

Developing Teacher Professionalism Through Educational Supervision

Elpires Muhammad Niku *, Maisyaroh, Syamsul Hadi

Universitas Negeri Malang

* (*corresponding author*)

✉ elpiniku47@gmail.com

Abstract: This article aims to describe developing professionalism of teachers through educational supervision. As related to the discussion isteacher professionalism includes understanding of the profession, understanding of professionalism, measurement of teacher professionalism, and the influence of teacher professionalism on learning outcomes. Andeducational supervision includes understanding of educational supervision, the objectives and functions of educational supervision, types of educational supervision, as well as the principles and approaches in educational supervision. The results of the discussion can show (a) develop teacher professionalism possessed ability which is the result of cognitive work to carry out tasks so that students obtain optimal learning outcomes, so that the creation of quality or quality education, and (b) through the supervision of education coaching activities or activities carried out by a professional to assist teachers and other education personnel in improving teaching materials, methods and evaluations by continuously stimulating, coordinating and mentoring so that teachers become more professional in increasing the achievement of school goals.

Keywords : teacher professionalism, education, supervision.

INTRODUCTION

Professionalism comes from the word profession which means a field of work that someone wants or will pursue. The profession can also be interpreted as a particular position or occupation that requires special knowledge and skills obtained from intensive academic education (Sudarman Danim, 2002).

According to Martinis Yamin (2007) that the profession has the understanding of someone who pursue a job based on expertise, abilities, techniques and procedures based on intellect. Meanwhile, according to Kunandar (2007) profession is a job that in carrying out its tasks requires scientific techniques and procedures, has dedication and how to respond to jobs that are oriented to expert services. Professionals are jobs or activities carried out by someone and become a source of income for life that requires expertise or skills that meet certain quality or norms and require professional education. HAR Tilaar (2007) explains that a professional conducts his work in accordance with the demands of the profession or in other words has the ability and attitude in accordance with the demands of his profession. A professional runs his activities based on

professionalism, and not in an amateurish manner. A professional will continuously improve the quality of his work consciously, through education and training. Based on some of the opinions above, it can be concluded that the profession is a particular field of work or expertise that requires certain intellectual competencies, attitudes, and skills acquired through an academically intensive education process.

Professional teachers are a determining factor in the quality of the education process. To be able to become professional teachers, they must be able to find identity and actualize themselves according to the abilities and rules of the required teachers. Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must become managers learn. This implies, each teacher is expected to be able to create learning conditions that challenge student creativity and activities, motivate students, use multimedia, multimethods and multisource to achieve the expected learning goals. professional. Commenting on the current low quality of education, is an indication of the need for professional teachers. Therefore, teachers are expected not only to run their profession, but teachers must have a strong interest to carry out their duties in accordance with the rules of the profession. The competencies that must be possessed by a professional teacher include: (a) pedagogical competence, (b) personal competence, (c) professional competence, and (d) social competence. Thus, developing teacher professionalism is expected to improve the quality of teachers to actualize the various potentials they have (National Education Standards, explanation of article 28 paragraph 3 point a). This means that teachers must be able to manage learning activities, starting from planning, implementing, and evaluating learning activities. Teachers must master curriculum management, starting from planning curriculum sets, In carrying out their duties, the teacher basically has the provision of knowledge, abilities, and skills gained during the education and training as well as additional experience in working. However, in carrying out their teaching assignments teachers often have difficulty in adjusting between their knowledge and learning needs in the classroom. New developments and changes in implementing learning in schools also require new abilities to be implemented by teachers. Based on this fact, teachers need to be guided and fostered in order to improve their professional abilities through academic supervision activities by the school principal. School principals should be able to empower all potentials and resources owned by schools such as learning programs, learning processes, evaluation processes, curriculum development, facilities and adequate learning infrastructure. Thus the teacher can always update his professional abilities.

Educational supervision is guidance in the form of guidance or guidance towards improving the situation of education in general and improving the quality of teaching and learning in particular. It is also pointed out (Purwanto, 2005) that the supervision of education is a series of activities helping the principal develop his ability to manage his school, or help teachers develop their ability to manage the teaching and learning process. It was explained that the situation of teaching and learning in schools would be better depending on the skills of supervisors as leaders. The Ministry of Education and Culture (2018) states that there are three objectives of education supervision, namely:

- a. Done to help teachers develop abilities in understanding classroom life, develop teaching skills and use their abilities through certain techniques;
- b. Conducted to monitor teaching and learning activities in schools, this monitoring activity can be done through the principal's visit to classes while the teacher is teaching, private conversations with teachers, colleagues, and with some students;

- c. Done to encourage teachers to apply their abilities in carrying out teaching tasks, pushes the teacher develops his own abilities, and encourages the teacher so that he has a genuine concern for his tasks and responsibilities.

Good educational supervision is able to function to achieve the above multi objectives. There is no success for the supervision of education if only pay attention to one particular goal by ruling out other goals. Only by reflecting on these three objectives will supervision of education function in changing teacher teaching behavior. Sah understanding, PA (2008) states that in turn later changes in teacher behavior towards higher quality will lead to better student learning behavior. Because teachers are considered as the main determinant of the success of a school (Zakariah, 2014).

METHOD

This study is a qualitative study that uses a literature review approach should be prepared with systematic steps to facilitate conducting research using study literature (material materials) sourced from books, journals, and other sources, and documents related to knowledge about education supervision study.

DISCUSSION

1. Teacher Professionalism

Not all jobs can be called a profession. A job can be categorized as a profession if in carrying out the work required a requirement that includes knowledge, expertise and knowledge gained through an education. The teacher is a profession. This is because the implementation requires a set of knowledge and skills acquired through educational institutions. Not everyone can become a teacher if they do not have a set of knowledge that supports the implementation of teaching tasks. A teacher must have knowledge in accordance with the teaching task and the ability or expertise in the form of the ability to deliver subject matter, the ability to use strategies, methods, and learning resources and other abilities. M. Surya (2006) states that not only is a desire needed in pursuing a teaching task, but it also requires a set of theoretical mastery in carrying out teaching assignments. The teacher as a profession in its implementation requires a set of abilities that can make learning effective. Without these abilities a teacher will not be able to realize the learning objectives. The theoretical mastery obtained through educational institutions. This was also added (Moh. Uzer Usman, 1994) stating that the teacher is a position or profession that in carrying out their duties requires special expertise as a teacher. The job as a teacher cannot be done by just anyone because teaching requires ability and expertise. Requirements that must be fulfilled by each occupation classified as a profession include: (1) having a code of ethics,

Teaching requires a set of abilities. Without the ability of a teacher will not be able to guide students to experience changes in accordance with the specified learning goals. In transferring knowledge, understanding, abilities and skills to students required a set of abilities. That ability is possessed when he attends a teacher education. Teachers as a profession have a code of ethics that must be obeyed or obeyed. In the implementation of teaching assignments there is a code of ethics that must be held and become the teacher's reference when carrying out teaching assignments. The code of ethics becomes signs and norms when he teaches and interacts with students. Violations of the code of conduct will get sanctions in accordance with the mistakes or violations committed. Teachers are said to be a profession because their existence is recognized by society. Teachers are

very meritorious in realizing the progress of the nation and state. Through educational institutions, a teacher teaches, educates, guides, and directs students, thus making him have adequate knowledge, competencies and skills. It is this knowledge, competence and skills that make it a reliable and quality Human Resources and that have an impact on the progress of the nation and state. This contribution makes teachers' services need to get more recognition and appreciation in the present and in the future. thus making him have adequate knowledge, competence and skills. It is this knowledge, competence and skills that make it a reliable and quality Human Resources and that have an impact on the progress of the nation and state. This contribution makes teachers' services need to get more recognition and appreciation in the present and in the future. thus making him have adequate knowledge, competence and skills. It is this knowledge, competence and skills that make it a reliable and quality Human Resources and that have an impact on the progress of the nation and state. This contribution makes teachers' services need to get more recognition and appreciation in the present and in the future.

Professionals are people who have expertise or work that can only be done by special people who are prepared for a particular job and not work done by people because they cannot get another job. While. Whereas Wirawan (2015) states that professionalism is an idea, flow, or opinion that a profession must be carried out by professionals with reference to professional norms. A teacher can be said to be professional if in carrying out teaching assignments refer to professional norms. Teachers must have theoretical knowledge in accordance with the subjects they teach, have basic teaching abilities, have knowledge and ability to guide students and so on. Furthermore, Mulyasa (2007) states that professionalism is a designation for the quality of the attitude of the members of a profession towards their profession, as well as the degree of knowledge and expertise they have to be able to carry out their duties. Thus the term professionalism is more describing a state of professional level in terms of one's attitude, knowledge, and expertise needed to carry out their duties.

2. Measurement of Teacher Professionalism and the Effect of Teacher Professionalism on Learning Outcomes

Professionalism of teachers can be measured by how many students they teach understand, have knowledge, understanding and competence of the material taught which is shown from the evaluation results. Professional teachers do not only teach by pursuing the completion of the course material, but must be able to realize the competence of students from what istaught. Professional teachers are not only able to teach their students, but they themselves are part of the learning community. In the sense that he is not only satisfied with the capabilities he has, but also increases his ability so that learning and education goals can be realized as a form of accountability and commitment to the community. Whereas Oemar Hamalik (2002) states that there are five measures of teacher professionalism, namely: (1) having a commitment to students and their learning processes, (2) mastering subject matter and how to teach it, (3) responsible for monitoring students' learning abilities through various evaluation techniques , (4) able to think systematically in carrying out their duties, and (5) Become part of the learning community in the professional environment. This kind of thing can certainly be said that the teacher has a strong commitment to students, parents and the community. This commitment is demonstrated through its efforts in realizing quality educational output that is reflected through competent students. In realizing this, he improved his competence to have good knowledge in accordance with the lessons

he taught and his ability to deliver subject matter so that it was easily accepted and understood by students.

Professional teachers in carrying out teaching assignments can create quality learning processes. Such a learning process will be characterized by an increase in student learning outcomes. Quality learning will make students understand when the teacher presents the subject matter and can arouse interest in learning. Professionalism of teachers in carrying out teaching assignments makes students pay attention and be responsible for learning. He not only accepts subject matter, but tries to have the mastery and competence of the subject matter taught by the teacher. Such conditions will have an impact on increasing the achievement of student learning outcomes. The professionalism of the teacher makes him have an attitude responsible who is high in the implementation of teaching assignments. Professional Citizenship Education teachers in carrying out teaching assignments not only pursue the completion of subject matter in accordance with the existing curriculum, but he tries to make students experience changes in knowledge, understanding, abilities, attitudes, habits and skills in learning citizenship education. Such teachers will realize these changes with an effort in the form of providing guidance services when students experience difficulties in learning, conducting evaluations to find out how well the abilities that their students have and other activities.

Thus, it is suspected that teacher professionalism influences student learning outcomes. If the teacher shows a professional attitude in carrying out teaching assignments, it will have an impact on improving student learning outcomes.

3. Educational Supervision

The term supervision comes from English, namely supervision, which means supervision, inspection. The person who carries out supervision is called a supervisor. There are several terms that are almost the same as supervision, including: supervision, inspection, and inspection. Supervision is supervision of the implementation of educational technical activities in schools, not just physical supervision of physical material. Supervision is supervision of educational activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of the situation that causes it. Thus, it can be said that educational supervision is an activity and coaching conducted by a professional to assist teachers and other education personnel in improving materials, teaching methods and evaluations by continuously stimulating, coordinating and mentoring so that teachers become more professional in increasing the achievement of school goals. As the direction aims to improve the process and results of teaching and learning. The main activity is to help teachers, but in the broad context it involves other school components because the teacher is also related to the components of administration, facilities, school environment, and others.

The following is one of the definitions and understandings of educational supervision proposed by Sagala (2009), that according to him is professional assistance and guidance for teachers in carrying out instructional tasks to improve learning and teaching by conducting continuous stimulation, coordination and guidance to improve the growth of individual teacher positions. or group.

According to Masaong (2013), that the objectives of educational supervision are as follows:
a). Fostering school principals and teachers to better understand the true educational goals and the

role of schools in realizing these goals. b). Increasing the ability of school principals and teachers to prepare their students to become more effective community members, c). Helping the principal and teacher make a critical diagnosis of their activities and teaching and learning difficulties, and help them plan improvements, and d). Increasing the enthusiasm of the teachers and increasing the motivation to excel to optimize the maximum performance in the profession. Maryono (2011) also said that the function of education supervision was as follows: a). Assessment, is to measure the desired level of progress, how much has been achieved, and this assessment is carried out in various ways such as tests, setting standards, assessing student learning progress, seeing the development of school assessment results, and other procedures oriented to improving the quality of education, b) . Improvement is an attempt to encourage teachers, both individually and in groups so that they want to make various improvements in carrying out their tasks. This improvement can be done with guidance, that is by way of arousing the will, encouraging, directing and stimulating to conduct experiments, and helping to implement a new teaching procedure, and c). Coaching, is one effort to solve the problem being faced,

According Suhardan (2010), there are three types of supervision, namely: 1). Academic supervision. Namely the emphasis of supervisors' observations on academic problems, namely things that are directly in the environment of learning activities when students are in the learning process, 2). Administrative supervision. Which emphasizes the supervision of supervisors on administrative aspects that function as a support for the smooth implementation of learning, and 3). Institutional supervision. Which emphasizes the observation of supervisors on aspects that are at the center of the madrasa. If academic supervision is intended to enhance learning, then institutional supervision is intended to improve the reputation of madrasas or madrasa performance.

Meanwhile, according to Sahahaman (2008), there are several types of educational supervision, namely as follows: 1). Conventional supervision is a supervision model that embraces the understanding that the supervisor is someone who has the power to determine the fate of the school principal and teacher. In their supervising activities, conventional style supervisors will see the mistakes of the principal, teachers, and employees and even always supervises the principal, teachers, and employees. This supervision model is a supervisor who always looks for the mistakes of people who are supervised, so that in carrying out their duties arbitrarily do not want to receive input from people who are supervised even though the proposal put forward is good. 2). Artistic supervision, namely demanding a supervisor in carrying out his duties must be knowledgeable, skilled, and have a wise attitude. The artistic supervision model has several characteristics, including: (a) requires attention so that more listening than speaking, (b) requires a sufficient level of knowledge, (c) prioritizes the unique contributions of teachers in order to develop education for generations young, (d) demands to pay more attention to the process of class life, (e) requires a good communication skills in how to express what is owned by others that can make others clearly capture the expressed expression characteristics, and (f) requires the ability to interpret the meaning of the event being disclosed. 3). Scientific supervision is supervision carried out by supervisors or school principals to assess the performance of school principals or teachers by giving questionnaires to be filled out by school principals or teachers, then finding solutions is done in a planned, sustainable, systematic way, using tools or instruments needed to obtain data necessary both and what it is (objective). Scientific supervision has the following characteristics: (a) supervision is carried out in a planned and continuous or sustainable manner, (b) supervision is carried out systematically and using certain procedures and techniques, (c) supervision is carried

out using data collection tools or instruments, and (d) supervision carried out can capture data as it is (objective). And 4). Clinical supervision is supervision conducted based on complaints from teachers submitted to the supervisor. This clinical supervision is in the form of supervision which is focused on improving learning through a systematic cycle, in planning intensive and careful observation and analysis of real teaching performance, and aims to make changes in a rational way.

4. Educational Supervision Methods and Techniques in Developing Teacher Professionalism

According to Sahahaman (2000), there are four principles in supervision, namely as follows: 1). Scientific principles include three elements, namely: Systematic (carried out regularly, planned and continuous), Objective (data obtained on real observations not personal interpretations) and Using tools (instruments) that can provide information as feedback to make an assessment of the process learn how to teach. 2). The democratic principle is to uphold the principle of deliberation, have a strong family spirit and be able to accept the opinions of others. 3). The principle of cooperation, all staff can work together, develop joint efforts in creating better teaching and learning situations. And 4). Constructive and creative principle,

The methods and techniques of educational supervision in developing teacher professionalism, consist of the following:

- a. Group techniques, consisting of:
 - 1) How to carry out supervision of the supervised group of people.
 - 2) People who are suspected of having the same problem can be faced together in a supervisory situation
 - 3) For example: meetings or meetings, group discussions, in-service training, workshops, seminars, symposiums, and others.
- b. Individual techniques, consisting of:
 - 1) How to supervise people who are supervised are faced individually.
 - 2) Individuals who have problems special one and is personal.
 - 3) Example: class visitation (classroom visitation), classroom observation (classroom observation), individual interview (individual interview), intervisitation (visiting each other), self-evaluation (self-evaluation), and others.
- c. The direct method (direct method), consists of:
 - 1) A supervisor is personally and directly dealing with the person being supervised, both individually and in groups.
 - 2) Examples: class visits (classroom visitations), classroom observations (classroom observations), meetings or meetings (meetings), group discussions (group discussions), and others.
- d. The indirect method consists of:
 - 1) Supervisors do not directly (Indirect Method) face or deal with people who are supervised but use various tools or communication media.
 - 2) For example: via radio, television, letters, bulletin boards, etc.
- e. School-visit, consisting of:
 - 1) Knowing the educational and teaching situation in a school.
 - 2) Complete knowledge of the school situation will make the supervision program more effective.
 - 3) Kinds of school visits such as Visit without notice, Visit with notice, Visit by invitation, Visit at any time without notice.

- f. Class-visit, the objectives are:
 - 1) Learn teaching practices and educate each teacher and evaluate it.
 - 2) Discover the special strengths and traits that stand out in each teacher.
 - 3) Discover the needs of teachers in carrying out their assignments.
 - 4) Encourage teachers to be more sincere and better work.
 - 5) Obtain materials and information to prepare the supervision program.
 - 6) Knowing the application of the principles and suggestions given.
 - 7) Instill confidence in the supervisor and in his supervision program.
 - 8) Strengthen and foster school integrity
 - 9) Learn about administrative changes that affect learning.
- g. Individual talks, consisting of:
 - 1) Direct and personal talks that usually take place after class visits / observations.
 - 2) The process.
 - 3) Start from the positive aspects and then the negative aspects which include: Directing the conversation so that the supervised person is aware of their weaknesses and shortcomings, and the Discussion seeks to provide more enthusiasm than what they already have.
- h. Supervision meetings, consisting of:
 - 1) Meetings are held to discuss issues relating to efforts to improve / increase education and teaching.
 - 2) For example: workshops, educational development seminars, upgrading, and so on.
- i. "In-service" education, consisting of:
 - 1) Pre-service education (pre-service).
 - 2) In-service education or in-service training is intended to continuously improve and develop the knowledge, skills and attitudes of teachers to make effective and efficient work / positions.
 - 3) Professional Development "Teacher centered": Educator Certification (PPG).

CONCLUSION

A teacher can be called professionalism if in carrying out teaching assignments refer to professional norms. While educational supervision is an activity and coaching conducted by a professional to assist teachers and other education personnel in improving teaching materials, methods and evaluations. Therefore, related to the discussion teacher professionalism includes understanding of the profession, understanding of professionalism, measurement of teacher professionalism, and the influence of teacher professionalism on learning outcomes. And educational supervision includes understanding of educational supervision, the objectives and functions of educational supervision, types of educational supervision, as well as the principles and approaches in educational supervision. This can show that developing teacher professionalism cannot be separated possessed ability which is the result of cognitive work to carry out tasks so that students obtain optimal learning outcomes, so that the creation of quality or quality education. Through the supervision of education coaching activities or activities carried out by a professional to assist teachers and other education personnel in improving teaching materials, methods and evaluations by continuously stimulating, coordinating and mentoring so that teachers become more professional in increasing the achievement of school goals.

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