

SCHOOL SUPERVISION ON TEACHING AND LEARNING

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Abstract

The purpose of this study is expected to provide an overview of the implementation of progress monitoring and its differences. The subjects of this study were 8 schools in West Kalimantan, spread across 6 districts. This study uses a qualitative descriptive approach. In collecting data, researchers used observation and interview methods. Data analysis using Thematic Analysis and Cross-case Analysis. The results showed that there were IHT activities and annual meetings in developing teacher professionalism, the school system supported learning activities, discussions in the teacher's room, namely MGMP and KOMBEL, teachers were actively involved in evaluating school policies. The difference between the 8 schools included in the SMP and SMA levels is that there are schools that do not carry out IHT, Annual Deliberations, MGMP and KOMBEL.

Keywords: Monitoring Progress, Implementation of monitoring progress, differences in progress monitoring activities

INTRODUCTION

The school serves as a place where individuals can effectively articulate their thoughts and ideas within the scholarly realm, facilitating their pursuit of education at the government-sanctioned standards, be it through private or public means (Ayeni & Bamire, 2022). Within the scope of the school there are school members which include the principal, teachers, staff and students. So that those who are included in the school community work hand in hand and evaluate each other in one goal to make the school better for the future. This aims to bring the good name of the school in the eyes of the surrounding community. School is an activity in free time for children in the midst of their main activities, namely playing and spending time to enjoy the childhood and adolescents. Activities in spare time are learning how to count, read letters and recognize about moral character and aesthetics.

Supervision is a systematic and continuous process in collecting, analyzing, and using information to control management and decision making (Ning et al., 2022). This is to find out that the supervision process is running effectively. As for school supervision is professional assistance to teachers through systematic planning cycles, careful observation, and objective feedback and immediate feedback. In this way the

teacher will use feedback to improve the quality of performance. While educational supervision generally refers to efforts to improve the learning situation and teaching process (Mandefro, 2022). In this case, school supervision is an evaluation, control and assessment activity carried out by the principal of the teachers in the school, this monitoring effort is used to find out the improvement of teacher skills and to find out whether there is school support for the development of teacher performance and professionalism in the teaching and learning process as well as for school evaluation policies.

There are several things that underlie the importance of supervision, namely: Social change, Globalization, Development of science and technology, Urbanization, Regional changes, Fertility of the bureaucracy, Education Democracy and the monetary crisis. These explanations are several parts that underlie the importance of educational supervision for teachers, all of these aspects require teachers to be able to carry out tasks in any situation, and encourage teachers to continuously adapt to developments in science, technology and community mobility, starting from these assumptions, there is a need for educational supervision for teachers (Purba, 2022).

In this study, researcher will examine how the process of supervising teachers by the principal and also want to know whether the school also supports the process of improving teacher skills. This is important to do in order to provide awareness to teachers and all other school members so they can evaluate each other's work processes. The aim of all this process is of course to have an achievement desired by the school, in this context the intended purpose is to improve teacher skills, maintain school quality and also to make the teaching and learning process more active.

METHOD

This study uses a descriptive qualitative approach and uses observation and interview methods for data collection. Observational methods include participant observation and non-participant observation. Qualitative interviews usually involve open-ended questions aimed at gathering the views and opinions of participants (Creswell & Poth, 2017). These interviews can generate short or extensive narratives that provide insight into the learning process in schools. Interviews are invaluable when investigating complex topics requiring detailed explanation or dialogue between individuals. They serve as the most effective way to obtain comprehensive information. Data analysis was performed using Thematic Analysis and Cross-Case Analysis. The research sample consisted of eight schools in West Kalimantan spread across various regions. Specifically, there are two schools in Melawi Regency, two schools in Sambas Regency, one school in Kubu Raya Regency, one school in Sanggau Regency, one school in Landak Regency, and one school in Pontianak City Regency. The sampling technique used is purposive selection, which involves selecting samples based on certain criteria to ensure the desired criteria are met and determining the number of samples suitable for research.

FINDINGS AND DISCUSSION

Findings

Implementation of school supervision in the teaching and learning process

In carrying out school supervision activities for teaching and learning it involves two aspects, namely supervision related to the implementation of teachers in the

teaching and learning process for students, and evaluation related to teacher professionalism in assessing, observing, and overseeing student performance at school. . The school supervision process provides professional assistance to teachers through systematic planning cycles, careful observation, and the provision of objective and prompt feedback. The principal as a supervisor carries out these activities to evaluate the performance of his subordinate teachers. Principal involvement in supervision has a positive impact on teacher performance, leading to more effective teaching practices. The principal assesses and evaluates all activities carried out by school members, as well as assisting teachers in developing their professionalism in the teaching and learning process. Supervision of schools is the responsibility and authority of school principals, and helps raise awareness among teachers and other school members about democratic and collaborative work procedures, policies, and goals. The overall goal is to facilitate educators and staff in evaluating their activities to support student development and maintain school quality. School supervision in teaching and learning involves monitoring progress as a means of assessing and improving performance. The concept of monitoring progress includes various supervisory activities, including observation, guidance, checking and correction of all activities carried out by individuals in the school environment. Monitoring progress focuses on two main indicators: monitoring student performance and evaluating school performance. Student performance monitoring involves providing assistance to teachers in increasing their professionalism when assessing student performance. This can be observed through the training and support provided to teachers, such as the use of software to observe the ongoing teaching and learning process in class. Evaluation of school performance includes an assessment of the school's support system, including teachers and other school members, in evaluating the professional development of teachers. It also involves evaluating school policies to determine the teacher's active involvement in the evaluation process. The implementation of school supervision in the teaching and learning process in eight schools, both junior and senior high schools, involved various activities aimed at increasing teacher professionalism. These activities include IHT (In-House Training) sessions and annual meetings, which serve as a training platform to evaluate teacher development progress. In addition, the school organizes MGMP (Subject Teacher Working Groups) and KOMBEL (Joint Study Group) activities to encourage skills development and effective use of teaching tools. In particular, teachers are provided with assistance in observing ongoing classroom teaching through the provision of devices such as projectors, speakers, and recording equipment. This support aims to increase the effectiveness of the teaching and learning process for both teachers and students. The school system demonstrates its commitment to evaluating teacher professionalism through participating in meeting activities and providing constructive feedback and suggestions to fellow educators regarding teaching methodology. Teachers are actively involved in evaluating school policies, providing valuable input and criticism to ensure the successful implementation of these policies.

Table 1. Activity in school

Activity	School
IHT	S2,S4,S5,S6
Annual Meeting	S8
MGMP	S1,S3
KOMBEL	S3

Variations in school supervision of the teaching and learning process

Variation refers to the specific application models and approaches used in a particular context. In the context of school supervision in the teaching and learning process, variations can be observed by school level and geographical area. From the implementation that has been described, it can be concluded that there are differences in variation between schools based on their level and region. This variation manifests in the level of support provided by the school system to evaluate teacher professionalism, the extent of teacher involvement in evaluating and providing feedback on school policies, the assistance provided to teachers in developing their professionalism in assessing student performance and observing classes. activity. In terms of the implementation of school supervision in eight schools at the junior and senior high school levels, the similarities and differences can be identified. The similarity lies in one junior high school and three high schools which have carried out In House Training (IHT) activities. The difference arises from one high school holding an annual meeting to increase teacher professionalism in assessing student performance. Regarding classroom observation, the school provides comprehensive support through the provision of devices such as projectors, speakers and recording equipment to ensure the success and effectiveness of the teaching and learning process. This support has remained consistent across the eight schools, with each school equipped with the necessary tools. The school system actively supports activities aimed at evaluating the professional development of teachers, including providing criticism, suggestions, and facilitating teacher discussions. Several schools have established discussion forums such as KOMBEL and MGMP. The involvement of teachers in evaluating school policies was highly valued, and it should be noted that only permanent PNS teachers actively participated in the policy evaluation process in one school, while the involvement of contract teachers was not apparent.

Discussion

Based on the research findings, the researcher presented the results of research conducted in eight schools: S1, S2, S3, S4, S5, S6, S7, and S8, with a focus on implementing progress monitoring. Implementation of school supervision on learning, variations of school supervision based on school level and region of origin.

In the implementation of student performance monitoring, various activities were identified throughout the school. These activities include In House Training (IHT) and Annual Meetings which aim to increase teacher professionalism in assessing student performance and improving teaching skills to ensure an effective teaching and learning process. The teacher's commitment to students and their deep understanding of the subjects they teach are very decisive in monitoring student learning outcomes (Atiyah et al., 2020; Welerubun et al., 2022).

Assistance is given to teachers to observe the ongoing learning process in class. This assistance is in the form of tools that support the teaching and learning process, enabling teachers and students to achieve better results. Learning devices such as teaching materials are prepared by the teacher before carrying out the learning process (Zulmaini, 2021).

Monitoring student performance activities proves to be very beneficial for teachers, as they develop their abilities and adaptability in the learning process. Teachers receive training and device assistance to support their teaching and learning activities. In-House Training (IHT) and annual meetings are part of a training program designed to improve teacher performance and skills (Davis & White, 2022).

The school system plays a supporting role in the professional development of teachers. This support includes facilities, principals, and teachers. The school system encourages the exchange of criticism and suggestions between school principals and teachers, as well as between teachers themselves, to improve their professionalism. The common goal of the school system is to improve various aspects, including curriculum, teaching materials, methods, educators, students, facilities, and approaches (Budiarto et al., 2022).

Teachers are actively involved in evaluating school policies. They have the opportunity to participate in meetings and contribute to the evaluation of established school policies. Policy evaluation includes an assessment of the substance, implementation, and impact of policies set collectively by the school community. This serves as a valuable feedback step in the policy process (Lochmiller & Mancinelli, 2019).

At the junior high school level, there were variations in mentoring activities provided to teachers for assessing student performance. This variation is observed in the form of training conducted by schools. For example, the implementation of In-House Training (IHT) was observed in Masters schools but not in Undergraduate and Doctoral schools. In addition, S1 and S3 schools implement activities such as MGMP and KOMBEL to develop teacher professionalism in assessing student performance. In S4, S5, S6, S7 and S8 schools, various activities were carried out to increase teacher professionalism in assessing student performance, including IHT and annual meetings. Teacher professionalism refers to the quality, goals, values, expertise, and authority associated with one's work in the field of education and learning.

Furthermore, the assistance given to teachers to observe learning activities in class varies in S1, S2, S3, S4, S5, S6, S7, and S8 schools. This assistance involves a variety of tools such as infocus devices, printers, and tablets for recording. Each school has its own set of tools to facilitate observation of ongoing learning processes. This facility aims to support educators in the teaching and learning process.

The school system also plays a role in supporting the professional development of teachers. In all S1, S2, S3, S4, S5, S6, S7, and S8 schools, a similar implementation was observed in the form of an evaluation consisting of criticism and suggestions to help teachers improve their professionalism.

Regarding the evaluation of school policies, meetings are often held at S1, S2, and S3 schools. Teachers at these schools actively participate in providing criticism and suggestions regarding the evaluation of school policies. The observed activities were consistent across these schools. Monitoring of school activities by the principal who is

responsible for managing the school and utilizing its potential to achieve goals is also considered (Madani, 2019).

CONCLUSION

Based on the analysis conducted in this study, the researchers drew conclusions about the implementation and variations of monitoring progress in school supervision of the teaching and learning process, based on the findings of the 8 schools studied. The information collected for this study was obtained through interviews and observations made by researchers and observers. From the comprehensive analysis of the interviews and observations, the following findings were obtained:

Implementation of school supervision in the teaching and learning process: Implementation of school supervision in teaching and learning in 8 schools, starting at the junior and senior high school levels, covering various activities such as In-House Training (IHT) and annual meetings. This activity is a training opportunity to evaluate the professional development of teachers. Schools also organize MGMP and KOMBEL activities to improve teacher skills and the use of instructional media. In addition, teachers are given assistance to observe ongoing learning in class. This support includes devices such as infocus projectors, speakers, and recording equipment to enhance the effectiveness of teaching and learning processes for teachers and students. The school system demonstrated strong support for evaluating teacher professionalism through holding meetings and by providing teachers with criticism and suggestions regarding teaching methods. In addition, teachers actively participate in evaluating school policies by providing suggestions and criticism.

Variations in school supervision in the teaching and learning process: In the implementation of school supervision in teaching and learning in 8 schools, differences and similarities can be seen. One of the similarities is the inclusion of IHT in one junior high school and three high schools. However, there are differences in one of the high schools holding annual meetings to develop teacher professionalism in assessing student performance. Regarding classroom observation, supporting assistance was provided in 8 schools in the form of devices such as infocus projectors, speakers and recording devices, without any significant differences between schools. The school system plays an important role in supporting activities aimed at evaluating the professional development of teachers. This support includes providing criticism, suggestions, and facilitating the activities of teacher discussion forums, such as KOMBEL and MGMP. It was noted that the involvement of teachers in evaluating school policies is very important, with the active participation of permanent Civil Servants (PNS) teachers in one school, while the involvement of honorary teachers is not seen.

In summary, this study identified the implementation of school supervision activities and their variations in 8 schools, highlighting the training, mentoring, and evaluation processes involved in improving teacher professionalism and evaluating school policies.

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