

## SUPERVISION OF CLASSROOM VISITS IN IMPROVING PERFORMANCE SCIENCE TEACHERS OF STATE JUNIOR HIGH SCHOOL 1 BANDUNGAN

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### Abstract

This study aims to determine the implementation of class supervision visits, and its impact on the performance of the planning and implementation of learning science teacher SMP Negeri 1 Bandung. This study uses a form of qualitative research, the descriptive method. Data sources used include informants, places and events as well as documents. Data collection techniques used were interviews, focus groups, observation and documentation analysis. Validation data used is the technique of triangulation of sources and methods. Based on the results of this study concluded that; Implementation supervision visits classes at SMP Negeri 1 Bandung has runs good, the held twice a semester classroom supervision visits. The impact of supervision on the performance of the planning class visits can be seen in the better planning and complete administration. Impact of supervision visits to the classroom learning implementation performance can be felt in the discipline teacher to be present in class on time, there is interaction between teacher and student, learning more coherent, more varied teaching methods, learning to use the media of interest. From these results, it is advisable for teachers to make use of supervision as a class visit program to improve the quality of learning in the classroom.

Keywords: Classroom visits supervision, teacher performance

### Introduction

In Permendiknas No. 20 of 2007, mentioned educational assessment standards are national standards related to the mechanisms, procedures, and assessment instruments learners' of learning outcomes. The core educational assessment is the process of collecting and processing the information to determine the achievement of student learning outcomes. Mechanisms and assessment procedures include assessment by educators, the education unit and the government in the form of National Examination (UN).

To improve the achievement of the National Examination in Semarang regency, county office of education and culture Semarang perform various activities. Among of them are academic activities through try out Semarang regency. The item test of the lesson is prepared by teachers who gathered in teacher group discussion by name MGMPs, matter refers to the lattice National Examination issued by the BNSP. With the holding of the National Examination try out along Semarang regency, expected to know the weaknesses and strengths of the school that follows the try out the National Exam. So in the remaining time available can be held in preparation for revamping the National Examination. Furthermore, the above efforts reinforced with religious activities such as prayer together in the educational and cultural offices in Semarang regency, a prayer said over to get to the good pleasure of Allah SWT implementation of the National Examination in Semarang regency runs smoothly and student achievement National Examination (UN) high value, so it can be the name of Semarang regency.

Meanwhile, the low average value of the acquisition of National Examination (UN) science subjects within the last two years in State Junior High School 1 Bandung quite a concern for

teachers, principals and regency supervisors in Semarang. This concern increases again with decreasing student achievement State Junior High School 1 Bandung in the National Science Olympiad (OSN) IPA Semarang regency level. In 2011 students of State Junior High School 1 Bandung won first prize in Biology and OSN OSN Physics II champion Semarang regency level. In 2012 this achievement decreases, the OSN Science (Physics and Biology) regency level, State Junior High School 1 Bandung just won the first winner OSN Physics. In 2013 achievements OSN IPA Physics and Biology are not able to reach rank 3 regencies of Semarang.

When the achievement of a school teacher is often accused of being declined main cause. According Tjalla (2010: 2) one of the causes of the low quality of graduates (the low value of the UN) is not effective learning process, it is characterized by learning method is oriented mainly to the teacher (teacher oriented), teachers make learning to ignore the rights and needs students, to get learning fun, exciting and educating. On the other hand Tjalla (2010: 3) states that the National Examination (UN) is essentially a form of accountability of schools (teachers, principals and policy makers) to stakeholders, which in this case is the parents and the community.

Based on the Tjalla's opinion, then decreased performance at a UN school is not only the responsibility of teachers, but also the principals. In line with this idea, the active role of the principal in improving teacher performance is indispensable needed. School principals as supervisors can not effectively cope with a teacher learning through classroom visits supervision activities.

The low value of the UN which is caused by internal factors such students is because there are students who feel not know where to go when

you're done follow the UN. The desire to continue their education to higher levels hampered because they have no school fee and a desire to help parents to work for a living. Poor performance factors and professionalism of teachers is also influence in the value acquisition of the National Examination (UN). This is in accordance with Sri Hartini research that states that increased teacher performance would affect the acquisition values/ student achievement.

Aware of the facts above it is necessary to take efforts in improving the performance of science teachers through supervision activities. Supervision activities that are conducted through classroom visits supervision activities. This was chosen because supervision activities visit the classroom is the most effective supervision to assess and obtain an objective picture of the performance of teachers in the preparation of learning activities and implementation of learning activities.

According Arikunto (2006: 5) supervision is observed activity, identifying where things are already true, not true, not true, with the aim to provide appropriate guidance to the error rate. Core activities of supervision is to provide guidance to teachers so that the quality of learning is enhanced.

From studies of supervision can be seen that the supervision of the principal positive effect on teacher performance SMP N 33 Semarang (Sudirjo: 2013), while the Nur Kholis (2009) concluded variable class supervision visits have an important role in improving the performance of teachers throughout the regency PAI Mts Demak , it is supported by Sri Hartini research (2013) which states the impact of supervision can be perceived by principals, teachers and students. School head teachers feel the increasing performance, administration and great teachers more complete, and appear positive teacher behavior that is passionate, disciplined, and responsible. From the description above it can be concluded that the supervision of classroom visits can improve the performance of teachers in implementing the learning tasks in the classroom, whether relating to the preparation of lesson plans as well as its application in the classroom (Widyani: 119).

Through classroom visits supervision researchers believe that the performance of a science teacher at SMP Negeri 1 Bandung can be improved. So through this thesis will be examined on the implementation of the supervision visits Bandung class in Junior High School. Further performance improvement will be known science teacher in preparing lesson plans and activities in the implementation of learning.

## Methods

The study focused on the implementation of the supervision of classroom visits in improving the performance of science teacher in State Junior High School 1Bandungan, this study is a qualitative study, carried out on natural objects (natural setting), the object of which is growing as it is, is

not manipulated by the researcher and the researcher's presence does not affect the dynamics on the object.

Location of the study is SMP Negeri 1 Bandung, while the data collection techniques are: observation, participation of observers, interviews, documentation and FGD (Focus Group Discussion). The study was analyzed by using the method of content analysis (content analysis), to check the validity of the data (trustworthiness) is required inspection techniques, researchers used triangulation.

## Results and discussion research

Supervision is a class visit teacher training program through monitoring activities in the classroom by the principal toward the planning and implementation of learning, including the alignment deviation, and increased state. Supervision class visit aims to develop a favorable climate and better teaching and learning activities, through the development and improvement of the teaching profession. In other words, the purpose of supervision of teaching is to help and provide facilities for teachers to learn how to improve their skills in order to realize the goal of student learning.

Sergiovani in Mulyasa (2009: 111) said that supervision is a process that is designed specifically to help teachers and supervisors in order to use the knowledge and ability to provide better service to students and schools, as well as the school makes effective learning communities .

Associated with supervision programs in schools, Sagala (2009: 125) argues that the supervision program in schools is teacher development program whose activities are structured to help teachers understand information, help teachers implement teaching, and help teachers understand the level of knowledge and the integration of values and attitudes.

According Slameto (2009: 147) supervising the implementation of the class visits can be implemented with three patterns, namely, (1) supervision of classroom visits without informing the teacher that will be visited, (2) supervision visits by first class tell the teacher, (3) supervision visits based on teacher invitation. Three traffic patterns have advantages and disadvantages. Visits without prior notice, considered less well by the teacher because the teacher is being watched or seen its shortcomings. Although for the supervisor it will find the real situation or what it is in the teachers' teaching activities undertaken. Visits to tell in advance who will be supervised by the teacher will sometimes find classroom situations that have been conditioned in advance by the teacher, this means teachers feel more appreciated because they were given the opportunity to prepare for the supervision of classroom visits by principals. In terms of classroom supervision visit at the invitation of the teacher, will look better relationships between teachers and school principals as supervisors, teachers invite the principal to be present in the classroom witnessing the implementation of learning

undertaken by teachers. Teachers feel ready to get input from principals on what is being implemented in the classroom. The principal input and suggestions will be discussed between the principal and teachers.

In the implementation class supervision visit in SMP Negeri 1 Bandung using the second pattern, the visit by first telling the teacher before. This pattern is more easily implemented due, the principal and vice principal areas of the curriculum at the beginning of the school year has drawn up a program of supervision visits the class, then the program will be disseminated in the teachers' board meetings and official announcements are posted on the staffroom notice board.

From the observation data showed that supervision visits classes have been implemented in SMP Negeri 1 Bandung, in one semester of supervision visits conducted twice each classroom, supervise schedule class visits arranged by the principal aide curriculum areas. Schedule disseminated through teacher council meetings and announcements are posted on the staffroom notice board. If there is an urgent and sudden events, schedules that have been developed can be changed in accordance with the agreement between the principal and the teacher concerned.

In performing its duties Science teacher required to have a device that consists of a learning administration, annual programs, semester program, syllabi, and lesson plans. All devices are arranged teacher learning administration before carrying out learning activities in the classroom. Science teacher who has a learning administration complete a sign that the teacher has to teach a good preparation. From interviews with some of the teachers obtained information that supervision visits the class has an influence on the performance of the teacher in preparing learning device. Teachers who are not supervised administration tended to ignore learning administration, if anyone makes is usually less complete, the format is not in accordance with applicable regulations, not timely collection of different administrasinya. Different things happen to teacher who supervised, administration complete learning device, created in accordance with the format, in time to collect administration.

FGD results on the impact of supervision on the performance class visits science teachers in lesson planning, supervising teachers responded that classroom visits affect the performance of teachers in planning learning. Teachers prepare lesson plans in the form of documents annual programs (Prota), Promissory Notes, syllabus and lesson plans. Structured learning tool as well as possible, consistent with applicable regulations that teachers are not embarrassed when learning lesson plan administrative documents examined by the principal. Several provisions in the RPP are usually not filled when not supervised by the teacher during the supervised all the provisions in the written lesson plan complete with examples. For example often in preparing lesson plans on the part of the

teacher assessment instrument learning plan formulation ignores item. The formulation of items, answer keys and scoring guidelines written attached, but the appendix is not available. So with the supervision of the performance class visits science teacher in preparing lesson planning documents which are embodied in the RPP is better and more complete.

From the observational interview is found that a science teacher who supervised the visit classes to prepare themselves in the appearance of learning in the classroom. The teacher who used to teach without learning media prepare to make instructional media in the form of a power point presentation. Even for the subject matter that it is difficult to discuss them with a friend the other science teachers to determine appropriate learning methods. Discussions were held in a small group discussion of teachers teaching science SMP Negeri 1 Bandung.

From the interview with the student data is showed that there are changes of teacher performance. Teacher changed from teaching while sitting into standing, the lecture method of teaching with lectures only be varied using instructional media impressions power point presentation, the teacher teaches in one direction in two directions, there is interaction between teachers and students in the form of questions and answers. According to these students, the positive changes they hope principals to hold supervision of classroom visits frequently.

FGD data showed that the teachers were pleased with the supervision of the classroom visits, teachers to attend class on time the better, in the implementation of teacher learning lesson plans based on the scenario that has been prepared, the teacher is more attention to the learner by implementing two communication direction, in the implementation of learning teachers use teaching aids and instructional media such as LCD, laptop and power point presentation. There is high motivation to carry out the best possible learning.

From the data above, the validity of the data processing implemented through triangulation techniques. The first source is the documentation of the implementation of the supervision visits classes, from these data showed that supervision visits classes have been implemented in SMP Negeri 1 Bandung, the supervision twice a semester, a schedule has been determined by the school adheres to the pattern of supervision means supervision to notify in advance to the teacher who be supervised, the second source is obtained from interviews with SMP Negeri 1 science teacher who supervised Bandung. In an interview they said that they got into the semester schedule supervision twice. Supervision schedule is known by the teacher in the teacher socialization board meetings and announcements in the staffroom whiteboard. The third source of the FGD, it was found that participants expressed that the supervision is conducted the principal in twice a semester, the schedule drawn up by the principal, supervision

schedule change is allowed if there is an agreement between the principals concerned teacher.

Triangulation of data impacts performance supervision visits in the class lesson planning is done through triangulation through study of documentation, interviews with the principal aide curriculum areas, and the results of the FGD. Documentation of study data showed that all of the teachers very well put together lesson plans, complete and according to the rules, from interviews with the principal aide curriculum areas obtained the same data that the RPP, the better prepared teachers, complete and according to the rules, while the FGD data showed that all participants expressed the impact of supervision visits in the performance class learning plans appear on the completeness RPP compiled, collected on time and teachers prepare teaching aids and instructional media as part of the preparation of lesson plans. in the performance class learning plans appear on the completeness RPP compiled, collected on time and teachers prepare teaching aids and instructional media as part of the preparation of lesson plans.

By doing data triangulation technique is confirmed in an interview with the student, the study reports the results of supervision documentation and implementation of learning outcomes as well as confirmation of FGD school superintendent. Results of interviews with students in the implementation of the data found that learning was more ready the teacher in teaching students in the classroom, the teacher in teaching respect to flow and sequence learning implementation. Objectives and learning material presented by the teacher at the beginning of learning. Furthermore, teachers implementing learning using instructional media devices such as laptops and LCD display power point slides related to learning on that day. According to the impact student supervision classroom visits indicate a positive thing, learning science when there is supervision for the better. In teaching teacher is more interesting. Because in addition invited to the laboratory, presented interesting pictures through a slide power point which aired LCD science lessons take place at a time. So that teachers not only tell, but visualize the real example through the media. With the learning process is more interesting for students impact the interaction between students and teachers in learning, and student learning outcomes is move forward, even though not getting the appropriate expectations.

From triangulation can be concluded that the students feel happy that the science teacher who supervised the teaching for the better, according to the teacher the spirit of the teacher to teach them to be better, because it can show all his ability in teaching, the students' ability in communication, the ability to use tools instructional media. According to the results presented FGD that teachers become more spirit, discipline, communicative with the students, teaching and coherent sequence, vary in

their teaching, equipping himself with learning media.

## Conclusion

Based on the research that has been conducted, the conclusions that can be presented as follows:

1 Implementation of supervision visits classes at State Junior High School 1 Bandungan held 2 times in a semester with a supervision schedule has been determined by the principal. Plan of supervision activities listed in the Annual Work Plan of the school. Socialization implemented in board meetings with the head teacher of the school, followed by the announcement of the written form of supervision schedule class visits are posted on the staffroom notice board. Implementation of supervision in accordance with a schedule that had been developed, it will be determined if it is absent the other day as agreed between the principal and teachers are supervised.

2 Supervision classroom visits have a positive impact in improving the performance science teacher of State Junior High School 1 Bandungan in planning learning, this is evidenced by the good administration of the lesson plan (RPP) document teaching science teachers, lesson plans prepared in accordance with applicable regulations, there is a lesson plan prepared assessment instruments are equipped with items, answer keys and scoring guidelines. Teachers excited in preparing instructional media such as PowerPoint slides and discuss with colleagues to determine the appropriate method for learning the subject matter at the time supervised.

3 Supervision classroom visits have a positive impact in improving performance science teacher in State Junior High School 1 Bandungan in the implementation of learning. The teacher's enthusiastic in teaching in the classroom. Teachers complete the lesson with instructional media, and have many vary methode.

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