

Research Article

Implementation Internal Educational Supervision Increase Competence Teacher Pedagogy at Public Elementary School 60 Palembang

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Abstract: This research aims to examine the planning, implementation, and follow-up of the principal's supervision at SD Negeri 60 Palembang in improving teacher professionalism. The focus of the research includes how the supervision planning is carried out, the implementation applied, and the forms of follow-up that contribute to the development of teacher professionalism at the school. This research is a qualitative study using ethnographic research methods because the study was conducted in a natural setting. The results of the research at SD Negeri 60 Palembang show that educational supervision is conducted according to management, with an approach of open discussion and constructive feedback principles. Although constrained by limited resources, teachers and the school investigated it creatively. The evaluation shows the implementation of directed supervision, with realistic follow-up plans and individual initiatives as strengths in improving the quality of education. Research results at SD Negeri 60 Palembang indicate that educational supervision is conducted according to management principles, with an approach of open discussion and constructive feedback. Although constrained by limited resources, teachers and the school investigated it creatively. The evaluation shows the implementation of directed supervision, with realistic follow-up plans and individual initiatives as strengths in improving the quality of education.

Keywords: Constructive Feedback; Educational Supervision; Professional Development; Supervision Implementation; Supervision Planning

1. Introduction

Growth source Power humans and progress a very country depending on education, where the teacher holds role important as leader in the world of education. Quality good education very determined by competence teacher pedagogical, which includes ability they in supervise and support learning student.

In the era of globalization and progress rapid technology, demands to teacher competence is increasing increased. Teachers are required For Keep going develop as individuals and improve quality teaching them so they can fulfil hope students and the community. Although government has make an effort hard with various policy For increase quality education, still There is a number of teachers who feel difficulty in apply method effective teaching. This is show that challenge in the world of education Still need be addressed so that all teachers can give the best for student they.

Public Elementary School 60 Palembang is facing A quite a challenge significant, namely existence mismatch between actual conditions in the field and competence expected instructional. Although hope For reach standard good teaching Already there is, in fact often different. This is seen from results evaluation learning that shows that Lots students at State Elementary School 60 Palembang have not yet reach standard expected competencies.

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Supervision is one of the effort strategic aim For accompany teachers in development professional them. However, researchers feel need for evaluate to what extent is the implementation supervision at SD NEGERI 60 Palembang has been done optimally and appropriately with the needs of teachers. With understand condition this, it is hoped We can find method For increase effectiveness supervision, so that can truly support teacher growth and development in the learning process

According to (instrument, 2021) in his book entitled *The Framework for Teaching*, effective supervision involving involvement active between head schools and teachers, as well as collaboration between colleagues colleagues. Danielson emphasized that supervision No only in the form of evaluation performance, but also a collaborative process that helps teachers in develop practice teach they. This show that supervision carried out at SD NEGERI 60 Palembang must involving aspect collaborative For increase competence pedagogical.

In article published by Kuhlman & Allensworth (2022) in the *Journal of Teacher Education*, author put forward that supervision must under development professional sustainable as a chapter of system teacher support. They argue that ongoing and needs - oriented support individual teachers will give more results Good in development competence pedagogical research This will evaluate whether approach This implemented at STATE ELEMENTARY SCHOOL 60 Palembang.

2. Theoretical Study

Supervision education is a designed development process For support teachers in increase competence professional they moment operate activity Study teaching. Based on opinion Purwanto (2010), supervision education is effort For give support to teachers so that the quality teaching can improved through planned approach.

Supervision education is something business For purposeful development For improve and repair method studying in school According to (Glickman, CD, Gordon, SP, & Ross-Gordon, JM, 2018) Supervision education is a group activities that support teachers in increase ability they For organize the learning process so that the objectives are achieved Study can achieved.

In line with that, Sergiovanni & Starratt (2022) defines supervision education as a series designed activities For assist teachers and supervisors in do repair teaching, developing potential humanity they, motivate they For Work more good, and improve effectiveness of school programs.

(Zepeda, 2017) explains that supervision education is a designed process special For help teachers and supervisors learn more in about task daily they are at school. With the knowledge and skills he has, he try give more services Good to parent students and schools . The goal is make school become environment learn more effective for everyone.

Glickman, Gordon, & Ross-Gordon (2013) define supervision education as a work process The same between supervisors and teachers for repair teaching through development professional sustainable. According to Wiles and Bondi (2007), supervision is action help, motivate and facilitate teachers to reach objective education in a way more effective .

Mulyasa (2023) defines supervision education as something activity systematic which includes planning, implementation, evaluation, and action carry on For increase effectiveness and efficiency of the educational process. Supervision This No only under supervision administrative, but also development professional teachers so that give innovative and meaningful learning.

3. Research Methods

Study This use method study qualitative method study qualitative often called method study ethnography Because His research done in natural conditions. This is show that implementation study This of course happen in a way natural, what existence, in normal situation that is not manipulated circumstances and conditions, with objective explore implementation supervision education in a way contextual. For understanding strategy supervision used head schools, challenges faced, and their impact on competency teacher pedagogy. (Creswell JW, 2021) said that study qualitative is method For see and understand How individual or group handle problem social or human research This collect descriptive data through interviews, observations, and documents.

4. Results and Discussion

Research result

Based on results research conducted through interviews, observations, and documentation to head schools, teachers, and supervisor school at State Elementary School 60 Palembang, obtained findings that implementation supervision education has walk in a way systematic in accordance with principles supervision academic. Head school play a role active as a supervisor with do planning, implementation, and action carry on supervision use increase competence teacher pedagogy.

Planning Educational Supervision

Planning supervision at State Elementary School 60 Palembang was carried out with develop a supervision program annual and semester. This program load timetable supervision, instruments observation, and aspects that will be assessed, such as planning learning, implementation learning and assessment results study. Head school do socialization to teachers so that activities supervision understood as form coaching, not evaluation solely.

Implementation Supervision

Implementation supervision done through two form, namely supervision direct and indirect direct supervision direct done with observation class, where the head school observing the learning process use instrument supervision No direct done through discussion and reflection learning. Teachers are given chance For put forward constraint as well as strategies applied in class. Observation results show that part big teacher has show ability in manage learning, even though Still there is a number of weakness in media use and variation method teach.

Action Carry on Supervision

Action carry on done in form internal coaching and training (in-house training). Head school together supervisor give bait constructive feedback to the teacher regarding results observation. Besides that, done activity reflection together For identify solution on problem learning. Some teachers who previously not enough capable in preparation of lesson plans and assessment authentic experience improvement after get guidance intensive.

Discussion

Supervision as Effort Coaching Professional

Findings study show that supervision education functioning as means coaching professional for teachers. This is in line with Glickman et al.'s (2018) opinion which states that supervision education aim help teachers develop skills teach through guidance, motivation, and evaluation. Head schools at State Elementary School 60 Palembang have play a role as a capable supervisor create climate learning collaborative.

Influence Supervision to Competence Teacher Pedagogy

Competence teacher pedagogy experiences improvement after implementation supervision in a way sustainable. Teachers become more skilled in designing learning based Independent Curriculum, using varied media, as well as apply assessment formative and summative with right. This is show that supervision education own contribution significant

to improvement ability teacher pedagogy. In line with study Sahertian (2019), effective supervision can increase teacher performance in aspect planning, implementation, and evaluation learning.

Factors Supporters and Inhibitors

Factor supporters main success supervision is leadership head communicative school, culture Work collaborative, as well as teacher openness in accept input. While factor the inhibitor covering limitations time implementation supervision, burden high teacher administration, and lack of training advanced post-supervision. Although Thus, efforts coaching carried out in a way sustainable capable minimize obstacle the.

Implications to Improvement Quality of Education

Implementation supervision education at State Elementary School 60 Palembang provides impact positive to quality learning at school. Teachers are more creative in compile plan lessons and able adapt strategy learning with need participant education. Improvement competence teacher pedagogy has implications directly on the increase results Study students. With Thus, supervision education become instrument important in realize quality continuing education.

Conclusion of Discussion

In a way overall, results study show that implementation supervision education at State Elementary School 60 Palembang has implemented with good and contributing real to improvement competence teacher pedagogy. Supervision carried out in a way planned, participatory, and sustainable capable create change positive in teacher professionalism and quality learning at school.

5. Conclusion

Based on results research and discussion that has been done, can concluded that implementation supervision education at SD Negeri 60 Palembang is running with effective and provide impact positive to improvement competence teacher pedagogy. Supervision carried out by the principal school done in a way planned, directed and sustainable, including stage planning, implementation, and action systematic continuation.

First, at the stage planning, head school develop a supervision program with consider teacher needs and problems in the learning process. Second, at the stage implementation, supervision done through observation class, discussion reflective, and giving bait come back constructive so that teachers can improve and develop practice the learning. Third, on stage action continue, head school carry out coaching advanced through internal training and activities reflection together oriented towards improvement quality learning.

Research result show that after implementation supervision, occurs significant improvement in teachers' abilities in plan learning, managing class, using a variety of learning media, and do evaluation authentic in accordance principle Independent Curriculum. Participatory and continuous supervision also fosters motivation and sense of responsibility answer professional teachers in operate his duties.

With thus, it can confirmed that supervision education is instrument strategic in increase competence teacher pedagogy, which ultimately contribute to improvement quality of process and results Study participant studied at State Elementary School 60 Palembang.

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