

The Role of Supervision in Effort To Increase Quality of School Education

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Abstract: Objective study this will heighten quality learning and create situational learning that will become inspirational, interactive, and pleasant to learn. So that educator must be able to use techniques, methods, strategies, and approaches to learning. Suite something planning supervision academic, prove that 1) have objective supervision; 2) identify; 3) establish as well as design; 4) identify as well as decide source power; 5) compose; 6) arrange procedures as well as monitoring procedures as well as assessment; 7) determine as well as decide steps. For raising quality education, role supervision education cannot be ignored. Supervisor (supervisor, head school) is mandatory to have expertise as well as seriousness in supervising educational forums in order to raise quality education.

Keywords: Educational Institutions, Increase Quality of Education, Supervision

A. Introduction

Educational institutions can be categorized as organizations serving the non-profit public. So, by nature non-profit No means school is not sued for keeping going to raise the quality of the educational process and output. Instead, schools are expected to truly notice quality, because his task is to enlighten the lives of the nation while also increasing the quality of the Indonesian people's sources of power. To ensure the process's quality, quality control is expected to monitor the process's progress as well as all of its components and supporters. Although thereby supervision quality in global education of course not. The same is true for companies that produce goods or services. School is a people-changing institution, and in the work process, it is always face-to-face using uncertainty and interdependence. It means can we say that a procedure (production) works in educational forums? What is the reason that input and environmental conditions are not the same? Then, neither the school education process nor the environmental association participant education (Astuti, 2019).

Supervision it means something that stimulates, coordinates, and guides the sustainable growth of teachers in schools, both individually and collectively, so that it is more understandable as well as more effective in realizing all functions of teaching. Supervision is something to stimulate, coordinate, and guide the continued

growth of teachers at the school, both individually and collectively, so that it is more understandable and more effective in realizing all-over-function teaching (Wandra et al., 2021).

The world of education in application supervision head schools and teachers is still not enough realized. This seen origin still, many teachers, who do not normally raise the quality and performance of their work, are very damaging to the learning process at school. Educators who have been supervised by the head school can plan the learning process with OK, if compared to other teachers. Educators who haven't been supervised can operate a learning process only to accommodate the duties and responsibilities they have as educators. Therefore, there is a significant difference among existing teachers supervised by those who have not yet carried out supervision. Already, it can be seen that the teacher's supervision can be carried out, which shows a good quality of learning process. Where can quality education be So as criteria increase, teachers are also becoming more creative and innovative in the fight for participant learning at school. So that can help quality schools through educators in schools.

Work previously carried out by Astuti, (2019) with the title "Role Chairman School Become a supervisor at heightening quality of education", role chairman school become supervisors are on the rise quality education.chairman school as leader education institution must responsible answer on all activity school. He has authority and responsibility to answer fully for organizing all activities. Education covers activity supervision, fine supervision, academic supervision, and managerial environmental monitoring at the school, which is led by him. Head School becomes a supervisor and works to guide, help, and direct educators and personnel education value and implement procedure education to support quality education.

Nasution et al., (2023) entitled "Improving Quality of Education in Indonesia Through Educational Supervision," supervision plays a very important role in raising quality education. The supervision education role gives convenience as well as helps the chairman of the school and teachers develop their potential optimally. Supervision or supervisor has a strategic role in giving service to the receiving teacher in the event of difficulty or a decline in his competence. Therefore, coaching supervision, so that it can carry out task supervision, academic and managerial, absolutely must have supervisor competency. This study aim is to know how does the supervisory role or supervision education increase quality education? Supervision pedagogy is professional, demanding work that is as worthy as other professional work. A supervisor's task is to help, encourage, and give teachers confidence that the teaching and learning process can and must be repaired.

Can we look closely at the previous study that found that the head of a school plays a significant role in improving school quality. Because movement head schools, teachers, as well as guardians, the student can make school more developed in a way

that is maximum. This can make agency far more good from beforehand, so you can sync with existing missions agencies. For can raise quality in the world of education, of course, has perfect necessity something strategy for can create output for the agency can the more tall as well as that anyway need assisted by colleagues school such as teachers, staff administration, and so on.

Can increase quality education, role supervision education no can be ignored. Because supervision is a significant thing in achieving quality, supervisors (supervisor and head school) must have expertise as well as seriousness in supervising educational forums in order to enhance quality education. Among other things, supervisors implement principles of supervision, acting supervision, and using tricks as well as monitoring tips and education in a professional way. Besides that, head schools, teachers, and school staff try hard to realize changes in learning that are participant educated from good as special, from currently becoming good once, and from original low as good (Wandra et al., 2021).

B. Methods

Research data This is using qualitative data. At one point, qualitative data can be obtained from the terms described as well as interpreted (Sanjaya, 2015). Through observation and understanding as well as observation, the respondent believes that head schools and teachers can raise the quality of education in the institution. Object study is the role of supervision supervisor school in understanding supervisor competency in improving quality education. As for the approach study, this is a qualitative approach.

C. Results and Discussion

Supervision is said to come from the English word supervision, which consists of the words super and vision. Super means at or above, while vision means to see or review (Nasution et al., 2023). It can be said that supervision can give guidance, service, assistance, and instruction to teachers to become competent teachers and develop their potential. It means educators who have given help in developing situation learning to more direction, service the through direction, guidance, and supervision towards teachers with objectives can increase quality as well as teacher achievement. Quality teachers can operate duties and functions with good as well as their own high competence.

Supervision education is guidance for teachers. Guidance intended for professionals is all about providing effort and a chance for teachers to develop professionally. So, they proceed again to carry out tasks, which basically improve and enhance the learning process for students. Supervision education aims to increase the professional and technical ability of teachers, heads of schools, and personnel in

schools, making the education process in schools more quality. In the mechanism of supervision education done on a basis of cooperation, how is it more humane?

To increase quality learning or create an atmosphere of learning that is inspiring, interactive, and fun, teachers must be capable of using technique learning, methods learning, strategy learning, approach learning, and appropriate learning models in the learning process. Teachers must be capable of motivating and stimulating participants to actively put forward opinions and ideas in the teacher's learning process as an educator. Not only regarding delivery knowledge knowledge but also concerning development personality and formation values, ethics, and aesthetics, participants are educated in face-challenge life social. Not only do teachers lack adequate answers to educational questions, but so does their supervisor. The supervisor tries to stage preventive measures for teachers to take. What should be done? Supervisors provide technical assistance and guidance to teachers so that they can improve the quality of their work, particularly when carrying out the learning process. Supervisors help teachers to be able to do more work well, as directed, and as it should be. So, teachers and educational supervisors play a very important role in increasing quality education and quality learning in Indonesia (Indra, 2016).

Role supervision is participation in matters concerning potential, connection in matters. This is a supervisory role. The supervisor is the person who owns their profession or provides guidance to repair the quality of education (Muriah, 2012). Coaching the given to all over staff school for them can increase ability to develop situation study teach Yang more good. Role supervision education is very important for increasing the quality of education. The educational process starts with the recruitment of students until the learning outcomes achieved by all components are also affected and cannot be let go by the head school.

Role supervision education becomes a quality from a teacher to stimulate, coordinate, and guide in a way continuous growth and development their potential have at school, either individually or collectively, so that it is more understandable and more effective. To realize all-over function in teaching as well as to develop a more educational process, To reach objective, more education is good, so reliable personnel are required, starting from the head of the madrasah to the staff or employees in charge of answering all his tasks every day. In structure, organization is customized to the main duties of each position. Achievement education very much depends on skill and wisdom. The head of the madrasah is one of the educational leaders (Maralih, 2014). In developing quality learning, professional teachers can carry out activities, study, and teach. With design implementation learning and deep activity supervision, a supervisor is mandatory to give an evaluation of what has been observed during the visit class (Yasin et al., 2023).

Role supervision supervisor head school as internal supervisor increase quality education seen from aspect planning supervision academic shows that:

1. Own objective supervision, understanding room scope and principles supervision academic
2. Identify and define an approach to supervision that is effective and appropriate for academics with problems developed.
3. Set mechanisms and design operational supervision for academic
4. Identify and define Source resources (people, information, equipment, and funds) Supervision academic.
5. Compile a timetable for implementation supervision and academic supervision.
6. Compile monitoring and evaluation procedures and mechanisms for academic supervision.
7. Select and determine guarantee steps for continuity, activity supervision, and academic supervision (Muslim, 2018).

Then role supervision education If seen from the aspect of implementation supervision academic, it shows that the role of supervision supervisor school in increasing quality education has:

1. Apply Principle Supervision is continuous, objective, constructive, humanistic, and collaborative.
2. Carry out supervision sustainable academics plan period long, term medium, short.
3. Carry out academic supervision based on the needs and problems faced by teachers.
4. Put growth, teacher competency, and improvement in quality learning as the main objectives of academic supervision.
5. Build connections with teachers and all parties involved in the activity through open supervision, solidarity, and informality based on attitudes such as helpful, understanding, open, honest, steady, patient, enthusiastic, and full of humor.
6. Carry out democratic supervision, involving in a way that is active, and share not quite enough answer development learning with teachers and other relevant parties.

Role supervision is participation or gait by somebody concerning potential or connection in a matter. This is the role of the supervisor, who is the person who owns a profession or coaches in guidance to repair the quality of education (Turmidzi, 2021). Coaching given to all over the school for them can increase their ability to develop situations and teach Yang more good. Role supervision education is very important for increasing the quality of education. The educational process begins with the recruitment of students and continues until the results are obtained. All components are affected, and the role of the head of school cannot be relinquished. Head school, as a supervisor, you must design implementation programs for supervision in the right way and with the right technique. Activity implementation supervision by the head school must be done in a democratic manner or through discussion, so the teacher was given a chance opinion so that they achieved common goals (Muntahanah, 2023).

In enhancement quality supervision, one head school needs to fulfill competence general and competence special. Competence in head school is a must, which includes 1) acting democratic, being open, transparent, respectful of other people's opinions, being capable of communicating with good and connected cooperation with various party-related parties; 2) having a charming and sympathetic personality as well as being easy-going and sociable; 3) having a characteristic scientific in all matters as well as own principles. Want to keep going, learn; 4) have dedication tall as well as be worthy of his duties and position; 5) avoid self from traits despicable; and 6) look at the teacher and the whole staff school as partner work, not as subordinates (Suwartini, 2017).

Supervision is carried out by the head school for teachers. Have scheduled instructions for head school to carry out supervision activities for teachers who have hope that teachers can repair a learning process. In the process, the chief school monitors in a direct way when the teacher is teaching. Design teacher activity learning in the form of a learning plan. Then head school observed the learning process carried out by the teacher. While moment activity supervision is ongoing, the chief school can use sheet existing observations standardized, i.e., tool evaluation teacher ability. The Teacher Ability Assessment Tool consists of Teacher Ability Assessment Tool 1 (for evaluating teacher-made learning) and Teacher Ability Assessment Tool 2 (for evaluating implementation of the learning process) carried out by the teacher (Muntahanah, 2023).

Organizing education in schools can determine the quality of education in schools. Quality education speaks about results and processes followed. To obtain results, the ability of schools to produce participant students who excel and produce graduates best can increase quality education. Quality learning is one of the factors determining the quality of education (Nurjali & Rosadi, 2021). Teacher performance is related to the quality, quantity, and reliability of teachers in carrying out their tasks. Head school is one of the factors that influence academic supervision. High-performing teachers can improve the quality of education. Teacher performance is one of the main determinants of the success of the educational process in schools (Hariyati & Nunuk, 2020).

Supervision must be based on publicly available conditions. Actually, schools must be capable of changing society to become a democratic society. In a public democratic system, opportunities and abilities can be given to stimulate business creativity and direction repair. The task leader, as a supervisor, functions to help, encourage, and stimulate each member to work together. An inside supervisor does not do it quite enough. The answer is that he must be capable of developing the potential creativity of the person being coached through this method and include others to participate together. Supervisors can provide open but friendly advice about the problems raised in assessment, and teachers must be open to accepting it.

So will mutual processes of enrichment between supervisory teachers in business to develop and carry out task education for them (Maralih, 2014).

D. Conclusions

The quality of the learning process is very influenced by quality teacher performance. Create the source of power for teachers that need keep going, continuously grow, and develop so you can do the benefits professionally, encouraging teachers to do so. Keep going, continuously study, adapt to development knowledge, and use technology. So, to raise quality learning or build an atmosphere of inspirational, interactive, and fun learning, teachers are required to be capable of using technique learning, methods learning, art management learning, approach learning, and appropriate learning models in the learning process.

In Indonesia, society is democratic where everyone has the opportunity and ability to stimulate efforts, champion creativity, and shift it towards restoration. Task leader becomes a functioning supervisor and helps, encourages, and stimulates each member for work along with If a supervisor is not doing quite enough, the answer is that he must be capable of sharing potency and creativity from people who have built through methods and get other people involved to participate together. Supervisors can provide open but friendly advice about problems stated in evaluations, and teachers must be naturally open to accepting them. So will mutual processes of enrichment between supervisory teachers in business thrive on executing task education for them (Maralih, 2014).

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