

## **Implementation of Educational Supervision in Improving Teacher's Competency**

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**Abstract:** Educational supervision is one effort that can be made to improve teacher competence. High teacher's competency will have a positive impact on quality of learning. This research aims to analyze the implementation of educational supervision in improving teacher's competency at SMP Negeri 5 Prabumulih. This research uses a qualitative approach with a case study method. The research subjects were the principal and teachers of SMP Negeri 5 Prabumulih. Data was collected through interviews, observation and documentation. The research results show that: (1) the implementation of academic supervision is carried out by the school principal once every semester, the principal also acts as a coordinator, leader, consultant and evaluator; (2) teacher's competency is characterized by the application of pedagogical competency indicators, which include student characteristics, subject matter in accordance with the curriculum, theory, teaching modules, learning implementation plans, syllabus, mastery of the learning process with technology, reflection, assessment and evaluation; (3) the implementation results show that the implementation of educational supervision in improving teacher competence has gone well, as evidenced by the results of the recap of educational supervision assessments. It contributes to the school's principal applies educational supervision comprehensively to get reputable teacher's competency.

**Keywords:** Education, Supervision, Teacher's Competency

### **A. Introduction**

Education is a work system that is interconnected between one component and another. Efforts to carry out its achievements, namely achieving the desired educational goals. This must be followed by principles that have been developed and proven to be true. Improving the quality and relevance of education is the most important challenge in educational development. In managing and structuring education management, the challenge faced is how to reform the organization and management of education in the context of efficiency and effectiveness, as well as autonomy in education management. In this management, which is directly or indirectly carried out by someone who is part of the organizational environment, sometimes many people are not aware of their duties and functions. In conditions or

circumstances like this, changes are certainly needed in order to realize the desired goals. The success of educational institutions, both private and public, is generally determined by good governance and management. Supervision is one of the main functions in management used by institutional leaders. The term supervision in organizational processes is general in nature so that there are several very varied meanings such as carrying out detailed inspections, managing smooth running, comparing with standards, trying to direct or assign, as well as limitations or restraints (Al-Fatih et al., 2022). So, in this case it is necessary to carry out supervision in educational institutions to support the performance of each component in the institution.

Supervision is also commonly referred to as supervision as one of the educational functions aimed at maintaining and encouraging the implementation of teaching and learning activities in schools to run well and smoothly so that they are successful in accordance with the objectives of the institution (Amini et al., 2021). Educational supervision is a crucial element in education that encourages improvement after improvement to realize shared goals and ideals. This improvement is carried out individually or in groups. The main object of supervision is teachers who have a vital role in shaping children's character. Apart from teachers, the object of educational supervision is of course all the elements involved in it, such as the management, administration, financing, public relations, facilities and infrastructure, curriculum and student affairs sectors (Abd. Wahib, 2021).

Schools are formal educational institutions to carry out all activities to achieve educational goals. Implementing educational goals involves the role of school principals and teachers in carrying out their duties. It is hoped that the teacher's presence in the classroom can create changes in the learning experienced by students, thereby creating a constructive and conducive educational paradigm. As for implementation, the success of learning is also influenced by the managerial style and role practiced by the school principal (Muchlis & Hedy, 2022). In the world of education, the role of the teacher is very important, namely the person who is responsible for making the lives of students intelligent, and is responsible for all attitudes, behavior and actions in order to develop students. In this case, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Because teachers have an important role in the world of education, teachers must have good performance. Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. So, to see and assess and assist teacher performance so that all programmed activities can run effectively and efficiently and in accordance with what has been planned, supervision or supervision by the school principal is needed (Leniwaiti & Yasir, 2017). Therefore, it is necessary to carry out regular supervision to improve teacher performance.

One of the main supports in improving teacher performance is by supervising teachers. Supervision is carried out as a means of improving the teaching and learning situation in schools and is also an activity to provide direction to educators and other teaching staff (Efrimul Yanti et al., 2023). As well as a form of activity planned to help teachers carry out their work effectively. By implementing supervision for teachers, the quality of education can be improved. Implementation of supervision as a means of improving the quality of teacher performance which ultimately improves the quality of teaching and learning and can improve student learning achievement (Opi Rohmawati., 2023). Therefore, supervision is an alternative for teachers to find out their shortcomings in teaching. So that the implementation of supervision can help teachers in solving problems during the learning process. A supervisor can provide motivational encouragement to teachers to find solutions to solve problems encountered during the learning process (Meli Astriani et al., 2021).

Educational supervision is a scientific discipline that focuses on assessing the improvement of teaching and learning situations, empowering teachers and improving the quality of teaching. This educational supervision covers all supervision, both in terms of academic supervision, administrative supervision or institutional supervision. Supervision in the current era is very necessary because it is a quality guarantee (QA), as a driver of quality for schools, as transparency for students and parents or the community, can encourage a process of continuous internal quality improvement, and provides educational accountability to the community.

Looking at the explanation above, supervision should be carried out by school principals on teachers in order to improve their competence. So, we are interested in conducting research related to the implementation of educational supervision in improving teacher's competency at SMP Negeri 5 Prabumulih. As is the interest in conducting this research as a scientific study, educational supervision is a means of increasing teacher competence, not as a means of criticizing or underestimating teachers.

## **B. Methods**

This research uses qualitative methods by producing descriptive data in the form of written or spoken words from people and observable behavior. According to Lexy J. Moleong, qualitative research is to understand phenomena about what research subjects experience, for example behavior, perceptions, motivations, actions, and others holistically. So, we carried out scientific *research* by going directly to the field where the research is conducted to understand conditions and look for information related to the data that we need (Hardani et al., 2020).

The approach that we use is a sociological juridical approach, by identifying the implementation of educational supervision at SMP Negeri 5 Prabumulih. Field data analysis using the Miles and Huberman model was carried out during data collection and after data collection was completed. The model that we use is *data reduction* by focusing on the workplace and work methods of implementing educational supervision at SMP Negeri 5 Prabumulih. After analyzing the data, the author increased his perseverance by making more careful and continuous observations to ensure the validity of the data in the research (Sidiq & Shoiri, 2019). The research approach used in this research is qualitative research. What is meant by qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata Nana Syadoih, 2006).

This research is specifically directed towards a descriptive qualitative research design. Descriptive qualitative research attempts to describe solutions to current problems based on data. based on qualitative research with a descriptive design is research that provides a careful description of certain individuals or groups regarding the conditions and symptoms that occur. So, in this research, we will use a descriptive qualitative research design to explain the implementation of educational supervision in improving the quality of learning at SMP Negeri 5 Prabumulih. The research instrument acts as a participant observer. In qualitative research, the research instrument is humans, namely the researchers themselves. We are planners, implementers of data collection, analysis, interpreters of data, and ultimately become pioneers of research results (Moleoung Lexy J, 2006). There are several things that we must have as an instrument that is responsive, can adapt, emphasizes needs, is based on expanding knowledge, processes data as quickly as possible, and takes advantage of opportunities to clarify and summarize. In the process of selecting informants, the researcher used a purposive technique, that is, the researcher chose people who were considered to have clear knowledge of the problem being studied. The researcher's presence in the field in order to dig up information, the researcher used three stages, namely selecting initial informants, selecting follow-up informants, and stopping follow-up informants.

This research was carried out at SMP Negeri 5 Prabumulih, located at Jl. PPKR No.173 Muara Dua Village, East Prabumulih District, Prabumulih City. SMP Negeri 5 Prabumulih is one of the public schools in Prabumulih City that has quality and can be proud of ([www.smpn5prabumulih.sch.id](http://www.smpn5prabumulih.sch.id)). In its history, SMP Negeri 5 Prabumulih has experienced significant development as evidenced by achievements in various competitions both at the Regency and Provincial levels, as well as the increasing number of facilities that support teaching and learning activities. SMP Negeri 5 Prabumulih always prepares itself to create quality human resources. by implementing a system based on Islamic teachings, by combining science and religious knowledge.

According to Lofland, the main data sources in qualitative research are words and actions. In this research there are two types of data sources, namely primary data and secondary data. Primary data is obtained in the form of spoken words (verbal) and behavior from the subject (informant). While secondary data from documents, photographs and objects are used as a complement to primary data relating to the implementation of educational supervision in improving the quality of learning. In this research the informants are as follows:

1. Principal of SMP Negeri 5 Prabumulih who is responsible for increasing teacher's competency;
2. Deputy head of curriculum for SMP Negeri 5 Prabumulih who is responsible for the teaching process of educators;
3. Permanent teachers, in this case teachers who assist in the curriculum field;
4. Homeroom teacher, who is responsible for implementing class discipline.

The data collection techniques in this research are as below:

Observation techniques, according to Gordon E Mills, observation is a planned and focused activity to see and record a series of behaviors in a system that has a specific purpose, as well as uncovering what is behind the emergence of behavior and the basis of a system (Herdiansyah, 2013). Apart from that, we interact and communicate in their language, joke and blend with them and are both involved in the same experience. This technique is used to directly study the problem being researched so that it can be known empirically what phenomena occur in relation to the problem being studied. Apart from searching for data, it is used to carry out cross checks on other data so that the results of observations can be interpreted and interpreted further based on theory which is a reference in understanding the implementation of supervision in improving the quality of learning.

Interview techniques, it is a conversation process with the aim of constructing information about people, events, activities, organizations, motivations, feelings, and so on carried out by two parties, namely the interviewer who asks questions to the person being interviewed (interviewee). In-depth interviews are a way of collecting data or information by directly meeting informants face to face with the aim of getting a complete picture of the topic being studied. This interview was carried out intensively and repeatedly (Sudarto, 1997).

Documentation techniques, a document is any written material or film. Documents are used as data sources that function to test, interpret and predict. There are two types of documents, namely personal documents (diaries, personal letters, and autobiographies) and official documents (memos, announcements, instructions, regulations of an institution, bulletins, statements, and news broadcast by the mass media) (Ida Bagoes, 2004).

## C. Results and Discussion

### Understanding Educational Supervision

Morphologically, supervision comes from two English words, namely, *super* and *vision*. *Super* means above, and *vision* means activities carried out above on what is below, meaning it is related to inspection, monitoring and supervision. Semantically, educational supervision is defined as a set of actions in the form of assistance to teachers in the form of professional services provided by supervisors to increase the value of the process and also the value of learning (Zainal Berlian, 2022). Therefore, it can be simplified that supervision is a guide to help all school staff improve their abilities to develop better educational and learning situations. The person who carries out supervision is called a supervisor (Muwahid Shulhan, 2012).

Educational supervision by the school principal is one of the important educational management functions in order to achieve educational goals. Thus, the essence of educational supervision is not at all assessing teacher performance in managing the learning process, but rather helping teachers develop their professionalism abilities (Sri Astuti et al., 2022).

### Supervision Objectives

Based on an understanding of the limitations of supervision that have been put forward by experts, the purpose of educational supervision activities can be known. In general, the aim of educational supervision is to develop a better and more total teaching and learning situation. We can carefully understand the objectives of supervision according to experts as follows.

1. According to Suryosubroto, the aim of supervision is to develop better teaching and learning situations through coaching and improving the teaching profession.
2. According to Nawawi, the purpose of educational supervision is to assess teachers' abilities as educators and instructors in order to help them make improvements
3. According to Burhanudin, the aim of educational supervision is as a means of finding and developing teaching methods. Supervision is directed at creating a psychological climate and a pleasant teaching and learning environment, coordinating all educational efforts and materials provided on an ongoing basis and mobilizing the cooperation of all staff in meeting their needs and situation faced (Umi Zulfa, 2020).

Similar to the definition of supervision, the objectives of supervision are also stated by many experts. So, from several opinions regarding the purpose of supervision, it can be concluded that the purpose of supervision is assistance or guidance given to teachers in developing creativity and innovation so that teachers are more competent

and skilled in the learning they are facing, both in overcoming problems and in developing research to improve the quality of learning (Inom Nasution, 2021).

### **Supervision Model**

As in learning, in the world of educational supervision you will encounter the terms models, approaches, methods and techniques of educational supervision. So, in this case we will discuss educational supervision models. Models or often also referred to as patterns, according to Sahertian, if seen from the developmental aspect, there are 4 models of educational supervision, namely as follows:

Conventional supervision, this supervision was the first to exist and was carried out in the context of superiors (supervisors) supervising the work carried out by subordinates. Therefore, this model is synonymous with supervision and even tends to be inspected. In practice, according to Sahertian, this conventional supervision model is more about looking for subordinates' mistakes (Umi Zulfa, 2020).

Scientific supervision, this supervision model is carried out based on previously collected data objectively, for example data from observations of the learning process in class, data on student learning achievements, teacher personal performance data, and so on. Surveillance is carried out based on predetermined plans using predetermined procedures and techniques (Rosi Tiurnida Marycane et al., 2022).

Clinical supervision, this model is a supervision whose implementation focuses more on finding weaknesses or causes and effects in the teaching and learning process and then immediately trying to correct these weaknesses. The aim of clinical supervision is to emphasize teaching improvement with a systematic cycle (Sulistyorini et al., 2021).

Artistic supervision, in this artistic model, teachers feel guided, helped, accepted, feel safe and motivated to progress further. The attitude of being willing to accept and listen to the teacher's complaints so that other people feel happy and appreciated, supporting the teacher's opinion is the attitude of this model.

### **Implementation of Educational Supervision at SMP Negeri 5 Prabumulih**

Based on the results of research that has been carried out by conducting observations and also interviews with resource persons who are competent in teacher supervision, namely the school principal. The principal not only plays a role in supervising teacher performance, but the principal also plays a role as a supervisor to guide teachers in achieving educational goals. Then, from the results of this implementation, it was found that teachers must prepare before teaching which includes teaching modules, learning implementation plans, syllabus, mastery of the

learning process with technology, reflection, assessment and evaluation. Educational supervision carried out by the principal of SMP Negeri 5 Prabumulih regarding the supervision implementation process involves a series of planned and sustainable steps. So, there are several stages that can help with supervision activities usually carried out by school principals as follows.

#### *Setting Goals and Objectives*

In identifying goals, school principals map out the short and long term and have concrete targets so that these goals can be achieved in educational supervision. These goals include improving teacher performance, improving student learning outcomes, or developing professional skills and competencies.

#### *Implementation of educational supervision*

The school principal forms a supervision team first before carrying out educational supervision. The team consists of the principal, head of student affairs, head of curriculum, and public relations. After that, the principal carries out supervision of teachers according to a predetermined schedule, namely once a semester.

#### *Evaluation and adjustment*

The principal first identifies the problems that occur and require improvement and then correct them. After that, the principal evaluates the teacher periodically on the teacher. Teachers will be called one by one and then given suggestions and input by the school principal to further improve their quality. The several stages of implementing educational supervision explained by the principal of SMP Negeri 5 Prabumulih are usually carried out in the educational environment he oversees. If these stages are not fulfilled, the school principal will have difficulty carrying out supervision of teachers.

### **Implementation of Educational Supervision in Increasing Teacher's competency**

Based on the research report, it can be seen that the implementation of educational supervision implemented at SMP Negeri 5 Prabumulih has gone well. The implementation of educational supervision cannot be separated from the principal's duties as supervisor. With the right strategy, school principals can improve educational competence, create a conducive school climate, provide professional assistance in the form of encouragement, guidance, motivation and direction to all educational staff, from the principal as supervisor to teachers so that they can improve their ability to carry out the learning process in accordance with vision, mission and goals of the school. Educational supervision is intended to provide convenience in carrying out each educational program in accordance with established standards by paying attention to achieving objectives based on its

application in the field where there may be human resources that do not reflect a professional attitude. This task as an effort to improve the quality of education can be carried out by the school principal as a leader who is the head of an education unit. One of the things that teachers must prepare before carrying out educational supervision at SMP Negeri 5 Prabumulih is the learning implementation plan (RPP), the learning systems and methods that will be implemented, textbooks and syllabus, educational calendar, annual program, semester program, diagnostic assessment, non-cognitive diagnostic assessment, cognitive diagnostic assessment, reporting assessment results, utilization of diagnostic assessment results, flow of learning objectives, teaching modules, teaching materials or teacher and student books, lesson schedules, formative and summative assessments, list of values or results assessment, teaching journal, student attendance.

The following is an example of an educational supervision instrument by the principal at SMP Negeri 5 Prabumulih, among the instruments are the learning objective flow (ATP) instrument, the learning administration supervision instrument, and the teaching module instrument.

**Table 1. Learning Objective Flow Instrument (ATP)**

No	Components or Indicators	Evaluation		Notes
		In accordance	It is not in accordance with	
A	Syllabus Identity			
	Include the name of the school, subject, class, semester, and CP			
B	Competency Map According to Age / Learning Phase			
	Competency Map According to Age / Learning Phase			
	Learning Outcomes			
C	Elements of Learning Outcomes			
	ATP components			
	ATP Includes Components			
	ATP Includes Content Components			
	Learning objectives			
D	ATP criteria			
	Describe the sequence of competency development			
	Flow of learning objectives in one drawing phase			
	Flow of learning objectives throughout all phases			
	Identify the elements and/or sub-elements of the Pancasila student profile			
	Flow of learning objectives			
	Amount			
	Maximum Score			
	Final score			

**Table 2. Learning Administration Supervision Instrument**

No	Learning Administration Component	Evaluation			Notes
		0	1	2	
1.	Education Calendar				
2.	Annual Program				
3.	Holiday Program				
4.	Diagnostic Assessment				
	1. Non-cognitive Diagnostic Assessment				
	2. Cognitive Diagnostic Assessment				
	3. Reporting Assessment Results				
	4. Utilization of Diagnostic Assessment Results				
5.	Flow of Learning Objectives				
6.	Learning Module				
7.	Teaching Materials/Teacher Books and Student Books				
8.	Lesson timetable				
9.	Formative and Summative Assessment				
10.	List of Values / Assessment Results				
11.	Teaching Journal				
12.	Student Presence				
	Amount				
	Maximum Score				
	Final scores				

## Discussion

### Implementation of Educational Supervision at SMP Negeri 5 Prabumulih

The implementation of educational supervision at SMP Negeri 5 Prabumulih is led by the school principal. The principal as a supervisor will provide good input and motivation to the teachers at the school. Educational supervision in schools is carried out when conducting school evaluations once a semester.

The implementation of educational supervision at SMP Negeri 5 Prabumulih consists of improving teacher performance. The principal's role as a guide is to prepare learning administration, learning methods and the results of the learning. SMP Negeri 5 Prabumulih succeeded in carrying out educational supervision for fifteen teachers at the school. The implementation of educational supervision will be regulated by the school principal, this can be proven in the form of a schedule document that we have obtained based on findings at SMP Negeri 5 Prabumulih on the implementation of educational supervision carried out by the principal to teachers. In this educational supervision, the principal must always monitor and control scientific developments, especially the developmental curriculum which is

used as open material for teachers to improve school progress. From this educational supervision activity, it is proven that with the development of assessments obtained and evaluations carried out every month, teacher's competency at SMP Negeri 5 Prabumulih can be improved.

From the analysis of research results, the role of the principal in educational supervision at SMP Negeri 5 Prabumulih includes:

1. As a coordinator, the form of coordination carried out by the school principal is in the form of guidance activities in instructing the teachers regarding the learning programs and several activities at SMP Negeri 5 Prabumulih.
2. As a consultant, this is done by the school principal in the form of guidance where the teacher can consult about what the teacher experiences in educational activities at school, apart from providing consultations to teachers, other assistance is also provided by the school principal during teacher meetings.
3. As a leader, of course this is done by every principal in the school, the form of implementation is when leading a meeting to determine several matters regarding education and its development according to school needs.
4. As an evaluator, a supervisor cannot escape carrying out an assessment, in this case the school principal carries out evaluation activities, namely through supervision activities, these activities take the form of guidance to several teachers when carrying out the teaching and learning process and the form of the curriculum that is being developed.

### **Implementation of Educational Supervision in Increasing Teacher's competency at SMP Negeri 5 Prabumulih**

The implementation of educational supervision is carried out to improve teacher competence, especially the pedagogical competence of each teacher. As for the implementation of educational supervision carried out by the principal in improving pedagogical competence at SMP Negeri 5 Prabumulih, in its implementation the principal has applied significant theories.

From the analysis of data related to educational supervision carried out by the principal for teachers at SMP Negeri 5 Prabumulih, there has been an increase, although not that significantly. By looking at the results of the assessment percentage contained in the recapitulation of teacher assessments, from there the principal uses three assessment indicators, namely the learning objective flow instrument, the learning implementation assessment instrument, and the teaching module instrument.

The next analysis is in the form of a note by the principal who participates in carrying out his duties as a supervisor in the teacher's academic field by providing a note to support the teacher's performance in the academic field to be better and more competent, while the note is in the form of a response to always improve

performance in the learning process, preparation RPP, and methods used by teachers.

Regarding educational supervision, it is carried out once every semester in accordance with the educational schedule implemented at the school, with every effort to improve the teachers. Teachers in schools have more or less implemented pedagogical competency criteria that are in accordance with the pedagogical competency indicators. So, the first thing is to look at what is planned in the learning device planning (RPP), the learning system and methods that will be implemented, and the syllabus, up to the assessment mechanism and process, then we carry out field inspections, for example the teacher is when he is teaching or doing learning process, the principal is present to witness it directly, so that it can be concluded from the educational objectives that the learning process can be said to have met the target or not.

The implementation of educational supervision carried out by the school principal includes entering the class, seeing the teacher who is teaching and then after the lesson is finished, the teachers are called one by one to be given input on what they want to improve and provide input for improvements. The form of implementation steps by the school principal as follows includes:

1. carry out evaluations of the implementation of the teacher's teaching and learning process which is supervised unilaterally;
2. Carrying out activities related to the school's academic supervision program to increase the potential abilities of teachers;
3. Carry out follow-up actions regarding supervision of programs that have been prepared and what needs to be improved or corrected by teachers at SMP Negeri 5 Prabumulih.

Educational supervision carried out by school principals has had a positive impact on increasing teacher's competency. Teachers at SMP Negeri 5 Prabumulih have demonstrated increased competence in terms of learning planning, implementing learning, assessing learning outcomes, managing learning administration, professionalism and personality.

### **Inhibiting and Supporting Factors for the Implementation of Educational Supervision in Improving Teacher's competency at SMP Negeri 5 Prabumulih**

The implementation of educational supervision often faces various problems that are not easy. Therefore, the principal as a supervisor must be able to overcome problems that might hinder the implementation of educational supervision in improving teacher's competency.

The problems of educational supervision have been summarized in the testimonies of various educational actors in understanding the curriculum that must be

completed and understanding the situation of students who are constantly changing the story line in learning in the classroom. One solution that can be taken as a necessity is supervision that encourages the enthusiasm of teachers and education staff to do better and more effectively.

### **Factors Inhibiting the Implementation of Educational Supervision in Improving Teacher's competency**

Educational supervision Efforts to foster and develop the potential of teacher resources in the teaching profession, if seen from the nature of the obstacles associated with the teaching and learning process, teacher obstacles can be grouped into two, namely general problems faced by teachers in teaching and educating tasks, and special problems faced by teachers.

Obstacles to implementing educational supervision at SMP Negeri 5 Prabumulih return to teachers in carrying out their duties as teachers and educators. This is because teachers have not been able to develop methods or materials in accordance with the curriculum. The teaching and learning process also cannot run optimally, because there are activities that are impromptu and cannot be predicted in advance. The teaching and learning process in the classroom is also the same, some LCDs in the classroom cannot be used.

### **Supporting Factors for the Implementation of Educational Supervision in Improving Teacher's competency**

Through educational supervision, several problems in improving teacher's competency can be identified that need to be followed up. Especially the problems faced by teachers. Supervision helps with problems teachers face in learning and various steps to help teachers improve the quality of learning.

The assistance directed concerns obstacles to teaching and learning activities as 1) assist teachers in translating curriculum from the center into teaching and learning language. Every curriculum that will be implemented must be followed by guidance on the content and thinking concepts set out in that curriculum. It is better that this information is provided through supervisors and school principals through a driving team from the center to the regions (*go structure*); 2) assisting teachers in improving teaching and learning program, Efforts to improve teachers' abilities in the teaching and learning process require re-understanding. Teaching is not just about communicating knowledge so that students know the subject, but teaching must be interpreted as helping students to learn. Teaching means an effort to help the teacher be able to understand the concepts being understood. Apart from that, teaching must be well prepared. Teachers are motivated to always try to plan what will be presented. Prepare yourself to appear in teaching and assess appropriately and be responsible for your teaching assignments. Assistance is provided in terms of

designing teaching and learning programs, implementing teaching and learning processes, assessing teaching and learning processes and outcomes, developing class management.

The methods or materials presented by teachers in the learning process must be adapted to the curriculum. So, every curriculum that will be implemented at SMP Negeri 5 Prabumulih must be followed by guidance on the content and thinking concepts of the curriculum. Through curriculum development, teachers can know their tasks, can prepare learning tools according to the provisions and can develop methods and materials well.

When compiling learning tools, teachers at SMP Negeri 5 Prabumulih can use internet facilities to see examples of related assignments, and can also increase their knowledge by reading books provided by the school. To increase the knowledge of teachers in carrying out their duties, socialization is often held, either by the principal himself acting as a resource person or by inviting the supervisor as a resource person.

To improve the quality of learning, quality teachers are also needed. In this case, the majority of teachers at SMP Negeri 5 Prabumulih are certified or professional, that is, they are able to act as managers of the learning process and have the ability to design learning programs, implement learning processes, learn outcomes and develop classroom management according to their field of knowledge.

As a media and learning resource, SMP Negeri 5 Prabumulih has sufficient facilities and infrastructure that can be utilized by teachers in carrying out the teaching and learning process so that it can run effectively. This means that through the learning process it is hoped that students can gain learning experience, new knowledge, and learn as a change in behavior.

#### **D. Conclusions**

The implementation of academic supervision at SMP Negeri 5 Prabumulih takes the form of activities that help teachers' teaching and learning processes which are carried out once every semester or as needed if the school really needs to be improved, especially in the teacher learning process carried out at school. The implementation of educational supervision is carried out by the school principal as coordinator, leader, consultant and evaluator. The implementation of educational supervision is carried out on teachers with the aim of improving the quality and quantity during the learning process. Teachers also have significant changes in terms of administration, meaning that teachers first prepare the administration of learning that will be implemented such as lesson plans, teaching modules, and so on.

This supervision is also carried out well according to the schedule agreed upon by the school principal and teachers. This is also supported by the results of the researcher's interview with the informant concerned, the school principal explaining that educational supervision is carried out in order to achieve the school's ideals which are stated in the school's vision and mission. From this routine activity, the school principal and teachers will also foster harmony and enthusiasm for each other in teaching knowledge to students.

The results of the research show that the implementation of educational supervision at SMP Negeri 5 Prabumulih is quite good. This can be seen from the existence of careful supervision planning, planned implementation of supervision, and systematic supervision follow-up. The effectiveness of implementing educational supervision in increasing teacher competence can be seen from increasing teacher competence in terms of administrative preparation, mastery of material, teaching skills, and professionalism.

Based on the results of this research, it is recommended that the principal and teachers of SMP Negeri 5 Prabumulih continue to improve the quality of implementation of educational supervision. This can be done by improving the quality of supervision planning, supervision implementation and supervision follow-up.

Implementation of educational supervision in improving teacher's competency at SMP Negeri 5 Prabumulih is carried out by both teaching staff and educational staff. The implementation of supervision at SMP Negeri 5 Prabumulih is carried out through (1) class visits, (2) class observations, (3) study groups between teachers, (4) training/upgrading, and (5) workshops. With supervision, teachers become more disciplined and helped in carrying out their duties, so they can improve the quality of learning.

The implementation of educational supervision often faces various problems that are not easy. Several factors inhibit the implementation of educational supervision in improving teacher's competency at SMP Negeri 5 Prabumulih, namely; (1) some teachers have not been able to deliver the material well, (2) activities are impromptu, (3) facilities and infrastructure are damaged, (4) coaching is often carried out on holidays. Meanwhile, the factors that support the implementation of supervision in improving the quality of learning are as follows: (1) guidance on curriculum content and thinking concepts, (2) internet facilities, (3) school books, (5) socialization, (6) certified teachers, (7) sufficient facilities and infrastructure in carrying out the teaching and learning process.

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