of cognitive, affective and psychomotor aspects. Therefore, the supervision carried out on teachers does not only touch the cognitive but also affective and psychomotor aspects. Teachers are not only good at teaching or those related to pedagogic and professional competencies but also how teachers are continuously given the stimulus to be able to show much better personal and social skills, of course, related to social and personality competencies, which of course must be an example for students in particular and the wider community. in general. To realize it all, the teacher's participation in scientific activities is supported by other participations to jump-start spiritual intelligence, social intelligence, cultural intelligence, adversity intelligence and emotional intelligence which, of course have a big influence on teacher control in carrying out their profession.

There are several ways that principals do to review teacher performance, namely: a) observation visits, namely direct visits by the principal to the class during the learning process to see and review what things need to be improved from the learning activities carried out; b) conducting interviews with students, to find out the extent of student satisfaction with the learning carried out, the principal interviewed several students randomly to obtain good information regarding the strengths and weaknesses in the learning carried out; c) self-recognition paper, the principal prepares a self-recognition instrument that must be filled in by the teacher to find out the extent to which the teacher can analyze the strengths and weaknesses that exist in him in carrying out his duties, the results of the self-recognition paper will be matched with the data and information obtained by the principal. school directly or indirectly through other things.

The teacher is one of the most important elements in the success of learning. The quality of the graduates is strongly influenced by the ability of teachers to

carry out their duty and responsibility professionally. Professional teachers are teachers who have certain components according to the requirements demanded by the teaching profession. Professional teachers are those who master and implement four competencies that must be possessed, namely pedagogic, professional, social, and personality competence [1]. The main task of professional teachers is teaching, educating, and training.

*b. Discussion*

Based on the findings in the field, it can be seen that SDN 02 Cimahpar has carried out educational supervision activities, which is through increasing teacher competence which will have an impact on the quality of graduates. Based on the research [6] states that the importance of implementing educational supervision has a broad impact on the quality of graduates. Researcher [7] gives the same opinion that educational supervision must continue to be developed to improve the quality of education both in terms of material and non-material aspects. Educational supervision is not only carried out on teachers but also other human resources ranging from school principals, administrative staff, and operators to the implementation arrangements in the school. The results of the same study also explained that the implementation of planned and periodic supervision can be a factor supporting the success of education, especially in creating quality graduates through improving the quality of human resources in the school. [8]. Supervision carried out at SDN Cimahpar 02 by encouraging teachers to take part in self-development activities through several scientifics and other activities is the right effort to produce great teachers according to research [9] which explains that the training received by teachers can affect and improve the competence of teachers in carrying out their professional duties, because the quality of schools is determined by the quality of teachers, it means the great teacher is one of the ways to improve the image of the great school.

Yohaminin et al. [10] stated that the quality of teachers in Indonesia has not been evenly distributed, but of course this is not to be ignored, but it is the duty of the entire Indonesian nation who has a great sense of care, love to continue and to improve the quality of education through the efforts of small things that can be done, which is One way that schools can do is to make every effort to encourage teachers to improve

their competencies through utilizing existing organizational resources. According to Patris Rahabav [11], teacher competence can be improved through the implementation of effective academic supervision carried out programmatically by empowering all elements in the education unit. Supervisors who are able to carry out supervision activities by going through the stages of implementing the management function properly will be able to improve the competence of a good teacher too, both in pedagogic, professional, social, and personality competencies. If competence increases, the quality of education will also increase. The implementation of supervision is the right solution as an effort to improve the distribution of the quality of education in Indonesia so that if the quality of education increases, it will have a major impact on progress in other fields [12]. Thus, continue to improve teachers' competence in order to achieve optimal educational goals through educational supervision activities [13].

## CONCLUSION

Based on the results of the research, it can be concluded that the implementation of education supervision to improve teacher professionalism conducted in Elementary school in Bogor has been well implemented. They were starting from planning the program to the evaluation stage. The results showed that the implementation of supervision through individual and group techniques by considering the object of supervision from material and non-material aspects has significant changes in quality of the teachers which has an impact to the quality of graduates so could improve the image of school in public.

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