

## IMPLEMENTATION OF INDIVIDUAL SUPERVISION TECHNIQUES AS THE IMPLEMENTATION OF SUPERVISION WORK IN SDN 009 SUB-DISTRICT TAMBUSAI, ROKAN HULU REGENCY

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**Abstract,** Improving the quality of learning in schools is highly dependent on several factors. A very important factor, among others, is the implementation of improving the professionalism of quality improvement teachers. School supervisors are one of the partners of teachers in improving the quality of education, from that one of the school supervisors' efforts to improve quality in their target schools is to carry out individual supervision, a positive thing that must be carried out in schools, especially for new teachers, must be improved by supervisors. so that it supports quality problems, including in class attendance in the teaching and learning process. To improve the quality of teachers, efforts can be made in various ways, one of which is individual supervision carried out in class at SDN 009 Tambusai.

**Keywords:** Professionalism, Supervision, Individual.

### I. INTRODUCTION

Along with the implementation of a competency-based curriculum, where the quality of education is not only guided by ebtanas scores or final exam scores or caw scores, but also a conducive school environment, and is also based on the values, intelligence, and life skills of students.

In schools, teachers are present to devote themselves to humanity, in this case students, to convey learning experiences to students and help students towards the process of maturity. In order to be able to carry out their duties as educators, teachers also need education that is carried out

through educational supervision, both in groups and individually. Even though in reality being a teacher as a job demand is very easy, but being a teacher based on the call of the soul or the demands of conscience is not easy. Therefore, to increase the dedication and ability of teachers in the learning process which is an educative interaction, teachers also need coaching that is not only in groups such as seminars, workshops but also individually which is carried out by the principal through supervision. According to Sahertian (2000:

The formulation of the problem in this study are (1)How far is the level of implementation of individual supervision

techniques by the Principal at SDN 009 Tambusai, Tambusai District, Roka Hulu Regency?, (2) How far is the level of teacher ability in the learning process at SDN 009 Tambusai Tambusai District, Roka Hulu Regency?, and (3) Is there a relationship between the implementation of individual supervision techniques with increasing the ability of teachers in the learning process?

The purpose of this research is (1) To find out the level of implementation of individual supervision techniques by the Head of SDN 009 Tambusai, Tambusai District, Roka Hulu Regency, (2) To determine the level of teacher ability in the learning process at SDN 009 Tambusai, Tambusai District, Rokan Hulu Regency, and (3) To find out the relationship between the implementation of individual supervision techniques with the ability of teachers in the learning process at SDN 009 Tambusai Tambusai District Roka Hulu Regency

## **II. RESEARCH METHODS**

This study uses the design of "survey research, namely research conducted on large or small populations, but the data is studied from samples taken from that population.

Research subjects as much as 10 elementary school teachers with the status

of Civil Servants under the auspices of the Tambusai District Education Office Branch, Rokan Hulu Regency. Teachers in elementary schools who have been selected as samples and taken by determining the error rate of 5% (Sugiyono, 2003)

The research sample according to Arikunto (1998) is part or representative of the population being studied. Meanwhile Hadi (2000) defines the sample as a number of residents whose number is less than the population. The sampling method used is random sampling. In this research, the researcher will use probability sampling technique.

Data collection obtained through individual supervision techniques by the principal and individual techniques and teacher abilities.

The analysis technique in this study uses This correlation analysis is used to test whether there is a relationship between the implementation of individual supervision techniques by the principal (X) with an increase in the work ability of teachers in the teacher learning process at SDN 009 Tambusai Tambusai District, Rokan Hulu Regency (Y)

## **III. RESEARCH RESULTS AND DISCUSSION**

Initial test data (pre-test) was obtained from the provision of teaching tests for teachers of all fields of study in their

respective classes, this test was carried out before the teacher was familiar with the competency-based curriculum. The results of the initial test so that they are neat and easy to read are presented in the form of the following table.

Table 1. Initial Test Results

No	Ex. A	Ex. B	Ex. C	Ex. D
1	30	30	20	30
2	20	60	60	30
3	40	50	30	40
4	70	10	70	60
5	80	40	90	70
6	70	40	60	60
7	20	30	20	50
8	60	40	80	20
9	50	20	90	60
10	90	30	80	40

The data in Table 1 above is data taken by random sampling from a population consisting of 10 teachers at SDN 009 Tambusai, Tambusai District, Roka Hulu Regency, 2009/2019 Academic Year.

Post test data were obtained from the provision of tests conducted by researchers assisted by subject teachers in each school. this test is carried out after students are taught using the KBK treatment, so that the results of student completion consisting of 10 teachers who have taken the test are taken, then 20 tests are taken from the teacher's completion results according to the names of teachers who are members of the sample, then corrected and included in the table 2 of the following:

Table 2. Post Test Results

No	Ex. A	Ex. B	Ex. C	Ex. D
1	70	70	65	60
2	80	60	65	65
3	75	65	60	60
4	80	70	70	60
5	65	60	60	55
6	75	60	60	55
7	70	60	60	60
8	60	65	65	55
9	75	65	60	60
10	70	60	70	60

The calculation results obtained are 0.43, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.15 ( $F_t = 3.15$ ).

Because  $F_0 (0.34) < F_t (3.15)$ , the decision is that  $H_0$  is accepted. The conclusion is that there is no significant difference in the readiness of teachers to teach in KBM between groups that are taught with a fairly short pattern of giving material which is then given the task of changing learning models, being corrected and given advice with groups of students who are taught with a fairly short pattern of giving material and then given the task of finding the teaching format of the KBK system.

The calculation results obtained are 1.28, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.15 ( $F_t = 3.15$ ).

Because  $F_0(1,28) < F_t (3,15)$ , then the decision is  $H_0$  is accepted. The conclusion is that there is no significant

difference in teaching before getting to know the KBK model and after getting to know the Competency-Based Curriculum learning pattern in providing material to students.

The calculation results obtained are 0.75, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.15 ( $F_t = 3.15$ ).

Because  $F_0(0.75) < F_t(3.15)$ , the decision is  $H_0$  is accepted. The conclusion is that there is a slight significant improvement in teaching before getting to know the KBK model and after getting to know the Competency-Based Curriculum learning pattern in providing material in schools.

The calculation results obtained are 2.93, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.15 ( $F_t = 3.15$ ).

Because  $F_0(2.93) < F_0(3.15)$ , then the decision is  $H_0$  is accepted. The conclusion is that there is a significant improvement in teaching before getting to know the KBK model and after getting to know the Competency-Based Curriculum learning pattern in providing material in schools.

The calculation results obtained are 1.72, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.16 ( $F_t = 3.15$ ).

Because  $F_0(1.72) < F_t(3.15)$ , the decision is that  $H_0$  is accepted. The conclusion is that there is no significant difference in teaching before getting to know the KBK model and after getting to know the Competency-Based Curriculum learning pattern in providing material at school.

The calculation results obtained are 0.58, then consulted to table F with degrees of freedom (9.9) and a significant level of 5% found 3.15 ( $F_t = 3.15$ ).

Because  $F_0(0.58) < F_t(3.15)$ , the decision is that  $H_0$  is accepted. The conclusion is that there is a significant difference in teaching before getting to know the KBK model and after getting to know the Competency-Based Curriculum learning pattern in providing material at school.

From the six test results above, it can be concluded that there is no significant difference in the variance of teacher abilities between groups A, B, C and D. Or in other words, teaching achievement in the field of study in each group of the four groups is balanced.

#### **IV. CONCLUSION**

From the research on improvement of learning conducted by researchers, the following conclusions can be drawn:

1. There are differences in learning between groups of teachers who teach conventional patterns with ability-based teaching and competency tests
2. There is an increase in teaching ability in KBM in each school. The results of the study show significant results for the progress of education at SDN 009 Tambusai, Tambusai District, Rokan Hulu Regency.

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