PPSDP International Journal of Education
Volume 1, Issue 1, Year 2022, Page: 168-175
E-ISSN: 2829-5196 P-ISSN: 2830-3229

Using Instructional Monitoring to Improve the Learning Process

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Received 1 April 2022; Revised 20 April 2022; Accepted 11 June 2022

Abstract

This research was to determine how the learning process was carried out by the instructor after being monitored. The madrasa principal, as a supervisor, must conduct out supervision operations in schools, as well as different supervisory and control activities to enhance teacher performance in learning process activities. Supervision and control are preventive methods to keep instructors from deviating from their duties as educators and to make them more cautious. As a result, this study exposes the supervisory activities carried out on instructors by the Head of Madrasah MTs Negeri 1 Prabumulih City. A descriptive-qualitative technique is used in this investigation. The principal and instructors were the topics of this investigation. This research discusses a variety of topics related to the difficulties addressed. The data were gathered through observation, interviews, and documentation. The results showed that the presence of supervision activities can help teachers solve educational problems that frequently arise when carrying out teaching and learning activities, as well as motivate teachers to always increase their knowledge in order to become professional teachers in carrying out the learning process.

Keywords: Monitoring, Instruction, Educational Supervision

1. Introduction

According to (Cut Suryani, 2015), the implementation of educational supervision carried out by school administrators is thought to be highly significant and valuable for teachers, particularly in helping to strengthen teachers' abilities to

manage teaching and learning activities. This may be observed in the actions carried out by the instructor, such as using the Learning Implementation Plan, syllabus, Annual Program, Semester Program, test analysis, and the teacher's daily notebook throughout the planning stage. In reality, some instructors continue to teach freelance, in the sense that they do not utilize predefined references and do not carry out teacher administrative responsibilities, resulting in an inefficient teaching and learning process.

When it comes to education, everyone understands how vital education is in today's modernizing period. Education is a watershed moment in a country's history because it allows it to develop and give birth to a generation of intellectual and honorable individuals. As a result, the government implemented a compulsory education program mandated by the National Education System Law No. 20 of 2003 in order to educate the nation's people and remove the problem of illiteracy. The central government and local governments are responsible for the compulsory education program, which assures the implementation of obligatory education at the basic level without collecting a charge. Education may be obtained via both formal and informal means.

Article 1 paragraph (11) of the National Education System Law No. 20 of 2003 states that "Formal education is an organized and tiered educational route consisting of basic school, secondary education, and higher education" (Habe, & Ahiruddin, 2017). Collaboration between school principals, vice principals, teachers, and administrative personnel is required to develop an effective learning process in schools.

A teacher must be skilled at enhancing one of these qualities, notably the ability to be creative. A teacher's capacity to carry out the teaching and learning process, as well as the available educational facilities and infrastructure, can sometimes create hurdles that prevent them from fully realizing their potential. Given these considerations, it is critical to provide instructors with ongoing monitoring through focused and systematic programs. Supervision activities are generally referred to as "supervision," where supervision is one of a number of vital tasks in educational administration (Arikunto, 2004; Hariwung, 1989).

According to (Rahmi & Afriansyah, 2019) the primary purpose of educational supervision is to serve as a forum for improving and finding solutions

to the circumstances and conditions of a healthy learning process in schools. Meanwhile, some of the duties of supervision include study, assessment, improvement, and development.

The supervision of the learning process in schools is a measure done to ensure that the actions performed by instructors throughout the learning process are effective and efficient. As a result, supervision at a madrasa is carried out by the head of the madrasa, whose authority is the supervisor. As a result, madrasah principals must be able to carry out different forms of monitoring and control in order to improve teacher performance and have an influence on the outcomes of the learning process in schools.

Relevant research was also conducted by (Suryani, 2015) indicating that many obstacles occur in the implementation of supervision in schools, such as the frequent occurrence of overlaps between supervision and the duties and obligations of the principal, and as a result, the planned programs cannot run in a timely manner.

Viewpoint (Ganeswara & Karmila, 2021) through enhanced learning, supervision is a tool for improving professional performance in generating student learning processes. With that understanding, supervision is defined as part of the activities carried out by the principal as a leader who has a position higher than the teacher with the goal of seeing the activities carried out during the learning process as a whole or supervising the teacher's work to continue to follow the established references and guidelines so that teaching and learning activities can take place well. The madrasah principal is an educational supervisor at a school, with the responsibility to lead, supervise, and encourage teachers and other staff members who are closely involved in the implementation of education, development, and teaching in order to create a better learning environment. The head of the madrasa must exercise supervision since it can strengthen a teacher's professional skills in the process of teaching and learning activities in schools, resulting in better and higher-quality education.

According to Imron (2007), educational supervision is a professional service aid offered to instructors in order to improve the teaching and learning process in schools. According to (Rahmi & Afriansyah, 2019), educational supervision is

the provision of services and help to improve the quality of education, particularly in teaching and learning activities.

The primary role of educational supervision is to improve and enhance instructors' teaching and learning processes in schools. According to Malik (2000), the supervision of teacher performance in the teaching and learning process has three main functions: curriculum supervision to ensure proper curriculum delivery, learning process improvement by assisting teachers in planning academic programs, and professional development in implementing teaching programs. In the activities of the teaching and learning process of instructors in schools, numerous things must be completed, including mastery of materials, techniques, tools, and assessments. These four elements do not exist in isolation, but are linked and impact one another.

The application of educational supervision by the madrasa's head through various forms of monitoring and control in order to improve the teaching and learning process. Supervision and control are a method of ensuring that educational activities in schools are directed in accordance with the goals that have been established. Supervision and control are also preventative methods to ensure that instructors do not engage in deviant behavior and are more cautious in carrying out their responsibilities. Soetjipto and Kosasi, R (2004) stated that the supervisor's duties include: 1) planning tasks, which are steps in setting policies and programs; 2) administrative tasks, which are decision-making and coordinating activities through consultations or services to find solutions and improve the quality of learning in the classroom; 3) direct participation in curriculum development, which is an activity that involves formulating goals, creating teaching guides for teachers, and selecting the contents of the learning experience; and 4) carrying out demonstrations of good teaching steps in the classroom via seminars or conferences.

2. Methods

The purpose of this study is to discover how the installation of educational supervision improves the learning process at MTs Negeri 1 Prabumulih City. The researcher employed a descriptive-qualitative strategy in this study, which is a research method that generates descriptive data in the form of written or spoken

words by respondents from sources whose behavior is observed. The principal and instructors were the topics of this investigation. This research explains numerous issues related to the challenges addressed, and then data is gathered through observation and interviews.

In this study, the observation approach is utilized directly to monitor each individual's conduct in order to uncover the true scenario. The researcher observed the ongoing process of supervision carried out by the madrasa's head, the student learning outcomes documents, and the results from the supervision, which the researchers used as material to determine the achievement of students' standard competencies in order to determine the benefits and drawbacks in the process of teaching and learning activities.

The researchers then performed interviews, which were conducted at random without regard for each other's subjects, in order to make it simpler for researchers to obtain the necessary information. In this study, the teachers of MTs Negeri 1 Prabumulih were questioned. First, the researchers conducted interviews with the teacher council, while for information concerning the execution of supervision, the researchers obtained data from the madrasa head. Researchers gathered information regarding the implementation of educational supervision in enhancing the learning process at MTs Negeri 1 Prabumulih City through interviews.

3. Results and Discussion

Several members of the teacher council of MTs Negeri 1 Prabumulih were interviewed for the study. Based on the findings of these interviews, it is obvious that the supervisor's vital job at MTs Negeri 1 Prabumulih is to improve the learning process. According to the findings of the author's study, there are discoveries in the planning of teacher guidance by the madrasa head, beginning with the design of administrative plans that comprise yearly programs and semester programs. The program is developed at the start of each new academic year. The goal of developing this program is to ensure that the supervision provided by the madrasa's head for the coming year is effective. The yearly program and this semester's program are developed along with subject-matter

experts. However, each instructor must have one for administrative purposes (Usman, 2007).

In addition to the two previously stated programs, there are other administrative aspects such as 1) Core Competencies; 2) Annual Program; 3) Semester Program; and 4) Syllabus. 5) Learning Implementation Plan; 6) Minimum Completion Criteria; 7) Teacher's Journal; 8) Question Grid; 9) Value Analysis; and 10) remedial and enrichment programs. All administrative equipment must be built in accordance with the established reference standards. Good criteria are provided if the papers being checked are excellent, but less marks are given if the instructor in question has not prepared any administrative documents at all, in which case the supervisor will provide coaching and evaluation (Sahertian, 2000; Soesmitijo, 2000).

According to the findings of interviews with resource persons and observations made in the classroom by researchers, most of the techniques used by instructors to convey learning information are lectures. Use the discussion approach or other material other than textbooks and worksheets given by the school only on occasion. However, most instructors are eager to deliver learning in the classroom, and the outcomes are generally positive. One item that is sometimes overlooked is the improvement program; many teachers are unaware of the value of implementing remedial and enrichment programs. The presence of pupils who are unmotivated to learn is a common barrier that teachers confront when carrying out learning in class. This, of course, becomes an impediment to efforts to improve the classroom learning process. They are frequently less interested in studying the teacher's lectures and subsequently provide diversions to other peers, which leads the class atmosphere to be unfavorable. Furthermore, students come from a variety of economic backgrounds, thus some students come from low-income households who do not guide their children in their studies at home. This is also the source of some pupils' poor gripping abilities (Purwanto, 2006).

4. Conclusions

Supervision is a type of school management strategy that consists of a set of actions designed to guarantee that the quality anticipated in the planning, execution, and assessment processes matches predefined criteria. Supervision

procedures are constantly evolving in response to stakeholders' rising need to improve educational quality assurance. Awareness of the significance of improving organizational quality in terms of roles, functions, and task division. Since the planning, execution, and monitoring processes, implementation is always linked to institutional consistency, academic activities, professionalism, and the sincerity of education providers to know and assure that the required quality can be maintained.

According to the findings of the research, the supervisor has analyzed and offered advice on the difficulties encountered by the instructor, which is anticipated to improve the learning process in the classroom. The supervisor conducts the evaluation operations in a planned and methodical manner. As described in the preceding section, academic supervision is separated into yearly and semester supervision plans. While systematic indicates that academic supervision assessment activities on learning planning programs are carried out and their implementation in the classroom is carried out using stages that have been systematically organized. This phase involves beginning monitoring by reviewing the teacher's learning program and then moving on to evaluate the learning process of teacher performance in order to enhance learning quality.

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