



The Implementation of Teacher Supervision in Improving the Quality of Learning at SD Labschool Unesa 2

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Abstrak

Penelitian ini merupakan penelitian kualitatif interaktif dengan pendekatan deskriptif yang bertujuan untuk mendapatkan informasi secara detail dan mendalam tentang pengaruh proses supervisi kinerja guru dan peningkatan kualitas pembelajaran melalui proses observasi, wawancara, dan studi dokumentasi. Hasil penelitian ini menunjukkan bahwa serangkaian proses supervisi tenaga pendidik telah memberi pengaruh yang cukup efektif dalam perbaikan kinerja guru yang akan berpengaruh pada tingkat kualitas pembelajaran.

Kata kunci: *Supervisi Pendidikan, Pendidikan Dasar, Sumber Daya Manusia*

Abstract

This research is an interactive qualitative research with a descriptive approach that aims to obtain detailed and in-depth information about the influence of the supervision process on teacher performance and learning quality improvement through the process of observation, interviews, and documentation studies. The results of this study indicate that a series of educator supervision processes have had a fairly effective influence in improving teacher performance which will affect the level of learning quality.

Keywords: *Education Supervision, Basic Education, Human Resources*

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INTRODUCTION

Education is one of the most important subjects in national development. Good quality education will have an impact on the quality of human resources as well. Therefore, supervision strategies that aim to maintain the quality of educators and are effective in helping to improve the performance of professional educators are an important aspect that is the focus of SD Labschool Unesa 2, which is an educational institution with a strong commitment to improving the quality of education. However, in the implementation program, there are still some issues encountered. That way, this research was conducted to find out how to carry out supervision effectively, as well as to assess the performance of educators to improve periodically, and whether there is a training process provided to educators at SD Labschool Unesa 2 to support the development of professional educators' skills.

This research is based on supporting theories such as Human Resources (HR) in education which emphasizes the importance of managing human resources to achieve educational goals. Relevant previous research is also stated to see the gap between the research being conducted and previous

research, for example, research on academic supervision management to improve teacher performance by postgraduate students of the Faculty of Education, Islamic Nusantara University Bandung in several elementary schools in West Java. However, there are still research gaps that need to be filled, that is, there is no research that specifically analyzes the implementation of supervision of teaching staff to improve the quality of learning at SD Labschool Unesa 2.

(Turmidzi, 2021) in his research on supervision activities in Madrasah explained that the implementation of educational supervision can improve various aspects of the quality of education including motivation and student character building. That means supervision is also one of the factors used to improve the quality of learning at a school. Meanwhile, in general, supervision is a mechanism for developing and achieving effective and quality teaching and learning activities through improving teachers' abilities or skills. In addition, developing teachers' abilities is not only emphasized on increasing teachers' knowledge and teaching skills, but also on increasing teachers' commitment, willingness, or motivation. By improving teachers' abilities and motivation, academic quality will be improved.

The school principal is responsible for implementing supervision in schools. Based on this, it can be concluded that the form of leadership of the principal also greatly influences the implementation of a good supervision process. The principal's form of transformational leadership that provides space for teachers to freely convey ideas and innovations is very important in encouraging schools to innovate. Transformational leadership increases teacher work involvement and perceptions of change, then generates teacher behavior in supporting changes in schools (Simanjuntak, 2021).

Based on the description above, this study aims to analyze the implementation of supervision of teachers in SD Labschool Unesa 2 and identify factors that support its effectiveness. Therefore, this research is expected to contribute to improving the quality of education, especially for educators at SD Labschool Unesa 2.

METHODOLOGY

This research used qualitative descriptive research methodology. It looks at events and phenomena that occur in people's lives and then asks a person or group of people to explain based on their experience. This study used observation, interview, and documentation study methodologies, Implementation of supervision of professional educators Journal of Bahusacca: Journal of Basic Education and Education Management. In this interview instrument, the writers interviewed the Principal of Labschool UNESA 2 Elementary School as the main informant. In order for this research to be directed, the researcher compiled a lattice of research instruments using the 5W + 1H formula. Data were collected through observation, interviews, and documentation. Meanwhile, data reduction, data presentation, and data verification are strategies in analyzing data. Data analysis was carried out by reducing data, presenting, and verifying or conclusions.

RESULT AND DISCUSSION

SD Labschool UNESA 2 is a laboratory school under the foundation of dharma wanita unesa which was founded in 2016. This school is located in the unesa campus area of lidah wetan, Surabaya. this school implements a national plus curriculum, which not only focuses on improving academic abilities, but also encourages the development of non-academic curriculum according to school characteristics.

In SD Labschool UNESA 2 there are several subjects who supervise in their respective fields. this research will explore the subject of human resource supervision (HR) which focuses on teaching staff conducted by the Principal as the central supervisor in supervising entire fields, including the field of HR supervision and development.

Supervision of Human Resources (HR)

There are two supervisory stages carried out for homeroom teachers and subject teachers, including stage one which is weekly supervision and evaluation and the second stage is 3-month supervision and evaluation, which is carried out once every 3 months in the middle and the end of the semester.

Stage one supervision (weekly supervision)

at the weekly supervision stage, there is a performance assessment and an evaluation of the problems during class. the implementation of this weekly supervision is carried out internally which is carried out directly under the supervision of the core supervisor, the Principal. this supervision process is carried out with an internal meeting format where teachers will convey the obstacles faced during one week related to classroom conditions in implementing the teaching and learning system, and the Principal will provide evaluations, suggestions and solutions as the main supervisor. in addition, mentoring and foreign language development training with native speakers facilitated by the school are also provided.

Stage twosupervision (3 months supervision)

at this stage is a more complicated supervision stage where supervision is carried out by the school principal as well as partnering with external parties to carry out supervision services and professional assistance for educators. the process of implementing supervision will be presented in tabular form.

No	Supervision Aspect	Supervision Action	Result
1.	Learning Plan	Providing assistance services in creating a Learning Implementation Plan in line with the curriculum.	The formation of lesson plans that are systematic, structured, effective, and in accordance with the regulation of the minister of education and culture number 22 of 2016.
2.	Lesson Implementation	make observations and observations related to teaching techniques and class control in daily classes. aspects observed: strengths, deficiencies, and details that need to be improved or corrected.	teachers will receive individual meeting services or teaching modules to improve techniques for implementing teaching system in a more structured, effective, and efficient manner as well as advice on how to handle students.
3.	Learning Evaluations	identifying teacher performance over the past 6 months at the end of the semester by using external supervision agencies in the field of teaching systems as	teachers will receive individual and group services on improvising and improving the teaching and learning system. and will be advised on training areas that are in accordance

		well as identifying the influence of the effectiveness of supervision evaluation in the previous 3 months.	with the problems / constraints faced by the teacher concerned. for example; training on IT, upgrading foreign language skills, leadership training, public speaking training, and training in making creative and innovative teaching media.
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Tabular 1.
3 Months supervision

Dengan tabel di atas, dapat disimpulkan bahwa implementasi supervisi tenaga pendidik di SD Labschool UNESA 2 telah memberikan dampak positif terhadap perencanaan, pelaksanaan, dan evaluasi pembelajaran dalam tujuan meningkatkan kualitas pembelajaran bagi siswa SD Labschool UNESA 2

CONCLUSION

With the table results above, it can be concluded that the supervision of teachers at SD Labschool UNESA 2 has had a positive impact on the planning, implementation, and evaluation of learning in improving the quality of learning for students of SD Labschool UNESA 2.

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