

IMPLEMENTATION OF SUPERVISION IN IMPROVING THE LEARNING PROCESS AND CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

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Supervision in schools is carried out by the principal who acts as a supervisor, so he must be able to carry out various supervision and control to improve teacher performance. Supervision and control are preventive measures to prevent teachers from making deviations and to be more careful in carrying out their work as educators. Therefore, this study revealed the supervision activities carried out by the Principal of SDN 14 Sungai Sirah, Sutera Subdistrict, Pesisir Selatan District. The results of this study are: 1). The focus of supervision activities carried out by the principal can be identified in two ways, namely; supervision activities involving the administration of teachers and teaching and learning activities, 2). Supervision activities are very helpful for teachers in solving educational problems faced by teachers when doing learning, and can provide motivation for teachers to always improve their knowledge to become professional teachers in carrying out learning, 3). Barriers to school principals in supervision are overlapping activities and limited operational funds.

Keywords: supervision; teacher performance; character education

I. INTRODUCTION

Learning supervision is very important to be carried out thoroughly in elementary schools. Because with supervision it can be known the weaknesses that exist in schools. Both from the potential of educators and education staff, students or the school environment that can affect school quality. Everything can be overcome with supervision activities that are carried out continuously and seriously [1]. In a number of schools, the implementation of supervision has not been carried out optimally and thoroughly. There are several possibilities so that the supervision objectives are not achieved. The purpose of supervision is to assist teachers in carrying out their professional duties at school. So that teachers are expected to be able to improve their abilities properly after carrying out learning supervision activities. It's not the other way around, teachers are not enthusiastic after supervision activities are carried out at school [2]. Therefore, in its activities it is necessary to have a reliable supervisor.

In achieving the target of success in supervision, supervisors who have the ability in their field are needed. Without skilled and professional staff, any activity will not work optimally [3]. Therefore, in carrying out supervision in elementary schools, the education office should prepare supervisors who are reliable and trustworthy. Supervisors who have good character, are oriented to their duties and profession and have a high social attitude, which can help guide teachers in improving their abilities [4]. That way the supervision of education/learning in elementary schools will run smoothly according to the target. Of course it can also improve the quality of learning and achieve educational goals in elementary schools, which in turn can improve the quality of education in general [5].

Learning supervision needs to be carried out in elementary schools because elementary schools are the foundation of education for students [6]. Elementary school students need adequate provision of basic attitudes, knowledge and skills as their provision for further education [7]. Without the competencies they acquire in elementary school they will experience difficulties in the future, both at school as a formal institution or in life in society. Therefore, school supervision activities prepare professional educators/teachers and it is hoped that they will be able to produce students who are skilled both in attitude and knowledge [8]. According to Masaong [9] several important aspects of supervision, namely are of assistance and service to school principals, teachers and staff for developing teacher self-quality for teacher professional development (4) for motivating teachers. These aspects require knowledge of supervision concepts and approaches that are supported by high performance and accountability from supervisors. This is intended so that supervision activities as professional services can improve teacher competence in learning which also leads to the realization of student learning outcomes optimally.

Teachers have the potential to be creative and improve their performance. However, there are often many factors that hinder them from optimally developing their various potentials, both in the form of the teacher's own abilities in the teaching and learning process, as well as available educational facilities and infrastructure. Given this, it is felt that there is a need for continuous supervision with directed and systematic programs for teachers [10]. The teacher supervision program is commonly called supervision which is an important series in education management. As for the main function of educational supervision as stated by

Sahertian [11], that the basic function of supervision is to improve the teaching and learning situation in schools so that it is better. Supervision of the teaching and learning process is a form of planned activity to assist teachers in carrying out their work effectively (Suryani [12]). From the results of initial observations of school principals at Elementary School SDN 15 Sungai Sirah, Sutera District, Pesisir Selatan Regency in terms of educational supervision, the authors found that the implementation of educational supervision by the principal had not made a positive contribution to teacher improvement in the teaching and learning process. In fact, there are still some teachers who teach freelancing, in the sense that they do not use predetermined guidelines for a teacher to carry out, such as: The teaching teacher does not use Syllabus, Curriculum, Annual Program (PROTA), Semester Program (PROSEM), and Learning Program Design (RPP) as well as a lack of discipline and responsibility for the tasks being carried out. Supervision techniques carried out by the school principal have not affected the improvement of the teaching and learning process of teachers.

II. RESEARCH METHODS

This research is library research or library research. This study aims to examine texts, books and publications regarding supervision and character education. This study was taken from library texts that were relevant to the research topic, namely related to the topics discussed (Yayuk Cicilia [13]). The data sources used are relevant previous research data. The steps taken in this study included collecting library data, reading, taking notes, and comparing literature to then process it and produce conclusions. The data used is secondary data derived from textbooks, journals, scientific articles and literature reviews which contain the concepts being studied.

III. RESULTS AND DISCUSSION

Supervision of learning is a series of activities to help teachers in developing the ability to manage the learning process for the achievement of learning objectives. Definition of Educational Supervision The word supervision comes from English, namely supervision, which consists of two words, namely super and vision which contain the meaning of looking very carefully at the work as a whole. The person who supervises is called a supervisor. Team of the Directorate General of Islamic Religious Institutions (2003 [14]). The definition of supervision in relation to education is teacher development. The traditional supervision concept regards supervision as inspection. This is what causes teachers to feel afraid and not free to carry out their duties and feel threatened and feel afraid to meet supervisors, even supervisors are considered not to provide encouragement for teacher progress. This attitude is influenced by traditional understandings of supervision, meaning that supervisors are understood as supervision in the sense of looking for faults and finding faults to be corrected which in turn affect the assessment of the teacher.

Sahertian [11] In another sense, supervision is an increase in the meaning of inspection which has the connotation of finding fault, it is clear that such an impression is very inappropriate and no longer suitable for the current reformation era. Supervision activities include determining personnel and material conditions or requirements needed to create an effective teaching and learning situation, and efforts to fulfill these requirements (Elvi Selva Nirwana [15]). Purpose and Function of Educational Supervision Supervision is a process of assisting teachers to develop their abilities which include knowledge, teaching skills and teacher commitment or motivation. So the purpose of supervision related to cognitive, psychomotor and affective aspects is to help improve and improve school management so that the best conditions for teaching and learning activities are achieved. (Suryani [12]).

The main function of educational supervision is aimed at improving and improving the teaching and learning process of teachers in schools. In connection with this, in Malik's opinion supervision of teacher performance in the teaching and learning process has three main functions, namely: Supervision of the curriculum to ensure the delivery of the curriculum properly. Improving the learning process by helping teachers plan academic programs. Professional Development in implementing teaching programs (Dewi, [16]). This oversight function is very important and determines the implementation of the management process, the role of oversight also determines whether a plan is good or bad, therefore it must be carried out as well as possible. Supervision is defined as a process of measuring and assessing the level of effectiveness of organizational performance and the level of efficiency in the use of work facilities in achieving organizational goals (Amtu in Atik Maisaro, Bambang Budi Wiyono [17]). Soetjipto and Raflis Kosasi in their book Teaching Profession say that the supervisor's duties include:

1. The task of planning, namely to establish policies and programs.
2. Administrative tasks, namely decision making and coordination through conferences and consultations carried out in an effort to improve teaching quality.
3. Participate directly in curriculum development, namely in the activity of formulating goals for making teaching guides for teachers, and choosing the content of learning experiences.
4. Carry out teaching demonstrations for teachers. Conduct research.

Character literally means "mental or moral qualities, moral strength, name or reputation. Character is a quality or mental or moral strength, character or character of an individual which is a special personality that drives or drives and differentiates it from other individuals. A person can be said to have character when that person has succeeded in absorbing the values and beliefs that society wants and is used as a moral force in his life (Sormin & Rahma Rangkuti [18]). Character is a system of inculcating character values for school members which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human

(Marlini & Zaki Al Fuad [19]). Character education is an education to inculcate values and norms for school members to raise awareness in carrying out obligations to God Almighty, and to do good to oneself, the environment and fellow human beings to produce virtuous human beings (Putri, Voni Elsa, Rifma, Irsyad [20]). According to there are five main character values that need to be developed in schools as a priority.

Character education is a system of instilling character values in students. The values instilled are related to efforts to increase intelligence, strengthen the soul/mind, foster a sense of/human relations, and shape sportsmanship and physical health. All these values are instilled so that the Indonesian generation grows into strong individuals and has an identity that reflects the character of the Indonesian nation (Muzzamil [21]). The PPK movement, including: First Religious, religious values are values that reflect the existence of trust and belief in God Almighty. Which is realized by carrying out all His commands and avoiding all His prohibitions. But not only that, religious values reflect a high attitude of tolerance between religious people, cooperation and creating harmonious relationships among God's creatures. The values contained in this religious character include: self-confidence, cooperation between adherents of religions, love for the environment, and so on. Second, Nationalists, the value of nationalist character is a reflection of an attitude that shows loyalty, caring, and high respect for the interests of the nation and state above one's own interests and that of group members. The values contained in the nationalist character itself are: appreciation of one's own culture, safeguarding the wealth of the nation, willingness to sacrifice, love of the homeland, protecting the environment, obeying the law, being disciplined, respecting cultural, ethnic and religious diversity. Thirdly Independent, the value of independent character is a behavior that does not want to depend on others. The values contained in this independent character value include: hard work, resilience, professionalism, creativity, and courage. Fourth, Gotong Royong, the character value of gotong royong is an attitude of wanting to cooperate with others to achieve a common goal, establishing good communication and being able to work hand in hand in carrying out something good. The sub-values of gotong royong include respect, cooperation, commitment to joint decisions, deliberation for consensus, solidarity, empathy, anti-violence, and having a high sense of volunteerism. Fifth, Integrity, the character value of integrity is a value that makes a person trustworthy, both within the family, school and community. The values contained in the character of integrity include honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for the dignity of an individual.

Several facts about the low character of a nation are reflected in students, including the low honesty of students as evidenced by the existence of a cheating culture during exams, low manners or ethics in behavior and respect for parents and teachers, lack of ethics in using polite and polite language. and the high number of fighting and criminal cases committed by students at the primary and secondary education unit levels. Some of these phenomena are in

accordance with the results of research conducted by Asep Saipul Hidayat at the Garut District Education Office in 2012 (Hidayat in Mukhlisoh, Mujahidatun [22]). Character education has three main functions. First, the function of forming and developing potential. Character education forms and develops the potential of students to think well, have a good heart, and behave according to the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, educational unit, community and government to participate in and be responsible for developing the potential of citizens and building the nation towards an advanced, independent and prosperous nation. Third, the filter function. Character education sorts the nation's own culture and filters out the culture of other nations that are inconsistent with the nation's cultural values and dignified national character (Zubaidi in Wulandari & Kristiawan [23]).

The implementation of activities to strengthen character education is also carried out by supervision, monitoring and evaluation on a regular basis, both daily, weekly, monthly, quarterly, semester and yearly. Supervision of the implementation of strengthening character education is carried out by teachers, school principals, school committees and supervisors. The supervision carried out aims to find out about the weaknesses and strengths that occur during the implementation of the character education strengthening program, both from the material and performance aspects of students and also teachers who carry out student character education (Rohman [24]). Supporting factors in the implementation of character education in learning include students who are active in every learning carried out in class and outside the classroom. Good learning is learning that demands student activity. Through the learning process with the active involvement of students, this has implications for the students themselves to build their knowledge so that they will gain a deep understanding and ultimately improve the competence of these students (Wiliandani, Wiyono, & Sobri [25]).

IV. CONCLUSION

Supervision is one of the efforts to increase and improve teacher competence in learning. Supervision at the education unit level is carried out by school principals and supervisors. The results of the study show that the principal has supervised the teacher. They do according to their understanding of the meaning of supervision. Principals and teachers interpret supervision as an assessment activity, so principals and teachers hope that supervision will be carried out for teachers in a condition ready to be assessed. The methods and results presented in this article can be useful for school principals and teachers in improving supervisory services to achieve improvement and increase teacher competency in carrying out teaching assignments. The suggestions conveyed from this study are for teachers to further improve their competence through the various solutions that the researchers have described, so that education in schools can achieve educational goals according to the 1945 Law.

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