



Supervision of Education in Improving the Quality of Education in Schools

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Abstract

Education is a necessity for every human being. Through education, each individual can update the knowledge he has in order to keep up with the increasingly sophisticated times, demanding that each individual has the ability to think well. Individuals who have good thinking skills will be able to solve more complex problems than individuals whose thinking ability is still low. The existing reality, until now, is still felt that the condition of education is still not good. Learning facilities are still inadequate, be it the completeness of books in the school library, the use of laboratories that have not been utilized optimally, limited educational facilities and infrastructure, lack of professionalism of educators in teaching, both in preparing teaching materials and in delivering subject matter, lack of discipline of educators, and lack of educator knowledge about the effective learning process so that the real educational goals became unattainable. There are several alternatives that can be done to solve educational problems. First, it provides motivation for the importance of educational supervision for educators. Second, strive for adequate educational facilities and infrastructure. Third, apply the discipline of educators. Educators are an example for every learner.

Keywords:

Education, Education Supervision, Educational Objectives, Quality of Education.

Abstract

Education is a necessity for every human being. Through education, each individual can update their knowledge in order to keep up with the increasingly sophisticated times, demanding that each individual has good thinking skills. Individuals who have good thinking skills will be able to solve more complex problems than individuals whose thinking skills are still low. The reality is that until now it is still felt that the condition of education is still not good. Learning facilities are still inadequate, be it the completeness of books in the school library, the use of laboratories that have not been fully utilized, limited educational facilities and infrastructure, lack of professionalism of educators in teaching, both in preparing teaching materials and in delivering subject matter, lacking the discipline of educators, as well as the lack of knowledge of educators regarding effective learning processes so that the-real educational goals are not achieved. There are several alternatives that can be done to solve educational problems. First, to provide motivation for the importance of educational supervision for educators. Second, seek adequate educational facilities and infrastructure. Third, apply the discipline of educators. Educators are examples for every student.

Keywords :

Education, Education Supervision, Educational Goals, Quality of Education.

Introduction

Education is a necessity for every human being. Through education, each individual can update the knowledge he has in order to keep up with the increasingly sophisticated times, demanding that each individual has the ability to think well. Individuals who have good thinking skills will be able to solve more complex problems than individuals whose thinking ability is still low. Based on the objectives of National Education contained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter II Article 3 which states that National Education has a function so that students are able to develop their abilities so that they can form a dignified national disposition and civilization as an effort to educate the nation's life.

In order to achieve this goal, the education carried out in Indonesia is certainly inseparable from the standards that have been set as stated by Mulyasa (Mulyasa, 2009). These standards are contained in PP No. 19 of 2005 which is in the form of 8 National Education Standards, namely graduate competency standards, content standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, financing standards, and assessment standards.

The existing reality, until now, is still felt that the condition of education is still not good. Learning facilities are still inadequate, be it the completeness of books in the school library, the use of laboratories that have not been utilized optimally, limited educational facilities and infrastructure, lack of professionalism of educators in teaching, both in preparing teaching materials and in

delivering subject matter, lack of discipline of educators, and still lack of educator knowledge about the effective learning process so that the real educational objectives became unattainable.

Based on the description above, the problems in this paper are what the condition of education should be, what are the conditions for supervision of education that occur and what alternatives are made to solve problems in the implementation of education. Meanwhile, the purpose of this paper is to find out the condition of education that should be, know the conditions of educational supervision that occur and know the alternatives that are carried out to solve problems in the implementation of education.

Research Methods

The research we conducted used qualitative research methods. Qualitative research is research that is carried out when going down the field directly. According to Sugiono (2013) qualitative research means the process of exploring and understanding the meaning of individual and group behavior describing social problems or humanitarian problems. Qualitative research is a method that is often used when conducting research. Qualitative research methods are holistic and research problems are still temporary and will develop after the researcher enters the research site.

The data collection process in the form of data directly obtained from the field went directly to interview the resource persons at the SD IT Permata Hati School, Tebing Tinggi City, namely Mr. Mhd. Shalahuddin Al-Ayyubi, S.Pd as a teacher and homeroom teacher at the school.

Interview is a question and answer activity between 2 people to get information from the source. In addition to this research interview, he also made direct observations to the school of SD IT Permata Hati, Tebing Tinggi City. Observation is direct and intensive observation during research in order to obtain evidence of the truth from the information that has been obtained. Data from interviews and observations are recorded, they are video recordings of interview activities, voice recordings, and photo documentation.

Results of Research and Discussion

Indonesian education should be in accordance with the purpose of national education, namely so that students are able to develop their abilities so that they can form a dignified national disposition and civilization as an effort to educate the nation's life. In order to achieve this goal, there should be cooperation between governments, educators, parents and other educational personnel.

(Hamalik, 1992) Oemar Hamalik stated that supervision is the main determinant for deciding on curriculum, selecting organizational patterns at a glance, learning facilities, and assessing the overall educational process. As stated by Sabandi (Sabandi, 2013) that supervisors play an important role in improving the quality of teachers in order to carry out higher quality learning. Supervisory positions in the school include principal and superintendent. Supervision carried out by the principal is regulated in the Minister of National Education Regulation Number 13 of 2007 concerning School Principal / Madrasah

Standards. The dimensions of competence of principal supervision include:

1. Planning an academic supervision program in order to improve teacher professionalism.
2. Carry out academic supervision of teachers using the right approach and supervision techniques.
3. Follow up on the results of academic supervision of teachers in order to improve teacher professionalism. In addition, the supervision carried out by the supervisor is regulated in the ministerial regulation number 12 of 2007 concerning the standards of school / madrasah supervisors.

The dimensions of competence of school / madrasah supervisors include:

1. Personality competence,
2. Competence of managerial supervision,
3. Competence of academic supervision,
4. Competence of educational evaluation,
5. Competence of development research, and-
6. social competence. Based on the ministerial regulation number 12 of 2007 and the ministerial regulation number 13 of 2007, that the principal and the superintendent of schools / madrasahs have a responsibility in improving the professionalism of teachers.

There are several alternatives that can be done to solve educational problems. First, it provides motivation for the importance of educational supervision for educators. The provision of this motivation is not an activity to find educational mistakes but rather an activity to provide direction or motivation to educators about the importance of educational supervision.

Second, strive for adequate educational facilities and infrastructure. Facilities and infrastructure are an important element in the educational process. In order to achieve the expected educational goals, the government should provide adequate facilities and infrastructure such as the availability of supporting books for lessons in libraries.

Third, apply the discipline of educators. Educators are an example for every learner. Therefore, educators must set a good example, have polite behavior in accordance with norms so that students can also behave well, maintain good manners, and be ethical in accordance with applicable norms.

2.1 supervision process

The supervision process includes two things, namely the establishment of standards for the implementation of work and the measurement of results / implementation of expectations. Both of these things can be described as follows.

a. Establish standards for the implementation of work.

The determination of standards includes criteria for all layers of work (job performance) contained in an organization. Standards are the criteria for measuring the implementation of work. The criteria are in quantitative or quantitative form. The implementation standard (performance standard) is a statement of the conditions that occur when an accident is done satisfactorily. Generally, the standards for the implementation of employment for an activity concern the following criteria:

Cost, time, quality, and quality. By adapting the work of koonts and O. donnel. Murdick put forward five critical measures as standards:

- 1) Physical
- 2) Fare
- 3) Programs
- 4) Revenue
- 5) Immeasurable standards

Among the standards that have been put forward, intangible standards are standards that are difficult to measure, usually not expressed in quantity measures.

b. Measurement of the results/implementation of peceraan
The second stage of the supervision process is the measurement of results/implementation. Methods and Techniques of correction can be seen / explained classification of management functions:

- 1) Planning: the feedback line of the management process can be tangible revisiting the plan changing goals or changing standards.
- 2) Organizing: checking whether the existing organizational structure is sufficiently in accordance with the standards. Whether the duties and obligations have been well understood, and whether it is necessary to reorganize the people
- 3) Staffing; improving the selection system, improving the Exercise system, and reorganizing tasks.
- 4) Briefing: developing better leadership, increasing motivation, explaining successful performance, making aware of the overall goal of whether the ape is equal between the leader and the subordinates is within the standard.

2.2 surveillance and system concepts

In surveillance and the concept of systems, two things are discussed, namely surveillance according to classical understanding and surveillance and the concept of cybernetic systems, as follows:

a. Supervision according to the classical understanding

According to classical understanding, supervision is coercion or compelling, which means a process that is coercive so that implementation activities can be adjusted to a predetermined plan.

b. Supervision and the concept of cybernetic systems

In contrast to classical understanding, surveillance according to the concept of a system is based on cybernetic awareness or cybernetic systems, which is an awareness system that views organizations or ecosystems as homeostatic systems that act automatically. Understanding surveillance as a cybernetic system is like a thermostat is a self-regulating system. The basic principle that is key in the supervision system is feedback

The main characteristics of cybernetic systems:

- 1) Determining equilibrium
- 2) Accept changes in the environment as feedback to the system.
- 3) Transferring external environment information into the system.
- 4) Perform rapid corrective actions when the output is oscillating beyond the limits of consciousness.

The concept of surveillance applied to a system is depicted in the chart. This chart traces how the main functions of the system hold introspections that are based on external environment feedback information.

2.3 Effective supervision

Effective supervision is based on an effective management information system (MIS). MIS can be established as a formal method of providing the information needed by managers in order to carry out tasks effectively. The value of the information provided by MIS depends on the quality, quantities, it can be obtained at any time. And relevant to management activities.

The information required by management varies depending on the level of their hierarchy. For example, top managers need strategic planning information, middle managers need sources of information either from outside or from within, lower-level managers who deal with operations control often require accurate and very detailed information, and Most sources come from within.

Interview Results

The results of an interview with the homeroom teacher at SD IT Permata Hati, Tebing Tinggi City, about educational supervision in improving the quality of education in schools explained that:

Educational supervision in improving the quality of education in education units is an action taken by the education unit to improve the results of the implementation of education in accordance with the direction

of education policies that have been set through increasing the effectiveness and efficiency of the educational processes and activities carried out.

Improving the quality of education, especially in elementary schools, is the focus of attention in order to increase learning activity. Primary schools are the first formal education units to have the responsibility to develop attitudes and security as well as basic knowledge and skills.

1. Improving Teacher Professionalism

Several trainings can be carried out in order to develop the professionalism of the teacher, namely: (1) training in the Professionalism Coaching System, (2) Training of Subject Guidance Teachers, (3) Tutor Training. Teachers must be able to analyze the curriculum and compile teaching designs that will be used in the classroom, training on learning methodologies and evaluation techniques, learning media training, simple media creation training, and training using electronic media.

2. Education Management Coaching

In this case explain that a good classroom management a teacher needs to understand well various things, such as aspects of classroom management, stages of class management, structuring and organizing classes. Aiming to realize discipline in the classroom requires the right approach and technique according to the existing situation.

3. Improvement of Books and Learning Facilities

Adding to the collection of books and learning facilities is very important for students in order to create quality teaching and learning activities to expand the mindset of students.

4. Physical Coaching and School Appearance

The physical environment of the school plays a considerable role in creating pleasant learning conditions and atmosphere for students. A comfortable environment will make students challenged to continue learning so that in the end it leads to learning achievement.

5. Increased Community Participation

The community will contribute or care for the improvement of the quality of education if they know what the purpose and importance of education is. Therefore, socialization about educational development programs needs to be continuously conveyed to the wider community.

So in essence, educational supervision in improving the quality of education at SD IT PERMATA HATI Tebing Tinggi City schools which plays a very important role is improving the quality of teachers, in strategies for developing potential for students. It is in the teacher that the glory and safety of the future of the nation by instilling noble basic values as the ideal of national education by shaping a prosperous personality of birth and mind, which is pursued through religious education and general education. Therefore, he must be able to educate in various ways, so that he becomes a proportionate educator. So as to be able to educate students in their creativity and daily life.

The education unit can design the quality of education with four stages. The four stages are evaluation of educational achievements, planning for educational evaluation, improving the quality of education, and also monitoring the quality of education. Quality education is an education that is able to produce graduates with academic competence and vocational competence based on personal and social competencies,

as well as noble moral values, which as a whole are life skills (life credits).

Quality improvement aims to bathe or empower schools through the granting of authority (autonomy) to schools and encourage schools to make decisions in a participatory manner. Four components must be considered in improving the quality of education, namely education policy, principal leadership, infrastructure, and the learning process.

Obstacles that are often faced in improving the quality of education are the condition of infrastructure and educational facilities are not fully adequate. Although still within a limited scope, education utilizes existing facilities and targets the improvement of facilities and infrastructure to achieve school goals and feasibility.

The specific implementation strategy carried out is the Increase in the Use of Methods. Methods are tools used to achieve goals, so as one of the indicators in improving the quality of education, there needs to be an increase in the use of methods. What is associated with the improvement of the method here, is not to create or create new methods, but how to apply them or use them in accordance with the material presented, so as to obtain satisfactory results in the teaching and learning process. The use of this method should vary according to the material to be delivered so that students will not feel bored and bored or monotonous. For this reason, in the delivery of methods educators must pay attention to matters such as:

- 1) Always be goal-oriented
- 2) Not just tied to an alternative
- 3) Using various methods as a combination, for example: the lecture method with question and answer

Cover

The conclusion of this journal is that educational supervision in improving the quality of school education requires a target or method for achieving a goal as a feasibility of a school including handling strategies in preparing solutions to obstacles that will occur one day. The progress of a school is seen from outstanding students. Active learning is an activity or busyness of students in following the learning process. With activeness, students can feel a pleasant learning atmosphere so that learning outcomes can be maximized.

Thus quality improvement is a picture or characteristic of human resources and other resources that concern several aspects that can be done to achieve good and quality improvement of results.

The right step is to carry out the learning process using the right method. One of the learning methods that can be used is the role-playing method. The role-playing method is one of the teaching and learning processes that belongs to the simulation method, suggesting that simulation is a general term related to compiling and operating a model that replicates behavioral processes.

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