

Implementation of Class Visit Supervision Activities as an Effort to Improve Teachers' Capabilities in Assessing Student Learning Outcomes at MTs Al Khairaat Ambunu

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MTs Al Khairaat Ambunu

Abstract. The aim of supervision is to develop a conducive and better climate in learning activities, through coaching and improving the teaching profession. In other words, the aim of teaching supervision is to help and make it easy for teachers to learn to improve their abilities in order to realize students' learning goals. Therefore, the aim of this research is to determine the ability of teachers at MTs Al Khairaat Ambunu to carry out learning outcomes assessment activities through the implementation of class visit supervision activities. The research method used is classroom action research. The research subjects were 6 teachers consisting of 2 subject teachers in class VII, 2 subject teachers in class VIII, and 2 subject teachers in class IX MTs Al Khairaat Ambunu. Meanwhile, the object of research is increasing the teacher's ability to carry out learning outcomes assessment activities. The research procedures carried out are based on each cycle, namely planning, implementation, observation, and reflection. Types of data and data collection techniques use qualitative and quantitative data, where qualitative data is collected through observation and documentation. Meanwhile, quantitative data is collected through tests at the end of each cycle. Meanwhile, data analysis techniques use data reduction techniques, data presentation, and drawing conclusions. Data analysis techniques, namely qualitative and quantitative data analysis. The implementation of classroom visit supervision has proven to be able to improve teachers' abilities in assessing student learning outcomes at MTs Al Khairaat Ambunu, even semester of the 2022/2023 academic year, as marked by teachers showing seriousness in understanding and implementing learning outcomes assessment activities. This can be proven from the results of observations which show that there is an increase in the teacher's ability to carry out learning outcomes assessment activities from cycle to cycle. In the first cycle, the average classical achievement score was 48.80 in the LESS category, increasing to 73.61 in the enough category, and in the last cycle it became 92.87 in the good category, and individually in the initial condition, there were no 6 teachers yet. which reached the good category. However, in cycle I there were already 2 people, or 33.33% who reached the good category and this increased to 100% or 6 teachers in cycle II.

Keywords: learning outcomes, class visits, supervision, teacher ability

1. Introduction

Improving the curriculum is one of the efforts to improve the quality of education, (Bacchus, 1995; Badroeni, 2018; Bayne-Jardine, Bayne-Jardine, Hoy, & Wood, 2005; Huda, 2017; Ratnasari, 2019; Sabrina, Giatman, & Ernawati, 2022). This effort is successful if there is a change in the pattern of learning activities, from teacher-centered to student-centered, as well as the assessment orientation from student discrimination oriented to student differentiation oriented. All these changes will determine educational outcomes. The accuracy of assessments carried out by schools, especially those related to class assessments, shows the achievement of student learning outcomes. This assessment influences the approaches, activities, and learning resources that teachers apply in the learning process.

Assessment and learning activities lead to mastery of the expected competencies (Miaz, Melva Zainil, & Helsa, 2020; Nurgiyantoro, 2010; Ratnasari, 2019; Sola, 2019). So far, the implementation of assessments in the classroom has not been able to describe the diverse abilities of students because the methods and tools used are less appropriate and less varied. Due to limited ability and time, assessments tend to be carried out using methods and tools that simplify student acquisition demands. School is a formal institution whose function is to help especially parents in providing education to

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History: Submitted: 10 May 2023

Review: 15 July 2023

Publish: 30 August 2023

their children. Schools provide their students with the complete knowledge, skills, and attitudes they need. All school functions will not be effective if the components of the school system do not run well, because the weakness of one component will affect the other components which will ultimately also affect the running of the system itself. One of the component parts of a school is the teacher.

Meanwhile, the quality of student learning is determined by the school principal in creating teacher job satisfaction as stated in full by (Harber & Davies, 2005; Stronge, Tucker, & Hindman, 2004) in full as follows: "Effective principals tend to be energetic and have working theories that guide their actions. Their focus is on instructional leadership, which refers to actions that develop a productive and satisfying work environment for teachers and promote growth in student learning." As an instructional leader, the principal is responsible for mobilizing and directing all the potential teachers to achieve educational goals in the school.

Regarding the duties of the school principal, (Kadarsih, Marsidin, Sabandi, & Febriani, 2020a, 2020b; Mulyasa, 2022) emphasizes that the position of the principal is as a school administrator, teaching leader, and supervisor. As an administrator, the school principal is tasked with utilizing available resources including: teaching management, student management, personnel management, facilities management, financial management, management of school and community relations. As a teaching leader, the principal must be able to mobilize the potential of school personnel including staff and teacher development activities, implementing evaluation programs for teachers and staff. As a supervisor, the principal has the task of providing professional technical assistance to teachers in planning, implementing and evaluating teaching so that learning objectives can be achieved optimally.

In carrying out his duties as a supervisor, the principal can choose the right approach according to the problems faced by the teacher and needs to pay attention to the teacher's maturity level, (Mulyasa, 2022). Supervision is not narrowly defined as the best way to be applied in all situations but rather needs to pay attention to individual abilities, needs, interests, individual maturity levels, and teacher personal characteristics, all of which are taken into consideration when implementing supervision. From several supervision approaches, the researcher chose classroom visit supervision. In the class visit approach in supervision, the principal can directly find out about the learning process in the classroom, and dialogue is carried out between the teacher and the principal to find out the successes and shortcomings.

The results of the evaluation of the implementation of learning activities show that the assessments carried out in class are less able to show the demands of student learning outcomes, namely expressing their understanding in their own sentences orally and in writing, expressing ideas, especially in the form of pictures, graphs, diagrams or other symbols, developing functional skills. as a result of interaction with the physical, social and cultural environment, using the environment (physical, social and cultural) as a source and learning medium, making research reports and creating synopses; and develop the ability to explore and self-actualize. In addition, assessments are carried out not only to reveal learning outcomes in the cognitive domain but are also expected to be able to reveal student learning outcomes in the affective and psychomotor domains. It is hoped that class assessment will be able to overcome existing assessment problems so that student learning outcomes can be assessed in accordance with competency demands.

2. Method

The design of this research is classroom action research (Asrida, 2022; Mahyuddin, 2022; Nasrullah, Wahdaniar, Saleh, & Nurjannah, 2022). The research

design follows the Kemmis & Mc Taggart model through Cycle I and Cycle II. The research method used is classroom action research. The research subjects were 6 teachers consisting of 2 subject teachers in class VII, 2 subject teachers in class VIII, and 2 subject teachers in class IX MTs Al Kairaat Ambunu. Meanwhile, the object of research is increasing the teacher's ability to carry out learning outcomes assessment activities. The research procedures carried out are based on each cycle, namely planning, implementation, observation, and reflection. Types of data and data collection techniques use qualitative and quantitative data, where qualitative data is collected through observation and documentation. Meanwhile, quantitative data is collected through tests at the end of each cycle. Meanwhile, data analysis techniques use data reduction techniques, data presentation, and drawing conclusions, (Miles & Huberman, 1994). Next, the data obtained was analyzed using the percentage technique of individual absorption capacity and classical completeness obtained by students.

The performance indicator determined is to improve the teacher's ability to carry out activities to assess student learning outcomes through supervision of class visits at MTs Al Khairaat Ambunu. Teachers are declared to have increased their ability to carry out learning outcomes assessment activities if they individually meet the range of 76-100 or are in a GOOD category, and classically if at least 85% of teachers are in the GOOD category.

3. Results and Discussion

After reflecting on the improvement in the ability of MTs Al Khairaat Ambunu teachers in managing the learning process after supervision of class visits by the school principal by implementing the learning models that were attempted, an overview was obtained for discussion, namely: 1) The importance of supervision of class visits by the principal of MTs Al Khairaat Ambunu, which contains accurate efforts to improve teachers' abilities in managing the learning process; 2) The school principal's ability to utilize important components related to learning models is a fundamental modality for the ongoing process of transforming this ability for MTs Al Khairaat Ambunu teachers; 3) The increasing ability of MTs Al Khairaat Ambunu teachers in determining the assessment of learning outcomes based on the learning process which is based on the learning models applied, cannot be separated from the increasing awareness of school principals to participate in it responsibly, which is actualized in real actions taken preventive (preventing), guiding, directing, and being a wise colleague in meeting every need of teachers and students in order to achieve the desired change.

With the development of good behaviors as above, a change will occur in the direction that each of them desires. Even though changing is risky, both the principal and teachers of MTs Al Khairaat Ambunu still take this strategy. Rather than not changing at all, they believe it would be much more risky. The principal's expertise in choosing the level of risk, both economically and materially, can prevent undesirable things, such as waste, spending more time, energy, and thought.

Including complex problems and not easy-to-solve learning process management cases. Moreover, when the problem is related to the quality of management of the learning process. It has become a standard formula that for this to happen, quality of everything is needed, including teacher human resources, materials, and the process. In order to strive for this quality, the role of the school principal will greatly influence the role of teachers and students. Supervision is an integral part of a quality school principal's professional abilities. Without the ability to carry out supervision, it is impossible for the principal of MTs Al Khairaat Ambunu to succeed in improving the quality of teachers' abilities in carrying out learning outcomes assessment activities.

In terms of quantity, the increase in teachers' ability to carry out assessment of learning outcomes based on the average score achieved in each cycle can be seen in the table below:

Table 1.

Recapitulation of Increasing Teacher Ability in Carrying Out Student Learning Outcomes Assessment Activities Based on Average Achievement Scores in Initial Conditions, First and Second Cycles

| No | Cycle | Average Achievement Score | Criteria |
|----|-----------|---------------------------|----------|
| 1 | Beginning | 48.80 | K |
| 2 | Cycle I | 73.61 | C |
| 2 | Cycle II | 92.87 | B |

Source: research results

To clarify, it is in bar chart form as explained in the Figure 1:

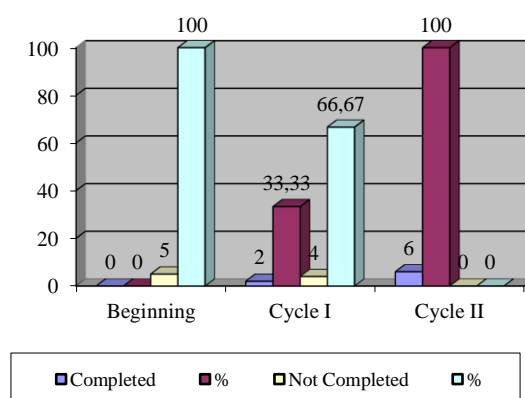


Figure 1.

Increasing Teachers' Ability in Carrying Out Student Learning Outcomes Assessment Activities Based on the Average Achievement Scores in the Initial Conditions, First and Second Cycles

Source: research results

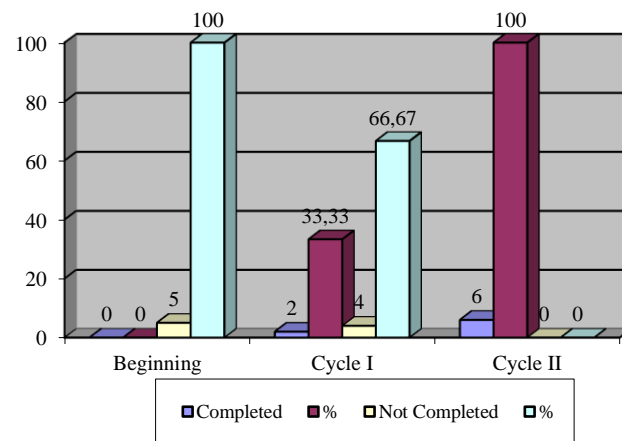
Table 2.

Recapitulation of Increasing Teacher Capacity in Carrying Out Student Learning Outcome Assessment Activities Based on Teacher Completeness Per Individual in Initial Conditions, First and Second Cycles

| No | Cycle | Completeness | | | |
|----|-----------|--------------|--------|---------|-------|
| | | Complete | % | Not yet | % |
| 1 | Beginning | 0 | 0,00 | 6 | 100 |
| 2 | Cycle I | 2 | 33,33 | 4 | 66,67 |
| 3 | Cycle II | 6 | 100,00 | 0 | 0,00 |

Source: research results

To clarify, in the form of a bar chart as explained in the figure 2:



Source: research results

Figure 2

Increasing Teacher Ability in Carrying Out Student Learning Outcome Assessment Activities Based on Teacher Completeness Per Individual in Initial Conditions, First and Second Cycles

The implementation of school principal supervision by carrying out class visits has proven to be able to improve teachers' abilities in carrying out student learning outcomes assessment activities for teachers at MTs Al Khairaat Ambunu. From the description and explanation as well as analysis of the data obtained, it can be concluded that: 1) The importance of supervision by the school principal which contains accurate efforts to improve the abilities, performance, and achievements of teachers, especially in carrying out activities for assessing student learning outcomes; 2) The ability of the school principal to utilize important components related to efforts to improve teacher abilities, performance and achievements, especially in carrying out activities to assess student learning outcomes; 3) Increasing the ability of teachers to carry out student learning outcomes assessment activities for teachers at MTs Al Khairaat Ambunu, cannot be separated from the increasing awareness of school principals in a responsible manner, which is actualized in real preventive (preventive) actions. guiding, directing, and being a wise colleague in meeting every need of teachers and students in order to achieve the desired change; 4) With the development of good behaviors as above, a change will occur in the direction that each of them desires. The principal's expertise in choosing the level of risk, both economically and materially, can prevent undesirable things, such as waste, spending more time, energy and thought; 5) Including complex problems and not easy to solve learning process management cases. Moreover, the problem is related to the quality of teachers' abilities in carrying out student learning outcomes assessment activities for teachers at MTs Al Khairaat Ambunu. It has become a standard formula that for this to happen, quality of everything is needed, including teacher human resources, materials, and the process. In order to strive for this quality, the role of the school principal will greatly influence the role of teachers and students. Supervision is an integral part of the professional abilities of a quality school principal. Without the ability to supervise, it is impossible for the Principal of MTs Al Khairaat

Ambunu to succeed in improving the quality of abilities, performance, and achievements of teachers in carrying out student learning outcomes assessment activities for teachers at MTs Al Khairaat Ambunu.

4. Conclusion

Based on the results of School Action Research, it can be concluded that the implementation of classroom visit supervision has proven to be able to improve teachers' abilities in assessing student learning outcomes at MTsAl Khairaat Ambunu, even semester of the 2022/2023 school year, with the teacher showing seriousness in understanding and carrying out results assessment activities. Study. This can be proven from the results of observations which show that there is an increase in the teacher's ability to carry out learning outcomes assessment activities from cycle to cycle. In the first cycle, the average classical achievement score was 48.80 in the less category, increasing to 73.61 in the enough category, and in the last cycle it became 92.87 in the good category, and individually in the initial condition, there were no 6 teachers yet. which reached the good category. However, in cycle I there were already 2 people or 33.33% who reached the good category and this increased to 100% or 6 teachers in cycle II.

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