

INCREASING PERSONALITY COMPETENCE OF PRIMARY SCHOOL TEACHERS, THROUGH EDUCATION SUPERVISION ACTIVITIES IN BOGOR CITY

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Abstract

Supervision in schools must be carried out by all educators and principals, so they must be able to carry out various supervision and controls to improve teacher performance. Supervision and control are preventive measures to prevent teachers from making irregularities and be more careful in carrying out their work as educators. Therefore, the implementation of Community Service will help reveal supervision activities carried out in the school. The activities carried out by Community Service are 1. The focus of Community Service activities in supervising education conducted in schools can be identified in two ways, namely; supervision activities involving teacher administration and teaching and learning activities, 2. Community Service activities, supervision will be very helpful for teachers in solving educational problems faced by teachers during learning and can provide motivation for teachers to always increase their knowledge to become teachers. professionals in carrying out learning, 3. Through Community Service, these obstacles in supervision can be solved by several joint solutions.

Keywords: supervision, teaching, supervising education.



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I. INTRODUCTION

Education is a major factor in the formation of the human person. Therefore the education sector needs to be given serious attention because with a good education system it is expected that the next generation of quality, superior and competitive emerges[1]. Of course, the progress of education must be in line with the development of science and technology which is now increasingly globalized. To anticipate the pace of development of Science and Technology, one realistic answer is how to build quality education [2], therefore education has a very difficult task, namely to prepare reliable Indonesian human resources. To prepare reliable Indonesian Human Resources, the role of professional educators is needed. Teachers as stakeholders in educational organizations are required to risk their energy, time, knowledge and competence to participate in achieving educational goals [3].

Teachers are required to work by providing the best service to school users such as students, parents, and the community[4]. One of the factors that support the teacher to work as well as possible is job satisfaction. This means that if the teacher is satisfied with his work then they will work energetically and responsibly. Conversely, if the low job satisfaction of

the teacher works arbitrarily and the learning process is not optimal, then the student gets less learning, less value and quality will decrease.

Achieving the level of teacher job satisfaction is inseparable from keeping the headmaster, one of the tasks of the leader is to supervise. By supervising a school principal means providing assistance and services to improve the quality of teacher teaching and learning in the classroom to improve the quality of student learning [5].

The supervision process is one of the dominant aspects in assessing the effectiveness of management in schools [6]. Its existence is needed not only to foster, guide and assist teachers in order to improve and improve performance in learning management, but also as an adhesive between school members so that they can work together in synergy in realizing the achievement of school goals[7].

These data are one indication and the source of teacher performance in work, if left unchecked it will have an impact on teacher work behavior in educating students in schools which will ultimately lead to a decrease in the quality of education as a whole.

Based on the above thoughts, this community service activity is deemed necessary to study or

examine teacher performance associated with educational supervision activities.

The obstacle of education supervision which is very common in the field is the lack of motivation from the teachers when they are supervised. This happens because of the assumption that has been inherent in the teacher that supervision is merely an activity solely to find fault.

Problems that can be concluded from the observations of the partners of the State Primary Schools in the Bogor City Region are as follows:

1. The complexity of managerial duties of a school principal.

The education supervision program cannot be carried out by the principal alone. The complexity of the principal's managerial assignment results in a principal not being able to handle his own supervision of education, especially supervision which emphasizes more on aspects of learning.

2. Lack of preparation from supervised teachers.

This condition can be interpreted that the motivation of teachers to be supervised is considered to be lacking, this is due to the inherent assumption of the teachers that supervision is merely an activity to find fault. Even though the supervision of education is carried out with prior notice to the teacher who will be supervised, still the teachers who will be supervised have not prepared themselves carefully.

3. The element of subjectivity of the supervisor's teacher is still high.

The element of subjectivity from supervisors appointed by the principal is still high [8]. This situation occurs because education supervision activities are not carried out directly by the headmaster, but by teachers who are considered senior by the principal. Where each teacher has different personalities and the principles of supervision and supervision techniques are mutually different.

II. METHODS

Location and Time

Community Service Activity was done from March 2019 to June 2019. The location was in North Bogor City.

Method

The problem is that elementary school teachers in the Bogor City area still lack understanding of the education supervision activities or processes, and the importance of improving the quality and quantity of learning that is caused by educational supervision. It was tried to be completed using a workshop method with presentation techniques of educational supervision development work material followed by discussion, while the problem of the ability to develop the supervision of education for elementary school

teachers was completed by providing assistance. This activity is packaged in the form of workshops and workshops. The implementation of service is carried out in three stages, in which the first stage is the preparation stage. At this stage the service group conducted a preliminary survey to look at the conditions in the field regarding the implementation of educational supervision that had been carried out by teachers in elementary schools in the Bogor City area. In this stage, the problems faced by teachers are sought in improving the ability to produce educational supervision activities. The next stage is the stage of implementing service activities. In this stage the servants carry out professional work development activities in the form of workshops on educational supervision. The last stage is the evaluation stage. At this stage an evaluation of the results achieved by the workshop participants was carried out. Further input and improvements can be made at this stage. The evaluation was provided by collecting data obtained from the education supervision workshop. Data is taken by concluding the understanding of elementary school teachers when given an instrument delivered by the lecture method and followed by question and answer / discussion, as well as from the results of development.

The indicator of achieving the goal of service is that 80% of teachers already understand the development of professional education supervision activities, the importance of educational supervision activities, the importance of improving the quality and quantity of educational supervision activities. indicators of achievement for the purpose of providing the ability of teachers to develop themselves in educational supervision activities. The implementation of Community Service activities is packaged using a workshop and workshop approach. The activity was carried out using the method of lecture, discussion and practice. The steps in implementing this service are as follows:

Step 1: Trainees are given material regarding education supervision and its importance in improving teacher professionalism.

Step 2: Participants are given the opportunity to discuss the material given. The opportunity for question and answer is given to clarify things that are still doubts.

Step 3: Participants practice to develop the implementation of educational supervision.

Step 4: The work of developing education supervision is analyzed for further input and improvement.

III. RESULTS AND DISCUSSION

The training of Sd Teacher Personality Competency Enhancement activities through Educational Supervision Activities in the Bogor City Region was conducted in a marathon in March. April. This is because the teachers as the target of coaching should not leave their obligations in educating and

teaching. Therefore the coaching process is carried out after the teacher has performed his duties and obligations.

The first activity was carried out on March 2, 2019, in this activity we carried out activities in collaboration with the Office of Education, namely providing knowledge about the Office of Education Policy on the duties and responsibilities of the Teachers as educators and instructors, in addition to 7 hours of background material and basic concepts of Educational Supervision and socialization of educational supervision techniques.



Figure 1. The first session of PKM activities

The second activity was held on March 9, 2019, in this activity we gave a 7-hour workshop on the development of supervision techniques and collaborative processes in class management. It was introduced to the teachers about the models of supervision techniques and the progress of the class management process.



Figure 2. The second session of PKM activities

The third activity was held on March 16, 2019 in this activity. We gave a 7-hour workshop about the effort to foster and develop teacher competencies through learning models and introduce teachers to the Supervision of Education and Learning Model approaches.



Figure 3. PKM third session activities

The fourth activity was held on April 6, 2019 in this activity we conducted a workshop through the practice of educational supervision processes for 7 hours of study. The teacher practices the models and supervision techniques that have been given.



Figure 4. PKM third session activities

The fifth activity was held on April 27, 2019 in this activity, we conducted the last Workshop, which was on Preparation of Learning Implementation Plans

with learning models and carrying out the Practice of Learning Processes with Learning Models.

IV. CONCLUSION

Impact of the community partnership program Activities for increasing the competence of the teacher's personality in the vocational school through education supervision activities in the Bogor city area

The purpose of educational supervision is to develop better learning situations through fostering and improving teaching professions; through learning supervision it is expected that the quality of teaching carried out by teachers will increase, both in developing abilities, which in addition are determined by the level of knowledge and teaching skills possessed by a teacher, also in increasing the commitment, willingness, and motivation of the teacher.

In addition, it is expected that the impact of the Community Partnership Program Activity on SD Teacher Personality Competency Enhancement Activities Through Education Supervision Activities in the Bogor City Region that teachers can 1) improve learning effectiveness and efficiency; (2) quality control, supervisors can monitor the learning process at school; (3) professional development, supervisors can help teachers develop their ability to understand learning, life in class, and develop their teaching skills; (4) motivating teachers, supervisors can encourage teachers to apply and develop their abilities and are responsible for carrying out their teaching tasks. (5) arouse and stimulate teachers in carrying out their duties. (6) Trying to organize and equip school equipment including learning media. (7) teachers try to develop, search, and use methods that are in accordance with the demands of the curriculum. (8) Fostering good and harmonious cooperation among teachers. (9) Trying to improve the quality and knowledge of teachers. (10) Fostering cooperative relations between schools and communities or other institutions in order to improve the quality of schools.

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