

## **THE ROLE OF EDUCATION SUPERVISORS IS TO IMPROVE THE PROFESSIONALISM OF TEACHERS IN BLENDED LEARNING IN RA AL MUBARAK FOR THE 2019/2020 ACADEMIC YEAR**

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### **ABSTRACT**

This research reveals the Role of Education Supervisors in Improve Teacher Professionalism in Blended Learning. The formulation of the problem in this study is how is the role of education supervisors to improve teacher professionalism in blended learning at RA Al Mubarak. The purpose of this study is to reveal the influence of the Role of Education Supervisors to Improve Teacher Professionalism in Blended Learning at RA Al Mubarak. In the implementation of transformational leadership in teachers, it was found that a positive influence on the creation of teacher work professionalism in teaching and learning activities, this was marked by a significant increase in each cycle, cycle I by 56% and cycle II by 100%. This shows the successful role of education supervisors in efforts to Improve Teacher Professionalism in Blended Learning at RA Al Mubarak.

**Keywords:** *Education, teacher, learning*

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### **INTRODUCTION**

Teachers are the spearhead in the world of Education (Idzhar, 2016). The teacher becomes a kind of womb that is the cradle of all knowlandedge, and education, a new generation that will replace and renew and carry on the role of the older generation who are increasingly renting. Teachers in Suprihatiningrum are those who are able to design learning programs, organize and manage classes so that students can learn and ultimately be able to achieve a level of maturity as the ultimate goal of the national education process (Fendrik & Antosa, 2017).

In the Preamble to the 1945 Constitution, it is stated that one of the objectives of National Education is to educate the life of the nation.

Meanwhile, in GBHN 1993 "National education aims to improve the quality of Indonesian people, namely people who have faith and devotion to God Almighty, virtuous, personal, independent, developed, tough, intelligent, creative, skilled, disciplined, work ethical, professional, responsible, productive, and physically and spiritually healthy"

In recent years, teachers have often had difficulties and ridicule from parents and the community. Some of those assessments consider teachers to be failing in carrying out their role as professional education. Conflicts between teachers and students that lead to fights and turmoil with parents have become a consumption in the mass media and news. Therefore, the role of the teacher is finally questioned functionally. This is partly due to the emergence of a series of phenomena of education graduates who tend to morally decline and intellectually academics are also not ready to enter the workforce.

During the *Coronavirus Disease 2019* (Covid-19) pandemic that hit Indonesia, all aspects of life were severely disrupted, including the Education sector (Yamali & Putri, 2020).

Anticipating all possible risks posed by Covid-19 to the health of the residents of the education unit, the closure of the education unit cannot be avoided (Mustafa et al., 2021).

The Learning From Home (BDR) policy is an alternative so that students still get their rights in obtaining educational services. The government through the Circular Letter of the Minister of Education and Culture Number 15 of 2022 concerning Guidelines for the Implementation of Learning from Home has regulated the learning mechanism from home so that it is necessary to redesign distance learning using an online, offline or combination approach. The education unit can take advantage of the availability of infrastructure to carry out the learning process optimally.

The BDR policy through Distance Learning (PJJ) in educational institutions has a major impact on the learning and assessment process (Saifulloh & Darwis, 2020). The results of the evaluation conducted by the Ministry of Education and Culture (Kemendikbud) after 10 months of PJJ implementation, showed a decrease in student learning outcomes during the PJJ system was implemented. PJJ creates limitations in terms of learning for both teachers and students. Students have no friends in learning, as a result of which difficulties in learning are borne by themselves and become a psychological burden for students. The Minister of Education and Culture stated that PJJ is less effective and has negative impacts on students, including the threat of dropping out of school, decreased learning achievement, child growth and development constraints and psychosocial pressure and violence against children. Another problem is the unequal access to learning support facilities, either due to regional factors or due to the socioeconomic background of parents.

The outbreak of the *Coronavirus Disease 2019* (Covid-19) pandemic that hit Indonesia has caused all aspects of life to be greatly disrupted, including the education sector (Nurhidayat et al., 2021). Anticipating all possible risks posed by Covid-19 to the health of the residents of the education unit, the closure of the education unit cannot be avoided.

The Learning From Home (BDR) policy is an alternative so that students still get their rights in obtaining educational services. The government through the Circular Letter of the Minister of Education and Culture Number 15 of 2022 concerning the Guidelines for the Implementation of Learning from Home has regulated the learning mechanism from home so that it needs to be redesigned for distance learning using online, offline or combination approaches. The education unit can take advantage of the availability of infrastructure to carry out the learning process optimally.

So far, online learning is a learning process that utilizes the internet network in the learning process. Online learning provides opportunities for students to learn with the flexibility of learning time and wherever students and teachers are. Students can interact with teachers using several applications such as *classroom*, *video conference*, telephone or *live chat*, zoom, or through *WhatsApp groups*. The online learning process is learning whose success will be greatly influenced by the ability of teachers to use technology in delivering learning materials. Data from literature studies on the delivery of material by *e-learning* show that not all learners will be successful in online learning.

Data from other studies also show that obstacles that will affect the success of online learning include lack of interaction, delivery of material that is not understandable to students, the unpreparedness of parents to guide their children to learn, and the ability of parents to finance more spending on the internet as a means of online learning.

This is in accordance with the opinion that states that teachers who will be successful in implementing online learning are teachers who utilize science and technology in the process of delivering material to students. Based on these conditions, it is necessary to conduct a literature review related to the use of knowledge and technology in delivering material, especially the use of digital platforms in the online learning of elementary school students during the pandemic. This study aims to explain what *digital platforms* are often used in online learning.

## **METHOD**

This research was conducted with a school action research method that lasts for 2 cycles (Guru, 2011). Each cycle consists of stages of planning, implementation, observation and reflection. The research method carried out by researchers is to carry out a Transformational Implementation which includes traditional supervision and clinical supervision which in detail can be described as follows:

### *1. Preliminary Planning*

The initial steps planned in the school's action research consist of several activities, namely:

- a. Problem identification
- b. Proposal submission
- c. Preparing the instrument

### *2. First cycle.*

- a. Planning

At this stage, the researcher plans the following steps:

1. Identify the number of teachers who have carried out the administrative component of teaching and learning activities.
2. Ask the teacher to create a personal administration and class.
3. Researchers examine teacher administration and teaching patterns in quantity and quality.
4. Researchers identify the problems found.
5. Develop an action plan (in the form of scheduling individual or group supervision according to the findings on problem identification).

### *3. Second Cycle*

- a. Planning

In the planning phase of the second cycle, researchers meet with collaborators to arrange class supervision scheduling and prepare supervisory instruments for the second cycle.

- b. Implementation

At this stage, teachers who are ready for learning planning tools are supervised by the researcher. This is to see the suitability of learning planning with the implementation of learning.

- c. Observation

In the observation stage of the second cycle, researchers observed the suitability of learning planning with the implementation of learning and looked at student acceptance in the teaching and learning process. At this stage, researchers collect data that occurs during the implementation stage.

- d. Reflection

In the reflection stage of the second cycle, the researcher evaluates with the supervised teacher on the results of observations in the second cycle.

#### D. Implementation of Actions

How is the implementation of the action planning described above. To see the suitability of planning these actions, the following researchers report the implementation of the actions as follows:

##### 1. *Initial planning stage*

The initial steps planned in the school's action research consist of several activities, namely:

###### a. Problem identification

Problem identification was carried out by researchers using data on the submission of learning tools for the 2022/2023 academic year.

###### b. Proposal preparation

Proposal preparation is carried out by researchers

###### c. Preparing the instrument

At this stage, the researcher prepares all research instruments in the form of an observation sheet consisting of data on the number of teachers who make administration and the pattern of pursuing existing supervision.

##### 2. *First cycle.*

###### a. Planning

The planning stage of the implementation of cycle 1 was carried out by researchers in the first week of September 2020. The activities carried out at this stage can be seen in the activity implementation table below.

###### b. Implementation

The implementation of actions in the first cycle was carried out in September 2020.

###### c. Observation

At this stage the researcher conducts observation activities on all events that occur during the implementation stage of cycle 1 action. In addition, researchers also identified further problems arising from the implementation of actions in cycle 1.

###### d. Reflection

At the reflection stage, the researcher evaluates the actions and data obtained. Then followed by a meeting with collaborators to discuss the results of the evaluation and the preparation of measures for the second cycle. The schedule of activities can be seen in the following table:

##### 3. *Second Cycle*

###### a. Planning

In the planning phase of the second cycle, researchers meet with collaborators to arrange class supervision scheduling and prepare supervisory instruments for the second cycle.

###### c. Observation

In the observation stage of the second cycle, researchers observed the suitability of learning planning with the implementation of learning and looked at student acceptance in the teaching and learning process. At this stage, researchers collect data that occurs during the implementation stage.

###### d. Reflection

In the reflection stage of the second cycle, the researcher evaluates with the supervised teacher on the results of observations in the second cycle

## RESULTS AND DISCUSSION

### A. Cyclical analysis

#### 1. Cycle I

##### a. Planning phase

In this stage, the researcher prepares a research device in the form of an attendance sheet. In addition, an observation sheet is also prepared.

##### b. Stage of activity and implementation

The implementation of teaching and learning activities for the first cycle was carried out on September 2, 2019 at RA Al Mubarak with a total of 16 teachers.

Observation (observation) is carried out in conjunction with the implementation of teaching and learning. As an observer is a researcher assisted by a teacher.

The data from the research results in the first cycle are as follows:

Table of Teacher Activities Silus I Academic Year 2022/2023

No	Master's Name	Valuation					Number of Scores	Percentage
		A	B	C	D	E		
1.	Tien Purwanti Nurzannah,S.P	2	2	2	2	1	9	60
2.	Fitriyanti,S.Pd	3	3	2	3	3	14	93
3.	Suharni, S.Pd	2	2	2	2	1	9	60
4.	Ratna Ika Sari, S.Pd	3	2	3	2	3	13	87
5.	Arnita,S.Pd	3	3	3	2	3	14	93
6.	Siti Jahro	2	2	2	2	1	9	60
7.	Siti Barkah,S.Pd	3	3	3	2	3	14	93
8.	Dina Suheni,S.Pd	2	2	2	2	1	9	60
9.	Sari Wijayanti,S.Pd	3	2	3	3	3	14	93
10.	Eva Chess Yuliana,S.T	2	2	3	2	3	12	80
11.	Maya Lestari	3	3	3	2	3	14	93
12.	Noer Jamillah	2	2	2	2	1	9	60
13.	Darto	3	2	3	2	3	13	87
14.	Yogi Yogaswara	2	2	2	2	1	9	60
15.	Haryanto	3	2	3	2	3	13	87
16.	Praise Astuti	2	2	2	2	1	9	60
	Sum							1226

No	Master's Name	Valuation					Number of Scores	Percentage
		A	B	C	D	E		
Number should be= 1600 Amount obtained = 1226 Average= 76 Percentage above the minimum value of as much as = 9 people or 56%								

Information:

A = Mastery of the subject matter along with the basic scientific concepts

B = Management of teaching and learning programs and online classroom mastery

C = Procurement of classroom and school administration

D = Introduction of guidance and extension functions and programs

E = Understanding the principles and utilization of educational research results for the benefit of improving the quality of education

From the table above, it is clear that the data of teachers whose scores are above the minimum (75%) is 56%.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the results of observations as follows:

- 1) Principals lack motivation for teachers in blended learning
- 2) Teachers are not encouraged in completing personal and classroom administration.
- 3) Teachers are less able to develop a blended learning model in the classroom.

d. Fisi

The implementation of teaching and learning activities in the first cycle still has shortcomings, so there is a need for referencing to be carried out in the next cycle.

- 1) Principals are more skilled at motivating teachers
- 2) The principal needs to reward active teachers and give reprimands and sanctions to teachers who do not want to participate in the program.

2. Cycle I I

a.Planning phase

In this stage, the researcher prepares a research device in the form of an attendance sheet. In addition, an observation sheet is also prepared.

b.Stage of activity and implementation

The implementation of teaching and learning activities for cycle II was carried out on September 12, 2022, at RA Al Mubarak with a total of 16 teachers.

Observation (observation) is carried out in conjunction with the implementation of teaching and learning. As an observer is a researcher assisted by a teacher.

The data from the research results in cycle II are as follows:

Table of Activities of Silus II Teachers for the 2019/2020 Academic Year

No	Master's Name	Valuation					Number of Scores	Percentage
		A	B	C	D	E		
1.	Tien Purwanti Nurzannah,S.P	3	3	3	2	3	14	93
2.	Fitriyanti,S.Pd	3	3	2	3	3	14	93
3.	Suharni, S.Pd	2	2	3	2	3	12	80
4.	Ratna Ika Sari, S.Pd	3	2	3	2	3	13	87
5.	Arnita,S.Pd	3	3	3	2	3	14	93
6.	Siti Jahro	3	3	3	2	3	14	93
7.	Siti Barkah,S.Pd	3	3	3	2	3	14	93
8.	Dina Suheni,S.Pd	2	2	3	2	3	12	80
9.	Sari Wijayanti,S.Pd	3	2	3	3	3	14	93
10.	Eva Chess Yuliana,S.T	2	2	3	2	3	12	80
11.	Maya Lestari	3	3	3	2	3	14	93
12.	Noer Jamillah	3	2	3	2	3	13	87
13.	Darto	3	3	3	3	3	15	100
14.	Yogi Yogaswara	2	2	3	2	3	12	80
15.	Haryanto	3	2	3	2	3	13	87
16.	Praise Astuti	3	3	3	2	3	14	93
	Sum							1425
Number should be= 1600 Amount obtained = 1425 Mean= 89 Percentage above the minimum value of as much as = 16 people or 100%								

Information:

A = Mastery of the subject matter along with the basic scientific concepts

B = Management of teaching and learning programs and online classroom mastery

C = Procurement of classroom and school administration

D = Introduction of guidance and extension functions and programs

E = Understanding the principles and utilization of educational research results for the benefit of improving the quality of education

From the table above, it is clear that the data of teachers whose scores are above the minimum (75%) is 100%.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the results of observations as follows:

1. The principal has given motivation to the teacher in making personal and classroom administration
2. The Headmaster has given direction on how active learning benefits students in blended learning.
3. The teacher has already begun to make the completeness of personal and classroom administration.
4. Teachers have made active learning innovations in teaching and learning activities.

d. Fisi

The implementation of teaching and learning activities in cycle II has gone well and has received significant changes in teacher discipline in the classroom in the form of administrative and learning implementation.

C. Discussion

1. Implementation of Teacher Professionalism

In the implementation of personal and classroom administration activities, teachers have carried out well, it is proven by an increase in the percentage of success of blended learning. From the first cycle as much as 56% increased to cycle II by 100%. There was an increase of 44%.

2. Teacher Professionalism

Based on the analysis of data obtained from teacher data, it has been proven that teachers have begun to be active in making personal and classroom administration as well as classroom management and learning innovations.

## CONCLUSION

Based on the results of the research that has been unraveled, we can conclude that: The Role of Education Supervisors in Improving Teacher Professionalism in Blended Learning. So there was an increase of 44% , cycle I by 56% increased to 100% in cycle II.

## Suggestion

1. For the principals, leadership is a fact of success in improving the professionalism of teachers and employees. Therefore, don't get bored and keep reminding and motivating.
2. For supervisors, it is hoped that input and direction will motivate teachers more, so that maximum professionalism is obtained.

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