

School Supervision Improving Learning Quality School Quality in Early Childhood Education

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Abstract

Significant changes are occurring in education. Curriculum constantly adapts needs and daily changes of the world. Maximize education, all the components involved in education must be carried out in accordance with the objectives. All of them have a same goal in achieving citation-matching, which is to prioritize primary education and training. As school partners, supervisors also have a big role in realizing school quality and learning quality. School supervisors are in charge of imparting supervision knowledge. The purpose of this study was to understand effective school supervision practices in order to improve student and school performance. Research employs a kualitatif method with case studies. According to this research, teachers at schools and madrasahs should be able to carry out their assigned task of professional supervision; they should also have positive attitudes toward supervising activities and be able to increase student learning outcomes that are carried out in a cooperative manner.

Keywords: School Supervision, Learning Quality, School Quality

Abstrak

Pendidikan sedang mengalami perubahan signifikan. Kurikulum terus berubah sesuai dengan kebutuhan dan pengembangan zaman. Untuk dapat mengoptimalkan pendidikan, berbagai komponen dalam pendidikan harus melakukan peran mereka sesuai dengan tugas dan fungsi utama mereka. Semua memiliki peran dalam mewujudkan tujuan umum pendidikan berkualitas dan layanan yang sangat baik. Pengawas sekolah sebagai mitra sekolah juga memiliki bagian besar dalam mewujudkan kualitas pembelajaran dan kualitas sekolah. Pengawas sekolah ditugaskan untuk melaksanakan pengawasan pendidikan. Tujuan dari penelitian ini ialah mendeskripsikan bagaimana supervisi pengawas sekolah yang baik guna meningkatkan mutu pembelajaran dan mutu sekolah. Penelitian menggunakan metode kualitatif dengan studi perpustakaan. Dengan penelitian ini diharapkan pengawas sekolah/ madrasah mampu melaksanakan tugasnya yaitu supervisi secara profesional, guru memiliki pandangan yang positif terhadap kegiatan supervisi serta dapat meningkatkan mutu pembelajaran yang dilakukan secara berkesinambungan, serta kepala sekolah selaku pemimpin dalam sekolah/ madrasah mampu mememanajemen sumber daya yang ada guna meningkatkan mutu sekolah melalui supervisi dan pendampingan dari pengawas.

Kata Kunci: Supervisi Pengawas Sekolah, Mutu Pembelajaran, Mutu Sekolah

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INTRODUCTION

As digitalization advances quickly in the age of technology 4.0, educational institutions need to start enhancing their own offerings in order to keep up with the latest advancements and modifications. To build a safe, comfortable, peaceful, and prosperous life, changes in lifestyle, thinking, technology advancements, digitalization, character alterations, and culture must be acknowledged and strived to stay in a good environment. The education sector plays a significant role in adapting to the changing circumstances, therefore realizing the goal of national education—that is, "Producing Smart and Competitive Indonesian People"—requires high-quality instruction and schools.

In accordance with Law No. 20 of 2003 Article 3 (2003, 2003), the national education goal is to help students develop their potential to become human beings who are obedient to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and who will grow up to be democratic and responsible citizens of Indonesia.

Education is the process of humanizing a person and emancipating them from all parts of their life, including their physical, mental, and spiritual limitations, the father of education Ki Hadjar Dewantara say's. This suggests that education should be based on the laws of nature, specifically the potential inherent in each child from birth and the characteristics of the times these children are growing up in.

An assessment or monitoring is required during the implementation of education in order to ensure that the quality of education keeps improving and the vision and goals of national education are realized. One tactic for raising the standard of education is the supervision of school supervisors, specifically the Nonetheless, misperceptions about school supervisor oversight persist among academics in the field. Whether it originates from partners supported / supported by school supervisors, notably teachers and principals, or from supervisors who do not comprehend their roles and responsibilities and have not fulfilled their roles to the fullest extent feasible. The term "supervision" still causes reluctance or fear in many educators, including principals. They see supervision exercises as a means of exposing the inadequacies or faults in instructors' execution of the planning, carrying out, observing, and assessing of learning. Similarly, school administrators view supervising school supervisors as an activity that impedes their ability to administer the school. In light of this, the researcher believes it is imperative to reiterate the roles.

METHODS

The literacy study method, also known as literature study with a qualitative approach, was employed in this study. A conclusion is reached regarding whether or not the supervision of school supervisors can enhance the quality of learning executed by teachers and enhance the schools of schools run by school principals as leaders after a variety of reading materials, including texts, journals, and publications, related to the supervision of school supervisors are identified and observed. In addition to reading, reviewing articles/journals, observations and interviews were also conducted to explore information related to the focus of the research.

This research technique will describe the duties/role of school supervisors in supervision carried out in education units, school supervision is very important to improve the quality of learning carried out by teachers and improve the quality of schools managed by principals through 8 national standards of education.

RESULTS AND DISCUSSION

School Supervisor

The term "supervision" originates from the term in English "supervise," this implies to oversee.

However, a few other sources state that supervision is derived from two terms, namely superior and vision.

According to the Cambridge Dictionary, supervision is the process of ensuring that everything is carried out honestly, ethically, and in a manner that is other. Regarding the field of teaching, supervision is the procedure for assessing a work that has already been completed, refining it, and ultimately evaluating it.

Purwanto (2009) states that supervision is any assistance provided by school personnel to educators and others school individual in order to meet educational objectives. This supervision serves as a guide, a support system, and a means of mitigating the effects of professional teacher's. Examples of this include the guidance in business and the execution of renewal in education and training, having more effective teaching tools and methods, developing a systematic approach to monitoring the progress of the entire teaching process, and so forth.

According to the findings of Sergiovani and Starrat in Mulyasa (2006), The goal of supervision is to improve the effectiveness of the school as a learning community, help teachers and supervisors gain more insight into their work, and better utilize their expertise and abilities to support parents and schools.

Supervision is a process designed specifically to assist teachers in teaching daily lessons in the classroom so that they can use their knowledge and skills to provide better services to students and teachers, as well as to make the school a more effective learning environment for all.

The process of academic supervision involves providing guidance to educators as professional services rendered by school administrators or teachers who are appointed by school administrators to enhance student advancement and learning outcomes (Muslim, 2017).

One of the main goals of monitoring instruction in schools is to increase teacher professionalism (Sulhan Muwahid, 2013).

Danim (2011) states that supervision can be considered successful if the supervisor, as the subordinate of the supervision, is able to enhance the supervisor's professionalism and improve the results of the short-term supervision in education. This relates to the justification that school teachers' professional development activities can help them attain the objective of improving the caliber of learning outcomes. These professional development activities involve providing students with guidance from their teachers in order to enhance their professional development. However, according to Turmidzi (2021), supervision is a type of collaborative activity meant to support educators and other educational personnel in carrying out their duties in an efficient manner.

According to Herman (2014), supervision is an activity intended to assist other school staff members and teachers in carrying out their duties in an effective manner. A supervisor's duties include monitoring, supervising, dividing, and controlling daily tasks such as planning, executing, and monitoring. Supervisory supervision is the process of passing along information to both the teacher and all of the students in order to raise the standard of the learning environment. In their capacity as

An educational institution administrator, head teachers must be able to collaborate with teachers in an effective and harmonious manner while providing guidance, such as assisting other students, gaining understanding from them, and so on. The implementation of this supervision process can lead to improvements in the learning and teaching process (KBM).

School/madrasa supervisors are teachers with civil servant status who are appointed and given the responsibility and the capacity to conduct scholarly supervision as well as management oversight in school/madrasa instructional units. The existence of school/madrasah supervisors in education units has a significant part in fostering and developing the professional abilities of educators (teachers), principals and other school staff so that the madrasahs they supervise can raise the standard of education.

Supervisors of the madrasah/school function as educational supervisors with the task of carrying out academic supervision in the form of professional assistance to teachers, so that teachers can improve the quality of learning to enhance the learning outcomes for students. Meanwhile, managerial supervision of professional assistance to madrasah heads in order to improve the quality of education in the madrasahs they supervise, especially in the aspects of madrasah management and administration. Consequently, in order to perform supervisory tasks, school/ madrasah supervisors must have qualifications and competencies that are superior to the qualifications and competencies of teachers and school/ madrasah principals.

The goal of supervision is to consistently encourage, plan, and direct the professional development of madrasah instructors on an individual and group level so they can better comprehend and carry out all teaching duties. In the interest of raising educational standards in accordance with PP No.19 (2005), concerning educational quality requirements, the function of education unit supervisors at both schools / madrasah is crucial to raising the standard of instruction in the educational units under their guidance. Consequently, the supervisor's development in order to perform managerial and academic supervision tasks is absolutely necessary.

It is necessary to possess supervisor competence, as stipulated in Permendiknas No. 12 (2007). This mandate covers the following activities within the scope of supervisor competence: (1) organizing programs for academic supervision to enhance teacher professionalism; (2) carrying out teacher academic supervision using suitable supervision approaches and techniques; and (3) monitoring the outcomes of teacher academic supervision to enhance teacher professionalism. In addition, supervisors also conduct managerial supervision to school/madrasa principals through: (1) Planning managerial supervision programmes for school/madrasah principals to raise the proficiency of principals in madrasahs or schools in managing schools, (2) Carrying out managerial supervision of school principals, (3) Evaluating and making follow-up plans regarding the outcomes of managerial supervision, assisting and keeping an eye on how the 8 national standards of education, In addition, the position, at order for the perception of supervisors at educational institutions—both schools and madrasahs—to improve as anticipated, their role and existence must be promoted.

To make supervisors in schools and madrasas truly wanted by the academic community, they must be valued higher in terms of qualifications, skills, and other qualities than teachers and principals. Supervisors of schools and madrasas are finding it more and more difficult to demand the caliber of education that the community expects. Supervisors of schools and madrasas should be able to effectively address the growing expectations for greater competency and professional development in general. This is particularly true in the free trade age, where Indonesian education must be attentive to the needs of high international standards.

Quality of Learning

We can monitor the quality of learning from the teaching and activities for learning that teachers lead to their children school. Teachers are the leader of learners for their students. It is necessary for educators to professionally plan, implement, and evaluate and reflect on the learning that will be carried out in order to stimulate their students. In order to improve the ability of teachers to carry out the teaching and learning process, it requires attention from those responsible for the education system on an ongoing basis. In its implementation, supervision can be carried out through approaches that supervisors must take to teachers, teaching supervision is a professional job, which demands requirements as befits other professional jobs. The task of a supervisor is not to judge but to help, encourage, and provide confidence to teachers that the teaching and learning process can and must be improved. Supervision efforts will not be successful if there is no desire for co-operation and no co-operative attitude from either the supervisee or the teacher.

Both the teacher and the supervisor (principal/supervisor) should be assisted. Teachers should actively provide information to supervisors about problems encountered in teaching. Supervisors do not aim to find fault, but provide feedback on the weaknesses and strengths of teachers in carrying out their duties through joint reflection. Supervision develops and improves teacher professionalism in order for the instructor to advance in his career. Several training methods for solving problems are used in supervision activities. Enhancing the efficacy and efficiency of the teaching and learning process is the aim. Assistance in enhancing the teaching and learning environment is provided by supervision, which encompasses oversight of both the teaching process and its auxiliary elements in education. An activity that is directly tied to teaching but does not involve students directly is teaching supervision.

The supervision process is a series of activities carried out during supervision. This process is carried out by focusing on the principles of supervision understood by the school principal or supervisor, so that its implementation does not deviate from the existing provisions (Dalanggo, 2019). The steps in conducting supervision are divided into three steps, namely: First, planning. The planning process is the first step for school principals or supervisors to carry out their supervisory duties. Planning needs to be done with the aim that the implementation of academic supervision by school principals or supervisors can be carried out effectively and efficiently. Planning activities refer to case identification activities.

In this planning, the things that must be done include: (a) Collect information by class visits or individual meetings with the teacher concerned; (b) Correct the data that has been collected; (c) Classify information in accordance with the case / problem area; (d) Draw conclusions based on the problem data; (e) Determine the appropriate technique / method to be used in improving educator performance. Prior to the supervision implementation process, the principal/supervisor will inform the teacher concerned regarding the supervision activity plan and will conduct a pre-supervision observation to find information related to the teacher's readiness to carry out learning with the students to be supervised. Second, the implementation of supervision or classroom observation. Implementation activities or classroom observations are activities carried out to see the professionalism of teachers in teaching in the classroom, principals or school supervisors as supervisors will observe teachers in teaching in the classroom in order to improve and improve the teaching abilities of educators in the classroom to achieve learning objectives achieved by students with supervision instruments that have been prepared.

Third, Evaluation. During this evaluation, the supervisor will conduct post-observation activities where the supervisor and the teacher will reflect on the activities that have been carried out. Through this reflection activity, information will be obtained on how the teacher feels, what has been done, what has not been done, what will be done next. Evaluation is a review of the implementation process that aims to identify the extent to which the school programme has been implemented and the extent to which success has been accomplished in a specific amount of time. As a result of this evaluation, the teacher and principal/supervisor will discuss the results of the teacher's teaching process, learning objectives, and aspects of learning that are the main focus of educational supervision. So, it is important to do this To be able to know the success of putting supervision into practice that has been given, and the results of the evaluation will be used as a guide in preparing future supervision programmes. With this activity, the quality of learning will continue to improve significantly and continuously.

School Quality

Only highly skilled and experienced educators are able to realize or process the quality of education. "Designing teaching programs, implementing the teaching and learning process, and assessing student learning outcomes" are traits of teachers who perform well and professionally when implementing curricula. " Basyirudin in Rossignol (2009).

When associated with the world of education Aan Komariah (2005), states that quality has the quality domain of input, process, output and outcome. School/madrasah input is all the input needed by the school for processing to get the expected output. School/madrasah inputs can be defined as man, money, materials, methods, and machines. Meanwhile, Sudarwan Danim (2006) divides school inputs into four sides. Firstly, whether or not the human resources input is in good condition. Secondly, if teaching aids, books, curriculum, infrastructure, school advice, and other material input standards are met. Third, whether or not the software-based input criteria—such as rules and

organizational structure—are applicable. Fourth, the caliber of feedback on requirements and expectations, including motivation and vision, among others. When educational material is prepared for use, it is deemed to be of high quality. If the educational process can foster an environment that promotes PAKEMB (Active, Creative, Fun, and Meaningful Learning), then it is of high quality. If students achieve high levels of both academic and non-academic learning outcomes, the output is deemed excellent.

Outcome is declared quality if graduates are quickly absorbed in the world of work, reasonable salaries, all parties recognise the greatness of graduates and are satisfied.

Professional teachers will have a major influence in improving the quality of human resources (Khasanah, 2019). This opinion is in line with Mulyasana's (2011) opinion, teachers play an important role in improving the quality of learning, both the quality of the process and the quality of graduates. The success of the principal in managing his school will not be separated from the principal's ability as a school leader in carrying out his functions and roles as a principal. For this reason, a principal is required to be able to have readiness in managing schools.

The readiness referred to here is the principal's managerial ability with regard to Ministerial Regulation No. 13/2007 on School/Madrasah Principal Standards. Principals' managerial skills include (1) preparing school/madrasah plans for various levels. (2) developing the school/madrasah organisation as needed (3) leading the school/madrasah in order to optimally utilise school/madrasah resources, (4) managing changes and development of schools/madrasahs towards appropriate learning organisations (5) fostering comfortable and pleasant habits and atmosphere of schools/madrasahs and innovating in student learning (6) managing teaching and education personnel in order to effectively and efficiently utilise human resources (7) managing facilities and infrastructure of schools/madrasahs in order to optimally utilise them (8) managing school/madrasah and community relations in order to seek support, ideas, learning resources, and school financing (9) managing students in order to admit new students and placement and capacity building of students. (10) developing curriculum and teaching and learning activities in accordance with the direction and objectives of national education (11) managing school/madrasah funding in accordance with the principles of accountable, open, and efficient management (12) managing school/madrasah governance in accordance with the principles of accountable, open, and efficient management, (12) managing school/madrasah administration in achieving school/madrasah objectives (13) overseeing special service units in schools and madrasahs that can assist with curriculum development and learner activities; (14) overseeing information systems in schools and madrasahs to support programming and decision-making; (15) utilizing information technology advancements to enhance learning and madrasah administration; (16) tracking, assessing, and reporting on the execution of activity programs in schools and madrasahs with proper protocols; and planning follow-up.

Good managerial skills of school principals are expected to be able to encourage and enforce discipline for teachers so that they can show good performance.

School supervisors need to supervise the ability of a school principal to manage. Managerial monitoring done by the educational institution supervisors/ madrasah to school principals/ madrasah aims to enable principals to carry out their competencies effectively and efficiently so that the vision and mission of the school that have been formulated together as school goals can be realised to the fullest. Supervisors assist school principals by using various appropriate mentoring techniques such as facilitating, mentoring, coaching, consulting, training.

Facilitating is a non-directive approach that tends to be two-way to facilitate a group of people so that in the process of facilitation the group can make decisions that are more contextual in accordance with the potential of the group and environmental conditions. In the facilitation technique, the facilitator has the task of being a moderator who is tasked with collecting various ideas/suggestions from the people he/she facilitates and then draws conclusions and conveys them to the participants to make decisions regarding what to do. Meanwhile, mentoring is a directive approach and tends to be one-way. At certain times, there will be mentoring activities that tend to be mentor-centred where the practice of applying the results of mentoring tends to follow the richness of the mentor's experience (needed for certain conditions only). In this mentoring technique, the mentor can give advice or share his/her experiences to serve as a reference for the mentee.

Coaching is a participant-centred mentoring technique so that new practices or perspectives resulting from awareness/inspiration gained from mentoring tend to be contextual according to the capacity of the cache being assisted by the coach. In coaching techniques, the coach is not allowed to give advice, judgement, or assumptions to the cache. The coach is only a loyal listener and asks open questions as a trigger for the cache in finding solutions to the problems it faces.

The consulting technique is a combination of a directive approach with a non-directive approach so that in the practical process of mentoring, decisions related to strategies / policies / programmes resulting from the consulting process of the assisted schools are more contextual in accordance with the potential of the assisted schools and the environmental conditions in which the assisted schools are located.

While this training technique is the same as the mentoring technique. Where the approach tends to be one-way and directive. At certain times this activity is needed for practical application of training results which tend to be more standardised in reference to the curriculum / training objectives.

CONCLUSION

Supervision of school supervisors can be done to teachers and can be done to school/ madrasah principals. If supervision is carried out to teachers with the aim of improving teachers' ability in teaching and learning, then this supervision is called academic supervision. However, if supervision is carried out for school principals with the aim of improving their competence and classroom management, this supervision is called managerial supervision.

The quality of learning can be seen from how a teacher's ability to present and facilitate a

lesson that can stimulate the competence of students optimally. The teacher's ability includes planning, implementation and assessment/evaluation. To find out whether a teacher has the competence to carry out learning, a supervision is needed. Teachers do not need to feel anxious or afraid because supervision is not aimed at finding strengths and weaknesses but rather an approach that is carried out to find out and improve teacher performance. With programmed supervision, it is hoped that the quality of learning will improve.

Managerial supervision of school/ madrasah principals is carried out by school supervisors with the aim of improving the competence of school principals in school management. The ability of school principals to manage their units optimally will have an impact on the quality of the school.

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