

INCREASING THE QUALITY OF EDUCATORS AND EDUCATIONAL PERSONNEL IN THE LEARNING PROCESS THROUGH ADMINISTRATIVE SUPERVISION BY THE HEAD OF SCHOOL

Lisa Fiyerni^{1*}, Siti Manyang Sari², Lili Kasmini³, Azhar⁴

*Lisalisavierniy@gmail.com

ABSTRACT

The indicator used to measure success is the completeness of educators in improving quality and skills, the criteria set is that educators are declared complete if they have reached a level of skills and performance of 85% and above. This model needs to be maintained by the school. 3). Implementing follow-up amounted to 19 educators, with a percentage of 80%. Evaluating the results of follow-up assessment results amounted to 21 educators with a percentage of 90%. because this cycle II educators have been able to evaluate, the results of follow-up, the actions of these educators need to be maintained. 5). Analyzing the results of the evaluation of the follow-up assessment program amounted to 18 educators with a percentage of 90%. All educators have analyzed the results of the follow-up evaluation of the assessment although there is still 1 educator whose analysis results are inadequate. Based on the results of descriptions and reflections that have been carried out by researchers with educators, and supervisors conduct follow-up related to the actions that need to be taken in cycle II both related to planning, implementation, and assessment have gone well and the quality and skills have appeared to increase significantly. This can be evidenced from the results of observations which show that there is an increase in the quality and skills of educators in carrying out the learning process in the classroom from cycle I to cycle II. In cycle I, the average value of the success component reached 70.5% and in cycle II it became 89%. So, there was an increase of 18.6% from cycle I.

Keywords: *Quality and Skills of Educators, Administrative Supervision Activities*

1. INTRODUCTION

In Zamroni's view, it is said that school quality improvement is a systematic process that continuously improves the quality of the teaching and learning process and factors related to it, with the aim that school targets can be achieved more effectively and efficiently. Quality improvement is related to the targets that must be achieved by the process to achieve and the factors involved in quality improvement there are two aspects that need attention, namely the quality aspects of the results and aspects of the process of achieving these results the theory of integrated quality management or better known as Total Quality Management (TQM) has recently been widely adopted and used by the world of education and this theory is considered very appropriate in the world of education today.

When looking at the vision of education, everything leads to the quality of education that can ultimately improve student learning outcomes. The quality of education is influenced by many components; according to Samsudin (2005: 66), there are three main components that are interrelated and have a strategic position

in teaching and learning activities. When these components are: Curriculum, educators, and learning (students). The three components, it is the educators who occupy a central position because their role is very decisive in learning, an educator must be able to translate the values contained in the curriculum of optimal. Although the learning system is now no longer Teacher Center, an educator must still play an important role in guiding students. In fact, according to the Law on Educators Article I paragraph I (2006: 23) educators are professional educators with the main task, namely educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. Based on this, an educator must have adequate knowledge both in the academic and pedagogical fields. According to Djazuli (1996:2), an educator is required to have insights related to the subjects he teaches and insights related to education to convey learning content to students. The two insights are a unity that cannot be separated.

To improve the performance and insight of educators in learning at Lam Ilie State Elementary School (SDN), the Principal conducted action research related to the above problems. Due to the limitations of researchers, this research is only focused on educational supervision, so the title of the action research is "Improving the Quality and Skills of Educators in Implementing the Learning Process in the Classroom Through Collaborative Learning Administration Supervision by the Principal at Lam Ilie State Elementary School even semester of the 2022/2023 school year".

Action refers to an activity that is deliberately carried out with a specific purpose. The action taken in this study is collaborative learning administration supervision. Based on the background of the problem above, as for the general problem formulation in this action research, namely: Can the quality and skills of educators towards classroom learning be improved through collaborative learning administration supervision. The purpose of this study is to describe the steps of collaborative learning administration supervision in carrying out follow-up assessment of student learning achievement. This research is expected to increase the insight of teaching staff so that motivation arises to improve their performance and create an active, effective, creative, and fun learning system so that it has an impact on improving the quality of education so that Lam Ilie State Elementary School (SDN) is always the school that the community is most proud of.

2. LITERATURE REVIEW

2.1 Quality of education

Quality based on language is the quality of the level of degree into a quality concept is often interpreted with a variety of definitions specific to the party and point of view where the concept is perceived. In global education, there are two main questions that are most raised, namely what is produced and who uses education. The definition refers to the added value provided by education and the parties who process and enjoy the results that will occur in education.

Education is a forum that handles the situating of the introduction process which essentially leads a person in culture while from Prof. H.M. Arifin is a cultural process to improve the quality and prestige of people throughout life which is carried out in the family, school and community environment.

2.2 Educators

An educator or teacher is someone who works to convey knowledge to others, be it knowledge or about a skill. In the science of education, educators are community groups who promote themselves to educate.

2.3 Administrative supervision

Educational administration supervision is a planned development in improving the teaching administration situation by further enhancing the utilization of personal and material resources in the continuous achievement of educational goals for the better.

3. METHODS

This research was conducted at Lam Ilie State Elementary School (SDN). This research is in the form of School Action Research, which is a research that is a collaboration between researchers and teachers, in improving the ability of teachers to be better in preparing lesson plans.

The method used in this research is descriptive method, using percentage technique to see the improvement that occurs from cycle to cycle. Descriptive method can be interpreted as a problem-solving procedure investigated by describing / describing the state of the subject / object of research (a person, institution, society, etc.) at the present time based on the facts that appear or as they are (Nawawi, 1985: 63). With this method, researchers try to explain the data that researchers collect through direct communication or interviews, observations, and discussions in the form of percentages or numbers.

This study aims to describe the difficulties experienced by teachers in improving the quality and skills of teaching staff. Furthermore, researchers provide alternatives or efforts to improve the ability of teachers to make lesson plans.

Important things that must be considered in School Action Research, according to Sudarsono, F.X, (1999: 2) are:

1. Plan: What actions will be taken to improve teacher competence in improving the quality and skills of

educators. The solution is to conduct: a) interviews with teachers by preparing interview sheets, b) discussions in a pleasant atmosphere and c) providing guidance in improving the quality and skills of educators.

2. Implementation: What is done by researchers as an effort to improve teacher competence in preparing complete lesson plans is by providing continuous guidance to fostered school teachers.
3. Observation: The researcher observes the lesson plans that have been made to capture the extent of the teacher's ability to develop complete lesson plans, the results or the impact of the actions that have been carried out by the teacher in achieving the target. In addition, researchers also recorded things that happened in meetings and interviews. Recordings of meetings and interviews will be used for later analysis and commentary.
4. Reflection: Researchers review, see, and consider the results or impact of the actions that have been taken.

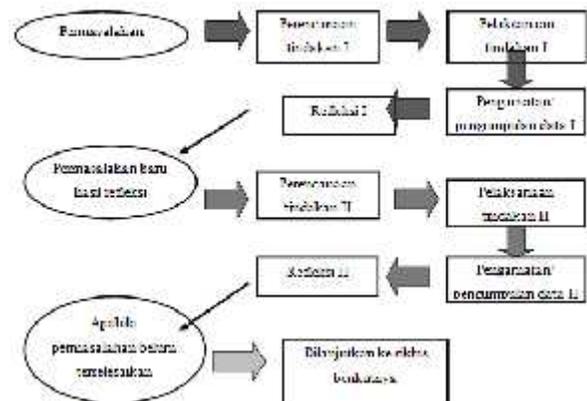


Figure 1. Flow of School Action Research (SAI)

4. RESULTS & DISCUSSION

From the results of interviews with several educators, researchers obtained information that some educators do not know the framework for preparing lesson plans, only madrasah has a standard process document (one), only some educators have attended training on developing lesson plans, generally educators adopt and adapt lesson plans, most educators do not know and do not understand how to develop complete lesson plans, they agree that educators must use lesson plans in carrying out the learning process which can be used as a reference/guideline in the learning process. In addition, most educators do not know the complete components of lesson plans.

Based on the results of researchers' observations of eight lesson plans made by educators (specifically in cycle I), information/data was obtained that there were still educators who did not complete their lesson plans with certain components and sub-subcomponents of the lesson plans, for example, the components of indicators and

learning outcomes assessment (scoring guidelines and answer keys). The formulation of learner activities in the steps component of learning activities was still not sharp, interactive, inspiring, challenging and systematic. Viewed In terms of educators' competence, there was an increase in preparing lesson plans from the initial cycle to the next cycle.

Based on the monitoring during the preparation of the implementation and follow-up of this action research, various data were obtained, both from the educators who were carrying out the teaching and learning process of the students who were learning and the supervisors who were carrying out their supervision.

1. Cycle I Findings Based on the data collected by researchers, it can be seen in the table below:

Table 4.5

Results of Implementing Follow-up Assessment Results Cycle I

No	Indicator	Number of Educators	Number of educators succeeded	Success % (Score >75)
1	Identify the need for follow-up assessment results	22	13	60
2	Develop a follow-up program	22	14	70
3	Carry out follow-up	22	11	50
4	Evaluate the results of follow-up assessments	22	11	50
5	Analyze the results of program evaluation follow-up assessment results	22	9	40
	Number of successes		11,6	54

2. Cycle II Findings

Based on the results of direct data collection during supervision of teaching staff in cycle II can be seen in the following table:

Table 1

Results of Cycle II Action Learning Implementation

No	Indicator	Number of Educators	Number of educators succeeded	Success % (Score >75)
1	Opening the lesson with the right method	22	21	90
2	Presents the subject matter systematically	22	19	80
3	Apply the learning methods and procedures that have been determined	22	19	80
4	Organizing student activities in class	22	21	90
5	Determine learning media	22	91	80
6	Using learning resources	22	21	90
7	Motivate learners in a positive way	22	22	100
8	Interact with learners using communicative language	22	21	90
9	Providing questions and feedback	22	19	80
10	Summarize the learning	22	22	100
11	Using time effectively	22	22	100
	Number of successes		21	89

After reflecting on improving the quality and skills of teaching staff at Lam Ilie State Elementary School in 2022/2023 in managing the learning process after collaborative learning administration supervision in the classroom by the madrasah head by applying the learning models sought, an overview was obtained for discussion, namely:

1. The importance of collaborative learning administration supervision in the classroom by the principal at Lam Ilie State Elementary School, which contains accurate efforts to improve the quality and skills of teaching staff in managing the learning process;
2. The ability of madrasah principals to utilize important components related to learning models, is a fundamental modality for the ongoing process of transforming this knowledge to school educators at Lam Ilie State Elementary School;
3. The increasing quality and skills of school educators in Lam Ilie State Elementary School in managing the learning process based on the applied learning models is inseparable from the increasing awareness of the madrasah principal to be comprehensive in it responsibly, which is actualized in real actions that are preventive (preventing), guiding, directing, and being a wise peer in meeting every need of educators and students in order to achieve a desired change.

Based on the discussion above, there is an increase in the quality and skills of educators in managing the learning process in the classroom. In cycle I the average value of the components we can say is low, in cycle II the average value of all components we can say is not bad, there has been a significant increase.

To find out more clearly the increase in each component, it can be seen in the Recapitulation of the final reflection results from Cycle I to Cycle II as follows:

Table. 2
Final reflection results from Cycle I to Cycle II

No	Indicator	Number of Educators	Cycle I	Cycle II	Increase %
1	Planning Determination Result	22	73,8 %	91,1 %	17.3 %
2	Results of Action Learning Implementation	22	70,9 %	89,0 %	18.1 %
3	Educator skill assessment results	22	83,3 %	92,2 %	8.9 %
4	Results Follow-up Assessment Results	22	54 %	84,0 %	30 %

	Number of successes		282 %	356,3 %	74.3 %
	Average		70,5 %	89 %	18.6 %

5. CONCLUSION

Based on the results of the PTS research, it can be concluded as follows. Collaborative learning administration supervision activities can improve the quality and skills of educators in managing classroom learning about: Describing learning objectives, Determining material in accordance with competencies that have been found, Organizing material by order and group, Allocating time, Determining appropriate learning methods, Designing learning procedures, Determining learning media / practical equipment and materials to be used, Determining appropriate learning resources (in the form of books, modules, computer programs and the like), Determining assessment techniques and including compiling complete lesson plans, Educators show seriousness in understanding and compiling lesson plans especially after getting guidance on developing / compiling lesson plans from researchers. This information is obtained from the results of observations when conducting interviews and guidance on the development / preparation of lesson plans to educators, even collaborative learning administration supervision activities can improve the quality and skills of educators in managing learning in the classroom in preparing lesson plans. This can be evidenced from the results of observations which show that there is an increase in the competence of teaching staff in preparing lesson plans from cycle to cycle. In cycle I, the average value of lesson plan components was 70.5% and in cycle II it was 89%. So, there was an increase of 18.6% from cycle I. The experience of this researcher can be shared with others, especially;

1. The motivation that has been embedded, especially in improving the quality and skills of educators, should be maintained and improved / developed.
2. All learning administrations made should contain complete and good components because of the standards and concepts that are references/guidelines in carrying out learning.
3. Learning administration documents should be made in at least two copies, one for school archives and the other for educators' guidance in carrying out the learning process.

6. REFERENCES

- Notoadmodjo, Soekidjo. (2007). *Promosi Kesehatan dan Ilmu Prilaku*. Jakarta: RinekaCipta.
- Depdiknas. 2009. *Pedoman Pelaksanaan Tugas Tenaga pendidik dan Pengawas*: Jakarta, Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan

Peraturan Pemerintah No. 13 tahun 2015, revisi atas Peraturan
Pemerintah No. 19 tahun 2005.

Rosyada, Dede, *Paradigma Pendidikan Demokratis, Sebuah Model
pelibatan Masyarakat dalam Pendidikan*, Prenada Media,
jakarta, 2013,

Rosyada, Dede, *Creative Thinking*, Kolom Rector UIN Syarif
Hidayatullah, jakarta, Edisi 3 Mei 2015.

Dede Rosyada, *Paradigma Pendidikan Demokratis, Sebuah Model
pelibatan Masyarakat dalam Pendidikan*, Prenada Media,
jakarta, 2013, h. xi.