THE TEACHERS' PERCEPTIONS OF SUPERVISION IN IMPROVING THEIR PROFESSIONAL COMPETENCE AT HIKMATUL SALRIDHO SCHOOL

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ABSTRACT

This study was conducted to evaluate teachers' views on the effectiveness of supervision conducted by supervisors in an effort to improve their professional competence at Hikmatul Salridho School in Batang Kuis. The method used in this research is a survey with a qualitative approach. The research subjects consisted of teachers representing Hikmatul Salridho school, especially grade 6 teachers. The findings of this study indicate that the teachers have a positive view of the effectiveness of supervision in improving their professional competence at Hikmatul Salridho school. In the implementation of this study, a survey instrument was used to collect data regarding the teachers' views and perceptions of the success of supervision in strengthening and improving their professional competencies. Therefore, it is necessary to have a policy from the education office to carry out supervision to improve professional competence in schools Hikmatul Salridho.

INTRODUCTION

Education is a factor in improving human resources in Indonesia. And the quality of educational institutions. Education also shapes personal character that plays a role in the good or bad of humans. Therefore, education in educational institutions is highly considered by the government by maximizing existing efforts. According to the decision of the minister of education and culture number 0134/0/1977, including the category of supervisors in education are school principals, school counselors, and supervisors improved district / municipality, as well as staff in the field office in each province.

Republic of Indonesia Law Number 20 of 2003 concerning the National Education System which is meaningful as a conscious and planned effort to create a learning atmosphere and process learning so that students can actively develop the potential that exists within them to have religious spiritual strength, self-control, personality, intelligence, morals noble, and skills that are needed both by themselves, society and the nation and country. The role of educational supervision can improve the quality of learning in the digital era, including developing effective learning strategies through the use of technology to ensure that the technology used for learning is aligned with the curriculum (Pianda, 2018).

A good supervision is one that is able to focus on the main points of teaching and learning methods, as well as the development and achievement of educational goals in general, and the

purpose of supervision is to develop a better teaching and learning situation. According to Bahri (Bahri, 2014), academic supervision is a series of activities to assist teachers in developing their ability to manage the learning process in order to achieve academic goals. Academic supervision has the aim of developing a better teaching and learning situation through coaching and improving the teaching profession so that it can help and make it easier for teachers to learn how to improve their professional abilities (Kristiawan, 2019). Sematically, educational supervision is coaching in the form of guidance or guidance towards improving the educational situation in general and improving the quality of teaching and learning and learning in particular (Nahrowi, n.d.)

Supervision is the activity of helping teachers, making good teachers stay good, and trying to develop the teaching profession that is in a bad state to become good (Rahman, 2021). It also encourages all teachers to be good personalities because they are role models for students. Therefore, training is an activity that accelerates the teaching process of teachers, helps teachers, develops and motivates teachers to be even better. Basically, supervision activities must be able to carry out supervision and control to improve the performance of education personnel (Fahmi et al., 2022). This serves to control educational activities in schools directed at predetermined goals. Supervision and control are also preventive measures to prevent education personnel from making deviations and being more careful in carrying out their work(Nurfatah & Rahmad, 2018).

(Sugiyono., 2019)Academic supervision is a series of activities to help educators and educational staff to develop their abilities in managing the learning process to achieve thE learning goals. Academic supervision is not an assessment for educator work but helps the educators to develop their professionalism. (Lele, 2018) As an important factor to improve the quality of education, supervision is carried out by the principal in a formal education

Professional competence includes scientific knowledge related to the subject, including understanding the material in the curriculum, structure, understanding of concepts, scientific methods, conceptual relationships between subjects, application of scientific concepts in everyday life and mastery of content (Harimurti, 2019). With this research, it is hoped that it can help in solving problems with teacher professional competence. This research can explain the relationship between academic supervision and teacher professionalism(Mujtahid, n.d.). Therefore, researchers obtain data by observation and in-depth interviews regarding teachers' perceptions of supervisors.

Supervision has an important position in fostering and developing cooperation within an educational organization. The supervision process is not based on assessing and observing mistakes made, but the main activities of supervision are carrying out coaching, assessment, development and control efforts to improve abilities so that they can develop in order to realize effective work. This means that in the world of education, supervision is carried out to develop and improve the quality of teachers so that they can carry out their duties and responsibilities adequately and appropriately. Therefore, pedagogical supervision helps teachers overcome problems that arise in the teaching and learning process to improve the teaching and learning situation. The activities carried out in supervision involve various problem solving processes when teaching in order to improve learning activities effectively and efficiently. Supervision plays a role in monitoring teaching and learning process activities, and correcting deficiencies and errors in order to improve the quality of learning (Vanthra et al., 2022)

Supervision should not only be directed at supervising, because of the meaning of Supervision, apart from supervision, the most important thing is coaching which aims assist teachers in carrying out their duties remembering the teacher. Supervision on In essence, it

does not only emphasize technical aspects. Possible existing stake holders At school, teachers only understand that supervision is only technical. So that It is very necessary to understand supervision in order to improve the quality of education. Supervision is not only technical but also involves other things with objectives provide coaching to subordinates to improve performance (Fitria, 2019)

Supervision in education can be carried out through several approaches and methods. The following are some ways supervision is applied in an educational context:

1. Direct Observation: This involves supervisors or administrators directly observing teachers as they teach in class. These observations can be planned in advance or conducted on an unscheduled basis to gain a more accurate picture of daily teaching practices.
2. Data Collection: Supervisors can use a variety of tools to collect data about teacher performance, such as student surveys, learning assessments, or teaching portfolios. This data is then used as a basis for providing feedback and suggestions to teachers.
3. Interviews: Interviews with teachers may be conducted to discuss career aspirations, teaching goals, challenges faced, and professional development plans. These interviews can help supervisors understand teachers' individual needs and plan appropriate support.
4. Counseling and Mentoring: Supervisors can act as counselors or mentors to teachers, providing emotional and professional support, and guiding them in overcoming problems or challenges encountered in their teaching.
5. Collaboration: Through collaboration with teachers, supervisors can assist in the planning and implementation of effective learning, identify necessary resources, and promote a collaborative work culture among school staff.
6. Program Development: Supervision may also involve developing new or updated instructional programs or curricula, ensuring that they suit student needs and meet established educational standards.
7. Performance Evaluation: Supervisors can conduct formal evaluations of teacher performance based on certain criteria, such as student achievement, student engagement in learning, professional progress, and compliance with school policies

METHOD RESEARCH

The research approach applied was a qualitative approach, in which the researcher used techniques such as in-depth interviews, participatory observation, and document analysis to collect data. This observation process was carried out carefully in the Hikmatul Salridho school environment, focusing on teachers, especially the homeroom teacher of grade 6 Hikmatul Salridho. These observation techniques produce data in the form of audio or video recordings which are then analyzed in the research process. This approach was chosen specifically to ensure that the data obtained is in accordance with the predetermined research objectives.

Observation is an observation of a problem object, interview is a data collection method carried out by question and answer to obtain information with question data provided by the respondent/researcher. The interviews used in this study are presented in the descriptive explanation.

RESULT AND DISCUSSION
RESULT

This research was conducted at the Hikmatul Salridho school on May 6 2024, precisely in Batang Kuis village. Based on interviews and observations that have been conducted, the author can describe teachers perceptions of supervisory supervision to improve professional competence. In this research, the author obtained results that the role of supervision is very significant in improving the quality of the educational institution. Supervision supervision carried out by representatives from the ministry of religion is carried out once a month. Evaluations are usually carried out via telephone and direct observation on site. The main targets of supervision by the Ministry of Religion are the development of the curriculum being implemented by the school, then the improvement and refinement of learning, the development of all school staff(abbas, 2018).

Miranti Handayani, a teacher at the private Hikmatul Salridho Ibtidaiyah Madrasah, said that supervision is very useful for increasing teacher professional competence. They guide the school curriculum from the K13 curriculum to an independent curriculum. They make development plans towards an independent curriculum, including assessments, learning modules, learning media, learning evaluations and also educational unit priority programs. He stated that one of the examples of implementation that was most felt by the Hikmatul Salridho school was the replacement of the report card model. The report card functions as a report on student learning progress during the semester(Kunandar, 2015). The difference between report cards in the K13 curriculum and independent curriculum report cards is (Bestari et al., 2023).

K13	Independent
Usually there are 3 to 4 pages	Simpler
There are KKM and predicates for the value of the knowledge, attitudes and skills aspects	There is no KKM on the first page for subjects, final grades and competency achievements
Biodata at the top of each page	Biodata has an additional phase for each class in the form of a code
It takes the form of a physical book	the form is digital

However, teachers at the Hikmatul Salridho school have not implemented the independent curriculum because the Hikmatul Salridho school has not yet adapted to the curriculum being implemented due to frequent curriculum changes. Therefore, the independent curriculum is still in the planning stage. Usually, if there is a new method of learning, the supervisor immediately comes to Hikmatul Salridho's school. They went straight into the field by telling them how to use the new method. If there are challenges or obstacles, they immediately look for a way out. One example is when implementing digital report cards, teachers had difficulty creating digital report cards. But the supervisors stepped in first to tell them how to apply this independent curriculum. Usually the Hikmatul Salridho school sends trusted teachers to take part in training.

Salridho schools usually have trusted representatives. For example, in the field of curriculum, it is the curriculum teacher who is trusted by the Salridho school principal to oversee the continuity of the systems that have been notified by the supervision supervisor

from the Ministry of Religion. So, if someone is late or someone is confused about the curriculum, then the trusted teacher will continue or ask directly to the supervision supervisor. The role of training or teacher assessment is very important in improving the quality of schools. Education and training is the design of a system in the process of changing a person's attitude and behavior as well as increasing or acquiring skills in the context of maturation through teaching and training efforts (Nurhayati, n.d.). Therefore, training is very useful for teachers who use the old learning paradigm.

This is different from the school principal who carries out supervision every day. Teachers are given evaluations every day after school. The school foundation immediately came to the place with supervision such as assessment and the teaching and learning process. Every teacher is required to have a ledger containing active and inactive student data. The chairman of the foundation also evaluated the facilities of the Hikmatul Salridho school. Almost no obstacles were found in planning the development of learning at the Hikmatul Salridho school. Because according to one of the teachers, Hikmatul Salridho, an obstacle will not be an obstacle because something that is an obstacle must be worked on so that it can be done, because now it is the digital era which means teachers are required to be able to do it.

Salridho School has two levels of education, namely kindergarten and elementary school. For kindergarten level there are two classes and elementary school there are twelve classes. The number of teachers at Hikmatul Salridho is adjusted to the number of classes available. fields of study such as teachers of Islamic religious education and mathematics.

The following data was obtained: The head of the madrasah also provided encouragement and emphasized its importance discipline. He directly checked the teacher's discipline by inspecting the room class during the learning process. Programs, policies and efforts to improve teacher discipline carried out by madrasah heads during His leadership can be said to be less able to produce maximum results. This is proven based on documentation regarding teacher absences and attendance The picture obtained is that during the last year the level of teacher attendance has not been in accordance with the targets of the program regarding teacher disciplineas explained above.

Next, for the evaluation stage, the evaluation is to improve Teacher professionalism is carried out by a committee or team that has been formed by headmaster. The evaluation implementation committee includes the principal and deputy principal schools, supervisors and senior teachers. Before the evaluation is carried out, the committee. The evaluation implementer prepares and prepares the instruments first. Results The evaluation will be analyzed and taken into consideration decision making in determining the program for the following year.

Therefore, school principals are required to be able to do it negotiations with educational staff. These negotiations are usually called meeting. A meeting is a form of face-to-face group meeting to plan a program, solve problems, and to obtain a mutual agreement. In general, meetings are internal meetings among members of an institution or organization, to discuss, negotiate and find solutions to various problems common interest. Meetings are also an effective and efficient means to make joint decisions democratically

After making observations, the principal provides constructive feedback to teachers and school staff about their performance. This can include praise for successes and suggestions for improvement. Through collaboration with teachers, supervisors can assist in the planning and implementation of effective learning, identify necessary resources, and promote a collaborative work culture among school staff. Supervision may also involve the development of new or updated teaching programs or curricula, ensuring that they are appropriate to student needs and meet established educational standards. Therefore, supervisors can conduct formal evaluations

of teacher performance based on certain criteria, such as student achievement, student engagement in learning, professional progress, and compliance with school policies.

DISCUSSION

This discussion aims to understand how teachers at Hikmatul Salridho School view the role of supervisors in supervision and how this supervision can contribute to increasing their professionalism. Through this exploration, we want to dig deeper into teachers' views regarding the role of supervisors in the supervision process and its impact on their professional development. In general, teachers have various perceptions regarding supervisory supervision, which includes positive aspects.

1. Form and Frequency of Supervision

Supervision is carried out by the Ministry of Religion supervisors once a month. Supervision can be carried out directly by visiting the school or by telephone. The school principal/head of the foundation holds a learning evaluation briefing every day after school. Teachers are required to have a ledger containing active and inactive student data.

2. Evaluated Aspects
   a. Learning assessment
   b. Teaching and learning process
   c. School readiness in implementing the Merdeka curriculum

3. History of Supervision at the Salridho School

Supervision has been carried out since the school was founded in 2011.

4. The Role of Supervisors in Implementing New Methods

Supervisors go to the field to provide training and assistance to teachers in implementing new methods, such as the 2013 curriculum and the Merdeka curriculum.

5. Mechanism for Implementing Supervision

Schools have representatives who are trusted to monitor the sustainability of the system that has been conveyed by the supervisor. Trusted teachers can provide assistance to other teachers who are experiencing difficulties.

6. Barriers to the Development of Learning Innovations

Adaptation to the new curriculum is the main obstacle. Efforts are made to help technologically advanced teachers to be able to keep up with digital developments.

7. School Structure

The school has two levels of education: Kindergarten and Elementary/MI. Each elementary/MI level has 12 classes. The number of teachers is adjusted to the number of classes and needs of the field of study.

Discussion Topic:

The effectiveness of supervision in improving the quality of learning at Salridho School. Challenges and solutions in implementing the Merdeka curriculum in schools. Strategies to help tech-savvy teachers keep up with digital developments.The role of school principals/foundation heads in improving learning supervision. The importance of active and inactive student data in learning supervision.

Questions for Discussion:

1. What do you think about the form and frequency of supervision at Salridho School?
2. In your opinion, what aspects need to be evaluated in learning supervision?
3. What is the role of supervisors in improving the quality of learning in schools?
4. What are the obstacles faced by schools in implementing the Merdeka curriculum?
5. How do you help tech-savvy teachers to keep up with digital developments?
6. What is the role of the school principal/head of the foundation in improving learning supervision?
7. What are the benefits of having active and inactive student data in learning supervision?

Learning supervision at Salridho School has an important role in improving the quality of learning. With effective supervision, teachers can increase competence and implement more effective learning methods.

However, there are still several challenges that need to be overcome, such as adapting to the new curriculum and helping technologically advanced teachers. It is hoped that with this discussion, solutions can be obtained to increase the effectiveness of learning supervision at Salridho School.

Many teachers feel that supervision provides valuable guidance and helps them identify areas for improvement, as well as improve the quality of their teaching through constructive feedback. Apart from that, there are also teachers who feel more motivated to improve their performance because of structured evaluation and feedback from supervisors.

Through these various perspectives, it can be seen that supervisory supervision has great potential to support increasing teacher professionalism at the Hikmatul Salridho School. In this research, the researcher is of course aware that the implementation of this research has many

limitations and shortcomings, both regarding problems in the field, study, time and difficulties in collecting interview data and limitations of research subjects.

There has been a lot of research on supervision in Indonesia, but regarding the focus of research on teacher perceptions, researchers have still found little. Therefore, researchers chose to focus their research on teacher perceptions as new reference material in the world of educational management and also as input in the implementation of supervisory supervision in Indonesia.

CONCLUSION

To improve the quality of learning, Hikmatul SalRidho School actively participates in supervision from the Ministry of Religion supervisors. This supervision helps teachers implement the new curriculum. In general, teachers at Hikmatul SalRidho School consider supervisors to be well responsible. They feel helped by the supervisor's guidance and direction which improves the quality of learning at school.

Apart from that, the school principal or head of the foundation regularly provides guidance to teachers every learning hour. This briefing is also used to assess teacher performance and student activity every day. These briefings not only allow people to provide useful feedback, but also serve as discussion forums where people can talk to each other to resolve issues that arise during the learning process. Additionally, the principals took the opportunity to praise the innovations and achievements that have been achieved.

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