

Supervision Efforts to Improve Teacher's Competency

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Abstract: The aim of this research is to look at teacher behavior and skills in order to improve a teacher's competency. Teachers' professional abilities require them to be able to increase their role, both as informant, organizer, motivator, director, initiator, transmitter, facilitator, intermediary, and evaluator, so as to be able to increase the role of teachers. This research uses qualitative methods through observation, documentation, and responses from teachers and school principals. The results of this research show the importance of implementing supervision in the academic field to improve teacher competence and the quality of learning through a good learning process and supervision of routine school activities that are running well. Good school facilities support teachers in delivering material and make teachers professional teachers. Supervision has a role in optimizing the responsibilities of all supervision activities related to the use of all research efforts focused on all aspects that are determining factors for the success of education at the institution.

Keywords: Education, Supervision, Teacher Competency

A. Introduction

Education is business awareness that you can do something in a systematic manner to help someone develop a quality personality. Efforts made to repair human resources are used to improve the learning process in schools (Muntahanah, 2023). Teachers play an extremely important role in raising the quality of human resources. Success participants' learning experiences are heavily influenced by the method of instruction used by their teachers. Teacher not only works to transfer knowledge but also on duty to give skills, change behavior, and educate participants. For that expected professional teacher in education. Therefore, mandatory teacher competencies must be continuously built and developed so that teachers can provide quality education (Astuti, 2005).

Over time, you can develop technology as well as increase communication for fast, full-world convenience in an increasingly media-advanced world. On the second count, all forms of communication can be carried out as if they were global. That's it, development global citizens, in fact. Already entering globalization, marked use of

fast information has become a continuation from modern people, using characteristics that are rational, oriented, nice, forward, open, appreciative when creative, independent, and innovative (Fiqry et al., 2017).

In the learning process, teachers should apply principles based on modern pedagogy and prioritize innovative planning, implementation, and evaluation. To improve the learning process, educators are required to use modern media to make the learning process easier. Educators play an important role in improving the quality of human resources. Students' success in learning is largely determined by how the teacher teaches, so professional teachers are needed (Madjid, 2021).

Application assumed supervision is service teacher training is expected Can advance as well as develop teaching so the teacher can teach with good and have an impact on results Study student. Supervision works help teachers prepare lessons using coordinate theory and practice (Marmoah, 2016). Teachers' views on supervision tend to be negative, which assumes that supervision is an example of how teachers use push freedom to give their opinions. This matter can influence the supervisor's attitude, which is like being authoritarian, only looking for teacher errors, and guessing more from the teacher because of his position. Senior faculty tend to consider supervision an activity that is not needed because they already have more abilities and experience (Fahmi et al., 2018).

Study has already been researched by other researchers, such as Azizudin (2022), entitled "Improved Teacher Competency in the Learning Process Through Supervision Clinical at SMP Negeri 6 Mataram." Supervision clinical can raise competence in the learning process at school Intermediate First Negeri 6 Mataram. As you wish, the analysis of results, data supervision, and clinical we can conclude that: 1) as long as 60 teachers get a minimum of good amounting to 49 people (81,67%); 2) as long as 60 teachers, 100% of teachers are supervised; and 3) the school's own document quality in the form of a monitoring program, report supervision, and follow-up programs carry on.

Busyro et al. (2019) with the title "Implementation of principal supervision in improving teacher pedagogical competence in elementary schools". The research results show that arts management follows the supervision of the principal and teacher training. First: daily practice; supervision carried out by administrators and educators in the school environment; floating mechanism, which is used to describe visiting classes; and evaluating leadership activities by carefully discussing and exchanging thoughts or ideas to improve school learning. Secondly, restrictions on supervision of school administrators include: (1) business school decision making includes implementation plan actions; curriculum, teaching materials, teaching, and tactics used by teachers in the player, match teacher staff, in disseminating information, as well as developing fun and entertaining learning activities in the classroom; and (2) handling problems, similar: supervision of school administrators,

namely teacher fears, even if they arise, supervision from educators is needed. I don't yet have an adequate understanding of monitoring design. Act further given by the chairman school Still less than optimal because of the dense timetable of the chairman school outside school hours and the lack of a head school to give motivation and motivation to teachers, especially in preparing teachers for supervision.

A teacher's own competence in carrying out tasks can be depicted as an ability and performance to integrate knowledge, skills, attitudes, and values directly to form knowledge and skills based on experience as well as learning carried out (Sulasari, 2016). Competence means proficiency or ability to do something with true effort to reach necessary goals. It seen means attitude as well as skills synchronous with the work carried out, and based on the professionals they have, they will obtain service from things to do. For raising teacher professional competence, existence supervisor school can strive activity study teach to be in sync with plan for reaching objective in application (Hariyati & Nunuk, 2020).

B. Methods

This research uses qualitative data. According to Sanjaya (2015), qualitative data can be obtained from terms that are described and interpreted through observation and documentation. Researchers involved school principals and teachers to become research respondents.

C. Results and Discussion

Teach is a professional staff on-duty plan that carries out the learning process, assesses the consequences of learning, and provides guidance to students (Malyana, 2020). This matter is similar to what is listed in Constitution Number 14 of 2005, which states that teachers are professionals who educate, teach, guide, direct, train, assess, and evaluate participants. Teach need donation in dig ingredients experience Study originates from sources inhabitant as well as methods newest people. They need experience, know and judge consequences, learn, and expect help on a matter to solve exclusive and positional problems.

Importance of application supervision in academic to raise competence in teachers as well as raise quality learning through a good learning process. Because of that, activity supervision this school routine should go wrong. One activity in view of its positive impact on the learning process (Fahmi et al., 2018). The word Supervision comes from the word Supervision which consists of two terms, namely "super and vision". Super means at or above, while vision means to see or review (Sholeha et al., 2023).

To be able to perform a task, a teacher must have the necessary competence, ability, or skills. Teacher competency is related to professionalism that is, a professional teacher is competent (capable). So competence teacher professionalism can be defined as both ability and the teacher's authority to practice his profession. Supervision education is guidance for teachers (Khafinda et al., 2023). Guidance intended for professionals is a struggle that allows teachers to develop professionally, as a result of which they continue to implement their task, which is to improve and enhance the learning process of participants in education. Supervision education aims to raise the professional as well as technical abilities of teachers, heads of schools, and personnel in schools so that the education process in schools is more quality. The mechanism of supervision education can be done through collaboration and is more humane (Astuti, 2005).

Upgrade quality teachers needs to be done in a way that is programmed, structured, and sustainable through professional training by the head school. Through supervision, the academic head school can accommodate miscellaneous types of problems that are faced by teachers in the learning process and find methods to solve them (Marina, 2021). The essence of academic supervision is not to evaluate the performance of teachers who like to show off in managing the learning process, but to help teachers share their abilities and professionalism (Astuti, 2005).

For effort enhancement, a professional teacher means through supervision teaching. Application supervision pedagogy needs to be done in a way that the chairman's systematic school and supervisor school aim to give coaching for teachers so they can carry out their tasks in a way that is effective as well as efficient. In the implementation, good head schools and supervisors use unbiased observation aspects that need to be noticed in enhancement performance teaching and performance school (Ukur et al., 2019). For can supervise teacher used sheet observations in the form of sense evaluation teacher's ability, meanwhile for supervise performance school done with pay close attention field academic, student affairs, personnel, finance, facilities as well as infrastructure, as well correlation people. Implementation Teacher professional ability requires teachers to be able to heighten roles such as informatory (giver of information), organizer, motivator, director, initiator (initiator of initiative), transmitter (successor), facilitator, mediator, and evaluator as required. Can increase competence (Fiqry et al., 2017).

It is clear that the implementation of the academic monitoring program must include more emphasis on the subject of being a teacher facilitator learning in class. Origin review earlier can understand that supervision event academic should give help to the teacher during delivery learning. For optimizing not quite enough answers, the entire monitoring program is concerned with all over effort for form something aspect that decides success education. For now-related use, using accurate details can raise teacher quality and create competent education in the learning process. As a result, teachers can shape themselves into competent, creative, and soulful

individuals capable of enhancing participant education. So, you can make participant education more optimal in learning with a full complement of teachers who are creative and innovative, as well as use media to create an atmosphere that makes learning more interesting (Fahmi et al., 2018).

D. Conclusions

Teach is a professional staff on-duty plan as well as carrying out the learning process, assessing what will be done, and providing guidance to students. Supervision education aims to increase the professional and technical ability of teachers, head teachers, and other personnel in schools so that the education process in schools is more quality.

For implementing the supervision program, academics must point more to subject teachers as facilitators of classroom learning. From our review earlier, it can be understood that the monitoring program academic should help teachers in delivering learning. Supervision has been optimized, but not quite enough answers originate from the entire monitoring program concerned, which is disconnected from all efforts to study, which focused on all meaningful aspect factors that determine success education.

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