

CLINICAL SUPERVISION TO IMPROVE TEACHERS' CAPABILITIES IN THE LEARNING PROCESS AT STATE ELEMENTARY SCHOOL 003 KEPENUHAN

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***Abstract,** The purpose of writing this school action article is to analyze the effectiveness of classroom supervision to improve the ability of teachers in the learning process. The type of research conducted is PTS. The subjects of this study were 10 teachers. The data collection method is document study, and observation. The data analysis method is descriptive and for quantitative data using a supervision instrument. The results obtained from this study are that classroom supervision can improve the ability or professional competence of teachers in learning for teachers at SD Negeri 003 Kepenuhan. This is evident from the process and results obtained in Cycle I, the average increase is to be better, namely 70%. Likewise, in Cycle II, the average increase is even higher, namely 90%. The conclusion obtained from this research is that the combination of classroom supervision and the preparation of school action research can improve the ability or professional competence of teachers in learning.*

***Keywords :** Ability, supervision, class.*

I. PRELIMINARY

In this millennial era, education occupies a very important position in human development (Sarica & Cavus, 2009). The demands of work, hobbies, and even lifestyles encourage most people to always learn in every condition of their lives. The Republic of Indonesia has an education system that has been developed since 1947 through the curriculum which was first implemented, namely the 1947 lesson plan. The development of the times provides an opportunity for educational experts to develop an appropriate education system and can animate the spirit of Pancasila as the basis of the Indonesian state. Building an education system

certainly requires a lot of consideration from various aspects and components contained in society. The relationship that exists in each of these components is based on a planned goal (Adha, 2019). The purpose of education is to produce better and quality human beings.

Humans need education in their lives. (Pradja, 2008) states that education is an effort so that humans can develop their potential through the learning process. Educational activities are generally carried out at every level of education through teaching and learning activities. Quality education is education that is able to develop the positive potentials hidden in students. With quality education, education

produces strong potential young workers who are ready to compete in the world community. Therefore, efforts to improve the quality of education are non-negotiable in order to improve the quality of the Indonesian nation's resources (Widodo, 2015). Quality human resources can only be realized with quality education. To produce quality education can not be separated from the role of the teacher as a friend to study students. Students and teachers have an important role in teaching and learning activities (Suryana, 2018).

Teachers play an important role in education, especially in teaching and learning activities, so that teaching and learning activities are successful, teachers are required to master and understand various skills that can support the effectiveness and efficiency of teaching and learning activities. Teachers are one component of education that plays a very important role in the formation of potential human resources in the field of development. Therefore, the teacher is one element of education that must participate actively in placing his position as a professional. In the teacher lies the responsibility to bring students to a certain maturity or level of maturity. (Sardiman, 2012) says that teachers are not merely "teachers" who transfer knowledge, but also "educators" who transfer values and

"supervisors" who provide direction and guide students in learning" (Firmansyah, 2015).

The low quality of education in Indonesia is not only at the tertiary level, but at the level below it to the lowest level. The demand for graduates and services of quality educational institutions is increasingly pressing because of the increasingly fierce competition in the job market. This makes the competition between educational institutions and the job market even tougher. Improving the quality of education is something that needs to be improved to anticipate changes that are so fast and challenges that are getting bigger and more complex (Mifachurrahman & Atika, 2018). The government has implemented various educational projects, including curriculum development, School-Based Quality Improvement Management (MPMBS), improving library services and collections, Assistance to Improve Quality Management (BOMM), Self-Help Assistance (BIS), Procurement of Package Books, Teacher Quality Improvement, Direct Assistance Funds (DBL), School Operational Assistance (BOS), and Student Special Assistance (BKM). In addition, the government also continues to try to instill education awareness in the community, so that the community participates in

improving the quality of education (Djihadah, 2020).

In addition, technological advances in all fields and the emergence of reforms from the intellectual community have a direct impact on the world of education. The learning process is rapidly changing in accordance with the emergence of new paradigms. Teachers must continuously adapt to these changes, in order to satisfy the demands of society. This condition must be maintained in a stable state until students successfully graduate from an educational institution. With regard to learning problems, the condition of the learning process carried out by teachers at SD Negeri 003 Kepenuhan after monitoring is still relatively low with a sample of 10 teachers being monitored, 3 are categorized as sufficient and 7 teachers are categorized as good. This should be pursued to increase the ability of teachers in the learning process. So the alternative that is done by the principal is through continuous classroom supervision. The stability of an activity will occur if monitoring or controlling is carried out properly, correctly, and continuously.

One of the controls for the implementation of learning includes classroom supervision. Class supervision is an effort and a way to monitor the quality of education on a micro and internal basis (Hadi, 2019; Muspawi, 2017). The

activities are carried out in a coordinated manner between educational staff, in this case teachers and principals, teachers and senior teachers, and teachers and teachers of the same subject group under the guidance and monitoring of school supervisors. All supervisors must be aware of the true purpose of supervision. Not to find faults, but to correct deficiencies, and find solutions to the difficulties that arise in the learning process. After the supervision is complete, a dialogue is held as an evaluation, looking for solutions or discussing things that need to be revised. It is important to note that this is followed up personally by the teacher in question, and by the principal as guidance material. It is hoped that there will be a new commitment for the next supervision after the revision.

The results of research conducted by (Prayitno, 2019) state that regular academic supervision of teachers in implementing learning in schools is very effective in improving the teaching abilities of SMAN 2 Bengkayang teachers in semester 2 of the 2018/2019 academic year. Then research conducted by (Merukh & Sulasmono, 2016) states that the academic supervision model of mentoring techniques provides opportunities for supervisors and supervisees to work together and be active in the implementation of supervision.

For this reason, the authors raised this issue so that the internal supervision program, in the form of class supervision or class visits by the principal and the teachers appointed to represent the principal, produced results as expected. In order to realize national education, to make it happen, teachers as educators must be professional. This is related to the teacher's task to prepare the next generation for a good future. Thus, the teacher's role as educator, teacher, servant, mentor or facilitator, motivator can always be improved. The increased quality of learning is expected to lead to an increase in student achievement. With these conditions, it is necessary to realize an increase in teacher professionalism.

II. RESEARCH METHODS

This research is a school action research where this research is conducted to improve the ability of teachers in the learning process. is research conducted by the Principal or School Supervisor. The focus of the research conducted by the principal is around clinical supervision, concerning academic aspects such as the learning process organized by teachers. The implementation of PTS is similar to PTK, which starts from academic problems within the scope of clinical supervision, which require immediate solutions. (Husen

Windayana, n.d.; Pohan, 2017). School Action Research was conducted at SD Negeri 003 Kepenuhan with the research subjects being teachers at SD Negeri 003 Kepenuhan. The number of teachers who were observed was 10 teachers. The observed teachers included 10 subject teachers, namely: Religion, Indonesian, Civics, English, Mathematics, Natural Sciences, Social Studies, Cultural Arts, Physical and Health Education, Crafts. This research is a School Action Research which consists of two cycles. The method used to collect data in this research is document study and classroom observation. The method used to analyze the data from this research is descriptive method. For quantitative data analyzed by means, tables and graphs. The research instrument used in this school action research has 2 instruments, namely learning observation and learning implementation plan review. Teacher competence is expected to reach an average of 81-90 with a good category in the first cycle and in the second cycle is expected to achieve an average value above 90, with a very good category.

III. RESULTS AND DISCUSSION

The initial conditions of learning carried out by the teacher before carrying out classroom supervision will be explained in this study. Associated with the

assessment of the ability of existing teachers in SD Negeri 003 Kepenuhan. The results of the research on the initial conditions of the ability of teachers in SD Negeri 003 Kepenuhan in detail can be seen in table 1 below.

Table 1. Assessment of Teacher Ability in Learning

No.	Rating Category	Total number of teachers	Percentage
1	Fine	3 people	30
2	Enough	7 people	70

Based on the assessment of the ability of teachers in the initial conditions (pre-cycle) it can be seen that there are 3 teachers who have a good assessment of learning abilities or reach 30% of the total teachers observed. While the teachers who received an adequate learning ability assessment were 7 teachers or 70% and a total of teachers were observed in this assessment. Apart from this you can it is known that the average teacher learning ability assessment in the initial condition (pre-cycle) there are still 3 teachers or 70% are in the sufficient category. Thus, it can be seen that the learning ability of teachers at SD Negeri 003 Kepenuhan in the 2019/2020 school year before supervision by the principal is still very low. This is based on pre-cycle monitoring. Based on the results of the assessment of the initial conditions related to the assessment of teacher learning abilities which are still low,

it is necessary to take action to improve teacher learning abilities, namely by classroom supervision. One of the efforts that will be implemented at SD Negeri 003 Kepenuhan for the 2019/2020 academic year is to carry out classroom or academic supervision.

Cycle 1 was carried out twice, namely meeting 1 and meeting 2 as a form of effort to be able to overcome the problem of the low learning ability of teachers in SD Negeri 003 Kepenuhan for the 2019/2020 school year, class or academic supervision will be carried out by the principal. In the implementation of principal supervision in cycle 1, it is carried out using individual supervision techniques such as; 1) pre-observation by interview 2) observation, observation by way of class visit 3) post-observation, interview 4) follow-up. At Meeting 1, supervision was carried out by researchers on a scheduled basis with class visits. The implementation of this supervision was carried out initially as if the teacher objected because the teacher felt less free to carry out learning, they felt supervised by the principal. That's the reason teachers are often conveyed to the principal as a researcher. That doesn't have to be an excuse though. By carrying out supervision, the teacher will know his weaknesses in which parts of the learning must be improved.

Table 2. Assessment of the teacher's ability in the first cycle of the first meeting

No.	Rating Category	Total number of teachers	Percentage
1	Fine	5 people	50
2	Enough	5 people	50

Based on the assessment of teacher learning abilities in cycle 1 of the first meeting, it can be seen that there are 5 teachers who have a good learning ability assessment or reach 50% of the total teachers observed. While the teachers who have a fairly good assessment of learning abilities there are 5 teachers or 50% of the total teachers observed in this study. In addition, it can be seen that the average teacher learning ability assessment in cycle 1 shows that there are 50% who achieve a good learning ability assessment. At meeting 2, the implementation of supervision at meeting 2 was still almost the same as meeting 1, however, the teacher had started to get used to carrying out learning with the involvement of students compared to before, where the teacher dominated the class. Everything in the form of input at meeting 1 becomes an improvement at meeting 2 so that there are some parts that can be improved even though the results are not maximal. In meeting 2 this can also be done by conducting discussions and providing directions to the teacher related to the problems encountered in supervision. When

the principal provides input to the teacher to overcome it. From the results of the implementation of supervision, it is hoped that the principal will be able to conduct an assessment or evaluation of the actual ability of teachers. In every implementation of supervision, schools provide an assessment of aspects of learning abilities in accordance with what has been planned to determine the assessment of the ability of each teacher in the learning process. After the principal conducted classroom or academic supervision in cycle 1, there was an increase in the ability of teachers at SD Negeri 003 Kepenuhan. The increase in teacher ability with the supervision of the principal in cycle 1 at the second meeting in detail can be seen in the table below.

Table 3. Assessment Capability Teachers in Cycle 1 meeting II

No.	Rating Category	Total number of teachers	Percentage
1	Fine	7 people	70
2	Enough	3 people	30

Based on the assessment of the teacher's ability in learning in cycle 1, it can be seen that there are no teachers who have achieved a very good score from the total observed teachers. While teachers who have good learning ability assessments are 7 teachers or 30% of the total existing teachers. Likewise with teacher assessment with sufficient ability assessment there are 3 teachers or 30% of the total teachers

observed in this study. In addition, it can be seen that the average teacher ability assessment in cycle 1 is the second meeting shows the value of 70% of teachers who fall into the good category. Based on the results of the evaluation of the implementation of cycle 1 in this study, it can be seen that there is an increase in the ability of teachers in SD Negeri 003 Kecepatan. However, the increase in teacher learning abilities in this cycle has not been able to achieve the target that has been set, namely more than 85% of teachers have a good assessment of learning abilities. From the results of the implementation of the supervision of the principal in cycle 1, there are still many shortcomings that still need to be corrected in order to be able to produce effective learning activities. In the implementation of supervision in cycle 1, it has not been carried out carefully considering that the planning carried out is still limited to simple planning. The planning of supervision activities carried out in cycle 1 has not been carried out in a well structured manner. In addition, there is a lack of coordination between the principal and the teacher in the implementation of supervision. Principals are sometimes unable to take advantage of existing facilities and resources in schools to support supervision activities. As a form of reflection in this research, more careful planning is still needed to produce more

effective learning supervision. In addition, it is necessary to have coordination between the principal and the teacher in order to increase the effectiveness of the implementation of this supervision. For this reason, in the implementation of this supervision, improvements need to be made in the next cycle.

In cycle II, 2 meetings were held, namely meeting 1 and meeting 2. As a form of reflection from the implementation of learning supervision that had been carried out in cycle I in order to improve the ability of teachers at SD Negeri 003 Kepenuhan for the 2019/2020 academic year. In the implementation of learning supervision in cycle II, it is basically the same as what has been implemented, namely there are 2 cycles, namely cycle I using individual supervision techniques such as; 1) class visits, 2) personal conversations, 3) inter-class visits, 4) self-assessment. However, the supervision in cycle II was carried out with more mature planning by involving teachers and coordinating between the principal and teachers in an effort to increase teacher motivation and performance. The principal is more serious in making visits to each class, having discussions with subject teachers asking about the condition and development of the class being cared for by each teacher, the principal also involving other teachers in

activities outside the classroom, and the principal as well. provide opportunities for teachers to try to develop their creativity in teaching. The principal also gives directions to each teacher to take advantage of all the facilities and resources available at the school to support a better learning process. In carrying out supervision in cycle II, the principal also asked students about the learning conditions in their respective classes, besides that the school principal also always tried to provide both physical and mental support to all teachers and students in improving learning achievement. students. Principals always provide opportunities for teachers to express their aspirations or views in an effort to improve the learning process in schools. With the supervision activities in cycle II, it is known that the results of the assessment of the learning abilities of teachers at SD Negeri 003 Kepenuhan in the 2019/2020 school year have increased. The increase in teacher ability with the implementation of supervision by the principal in cycle II in detail can be seen in the table below.

Table 4. Capability Assessment Cycle II Master at the first meeting

No.	Rating Category	Total number of teachers	Percentage
1	Fine	8 people	80
2	Enough	2 people	20

Based on the teacher's ability assessment in cycle II, it can be seen that there are 8 teachers who have good learning ability assessments or reach 80% of the total teachers observed. While the teachers who have sufficient learning ability assessment there are 2 teachers or 20% of the total teachers observed in this study. At the second meeting of the supervision activities in the second cycle at the second meeting the following data were obtained.

Table 5. Assessment of teacher abilities in cycle II meeting II

No.	Rating Category	Total number of teachers	Percentage
1	Fine	9 people	90
2	Enough	1 people	10

From the data above, it can be seen that there has been an increase in the teacher's ability assessment. Initially at the first meeting there was no assessment of the very good category, at this second meeting there were 9 people, 90% of the 10 teachers observed who got good predicates. There is still 1 teacher or 10% who still gets a sufficient rating. However, this figure has shown a lot of improvement compared to the initial conditions before continuous supervision was held. Based on the results of the evaluation of the implementation of the second cycle in this study, it can be seen that there is an increase in the learning abilities of teachers at SD Negeri 003

Kepenuhan. The learning ability in the second cycle showed a significant increase, namely the results of the teacher's ability assessment in the second cycle showed that the teacher's learning ability assessment showed a good assessment. Thus, it can be ensured that the implementation of supervision by the school principal is carried out regularly planning and structure will be able to produce a better supervision process. It is evident that with more mature planning and more integrated implementation between teachers and students, other parties related to all activities in the school both inside and outside the classroom will be able to produce a good supervision process. With a good supervision process can improve the ability of teachers. With the implementation of supervision carried out by the principal in cycle II, it is proven to be able to improve the learning abilities of good teachers. The implementation of the supervision has achieved the target of achieving the action, namely 90% of teachers have shown good abilities. This means that more than 85% of teachers have shown good learning abilities.

Based on the results of school action research related to efforts to improve teacher learning abilities through the implementation of supervision by the principal which was carried out at SD

Negeri 003 Kepenuhan for the 2019/2020 school year, it can be explained in the following discussion. The implementation of supervision by school principals at SD Negeri 003 Kepenuhan has not been carried out effectively. However, after the implementation of this action, it proved that the implementation of supervision by the principal was able to make a positive contribution to improving the learning abilities of teachers at SD Negeri 003 Kepenuhan for the 2019/2020 academic year. This is evident from the increase in the assessment of teacher learning abilities during the pre-cycle, cycle I, and cycle II.

Based on the results of this study, it can be seen that the implementation of supervision by the principal which is carried out on an ongoing basis is proven to improve teacher learning abilities. For this reason, the implementation of continuous supervision by the principal can always be carried out in order to maintain and improve teacher learning abilities. In the implementation of supervision by the principal, it is necessary to carry out structured planning and be carried out systematically in order to be able to produce a good supervision process. With the implementation of good supervision, it is hoped that it will improve teacher learning abilities to support the achievement of better learning objectives (Hadi, 2019;

Nugraha, 2015). Because it has achieved the desired target in improving teacher learning abilities in cycle II, this research is not continued anymore.

The results of this study are in line with the results of research conducted by Aini in 2017 with the title *Efforts to Improve Teacher Competence in the Learning Process Based on the 2013 Curriculum Through Academic Supervision in Semester One of the 2017/2018 Academic Year at SD Negeri 5 Mataram*. The results of the research in the first cycle were the principal's observations on average (2.80), the average teacher observations (3.00) and the results of the academic supervision of the class teachers with an average score (61.35). In the second cycle, the principal's observation averaged (3.50), the teacher's observation was averaged (4.00) and the results of academic supervision were in the target average value (78.73). In the third cycle, the principal's observation was average (4.50), the teacher's observation was average (4.50) and the results of academic supervision were in the target average score (86.25). The success indicator has been achieved, the research was declared successful and stopped in cycle III. Furthermore, research conducted by Mujiyana in 2019 with the title *Efforts to Improve Teacher Competence through Academic Supervision of Individual*

Engineering Class Visits at MIN 1 Gunungkidul for the 2018/2019 Academic Year. The results of the study show an increase in teacher competence from the results of academic supervision of 13 teachers who became the object of research experienced an increase in their ability to plan and implement learning. Increased competence is characterized by the following abilities: 1) making lesson plans in accordance with the rules of curriculum 13, 2) carrying out the learning process in accordance with the syllabus and lesson plans, and 3) carrying out assessments in accordance with assessment standards.

IV. CONCLUSION

Based on the research that has been done, it can be concluded that the implementation of supervision by the principal which is carried out on an ongoing basis is proven to improve teacher learning abilities. Suggestions that can be submitted based on the research that has been done are as follows. Teachers are expected to be motivators and facilitators in the learning process, teachers must be able to maximize the ability to utilize learning media in the learning process so that students are more active and enthusiastic in the learning process. This will create a pleasant learning atmosphere in the classroom and create good collaboration between students and

teachers. Class or academic supervision should be carried out on an ongoing basis in order to motivate teachers in increasing their professionalism.

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