

## **Application of Educational Supervision in Improving Teacher's Professionalism**

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**Abstract:** This qualitative study aims at analyzing educational supervision in improving teacher's professionalism. Supervision is an activity carried out by the principal to supervise and direct all educational devices in order to achieve educational goals. The principal is responsible for implementing the supervision program, which starts from planning, implementation, and follow-up, and includes overseeing and directing the entire educational system to achieve academic goals. The results of the research showed that 1) the application of educational supervision in improving teacher's professionalism were the principal is active in checking the lesson plan every month; the principal is active in conducting class visits; the principal is active in supervising education at the beginning of each month by evaluating teachers; the principal always participates in PKKS activities which are held every year; and 85% of teachers in linear institutions; 2) the implementation of educational supervision can be said effective in improving teacher's professionalism because teacher's professionalism becomes better starting from planning, implementing to learning evaluation.

**Keywords:** Educational Supervision, Principal, Teacher's Professionalism

### **A. Introduction**

Education is an intentional attempt to accomplish a particular objective, it plays a significant role in human life. The aim and aspiration of the Indonesian people is to educate the country's life, as mentioned in the 1945 law, which is one of the National Goals. A prosperous country is able to contribute to advances in knowledge, and improving education is one way that science is advanced.

Educators have a very important role in determining the quality of teaching provided, therefore they must carefully consider and plan to improve students' learning opportunities by improving the quality of teaching (Edy & Sunaryati, 2023). A teacher must have a learning strategy, that teachers must pay attention during the learning process (Hidma et al., 2023). Thus, all teachers' efforts must be focused on this strategy. Therefore, people in charge of the education system must continually

focus on measures to increase teachers' capacity to carry out the teaching and learning process.

The intention of the person in charge is the education system called a supervisor who is responsible for the education system, and his responsibility is to supervise the teachers, monitor how teachers do their work (Fauzi, 2020). This is due to the fact that educators are the only individuals responsible for measuring how well an education succeeds or fails. Therefore, teachers have the most important responsible persons in improving the quality of education. The teachers and the quality of education are closely related (Hanipah, 2023).

Educational supervision is an activity carried out by a supervisor to monitor, supervise, and improve the quality of learning processes and outcomes in an educational institution (Mulyanto et al., 2023). Supervision is coaching activity planned and carried out by the person conducting the supervision to help teachers and other education employees perform their duties well (Purwanto, 2007). Supervision itself helps to overcome learning problems. This is reinforced in (Moudina, 2020) explained that educational supervision is all the efforts that supervisors give to teachers to improve their abilities and skills. It includes coaching, briefing, and guidance activities to ensure that teachers can meet educational expectations. So, supervision is a continuous effort to improve, adapt, and nurture educators individually or in groups.

One of the goals of educational supervision in schools is to improve the professionalism of teachers. So, supervision can be said successful when the supervised teachers can improve their professionalism and apply the results of supervision follow-up in education. This is because school supervisors can help improve learning outcomes by providing professional guidance (Ozila, 2017).

Professionalism is the state, number, expectation, and quality of the field of skills and authority related to work (Sutiono, 2021). Professionalism refers to behavior where other components in the field of expertise are committed to always improving and realizing their professional quality (Halawa et al., 2022). A professional show that a person has the necessary abilities and expertise and masters his field of work responsibly. During the teaching and learning process in schools, the professionalism of the teachers is very important because it has a big impact on the quality of education. An educator is not only responsible for teaching and guiding students, but must also understand the basic principles of learning methods to improve students' abilities (Ulfah, 2023). Professional teachers are also responsible for encouraging students to maximize their potential to achieve the best possible outcomes. Therefore, teachers as these professionals are significantly responsible for the success of students during learning. In addition, it is very important that there are competent professional educators who are knowledge-based, behavioral, and

skill-based to support the improvement of the quality of education, which contributes to the optimal achievement of educational goals (Aulia et al., 2023).

In Permendikbud No. 16 of 2007, it is explained that the basic abilities that are expected to be mastered by educators in the context of implementing good duties as professional educators, namely: (1) Teacher Training Ability or proficiency in guiding a learning; (2) Competent ability or proficiency in mastering the subject matter well; (3) Social ability or skills in socializing and adapting to society; and the last (4) Character ability or proficiency in the character of a teacher who is consistent, good, educated, charismatic, and as a role model for his students (Millah et al., 2023).

However, until recently, many teachers have been considered unprofessional or even unfit to teach because they do not meet the standards required to be teachers as a whole. These include not meeting minimum academic requirements, competence as an educational hub, engagements that increase regional learning expectations, and physical and mental health.

This is reinforced by a report issued by the Central Statistics Agency in November 2022 that the number of teachers teaching at all levels of education in the 2021/2022 school year was 1,574,990 elementary school educators, 700,995 junior high school educators, and 337,567 high school educators, and 333,149 vocational school educators while of these numbers teachers were declared fit to teach nationally, namely 95.01% of elementary schools, 97.43% of junior high schools, 98.51% of high schools, and 96.44% of vocational schools (Sobirin et al., 2023). Meanwhile, the number of teachers nationally according to the 2021/2022 Basic Education Data is 3,133,359 teachers, which means that there are still 186,658 teachers who do not meet the minimum teaching qualifications or are not fit to teach.

Thus, teachers who have been declared fit and not yet fit must be improved to ensure the same competencies and the fulfillment of minimum qualifications that affect the quality of learning (Sherly et al., 2021). Based on the Regulation of the Minister of National Education No. 13 of 2007 concerning Supervision Competency Standards, which includes the planning of academic supervision agendas, there are many ways that can be done to optimize the implementation of educational supervision in schools. It is very necessary to have a supervisor or a supervisor, both internal and external, who can do their job well. To optimize supervision activities so that they have an impact on improving the quality of learning, a supervisor or supervisor (both from internal and external circles) is needed who can carry out his role optimally. The role of this education supervisor is to observe, evaluate, and give constructive feedback to teachers to improve their teaching practices, as well as to assist in planning and involving teachers in professional development activities (Tangroll & Sihotang, 2023). According to Ametembun, the supervisor has four main roles. First, as a researcher who studies the actual learning situation at the supervision location. Second, as an assessor who evaluates learning conditions.

Third, as an improver who makes improvements to the existing situation. Fourth, as a developer supervisor who aims to improve the situation towards a superior (Nasution, 2021).

Based on the above background, the researcher is interested in researching *The Application of Educational Supervision in Improving the Professionalism of Teachers* with the aim of finding out how educational supervision advances the skills of educators and how efforts can be made to develop the skills of educators.

## **B. Methods**

The research method is a process of activities in the form of data collection, analysis and also providing interpretation related to the research objectives. This research method can also be interpreted as a scientific activity to obtain the right knowledge about a problem being researched (Sugiyono, 2021). This study uses qualitative research. Qualitative research is research that has the intention of understanding what the research subject is doing, namely by describing it in the form of language words either by using interviews, observations or documentation methods (Suyitno, 2018).

A case study is one of the scientific activities that is carried out intensively, in detail and in depth on a program, event and activity, whether it is an individual, a group of people, an institution of an organization in order to gain in-depth knowledge of the event. The reason why I chose to use a descriptive research method with a case study approach is because what will be researched by the researcher is how to apply educational supervision in improving the professionalism of teachers at SMA Bina Warga 1 Palembang.

## **C. Results and Discussion**

After explaining the background of the research, and the research methods used, this chapter presents the results of the research. The results of the research will be explained based on the results of the interview.

### **The Application of Educational Supervision in Improving Teacher's Professionalism**

Educational supervision is all assistance from school leaders or school principals that is directed to the development of professional skills and leadership of teachers and other school personnel in achieving educational goals. This opinion is in line with what was conveyed by Mr. Syaifudin Zuhri, S.Pd. "In every institution now, there is a term PKKS, the performance assessment of the principal, all elements related to the principal are checked, including the planning of the one-year school program, learning and the curriculum used were checked in the middle of last month, this

PKKS has been in the third stage, so one, two, three have been completed. In planning the things that are prepared for the educational calendar and then the preparation of the prota promissory term for RPP teachers and the like, here at the beginning of every month there is an evaluation of the teacher evaluation of the superiors. I don't know if teachers rarely enter, what is the reason, what do you think is the reason why teachers teach in an evaluation".

Furthermore, the results of the researcher's interview with Mr. P with the following interview excerpts "It plays a very important role, where the principal always holds a monthly meeting routine agenda at the beginning of the month, then every month the principal holds a class visit to see the competence of the teaching teacher so the principal is very active, every month he checks the syllabus lesson plan and the monthly is an evaluation".

Furthermore, the results of the researcher's interview with Mrs. FA "to improve the quality of education, to develop. He can promote teachers to participate in his activities and can give his views on the methods that are being intensified now, whether it is any method to improve the quality of education for school principals with teachers like parents".

The above statement is in line with what was conveyed by Mrs. S "The principal by holding a meeting and checking the program or ensuring the program. In addition, the principal evaluates in terms of teaching duties, always provides guidance to teachers, if indeed teachers have obstacles in their duties, providing input, suggestions, suggestions are very helpful for us as teachers".

### **Supporting and Inhibiting Factors in the Implementation of Educational Supervision in Improving Teacher's Professionalism**

I found supporters and obstacles in the implementation of educational supervision in improving teacher's professionalism, as conveyed by Mr. SZ "first, our school still lacks media such as CCTV, sound for each class to make it easier to provide information/announcements, both teachers with different family backgrounds, so that there are teachers who are firm and there are also teachers who are more strict and temperament, we also can't change the teacher's personality so quickly so we need a process to change it".

Furthermore, the above statement was reinforced by Mr. DA "Sometimes there are obstacles in terms of program funding, so what the principal does is to review whether the program has been running effectively, or experiencing the program". He explained that one of the obstacles in the implementation of educational supervision is the lack of media such as CCTV, Sound in each class for information announcements and teachers from different family backgrounds.

Then the anchoring factors in the implementation of educational supervision, the results of the interview by Mr. SZ: "first, to see the competence of teachers, there are various things, in addition to mastering the 5 materials, teachers as parents, in the approach of children. More about the teacher's personality and in the teacher's personality there are teachers who have different temperaments and dispositions". Then this statement was strengthened by the results of an interview with Mrs. SS, that: "how important is the % scale if you look at the professionalism of teachers here, if it is said that 85% has been certified as an educator and linear and that is what makes it proof of teacher's professionalism. In accordance with the fact that here the certified teachers are 8 people. And the rest for linear maps is around 85% according to the major".

Based on the research statement above, the findings presented in the Education Supervision in Improving Teacher's professionalism at SMA Bina Warga 1 Palembang, are as follows:

### **The Application of Educational Supervision in Improving the Professionalism of Teachers of SMA Bina Warga 1 Palembang**

In the educational supervision activities at SMA Bina Warga Palembang, there are several activities, namely:

1. The Principal of SMA Bina Warga 1 Palembang is active in checking the teacher's lesson plan every month. According to (Adiyono et al., 2023) If there is no supervision and teachers are allowed to teach without supervision, then it is certain that teachers will teach as they want so that later there will be no good teaching and learning activities between teachers and students.
2. The Principal of SMA Bina Warga 1 Palembang also carried out the implementation of supervision activities, namely by managing the classroom well, namely by conducting class visits, giving directions to teachers. The purpose of this class visit is to help teachers in overcoming difficulties or problems in the classroom. And this class visit can be carried out with or without prior notice.
3. The application carried out by the principal in supervising teachers, namely by providing and completing children's learning facilities, and the principal also motivates teachers on how to teach well, how to manage the classroom correctly and how to educate children well so that the common goal of educating students can be realized with the principal providing supervision to teachers.
4. In the evaluation activity carried out by the principal of SMA Bina Warga 1 Palembang, using a direct method between the principal and the teacher staff, the principal also carried out his duties well in the implementation of educational supervision, namely as an evaluator for teachers by providing guidance and taking part in problems in learning that existed in teachers. Supervisors also provide assistance for teachers in assessing the

implementation of learning, both for school principals in management and leadership and staff in the field of administration. The supervisor also assists teachers in finding answers to curricular and learning problems, as well as identifying studies and research that are relevant to their problems. Then the role of the supervisor as an evaluator also helps teachers in assessing learning performance in the classroom, assessing their strengths and weaknesses, and choosing ways to solve the problems faced and overcome shortcomings in implementation. Direct Method is educational supervision that is carried out face-to-face between groups. Using this method will be very effective if there is a significant difference in terms of competence or supervision ability so that each educational human resource is assisted in being guided according to the abilities that need to be developed or improved, this method will be sufficient with general guidance materials (Maulidi & Sari, 2023).

5. 85% of teachers at SMA Bina Warga 1 Palembang, which includes institutions that have a professional workforce in accordance with their respective fields, such as teachers who graduated from Islamic religion teach according to their subjects, and teachers of Arabic, Indonesian, English, *Panjaskes* or sports are also in accordance with their fields and effective subjects. It is included in the category of professional teachers in the teaching profession.

### **Supporting and Inhibiting Factors in the Implementation of Educational Supervision in Improving Teacher's Professionalism at SMA Bina Warga 1 Palembang**

Factors inhibiting the implementation of educational supervision include the following:

1. With different teachers' dispositions from different family backgrounds as well, it takes time to change the attitude of teachers, where there are those who are temperamental when given directions sometimes accept sometimes, they do not, there are teachers who when teaching when teaching is gentle and less firm to students.
2. The next factor that is an obstacle in the implementation of educational supervision is one of them, namely the lack of media equipment such as CCTV which can affect work, alternatives are used by conducting classroom visits to see how teachers work in the teaching and learning process and classroom mastery.

As for the supporting factors that support the implementation of educational supervision in improving the professionalism of teachers, in the following context, the Human Resources (HR) factor in question is the ranks of teachers where the teachers at SMA Bina Warga 1 Palembang are linear in accordance with the subjects that are effective and the principal is very supportive of teachers in the implementation of learning and the principal helps in carrying out the duties of some teachers. Looking at the form of educational services, supervisors have a role

as supervisor controllers who play an active role in educational supervision activities to ensure effectiveness in the education and learning process in schools. An important factor in the role of supervisor as the executor of education supervision and supervisor is to allow the institution to be involved in sustainable development in providing improvement results that are in line with the reform policy. With this, there is a great need for capacity in schools in the continuous development of teacher's professionalism. In the role of supervisors, there are two categories, namely pedagogic and administrative, then educational supervision has a fairly wide space in the overall orientation of the school.

#### **D. Conclusions**

Based on the results of field research, through interviews regarding the Implementation of Educational Supervision, it can be concluded that the implementation of supervisors at SMA Bina Warga 1 Palembang has been carried out as well as possible. Supervision in the program is good, as well as its implementation. The purpose of supervision is to improve the quality of learning for teachers and improve or improve the methods used by teachers when teaching, the point is that there are changes for the better in the future for the supervised teachers. The one who supervises SMA Bina Warga 1 Palembang is the principal directly with the help of the deputy principal. Supervision activities are carried out twice a year, namely at the beginning of even semesters, and at the beginning of odd semesters. The method carried out by the principal is by visiting the classroom. After supervising, the principal will call teachers who are still lacking in teaching ability, both related to mastery of the material, and with the use of teaching methods. Furthermore, the principal will interview the teacher concerned one-on-one, or interview directly, not in a group. This is done because the principal realizes that each teacher has their own problems, so it is also necessary to solve them differently.

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