IMPLEMENTATION OF ACADEMIC SUPERVISION ON LEARNING PROCESS IN BASIC SCHOOL IN KOTA PARIAMAN

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ABSTRACT

The objectives of this research are (1) Identifying, describing, and reviewing the understanding of principals and supervisors in learning about their role as school supervisors, (2) Identifying, describing, and reviewing teachers' understanding of the role of school principals and supervisors as school supervisors, (3) Identify, describe, and examine the relationship between teachers and principals and learning supervisors as school supervisors in an effort to improve learning in elementary school, (4) Describe activities carried out by principals and learning supervisors as school supervisors in an effort to improve learning in elementary school, (5) Knowing the format used by school principals and supervisors in carrying out academic supervision. This research method is descriptive quantitative. The results of the study illustrate that academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning goals. In addition, academic supervision is also an effort to help teachers develop their ability to achieve learning goals. Thus, the essence of academic supervision is not at all assessing the work of the teacher in managing the learning process, but rather helping the teacher develop his professional skills. Nevertheless, academic supervision cannot be separated from the assessment of teacher performance in managing learning.

Keywords: Academic Supervision, Basic School

INTRODUCTION

Supervision of education as an activity that is not separate from the activities of education management needs to be pursued simultaneously and improved the quality of its implementation. Evidence that shows that supervision is part of national education management is the existence of a special chapter on supervision in the National Education System Law No. 20 of 2003 which is further regulated by government regulations. Because education supervision has a strategic position and is important in education management, it is imperative for the government to strive to continuously make the implementers of educational supervision as professionals.

One of the efforts that have been made to improve the professionalization of education supervisory personnel is the issuance of a Decree of the Minister of State for Administrative Reform (MENPAN) No. 118 of 1996 concerning the Functional Position of School Supervisors. Performance standards in the functional position of school supervisors in an effort to improve the quality of education changes in policies related to education supervision in its implementation will not be able to avoid various obstacles. The obstacles faced are mainly related to the real conditions in the field that the supervisor. the school has a bad image. This is the impact of the implementation of tasks that only emphasize the administrative aspects rather than the substantive teaching. Like the research conducted by Djailani (1998), it proves that "the professional development of teachers by supervisors in elementary schools only oversees the implementation of school administration and routine guidance."
So, the inhibiting factor in the effectiveness of teacher coaching is more on personal factors; namely the inability of education supervisors to carry out teacher professional coaching effectively because of the limitations of their knowledge, skills and even personality. From the field observations, the statement of the head of the KKPS (School Supervisory Working Group) in Kota Pariaman that worsened the image and performance of school supervisors was the background of supervisors who did not master their fields and did not have high motivation in carrying out their duties.

As an illustration of the condition analysis regarding the implementation of supervision of subject teachers in elementary schools by school supervisors in Kota Pariaman as follows:

First, some facts in the field of subjects in schools show that there are still school supervisors (conducting supervision of subjects), whether the Principal and Supervisor who understands supervision is identical to the assessment or inspection of the teachers. This is because in the practice of supervising, they tend to assess and monitor what is done by the teacher, or look for shortcomings and mistakes of the teachers. Often these deficiencies are raised as findings. The more findings, the more successful the supervisors are considered.

Second, the implementation of supervision is not more than just an officer who is carrying out administrative functions, checking what provisions have been implemented and those that have not. Therefore, the weight of the activity is very administrative. The results of the visit are then submitted as periodic reports, for example monthly, addressed to their superiors.

Third, even worse, there are many of the supervision officers who do not understand the nature and substance of learning in elementary school. They do not understand how to carry out real learning. So that the supervisors cannot provide direction, examples, guidance, and suggestions so that the educational process carried out in schools is better than the results achieved previously. Fourth, the ratio of the number of school supervisors and the number of schools quantitatively has met the minimum standards regarding the number of schools that must be supervised. In 2006, the total number of kindergarten / elementary school supervisors in Kota Pariaman was 15 people in five regions, each of which consisted of 5 sub-districts with an average ratio between supervisors and schools was 1:21. But qualitatively when linked with the geographical conditions of the target areas that are very diverse, will affect the ratio of these numbers. In addition, the educational background and past job experience are very varied, showing a variety of abilities and motivation for the performance of kindergarten / elementary school supervisors. This needs to get the attention of structural builders at the regional level, to improve the ability of supervisors.

In line with this, it is necessary to have government policies for the realization of quality supervisors and the expected human resource performance of primary school teachers. In primary school human resources management, Kota Pariaman Education Agency is very responsible in terms of guidance. The Principal can carry out the authority and responsibility in full in the delivery of education at school. In its implementation all of them will be influenced by the teacher development model conducted by the principal and education supervisor of Kota Pariaman. This condition is what attracts the attention of the writer to conduct research on the teacher development model in the form of teaching supervision service assistance in order to improve the quality of learning in elementary schools.

Research Objectives In general, this study aims to obtain new findings regarding the implementation of supervision by principals and supervisors on all subjects taught in elementary school. These findings can be used as a basis in an effort to develop the quality of teacher's human resources so that the implementation of learning is more effective and efficient. To achieve this goal, this study is directed to achieve specific objectives as follows: (1) Identify, describe, and review the
understanding of principals and supervisors in learning of their role as school supervisors, (2) Identifying, describing, and reviewing teacher's understanding on the role of school principals and supervisors as school supervisors, (3) Identifying, describing, and reviewing the relationship between teachers and principals and learning supervisors as school supervisors in an effort to improve learning in elementary schools, (4) Describe activities carried out by principals and learning supervisors as school supervisors in an effort to improve learning in elementary school, (5) Knowing the format used by principals and supervisors in carrying out academic supervision.

RESEARCH METHODS

Descriptive quantitative research method that aims to describe the Implementation of Academic Supervision of Learning Processes in Primary Schools in Kota Pariaman. Data collection techniques using questionnaires.

RESULT AND DISCUSSION

The results and analysis of collected data obtained from the results of the field notes are carefully organized to answer the various problems raised, namely: (1) implementation of learning processing, (2) academic implementation of learning, (3) implementation of teacher professional development, (4) implementation of learning supervision in elementary school. Research findings, as well as the contribution of research results for the implementation of learning supervision in elementary school.

1. Implementation Of Learning Management
   Based on the results of the data processing above, the author analyzes it to determine the percentage of the percentage in the implementation of learning management in elementary schools in Kota Pariaman. Results of Percentage Calculation of Implementation of Elementary Learning Management in Kota Pariaman Percentage Calculation Results of the Implementation of Elementary Learning Management in Kota Pariaman with an ideal score of 5.130 with a percentage of 56.37% with sufficient categories.

2. Academic Implementation In Learning
   Based on the results of the data processing above, the author analyzes it to determine the percentage amount in the academic implementation of learning in elementary schools in Kota Pariaman. Results of the Calculation of Academic Implementation of Elementary School Learning in Kota Pariaman obtained an actual score of 3.2 ideal score of 7.830 with a percentage of 41% with enough categories.

3. Implementation Of The Teaching Profession Development
   Based on the results of the data processing above, the author analyzes it to determine the percentage amount in the implementation of teacher professional development in elementary schools in Kota Pariaman. Implementation of Teacher Professional development illustrates that the professional development of elementary school teachers in Kota Pariaman is 35.97% including the less category.

4. Implementation of Learning Supervision
   Based on the results of the data processing above, the author analyzes it to determine the percentage amount in the implementation of learning supervision in elementary schools in Kota Pariaman carried out at elementary school is currently 45.27% meaning that supervisors in carrying out their duties as coaches in improving subject teachers are categorized as sufficient.
Both the implementation of classroom management, academic, and teacher professional development. The administrative component in the form of learning planning is always a priority in supervising schools. The guidance given to elementary school teachers is very unclear, because the supervision does not understand what should be supervised. This condition is further aggravated by the background of supervisors who do not understand the learning material, so there are no elementary school facilities that can be used as a place to "vent"

So, the implementation of learning supervision at elementary school is only administrative. Therefore, so that supervisors can carry out their duties as supervisors must have a plan for their main tasks. The program to improve the quality of education in primary schools (SD) can be achieved if the activities of the teaching and learning process in the classroom can take place well, effectively and efficiently. This can be done if supported by an effort to improve the ability of subject teachers to manage it. Efforts to improve the ability of teachers can be carried out by principals and supervisors through coaching that is carried out on a regular and continuous basis.

School supervisors are Civil Servants (PNS) who are given the task of responsibility, authority and rights in full by an authorized official to supervise education in schools by carrying out assessments and fostering in terms of educational and administrative technical education in Pre-school education units, Primary Schools and Intermediate. Since the enactment of the provisions of the School Supervisory Optional Position on November 1, 1996, then followed up with the decision to set up the implementation instructions and technical instructions for the implementation of the Optional Position and credit figures through the Minister of Education and Culture Decree No. 020 / U / 1998, the task of the school supervisor has undergone several changes so addressed wisely and precisely.

The principal task of the school supervisor according to the provisions of the school supervisor's functional position is to carry out "Assessment and Guidance" on the education unit which is his responsibility, with an emphasis on the learning process. While the tasks commonly carried out by school supervisors although not included in the main task category that get the numerical values of dwarf are grouped as routine activities. School supervisors are required to be able to describe routine tasks in a management framework of management tasks by utilizing the available timeframe. There are three main things that the authors find in the supervisory mechanism by supervisors at the elementary level, namely: (1) coaching in terms of learning management, (2) improvement of teacher's academic abilities, and (3) professional development of primary school teachers. Referring to the research results, supervisors have not performed their duties optimally in an effort to improve the performance of elementary school teachers. Teachers have not felt any significant guidance carried out by supervisors in carrying out their duties, so that improvements obtained through supervision have not been able to raise the image of elementary school teachers.

**CONCLUSION**

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning goals. In addition, academic supervision is also an effort to help teachers develop their ability to achieve learning goals. Thus, the essence of academic supervision is not at all assessing the work of teachers in managing the learning process, but rather helping teachers develop their professional skills. Nevertheless, academic supervision cannot be separated from the assessment of teacher performance in managing learning.

Where as referring to the primary task of elementary school level supervisors based on the Minister of Education and Culture Decree No. 020 / U / 1998 and must be carried out by each school supervisor is as follows:

1. Develop a semester program for school supervisors who are their responsibility.
2. Carry out assessment, management, and data analysis of student learning outcomes and abilities of teachers in all schools that are their responsibility.

3. Collecting and processing data on educational resources, teaching / learning processes / guidance and school environment that affect student development and learning outcomes.

4. Carry out the analysis, namely: (1) A simple analysis of student learning results in factors of educational resources that affect student learning outcomes. (2) Carry out a comprehensive analysis of student learning outcomes with student learning outcomes. Carry out guidance to teachers and other personnel in the school, through the following activities:
   a. Providing guidance and guidance to teachers regarding PBM implementation / student guidance.
   b. Provide examples of the implementation of teacher's duties in implementing PBM.
   c. Providing suggestions for improving the professional ability of teachers to the heads of relevant agencies.
   d. Fostering the implementation and maintenance of the school environment.

5. Preparing reports and evaluations of the results of the supervisor, in the form of: (1) Preparing the results of supervision at each school that is his responsibility.

6. Evaluate the results of the supervision of all schools which are their responsibilities every semester.

7. Carrying out other coaching in schools other than PBM are as follows: (1) Fostering the implementation of school management. (2) Monitor and guide the implementation of new student admissions. (3) Monitor and guide the implementation of the School Final Examination. (4) Monitor and guide the implementation of the Ability Test. (5) Providing material assessment in the framework of accreditation in schools.

REFERENCES


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