

Evaluation and Supervision of the Learning Process as an Effort to Improve Teacher Professionalism in Schools

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Abstract

The purpose of this study was to examine the evaluation and supervision of the learning process as an effort to increase teacher professionalism in schools. The method used is a qualitative research method with a type of field research. The research locations in this study were MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember. The findings in this study are that, in general, the implementation of academic supervision at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember has been going well. School supervisors have an adequate understanding of academic supervision and can carry out their supervisory duties and functions properly. Second, there are still limitations in the aspects targeted for academic supervision by Madrasah supervisors at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz. Not all aspects of academic supervision are the focus of school supervisors. Whereas in MAN 1 Jember and MAN 2 Jember, all aspects have been carried out by the madrasa supervisor. Supervised aspects include lesson planning, teaching and learning implementation, class management, and follow-up on learning outcomes. Third, Madrasa supervisors have developed various academic supervision techniques that are quite varied at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember. The techniques used include individual supervision, such as class visits, observations, and individual meetings; group supervision, such as teacher meetings/supervision meetings, committees, and group work, as in the MGMP. The approaches used in supervision activities include the official, partner, and family approaches.

Keywords

Evaluation; Supervision; Learning; Teachers

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1. INTRODUCTION

Education is one important aspect of the development of a country. To achieve optimal educational goals and improve the quality of education, it is necessary to have effective educational evaluation and supervision to implement educational programs by established standards. As well as providing useful feedback for decision making and improvement of educational programs (Abi, 2017). It is necessary to know the educational evaluation and supervision background, including historical developments, the need for monitoring and evaluation, and the role of evaluation and supervision in developing the education system (Basuki, 2022).

According to Surjanto (2022), the historical development of educational evaluation and supervision originally aimed to measure individual success in mastering subject matter. However, educational evaluation has developed over time into a tool to improve education quality and the learning process. Educational supervision has been around for a long time, starting with direct supervision by teachers of students. However, with the development of a more complex education system, educational supervision has become more structured and involves various parties.

The need for educational evaluation and supervision is reflected in several main reasons. First, evaluation and supervision help identify strengths and weaknesses in the education system. By regularly evaluating education programs, authorities can identify areas for improvement and allocate resources more effectively. Second, educational evaluation and supervision help ensure that the education provided is by established standards. This standard covers curriculum, teaching methods, and expected results. Educational evaluation and supervision ensure that all of these components are properly met. Third, educational evaluation and supervision provide valuable feedback for educators and students. (Bahri, 2014; Istianah, 2019; Jeflin & Afriansyah, 2020).

Rindaningsih (2018) explained that the role of evaluation and supervision in system development is important in developing a better education system. First, evaluation and supervision help in the development of better education policies. The information obtained from the evaluation and supervision can be used to identify successful policies and develop new policies that suit the needs of students and society. Second, educational evaluation and supervision help develop a relevant and responsive curriculum. By identifying student needs and challenges, educational evaluation and supervision can provide insight into learning materials that need to be perfected, effective teaching strategies, and curriculum development that is more in line with the demands of the times. Third, educational evaluation and supervision play an important role in improving the quality of teaching and learning. By directly supervising learning activities, educational supervisors can provide educators feedback to improve their teaching quality, identify student learning barriers, and provide appropriate solutions.

In addition, educational evaluation and supervision include technological developments and educational paradigm changes. In the digital era that continues to develop, educational evaluation and supervision can be maximized through information and communication technology (Messi et al., 2018). The evaluation process can be done online using virtual learning platforms and sophisticated data analysis tools. This allows for more efficient, accurate, and in-depth evaluations. In addition, the change in the educational paradigm from a teacher-centered teaching approach to a student-centered approach also influences the educational evaluation and supervision background. Therefore, evaluation and supervision focus on assessing academic results and skills development, formative assessment, and continuous assessment involving students' active participation in the evaluation process. (Kusmiati et al., 2022).

According to (Dalawi et al. (2013), educational evaluation and supervision have a background related to international comparisons and standards globally. Countries can compare the results of educational evaluation and supervision with other countries to see how far they have achieved the educational goals set globally. International standards such as PISA (Program for International Student

Assessment) and TIMSS (Trends in International Mathematics and Science Study) serve as a reference in comparing and evaluating the quality of education at the global level. Meanwhile, according to (Harahap, 2019), Evaluation and supervision of learning are two important aspects of improving the quality of education in schools. Evaluation refers to collecting data and information to evaluate student learning progress, while supervision involves monitoring and supporting educators in implementing curriculum and learning strategies. Learning evaluation and supervision are crucial in achieving optimal educational goals in school. The importance of evaluating and supervising learning in schools is as follows;

- a. **Improving the Quality of Learning:** Evaluation and supervision of learning helps to improve the quality of learning in schools. Evaluation provides insight into student achievement, strengths and weaknesses in the learning process, and the teaching methods' effectiveness. By understanding this, educators can identify areas that need improvement and adopt more effective learning strategies. Through supervision, educators can get direct feedback from supervisors or peers to improve their teaching practices. Thus, evaluation and supervision of learning help create a better learning environment.
- b. **Promoting Equality and Equity:** Evaluation and supervision of learning also play a role in achieving equity and equity in education. Evaluations carried out objectively and fairly ensure that all students have an equal opportunity to demonstrate their abilities. By paying attention to individual needs, evaluations can identify students who need additional support, such as students with special needs or from disadvantaged backgrounds. Learning supervision also ensures that all educators apply an inclusive approach and provide equal attention to all students.
- c. **Encouraging the Professional Growth of Educators:** Evaluation and supervision of learning are important tools in promoting the professional growth of educators. An objective and structured evaluation helps educators identify strengths and weaknesses in their teaching practice. This allows them to develop follow-up plans that focus on self-development and improving the quality of teaching. Through supervision, educators can receive constructive feedback from supervisors or peers that helps them hone their skills and knowledge. This process encourages self-reflection, collaboration, and continuous learning.
- d. **Ensuring Compliance with Curriculum and Educational Standards:** Evaluation and supervision of learning ensures compliance with the established curriculum and educational standards. Evaluation and supervision of learning help ensure that the curriculum set by educational institutions and educational standards set by educational authorities are properly met in the learning process. Through evaluation, educators can evaluate the extent to which the curriculum that has been designed can achieve the desired learning objectives. Learning supervision also ensures that educators implement the curriculum properly and meet the standards set. Maintaining the consistency and quality of education at all school levels is important.
- e. **Provide Useful Feedback:** Evaluation and supervision of learning provide valuable feedback to all stakeholders in the school. For students, evaluations provide an overview of their learning progress, strengths that need to be maintained, and areas that need improvement. This feedback helps students understand their achievement level and develop more effective learning strategies. For educators, feedback from evaluation and supervision helps them improve their teaching methods, identify areas for improvement, and adopt best practices. Feedback is also important for education authorities, as it provides insight into the effectiveness of educational programs and policies that have been implemented.
- f. **Improving Accountability:** Evaluation and supervision of learning also play a role in increasing accountability in schools. Evaluation provides clear information about student achievement, program success, and teaching effectiveness. The results of this evaluation can be used as a basis for measuring school performance and accountability for educational results to stakeholders, such

as parents, the community, and education authorities. Supervision of learning also ensures that educators are accountable for their teaching practices and apply established standards.

- g. Increasing Student Motivation and Engagement: Effective evaluation and supervision of learning can increase student motivation and involvement in the learning process. Evaluations that provide constructive and positive feedback help students recognize their successes and increase self-confidence. In addition, learning supervision that supports and provides support to educators helps create a positive learning environment and motivates students to be active in learning.

Evaluation and supervision of learning in schools have a very important role in improving the quality of education because through effective evaluation and supervision, the quality of learning can be improved, equity and fairness can be realized, the professional growth of educators can be encouraged, and compliance with curriculum and educational standards can be guaranteed. In addition, learning evaluation and supervision also provide useful feedback for students, educators, education authorities, and other stakeholders. This helps increase student motivation and engagement, increases accountability, and creates a better learning environment (Subandriyo, 2017).

Schools can develop a holistic and thorough evaluation system by understanding the importance of evaluating and supervising learning. The evaluation process can involve various methods and instruments, such as written exams, project assignments, observational assessments, portfolios, and formative evaluations. Learning supervision must be structured and sustainably, involving educational supervisors, peers, or a professional supervision team. The involvement of educators in the evaluation and supervision process must be supported by continuous development, training, and inter-educator collaboration. In addition, the school adopts a student-centered approach to evaluating and supervising learning. In the evaluation process, attention must be given to the overall development of students, such as cognitive, affective, and psychomotor. Learning supervision must pay attention to student's needs and learning styles so that educators can adapt appropriate learning strategies. To achieve optimal educational goals, evaluation and supervision of learning should be seen as a mere assessment process and a powerful tool for improving the quality of learning and achieving educational equity. Effective evaluation and supervision allow schools to create an inclusive, inspiring, and supportive learning environment for all students. Evaluation and supervision of learning should be seen as a mere assessment process and a powerful tool for improving the quality of learning and achieving educational equity. Effective evaluation and supervision allow schools to create an inclusive, inspiring, and supportive learning environment for all students. Evaluation and supervision of learning should be seen as a mere assessment process and a powerful tool for improving the quality of learning and achieving educational equity. Effective evaluation and supervision allow schools to create an inclusive, inspiring, and supportive learning environment for all students.

The research results of Harahap (2019) show that the evaluation and supervision of education carried out in supervision activities in schools or madrasas have not yet reached the desired expectations. These findings illustrate that some deficiencies or problems must be addressed in implementing educational evaluation and supervision. These findings are a valuable source of information for the relevant agencies in improving the quality and professionalism of supervisors in carrying out evaluation and supervision within the school or madrasah environment. By taking into account the findings from this study, the agency can identify areas that need to be improved or enhanced in evaluation and supervision practices. This can be done by compiling competency development policies and programs for supervisors, increasing training, and using more effective methods and instruments in conducting evaluation and supervision. By increasing the quality and professionalism of supervisors in evaluating and supervising education, it is hoped that there will be improvements in the education system. Supervisors who are competent and skilled in evaluations and supervision will be able to provide effective guidance to teachers, correct existing weaknesses, and improve the quality of learning in schools or madrasas. Thus, the findings of this study make an important contribution to efforts to improve the quality of education through improving the quality of

educational evaluation and supervision. It is hoped that there will be improvements in the education system. Supervisors who are competent and skilled in evaluations and supervision will be able to provide effective guidance to teachers, correct existing weaknesses, and improve the quality of learning in schools or madrasas. Thus, the findings of this study make an important contribution to efforts to improve the quality of education through improving the quality of educational evaluation and supervision. It is hoped that there will be improvements in the education system. Supervisors who are competent and skilled in evaluations and supervision will be able to provide effective guidance to teachers, correct existing weaknesses, and improve the quality of learning in schools or madrasas. Thus, the findings of this study make an important contribution to efforts to improve the quality of education through improving the quality of educational evaluation and supervision.

From the explanation above, the researcher is interested in researching "Evaluation and Supervision of the Learning Process as an Effort to Increase Teacher Professionalism in Schools."

2. METHODS

The research method used in this study is a qualitative research method with a type of field research. According to Robert K Yin, field research is conducted by collecting data directly from research locations, such as the natural environment, workplaces, communities, or other locations relevant to the research topic. (Iswadi et al., 2023). Field research uses direct observation, interviews, or other data collection, thus enabling the researcher to understand the phenomenon under study (Syakur & Budianto, 2021). The research locations in this study were MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember to gather information or obtain data by conducting interviews with two teachers at each school and supported by secondary data in the form of previous research articles that are relevant to the title and research objectives.

For data analysis, the researcher analyzed the data using appropriate analytical techniques, such as qualitative analysis. The results of data analysis are then interpreted and presented in a research report, which includes research findings, conclusions, and recommendations based on the results of field research.

3. FINDINGS AND DISCUSSIONS

This study explores the implementation of academic supervision by Madrasah supervisors at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember as a step to improve the professionalism of teachers and the quality of education in these schools. Data sources used in this study included teachers and principals at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember. The informant provided data related to several aspects related to Madrasah evaluation and supervision, namely: (1) a description regarding the implementation of academic supervision carried out; (2) a Description of the aspects that are the focus of supervision; (3) an explanation of the techniques used in academic supervision; (4) identifying the obstacles encountered in the implementation of academic supervision; and (5) description of the efforts made by school supervisors in carrying out academic supervision. In addition, (6) the data also includes information regarding the frequency of visits by Madrasah supervisors in conducting academic supervision.

Based on the results of this study, several findings were found as follows. First, the implementation of academic supervision at MA Darul Hikmah Jember has been going well. School supervisors have an adequate understanding of academic supervision and can carry out their supervisory duties and functions properly. The pattern of supervision, timing, and focus of supervision activities have been implemented adequately. Implementing this academic supervision has improved teachers' ability to

manage teaching and learning activities and changed their awareness to increase professionalism. In addition, school supervisors have also succeeded in involving senior teachers as assistants in academic supervision activities.

At MA Fatihul Ulum Al Mahfudz, the implementation of academic supervision is going quite well because Madrasah supervisors have adequate knowledge regarding academic supervision. They have a good understanding of the concepts and practices of effective supervision. However, it appears that the evaluation pattern used in the supervision is centered on several teachers in certain fields of study. This indicates that Madrasah supervisors focus more on evaluating and coaching teachers who teach certain subjects. However, all teachers' evaluations are hoped to be carried out holistically. This will help ensure that academic supervision covers all aspects of teaching and learning in madrasahs. Thus, the potential of all teachers can be identified and improved, as well as ensuring the overall quality of learning at MA Fatihul Ulum Al Mahfudz.

The results of interviews with teachers at MAN 1 and MAN 2 Jember revealed that the implementation of academic supervision at the two Madrasahs was carried out very well. The Madrasah Supervisor carries out the overall supervision process, from learning tools to teaching practice, and is carried out in stages for all teachers in the Madrasah. Academic supervision carried out as a whole shows the commitment of Madrasah supervisors to ensure optimal quality of learning. In the supervision process, Madrasah supervisors are actively involved in observing and evaluating learning tools prepared by teachers. They provide constructive input and useful suggestions to improve the planning and preparation of learning materials.

In addition, academic supervision involves direct observation of teachers' teaching practices. Madrasah supervisors witness the implementation of classroom learning directly, provide direct feedback to teachers, and provide guidance to develop better teaching skills. A stepwise approach to the supervision process allows Madrasah supervisors to focus on aspects each teacher needs to improve.

With the implementation of academic supervision, MAN 1 and MAN 2 Jember showed a commitment to improving the quality of learning and teacher development. Through a comprehensive and phased approach, Madrasah supervisors ensure that each teacher receives adequate attention for professional development. This is done to improve the overall quality of learning at MAN 1 and MAN 2 Jember and provide significant benefits for students' academic development.

Second, in the implementation of academic supervision at MA Darul Hikmah Jember and MA Fatihul Ulum Al Mahfudz, as well as MAN 1 Jember and MAN 2 Jember, there are still limitations in the aspects that are targeted for supervision by Madrasah supervisors. Although academic supervision is carried out at MA Darul Hikmah and MA Fatihul Ulum Al Mahfudz, not all supervision aspects are the school supervisors' main focus. Supervised aspects generally include lesson planning, teaching and learning activities (KBM) implementation, class management, and follow-up of learning outcomes. However, the most dominant aspect of academic supervision in the two Madrasahs is the implementation of teaching and learning activities in class.

This shows that even though there are efforts to carry out comprehensive supervision, there is still a need to expand the scope of supervision to cover all relevant aspects of learning. By involving more detailed oversight of aspects such as lesson planning, classroom management, and following up on learning outcomes, madrasahs can more effectively identify strengths and weaknesses in teaching practices and improve the overall quality of learning.

Meanwhile, in MAN 1 Jember and MAN 2 Jember, academic supervision is carried out on all relevant aspects of learning. Madrasah supervisors supervise lesson planning, teaching and learning activities implementation, class management, and follow-up on learning outcomes. This approach that involves all aspects of supervision can help Madrasah supervisors to get a more comprehensive picture of the quality of existing learning and provide more holistic input for the development of teaching staff.

Third, Madrasa Supervisors at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember have developed various academic supervision techniques. These techniques are designed to provide a variety of approaches and are appropriate to the needs and context of the madrasah. Some techniques commonly used include individual and group supervision, with different implementation approaches. In individual supervision, Madrasah supervisors use techniques such as class visits, class observations, and individual meetings. During class visits, Madrasa supervisors directly visit existing classes to see first-hand the implementation of teaching and learning activities. Class observation is done by observing the teacher's teaching practices and providing constructive feedback. Meanwhile, individual meetings are held between Madrasah supervisors and teachers one-on-one, where special discussions and coaching can be conducted to address the teacher's specific needs or challenges.

In addition, group supervision is also a technique used. This includes teacher meetings, committees, and group work, such as in the Subject Teacher Consultation (MGMP) or other working groups. In teacher meetings, Madrasah supervisors can discuss collectively with teachers to share experiences, discuss challenges, and formulate solutions. The committee involves Madrasah supervisors supervising and supporting teachers in preparing certain programs or activities. As in the MGMP, group work enables teachers to collaborate and exchange knowledge. The approaches used in supervision activities include the official, partner, and family approaches. The official approach emphasizes the authority and responsibility of Madrasah supervisors to ensure compliance with educational standards and policies. The partner-to-work approach emphasizes collaboration and collaboration between Madrasah supervisors and teachers as colleagues in achieving the same learning goals. The familial approach promotes a warm, trusting, and caring relationship between Madrasah supervisors and teachers.

Fourth, supervisors at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember face obstacles in academic supervision at these madrasahs. Some common obstacles encountered include limited time, frequent disruptions to supervision schedules, many teachers subject to supervision, and teachers reluctant to be supervised. First of all, limited time is one of the main obstacles for supervisors. Madrasah supervisors have broad and varied responsibilities, such as taking care of school administration, attending official meetings, participating in training or workshops, and participating in district or provincial activities. These tasks can reduce the time available to carry out intensive academic supervision.

In addition, supervision schedules are often disrupted by other urgent activities or tasks. Office meetings, training, workshops, or activities at the district or provincial level are often scheduled at the same time as the planned supervision schedule. This makes Madrasah supervisors adjust their supervision schedule and sometimes postpone or change the supervision plan set. Another obstacle is the large number of teachers who are subject to supervision. In madrasahs with many teachers, Madrasah supervisors may face challenges in supervising all teachers. There are limited time and resources that limit the supervisor's ability to provide intensive attention and coaching to each teacher individually. Besides that, sometimes, the Madrasa supervisor's class visit schedule can clash with other activities in the Madrasa. This can be caused by the schedule of extracurricular activities, other academic activities, or even the absence of the teacher who will be supervised on the planned day. This schedule clash can hinder the supervisor from conducting scheduled class visits and affect the smooth implementation of supervision. In addition, there are still some teachers who are reluctant to be supervised. The reasons for reluctance can vary, such as feeling uncomfortable with supervision, not believing in the benefits of supervision, or feeling threatened by the evaluation being carried out. These reluctant teachers can become an obstacle in carrying out comprehensive and in-depth academic supervision,

Fifth, although there are still some deficiencies in guiding teachers, supervisors at MA Darul Hikmah Jember, MA Fatihul Ulum Al Mahfudz, MAN 1 Jember, and MAN 2 Jember have made efforts

to carry out academic supervision on an ongoing basis. This effort involves school supervisors, principals, and senior teachers in ensuring pre-observations, supervision processes, and follow-ups. The supervision process begins with the pre-observation stage, where the school or Madrasah supervisor prepares before visiting the classroom. This preparation includes understanding the curriculum, learning tools, and relevant student data. After that, the school or Madrasah supervisor will directly observe learning activities in class.

Furthermore, follow-up is carried out after the supervision process. This follow-up involves school supervisors, principals, and senior teachers providing guidance, training, or advice to supervised teachers. This aims to assist teachers in improving the quality of their learning and overcoming the challenges encountered. Even so, there are obstacles in the frequency of visits by school supervisors in carrying out academic supervision at MA Darul Hikmah Jember and MA Fatihul Ulum Al Mahfudz. This is reflected in the uneven number of teachers receiving class visits from Madrasah supervisors. To overcome this, it is necessary to increase the frequency of visits by Madrasah supervisors so that academic supervision can be carried out more comprehensively and equitably for all teachers.

Meanwhile, in MAN 1 Jember and MAN 2 Jember, the academic supervision provided by Madrasah supervisors was considered sufficient because it could be carried out thoroughly. This means that Madrasah supervisors have succeeded in carrying out academic supervision with good quality and covering all relevant aspects of learning. This success may be due to effectiveness and efficiency in planning and implementing supervision and good collaboration between Madrasah supervisors and teachers in supporting the learning process.

Supervisors play a strategic role in fostering teachers through educational/teaching supervision. Supervisors are crucial in increasing teacher professionalism, especially in teaching and learning activities. The supervisor's task is to guide, foster, and encourage teachers to overcome various challenges in the learning process. Supervision aims to enhance the teacher's professional abilities (Barr, 1928; Tholstrup, 1998). This professional ability is reflected in the ability of teachers to provide learning assistance to their students, which ultimately results in changes in academic behavior in these students. Supervision is carried out constructively and creatively by supervisors by encouraging teacher initiatives to create a conducive atmosphere that can awaken students' creativity in learning. A similar opinion was expressed by Lance, which defines learning supervision as a professional service provided by more experienced people to improve professional skills, especially in the teaching and learning process. Through this supervision, it is hoped that the teaching and learning process can run better by involving teachers and students and through actions, guidance, and directions. Improving teachers' professional abilities through supervision is expected to improve the overall education quality.

In carrying out academic supervision, supervisors as educational supervisors must avoid actions that are ordered or patronizing. Instead, supervisors must use a partnership approach by supporting, assisting, and dividing tasks and work for all education components. Thomas J (1984) Put forward eight principles that can be used in supervision: systematic, objective, realistic, anticipatory, constructive, creative, cooperative, and kinship. By applying these principles, supervisors can supervise in a planned, objective, and realistic manner. Supervisors must also be able to predict problems that may arise and provide constructive support and direction to all related parties. In addition, supervisors also need to be creative in finding solutions and collaborating with all elements of education. Finally, supervisors must create a harmonious family atmosphere to achieve supervision goals effectively.

Supervision in its implementation must be systematic by carefully planning the desired goals. Supervision must also be objective, namely, providing input by the aspects contained in the instruments used. In addition, supervision must be realistic, based on facts that school staff understand and implement. Supervision must also be anticipatory, that is, directed to deal with possible difficulties that may arise. The constructive aspect is also important, where supervision provides suggestions for improvements to those being supervised so that they can continue to develop by the applicable

provisions or rules. In terms of creativity, supervision must also encourage the development of teacher creativity and initiative in the learning process. The cooperative aspect is also important. Where supervision should develop a feeling of togetherness to create and enhance a good learning situation. Finally, the family aspect must also be considered, where supervision pays attention to the mutual nurturing, nurturing, and loving relationships between school members, often known as the Tutwuri Handayani concept.

In complex tasks such as being a teacher, an effective supervision approach is needed to direct and solve problems faced by teachers in the learning process. However, the supervisor's role often extends beyond supervision itself. Sometimes the supervisor acts as an evaluator so that supervision is carried out not because of the need felt by the teacher but because of the demands of the supervisor's duties. As a result, traditional supervision tends to be unpleasant, and interactions between teachers and supervisors are less desirable and minimized. Therefore, there is a need for a change in the supervision approach to create a more positive relationship between teachers and supervisors.

The ability of supervisors as educational supervisors is reflected in the determination of supervision materials. Supervision materials cover program planning, including annual programs, semester programs, syllabi, Learning Implementation Plans (RPP), educational calendars, face-to-face schedules, daily agendas, lists of grades, maximum completeness criteria (KKM), and student absences. In addition, supervision materials also cover classroom management, from opening activities and core activities to learning evaluations. Follow-up material from supervision activities focuses on improving the quality of learning outcomes. Supervisors also apply various patterns of academic supervision that vary. This shows that supervisors have the knowledge and skills to implement interesting and not boring supervision patterns for teachers. The supervision process involves different stages, choosing the right time, using appropriate media or tools, and evaluating supervision activities. The entire supervision process is carried out with the necessary variations.

The aspects supervised by the School Supervisor include planning, implementation of teaching and learning activities, and follow-up activities. In the aspect of lesson planning, supervision includes programs related to teacher administration, such as annual programs, semester programs, syllabi, lesson plans, KKM, educational calendars, face-to-face schedules, daily agendas, lists of grades, and student attendance. In the implementation of learning, supervision is focused on the teacher's ability to manage the class, from preliminary activities to closing. Whereas in follow-up activities, supervision involves mentoring and professional training of teachers, as well as efforts to improve the quality of education through administrative supervision of learning assessments. In this case,

Supervisors apply three models of approach in carrying out supervision activities: the official approach, the partner approach, and the family approach. In addition, supervisors also use various supervision techniques. Some of the supervision techniques that can be identified include group discussions or supervision meetings, individual meetings, and class/field visits. This diversity indicates that supervisors have good skills in carrying out their duties as educational supervisors. This skill is one of the strengths possessed by the education office to improve teachers' ability to manage teaching and learning activities. Thus, improving the supervisor's skills is expected to contribute to improving the quality of learning processes and outcomes.

In carrying out their duties, educational supervisors often face various obstacles, both internally and externally. Internal constraints can include factors such as limited human resources, lack of specific knowledge or skills in the field of supervision, and differences in approach or understanding between supervisors and supervised teachers. In addition, supervisors may also experience constraints in managing limited time and resources, as well as in dealing with complex and varied task demands. On the other hand, external constraints can arise from the school environment or the education system. For example, there is resistance or resistance from teachers who feel intimidated or uncomfortable with the supervision process. In addition, factors such as ambiguous or unclear policies,

Educational evaluation and supervision aim to assist and develop teacher professionalism. When a supervisor visits, the aim is to provide guidance, coaching, and support to teachers to improve their abilities in teaching and learning activities. During the visit, the supervisor saw the teacher's learning practices in the classroom. This allows supervisors to identify strengths and challenges faced by teachers, as well as provide constructive feedback and suggestions for improvement that can assist teachers in developing their skills. Supervisors can advise on effective teaching methods, motivating classroom strategies, and using relevant resources. Besides that, they can assist teachers in planning lessons according to the curriculum, choosing and using appropriate teaching materials, and managing classes well. During visits, supervisors can also observe interactions between teachers and students, provide support in solving class problems, and assist teachers in designing effective learning evaluations.

The school supervisor's workload in evaluating and supervising activities as part of their working hours as employees. According to the provisions, a supervisor's working hours are at least 37.5 hours per week. Based on these working hours, the supervisor is responsible for carrying out various coaching, monitoring, assessment activities, guidance, and professional training for teachers.

In this context, there is a correlation between the working hours of supervisors and the expected number of face-to-face hours. In this case, if 37.5 hours are associated with the equivalent of 24 hours face to face, a supervisor must at least carry out supervisory duties for 24 hours face to face in one week. The rest, available after allocating time for face-to-face activities, can be used for non-face-to-face activities. This includes program preparation, preparation of reports related to supervision tasks and results, self-professional development as supervisors, as well as other supporting activities that support improving the quality of education in schools. Supervisors can carry out their duties effectively by paying attention to this time division. They can ensure sufficient time for face-to-face interactions with teachers and pay sufficient attention to important administrative and self-developmental tasks. By managing time properly, supervisors can carry out their responsibilities efficiently and effectively and make maximum contributions to improving the quality of education in schools.

4. CONCLUSION

To improve the ability and professionalism of teachers, Madrasah supervisors make the following efforts: a) At the beginning of each semester, group mentoring is carried out for supervised teachers. b) Guide the preparation of administration and learning tools. c) Emphasizing the importance of work discipline to all school members, especially teachers, in carrying out teaching duties. d) Guide teachers regarding interesting and fun teaching techniques. e) Conduct coaching and guidance to teachers using learning media and teaching methods. f) Provide new learning device formats to teachers and guide them in filling them out. g) Organize scientific writing activities (Classroom Action Research). However, the frequency of evaluation visits and academic supervision by Madrasah supervisors is considered not optimal in terms of quality and quantity. New supervision is prioritized for certified teachers and new teachers. So it is necessary to increase the effectiveness and scope of academic supervision so that more teachers benefit from the supervision activities.

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