

DESIGNATING THE IMPLICATION OF ADMINISTRATIVE-BASED LEARNING SUPERVISION ON TEACHER'S COMPETENCY IMPROVEMENT

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Abstract

One of the efforts to improve the quality of learning is preparation and careful learning planning. Planning is poured in the form of learning administration as the direction and footing of learning carried out by the teacher. Supervision is an act of quality control of the readiness and completeness of teacher learning administration planning as an inherent task of the principal as a supervisor. The purpose of this study is, first, to test whether the administration of teacher learning is in accordance with the standards set by the school. Second, what are the supporting and inhibiting factors in the preparation and planning of learning administration. This study uses two cycles, each cycle consisting of planning, implementation, and reflection. The research was conducted from August to September with 22 teachers as research subjects. Methods of data collection using observation, interviews, and check list of documents. Data analysis uses percentages based on the criteria reference assessment. The results showed that of the 25 components of supervised learning administration, the first cycle scored 81.50, the second cycle scored 89.45, both cycles were in good category. The results per category are still in the good category even though the acquisition value has increased by

7.95. The analysis of the components showed an increase, namely in the first cycle, most of the components were at a very good level (44%), good (0%), sufficient (16%), and less (40%). Cycle II was very good (44%), good (4%), adequate (48%), and poor (4%). This action research can be said to be successful, although there are obstacles and teacher support in planning learning administration. The obstacles are first, the teacher finds it difficult to carry out classroom action research. Second, the teacher is not proficient in operating excel software. Strong will, adequate school facilities, and support from school management are supporting factors for teachers in planning good learning administration.

Salah satu upaya memperbaiki kualitas pembelajaran adalah persiapan dan perencanaan pembelajaran yang matang. Perencanaan dituangkan dalam bentuk administrasi pembelajaran sebagai arah dan pijakan pembelajaran dilakukan guru. Supervisi adalah tindakan quality control kesiapan dan kelengkapan perencanaan administrasi pembelajaran guru sebagai tugas melekat kepala sekolah sebagai supervisor. Tujuan penelitian ini adalah, pertama, apakah administrasi pembelajaran guru sesuai dengan standar yang ditetapkan sekolah. Kedua, apa faktor pendukung dan penghambat dalam penyiapan dan perencanaan administrasi pembelajaran. Penelitian ini menggunakan dua siklus yang setiap siklusnya terdiri dari perencanaan, pelaksanaan, dan refleksi. Penelitian dilakukan mulai Agustus sampai September dengan subyek penelitian sebanyak 22 guru. Metode pengumpulan data menggunakan observasi, wawancara, dan check list dokumen. Analisis data menggunakan persentase berdasarkan penilaian acuan kriteria. Hasil penelitian menunjukkan bahwa dari 25 komponen administrasi pembelajaran disupervisi, siklus I memperoleh nilai 81,50, siklus II nilai 89,45, kedua siklus kategori baik. Hasil perkategorinya masih kategori baik walaupun meningkat perolehan nilainya 7,95. Analisis perkomponennya menunjukkan peningkatan yakni siklus I sebagian besar komponen berada di level sangat baik (44%), baik (0%), cukup (16%), dan kurang (40%). Siklus II di level sangat baik (44%), baik (4%), cukup (48%), dan kurang (4%). Penelitian tindakan ini dapat dikatakan berhasil, meskipun ada kendala dan penunjang guru dalam merencanakan administrasi pembelajaran. Kendalanya adalah pertama, guru merasa kesulitan dalam melaksanakan penelitian tindakan kelas. Kedua, guru belum mahir dalam mengoperasikan software excel. Kemauan keras, fasilitas sekolah yang memadai, dan dukungan dari manajemen sekolah

adalah faktor penunjang guru-guru dalam merencanakan administrasi pembelajaran dengan baik.

Keywords: *administrative-based learning supervision, teacher's competency improvement*

Introduction

Administrative learning instruments for a teacher are like a compass that can direct the learning process within the classroom context or outside classroom context. Learning administration is not just a pile and a bunch of writing and numbers but a guide to the implementation of learning that will be carried out every day.

The learning process must have a well ending which achieving the aspects of cognitive, affective, and psychomotor abilities or competencies of students. Therefore, the learning process should be prepared long before school activities began. In other words, a set of learning and educational processes that will take place has been well planned starting from the educational calendar, annual program, semester program, learning implementation plan, utilization of learning media, assessment, remedial and improvement of the learning process.

Therefore, the educational institutions should reflect an institution in enhancing Indonesian human resources in accordance with the goals and functions as mandated by Law Number 20 of 2003 that is educating the life of the nation and developing the whole Indonesian human being, the ones who believe and fear the Almighty as well as having noble character, knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility.¹

The inclination of the administrative learning instruments as guidelines and references for the implementation of learning programs will guarantee a good and well implemented learning process as well as considerable learning. An assessable

¹ Undang-Undang 20 Tahun 2003 Sistem Pendidikan Nasional Nomor Pasal 3.

implementation of administrative learning instruments and educational services requires organizing, directing, monitoring, and evaluating through supervision activities to identify strengths that need to be improved and deficiencies that need to be corrected.²

The school principal as the head of an educational institution is required to have a role and responsibility in ensuring quality in the planning, process and assessment of learning in schools through the supervision of academic administration. The implementation of supervision of the academic administration of learning carried out by the school principal for teachers and education staff is part of their main tasks, such as managerial, entrepreneurship development, and supervising all of the teachers and education staff.³

Supervision activities are not intended to find weaknesses in teachers within the process of designing and implementing the learning programs but rather for coaching and mentoring to improve the competence of the subject teachers in schools. Supervision activities are carried out as one of the school's efforts to measure the implementation and achievement of learning programs designed and made by teachers in schools. It is done to encourage the performance of subject teachers to increase as part of the main task of an educator in preparing, educating, and developing the potential of future generations of the nation.

Ideally, the administrative learning instruments that become a reference for subject teachers used in the learning process refer to the standards set by the government and schools. However, this does not rule out the possibility of innovation and creativity from subject teachers in giving the efforts to design and construct administrative

² Anas Sudijono. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo, 2008.

³ Undang-Undang Nomor 20 Tahun 2003 Pasal 15 Sistem Pendidikan Nasional.

learning instruments with the intention of creating a quality learning process.⁴

The problem that mostly experienced by some subject teachers in preparing, designing, and making administrative learning instruments is that they do not meet the standards set by the school. So that the administrative learning instruments made by the subject teachers seems to be poorly designed and it is only made to meet the requirement set by school. In this specific context, it cannot be separated from the constraints and supports faced by subject teachers in preparing, designing, and making administrative learning instruments. Therefore, it is necessary to supervise their work so that the problems faced by subject teachers in preparing, designing, and making learning administration can be solved together with the the principal as a supervisor.

The supervision carried out by the principal aims to improve the ability of subject teachers to carry out their duties as educators. Supervision by the principal can be in the form of encouragement, guidance, and opportunities given to the teachers to make the latest creations in learning, media use, innovative learning models, and systematic and comprehensive assessment techniques in the learning process.⁵

This study focuses on administrative supervision of subject teachers in preparing, designing, and making learning administration as an integral part of the entire learning process in schools. The assumption is that the ultimate goal of learning will be achieved properly, when the subject teachers properly prepare and design the learning scenarios that will be carried out in the form of administrative learning instruments according to the standards set by the school.

⁴ Abu Ahmadi dan Ahmad Rohani, *Pengelolaan Pengajaran*. Jakarta: Rineka, 2007.

⁵ Ngalm Purwanto, *Administrasi Dan Supervisi Pendidikan*, (Bandung: Remaja Rosdakarya, 2010), 76.

In determine the standardization of administrative learning instruments, it is one of the several efforts to maintain and control the quality of learning, performance, and professionalism of subject teachers. The implementation of this effort is to carry out supervision by the school principal as a supervisor.

The results of several studies show that supervision by school principals regarding the academic administration of subject teachers has had an impact on improving teacher performance⁶ and teacher professionalism in managing classroom administration.⁷ Supervision is also believed to be able to overcome the problems experienced by teachers in learning programs and can increase their productivity.⁸ The Increased performance and productivity as well as the decomposition of teacher problems in the preparation, planning and implementation of learning is valid evidence that supervision absolutely needs to be carried out by a school principal.

The method for collecting data in this study uses school action research, taking locations at Prajekan 2 State Junior High School from August to September in the Odd Semester of the 2022/2023 Academic Year. The subjects of the action research school principals of academic administration of learning devices totaled 22 teachers.

Research Results and Discussion

Research Results

1. Cycle I
 - a. Planning

⁶ Rani Indriani, Adjat Sudrajat, Kakay Karyana, Implementasi Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru SD di UPTD SDN 8 Nagrikaler Kecamatan Purwakarta Kabupaten Purwakarta, *Jurnal Simki Pedagogia*, Volume 5 Issue 2, 2022, hal. 192-199

⁷ Purwanto, Pelaksanaan Supervisi Manajerial Sebagai upaya Peningkatan Profesionalias Guru dalam Pengelolaan Administrasi, *Jurnal Inovasi Pembelajaran di Sekolah*, Vol. 2 No. 2 Desember 2021, 147-159.

⁸ Isticharoh, Upaya Meningkatkan Kinerja Guru Melalui Supervisi Administrasi oleh Kepala Sekolah Di SDN Kebonbatur 2 Mranggen Demak, *Jurnal Inovasi dan Riset Akademik*, Vol. 2 No. 6 2021, 896-905.

At this stage the supervisor prepares the implementation of learning administration supervision which includes attendance lists and supervision instruments.

b. Acting

The implementation of learning administration supervision begins on August 1-6 in 2022. The technique used in carrying out supervision is an individual technique. Subject teachers face to face one by one with the supervisor in a relaxed atmosphere in a place previously agreed upon by the supervisor and subject teacher.

The implementation of supervision begins with asking about themselves and the family of the subject teacher being supervised, then the supervisor explains the intent and purpose of supervising. The next step is that the supervisor asks the supervised teacher's permission to view the administrative learning instruments that have been prepared beforehand for supervision.

While investigating the administrative learning instruments, the supervisor conducted interviews about planning, preparing, and making administrative learning instruments owned by the teacher concerned. Apart from that, the supervisor also asked about the legal basis for making learning administration. Supervisors also ask about the direction and goals as well as the benefits of administrative learning instruments inside and outside the classroom for a teacher.

The principal who acts as a supervisor and researcher also explores the constraints experienced by teachers in preparing, planning and making learning administration. The goal is in the form of feedback for the school when the obstacles faced by teachers are related to infrastructure and facilitation of increasing and developing the competence of subject teachers.

Supervisors in carrying out supervision are guided by the supervision instruments that have been prepared

beforehand by checking the completeness of the teacher learning administration component.

Based on the results of the analysis of instructional administration supervision of subject teachers, an average score of 81.5 was obtained in which it is within the good category. The distribution of grades obtained is quite balanced between one component and the components of administrative learning instruments that are planned, prepared, and made by subject teachers as a reference and guide in carrying out learning inside and outside the classroom.

There are several components that get a perfect score of 100, but other components get a lower score or even do not get a score or zero because there is none, such as the class action research component as one of the subject teacher's attempts to improve the learning process. The other lowest score from the results of the supervision of the learning administration carried out by the principal as a supervisor is a student development diagram with a score of 35 or 39.8%.

In general, the results of the action research on cycle I done by school principals on the learning administration of the subject teacher is in the good category referred to the assessment of predetermined criteria references with an average score of 81.5. Some components of subject teacher learning administration need to be improved so that they can be used optimally as references and guidelines in the learning process.

Analysis of the results of subject teacher learning administration supervision in each of its components showed varied results so that coaching and assistance was needed in planning, preparing, and making administrative learning instruments as shown in the following chart:

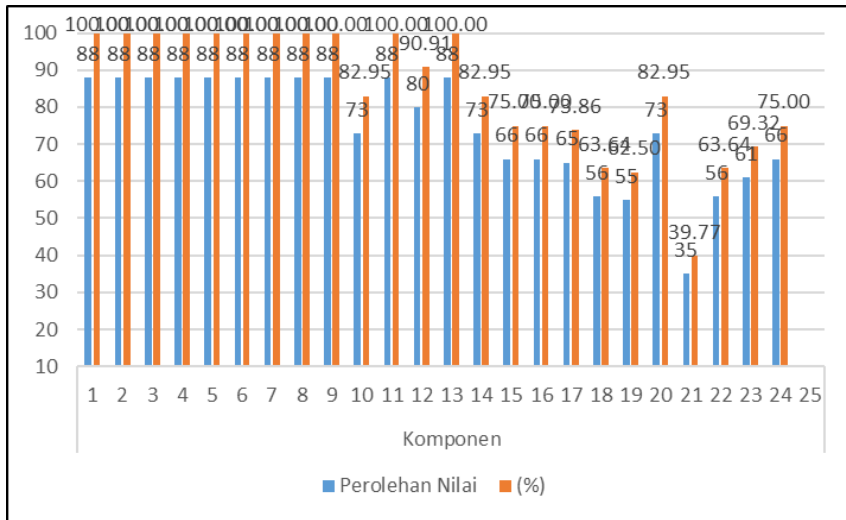


Chart 1. Analysis of the Learning Administration Supervision Results Per Components of Cycle I

There are four categories of score in each component of subject teacher’s learning administration, they are: very good (90-100), (good) 80-90, (moderate) 70-80 and less (>70). The urgency in analyzing scores in each component is to make it easier for the school principal as a supervisor to give follow up activities on existing deficiencies through coaching and mentoring.

Based on the analysis results of the supervision of the subject teacher learning administration in cycle I for each category were: (1) very good as many as 11 components or 44%; moderate as many as 4 components or 16%; and (3) less as many as 10 components or 40%.

The description of the data above shows that the score in each of the category is very good and it is sufficiently reach 60%. This shows that subject teachers in planning, preparing, and making administrative learning instruments do not meet the standards set by the school.

The description of the results of the analysis of

learning administration supervision per category can be seen in the following graph;

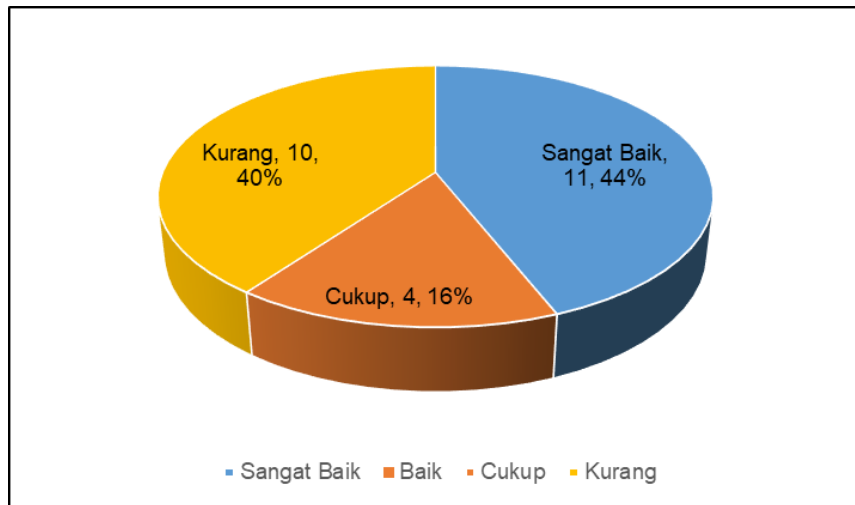


Chart 2. Analysis of Learning Administration Supervision Results by Cycle I Category

c. Reflecting

Based on data from interviews and document studies in cycle I which were analyzed by the principal as a supervisor as well as a researcher with subject teachers, the following reflection results were obtained;

1. Subject teachers have the will to make good learning administration according to the standards set by the school but are still not skilled, especially in the use of technological media
2. Subject teachers find it difficult to conduct classroom action research aimed at improving the learning process, even though teachers realize that this is part of their main task.
3. Most of the subject teachers in making assessment questions are still not HOTS which is indicated by the indicators of the questions that are made mostly still

MOTS and LOTS.

4. Subject teachers find it difficult to categorize difficult, moderate, and easy questions in the practice of analyzing questions and the results of assessments through the excel program.
5. Subject teachers recognize that it is important to record students' competency development in each subject, but most of them are unable to make graphs.
6. The school principal as supervisor and subject teacher agrees that follow-up is needed through individual or group guidance and assistance that is adapted to the situation and needs of each subject teacher.

2. Cycle II

a. Planning

The Cycle II of the action research activities were almost the same as cycle I, in which it consists of preparing attendance lists and cycle II action research instruments as well as the results of reflection notes and follow-up actions.

b. Acting

The implementation of cycle II actions was carried out on September 5-10 in 2022. A time span was approximately 1 month which was used by the school principal to provide guidance and assistance to subject teachers in planning, preparing, and making administrative learning instruments according to standards set by the school. The intensity of the mentoring decreased in the 2nd and 3rd weeks of August 2022 due to being preoccupied with Independence Day activities at schools, sub-districts and districts. However, the implementation of mentoring continues with flexible time arrangements, so that subject supervisors and teachers are not burdened and run naturally.

After coaching and mentoring subject teachers in planning, preparing, and making administrative tools according to the standards set by the school.

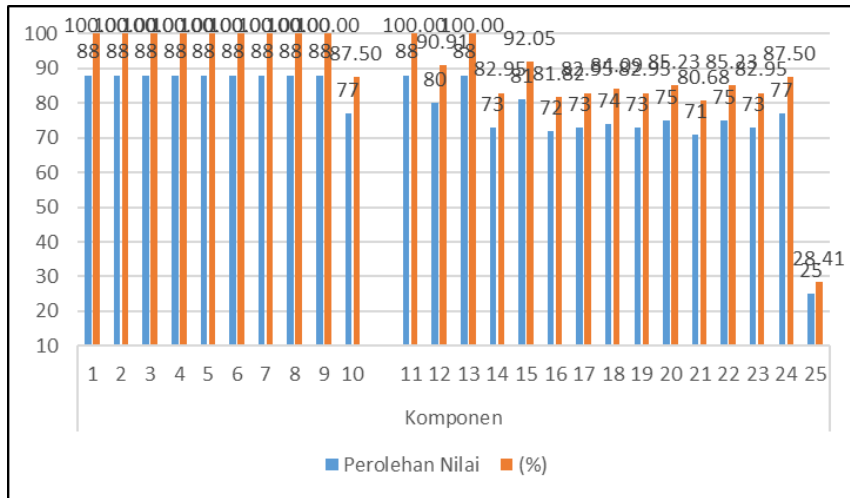
Based on the results of the analysis, it showed that

there was an increase in the completeness and quality of the learning administration components for subject teachers after being coached and assisted by the school principal as a supervisor. The indicator is that generally there has been an increase in the acquisition of an average score which in cycle I obtained 81.50 increased to 88.68 in the good category. Even though it still hasn't moved from the category in the cycle I is good, but calculatively there is an increase of around 7.18.

Based on the results of data analysis, there were several obstacles in achieving the very good category with a range score of 90-100, such as there were several components that had a small achievement value with only 25 or 28.4% in the component of making classroom action research. Even though coaching and mentoring has been carried out, the average subject teacher only completes chapter I and chapter II.

The attainment of the next smallest component score is the component of student development chart with a score of 71 or 80.7% of the estimated per component. The implementation of coaching and mentoring carried out by the school principal had a good impact even though the results obtained were not as expected. However, in estimation there has been an increase from the acquisition of the first cycle with a value of 35 or 39.8%, the second cycle obtained 71 or 80.7%.

The results of the data analysis of the second cycle of administrative supervision of learning in a comprehensively are shown in the following chart;



Graph 3. Analysis of the results of the Learning Administration Supervision of the Cycle II components

There are four categories of score attainment per component of subject teacher learning administration, they are: very good (90-100), (good) 80-90, (moderate) 70-80 and less (>70) The urgency of analyzing results within each component will make it easier for the school principal as a supervisor to have follow up activities on the deficiencies that exist in cycle I through coaching and coaching in the hope that there will be improvements in cycle II.

Based on analysis of the supervision results of the subject teacher learning administration in cycle II showed that the results for each category were; (1) very good as many as 11 components or 44%; (2) good categories as many as 1 component or 4%; (3) moderate categories as many as 12 components or 48%; and (4) poor categories as many as 1 component or 4%.

The description of the data above shows that when cumulatively, the attainment of very good, good, and sufficient category scores reaches 96%. This shows that the subject teachers in planning, preparing, and making

administrative learning instruments are in accordance with the standards set by the school.

The description of the results of the analysis of learning administration supervision per category can be seen in the following graph;

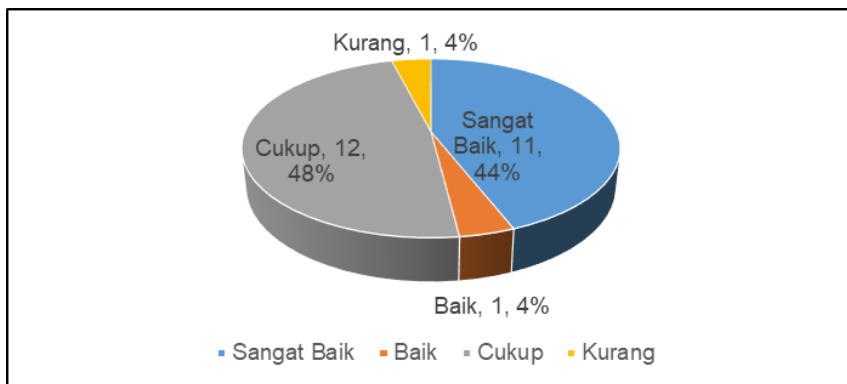


Chart 4. Analysis of Learning Administration Supervision Results by Cycle II Category

c. Reflecting

Based on data from interviews and document studies after coaching and mentoring was carried out after cycle I, the reflection results were obtained as follows;

1. Subject teachers have a strong will to improve self-competence in planning, preparing, and making administrative learning instruments properly according to the standards set by the school. This is indicated by the willingness of subject teachers to participate in mentoring until several components of learning administration are completed which did not exist in cycle I, in cycle II they did.
2. Even though subject teachers still find it difficult to carry out classroom action research aimed at improving the learning process, they have tried to make class action research proposals, even though they are not complete. In this case the subject teachers asked the principal as the

supervisor to facilitate the subject teachers' classroom action research workshops.

3. Most of the subject teachers have a strong desire to make HOTS assessment questions but need facilitation from the school to carry out technical guidance on making HOTS questions.
4. Subject teachers have increased competence in categorizing difficult, moderate, and easy questions in analyzing questions and the results of assessments through the excel program accompanied by graphing student progress.

Discussion

After carrying out the action research in cycle I and cycle II based on the stages of planning, preparing, and making administrative learning instruments through supervision with individual techniques, it can be found that there is an increase in the competence of subject teachers.

1. Administrative learning instruments

There are 25 administrative learning instruments set by the school as a basis to improve the quality of learning process in the classroom context or outside classroom context. This is based on the assumption that a good administrative tools will lead to the better and measurable learning process.

Based on the results of the supervision of the principal who acts as a supervisor for the 2 cycles, can be seen in the following table the following description is obtained;

Table 1. Analysis of the Results of Learning Administration Supervision Cycles I and II

Cycle	Score	Category
I	81,50	Good
II	89,45	Good

Based on the data from the action research cycle I and cycle II there were improvements in the making of subject teacher learning administration after it was carried out through the coaching session by supervisors. The indicator show that the supervision in cycle I obtained a score of 81.5 and cycle 2 got a value of 89.45. There was an increase of 7.95, both of which are in the good category based on the assessment of the criteria reference that has been set.

The analysis of the results of supervision and research actions on its components shows conflicting result from the overall analysis in which several components show that the maximum achievement got were in the very good category. Even though a small number of components are in the poor category, such as the class action research component and student progress's chart in each cycle. However, there is an improvement in scores in cycle II through coaching and mentoring session done by supervisors.

The description of the results of the analysis of learning administration supervision in each of its components in cycle I and cycle II appears as follows;

Table 2. Analysis of Supervision Results within Learning Administration Components for Each Category

Cycle	Components	Category			
		Very good	Good	Moderate	Less/poor
I	25	11 (44%)		4 (16%)	10 (40%)
II	25	11 (44%)	1 (4%)	12 (48%)	1 (4%)

Based on table 2, it can be interpreted that in each category there are various improvements between cycle I and cycle II. The very good category which refers to the assessment of the reference criteria within the value of 90-100 in cycles I and II, the number and percentage are the same, in which there are 11 or 44%. The different thing is that in cycle I there

were no components in either the 80-90 value range, just 4 or 16% and less with a value of 70 and below totaling 10 or 40%.

Improvements are shown in the good, moderate, and poor categories in cycle II; (1) the good category was improved in 1 component or 4%; (2) the moderate category was improved in 12 or 48%; (3) the poor category was improved in 1 or 4%. Significant improvement was in the moderate category, in which in cycle I it was shown to be only 4 or 16%, rising to 12 or 48% in cycle II. Likewise, the poor category, which in cycle I amounted to 10 or 40%, in cycle II reduced by 9 components, remaining 1 component or 4%.

2. Constraints and provision for making learning administration

a. Constraint

The results of interviews, observations, and joint reflections conducted by the school principal and subject teachers regarding components within the range of moderate and poor category are constrained by the following points;

- 1) Most of the subject teachers have a strong desire to complete all of the components of learning administration, but are constrained by their own skills in operating the technological support so that there are components that cannot be fulfilled.
- 2) Most of the subject teachers are willing to make classroom action research and are aware that classroom action research is part of their duties, but are still confused about where to start because they have never attended classroom action research training so it is difficult to do it.

b. Support

After going through interviews and reflection with supervisors, the subject teachers reveal that there some aspects that can support the fulfillment of all components of learning administration, they are:

- 1) The facilities and infrastructure owned by the school and private are sufficiently fulfilled by having a hard and soft set of instruments.
- 2) The school provides the widest possible time for subject teachers to improve self-quality through training and workshop online and offline in all level.

After going through various steps of planning, implementing, and reflecting on school action research related to subject teacher learning administration with 2 cycles, this school action research was considered sufficient and complete.

Conclusion

Based on the results of the action research done in cycles I and II conducted by the principal as a supervisor who is also act as the researcher, it is concluded that;

1. The administrative learning instruments of subject teachers at Prajekan 2 State Junior High School complies with the standards set by the school with an achievement score of 89.45 in the good category.
2. Subject teachers at Prajekan 2 State Junior High School are constrained by skills in using technological tools and need the facilitation of technical guidance and flash training in improving self-competence in writing scientific papers.

Suggestion

The results of the study show that in planning, preparing, and administering learning, subject teachers need to do;

1. Increasing self-competence independently so as not to depend on school facilitation.
2. Utilizing colleagues to improve self-competence directly or indirectly.

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