



Role of Supervising teachers in the implementation Teaching Improvement at MAN 1 Padangsidimpuan

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ABSTRACT

This study aims to reveal: 1) The activities carried out by the supervising teacher in carrying out the diagnosis of student learning difficulties as preparation for implementation in teaching improvement at MAN 1 Padangsidimpuan, 2) Activities carried out by the supervisor in providing repair assistance (remedial teaching) in MAN 1 Padangsidimpuan, and 3) Activities carried out by the supervising teacher in the assessment and follow-up of the implementation of teaching improvements at MAN 1 Padangsidimpuan. This research uses a qualitative approach, phenomenological research type, and descriptive analysis method. Data collection techniques are carried out by; participatory observation, in-depth interviews, and document analysis. The data analysis process was carried out starting from; data reduction, data presentation, and conclusions. Test the validity of the Data with credibility, transferability, dependability, and confirmability. The results of this study are: 1) Diagnosis of student learning difficulties in preparation for improvement teaching activities is carried out through four stages, namely identification of students, identification of locations and types of learning difficulties, determining factors causing learning difficulties and planning assistance, 2) Implementation of teaching improvement is carried out by counseling teachers. through the implementation of assistance, where this activity is directed at giving assignments, providing learning services related to learning methods and habits, learning motivation and interest in learning services, and 3) The efforts made by the supervisors in the implementation of teaching improvements, especially concerning assessment and follow-up are carried out continuously together through coordination and discussion between BK teachers and subject teachers.

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INTRODUCTION

The whole process of teacher education is a major factor that plays an important role in optimizing students' abilities according to their development. Teachers are the bones back in the activities of education, especially those relating to the activities of the process of learning. Without the role of the teacher, the learning process will be disrupted or even fail. One of the roles of the teacher is guiding (Syahputra, 2019). The role of teachers varied been identified and assessed by Pullias and Young (1988), Manan (1990), and Yelon and Weinstein (1997) in (Mulyasana, 2011), one of the between the roles of these is the role of the teacher as a mentor. Teachers can be likened as mentors trip,

which is based on the knowledge and experience of responsibility on the smoothness of the trip it was. As a mentor trip, teachers need competence are high to carry out four things: planning objectives and identify the competencies that want to achieve, see the involvement of the participant students in learning, and most importantly that the participant students carry out activities to learn that not only are physical but they should be involved in the psychological, to interpret the activities of learning, and the last can be implementation assessment.

Guidance and counseling are an integral part of the educational process. Service guidance and counseling in schools is a part that is not inseparable from the process of education, always associated with the changes that occur in the lives of students and society. Service guidance and counseling are implemented as an effort to help the students to thrive optimally and can adjust themselves, and can actualize their capabilities (Zan, 2015). Service guidance and counseling like performed by experts. Guidance and counseling is a service professional that requires many requirements and competencies specific. Guidance and counseling is an activity that has many techniques and methods that need to be mastered (Asrori & Ali, 2011). Even so, there is nothing wrong if guidance is carried out by teachers, especially in the learning process, at least in the learning process the teacher can apply guidance that is applied from one of the competencies that teachers must have, namely personality competence.

Brammer in (Suhito, 2000) expressed some characteristic behavior of the teacher as a mentor is to have awareness of self, namely: awareness of values, feelings, and the use of the ability to become a model for the students; have a concern for humans, activities, and social change; have morals and ethics, and respect the ethical values of society's moral; have empathy; respect and respect for students; be honest and be concrete. (Willis, 2004), is further also stated that the role of the teacher as a mentor is; teachers do activity guide that helps students who experience difficulties (learning, personal, social), to develop the potential of students through the activities of the creative in various fields (science, art, culture, though raga). Characteristics of counselors have been there within themselves teachers to cultivate the process of learning (PBM). From the descriptions of those in the above seems clear that the guide is one of the functions and role of teachers in education, especially in the process of learning that should be implemented. By implementing the guidance in the process of learning, the teacher is expected to help the students understand, accept, redirect, and realize themselves under the potential or ability to achieve the adjustment yourself with the environment, good family, school, and

community. This is following what is written in Law no. 14 the Year 2005 that the teacher is an educator professional with the task of primary educating, teaching, guiding, directing, train, assess and evaluate the participant students in the education of children of age early track education formal, educational base, and educational medium. The application of guidance in the process of learning can provide a role that is significant in efforts to developing the potential of children students and empower them to have the power resistant to the challenge and can determine the choices that the right to life.

(Sukayati, 2004) in his research on teachers SPG in Java west, on the level of implementation of the guidance in the process of learning to teach associated with caring teachers and attitude of students towards guidance, revealed that that becomes a constraint application service guidance by teachers, namely: the knowledge of teachers is limited about guidance in general and guidance in the process of learning in particular, the ability technically that is not adequate, the attitude of teachers who lack support, environmental work that does not support, the lack of motivation of teachers and the past lack of concern for teachers to guidance. The findings of the study (Banurea, 2019) about the integration between the duty of teachers to teach and guide the process of learning to teach in schools basic country Merdeka 5 / V Municipality of Bandung revealed that: *First*, the perception of teachers about the position and function of guidance in schools base tends not yet been realized is optimal. The teacher's orientation towards the process and student learning outcomes is still focused on the development of the intellectual aspects, not yet oriented towards the development of students as a whole. *Second*, the formulation of teaching preparation is more oriented towards instructional goals. *Third*, the performance of teachers in the implementation, evaluation, and follow-up, based on the narrative of the teachers in general they felt had to show the role and duties as a teacher and mentor in the process of learning to teach, but not coherent with the meaning of guidance is conceptual.

Once the magnitude of the role of teacher mentors to successful learning of students, in turn, encourage teacher mentors to become the vanguard leading the successful implementation of the process of learning the students included in the connection handling program remedy or repair. Learning remedial intended to rectify in part or whole difficulty learning that faced by the students. Improvement is directed at achieving optimal learning outcomes by their respective abilities through improving the entire teaching and learning process and the overall personality of students. Dirman and Cicih Juarsih (2014: 19) states that learning remedial is a form of specialized teaching which is given

to the participant students who experience difficulty learning through approaches and techniques specific. Program improvements or remedial actions are part of a program of follow-up of the analysis of the results of the evaluation of formative to assist students who belong to slow or experiencing difficulty in receiving materials teaching. Undertakings attempt repairs were carried out, including ways to learn, how to teach, adjustment materials lesson and handling the obstacles that faced (Kebudayaan, 1984).

RESEARCH METHODE

This research was conducted using descriptive qualitative research, it was based on the intention to describe the behavior of the informants, namely the principle of the madrasah, the counseling teacher, and the subject teacher according to the existing social situation. In this context, the researcher tries to understand the role of the guiding teacher in implementing improvement teaching in MAN 1 Padangsidempuan. The data collection technique is done by interview, observation, and documentation which is supported by using tools such as *audio record* and photo camera. But there is no specific use, one and the other complement each other. To strengthen the validity of the data findings and the authenticity of the research, the researchers referred to the use of data validity standards suggested by (Lexy Maleong, 2014) which consisted of *credibility, transferability, dependability, and confirmability*.

RESULT AND DISCUSSION

Activities carried out by the Supervising Teacher in the diagnosis of student learning difficulties at MAN 1 Padang Sidempuan.

The findings of this study indicate that the activities of the diagnosis of learning difficulties carried out by the guidance and counseling teachers at MAN 1 Padangsidempuan were carried out through four stages, namely, the identification of students who were suspected of having learning difficulties, identifying the location and type of learning difficulties, determining the factors causing learning difficulties and planning assistance in the hope that teaching improvement (*learning corrective*) which can be implemented effectively and efficiently. Difficulty study is a specific condition that is characterized by the presence of obstacles in the activities of achieving a goal, so it takes more effort to be able to handle it. (Prayitno, 1995) in the Ministry of Education and Culture explains: Learning difficulties can be interpreted as a condition in the teaching and learning process characterized by certain obstacles to achieve optimal learning outcomes. These obstacles may or may not be felt by the student

concerned. These types of barriers can be psychological, sociological, and physiological in the whole teaching and learning process. It can be said that students who have learning difficulties will experience obstacles in the process of achieving their learning outcomes so that the achievements they achieve are below what they should be. (Ross, 1974) said: "*A learning difficulty represents a discrepancy between a child's estimated academic potential and his actual level of academic performance*".

Learning difficulties are a symptom that appears in various types of behavioral manifestations. Symptoms of learning difficulties will be manifested either directly or indirectly in various forms of behavior. Following the understanding of learning difficulties above, the behavior which it manifests is marked by the presence of certain obstacles. This symptom will appear in the motoric, cognitive, conative, and affective aspects, both in the process and in the learning outcomes it achieves.

Some characteristics of behavior which are manifestations of symptoms of learning difficulties according to (Sugiyanto, 2009) include:

1. Shows low learning outcomes below the average value achieved by the group or below its potential.
2. The results achieved are not balanced with the efforts that have been made. Maybe some students always try to study hard, but their grades are always low.
3. Slow in doing learning activities. He always lags behind his friends in completing tasks by the available time.
4. Shows attitudes that are not normal, such as indifference, resistance, pretending, lying, and so on.
5. Shows abnormal behavior, such as truancy, arriving late, not doing homework, interrupting in or out of class, refusing to take notes, being disorganized in learning activities, isolating oneself, being left out, unwilling to cooperate, and so on.
6. Shows emotional symptoms that are not normal, such as gloom, irritability, angry, not or less happiness in dealing with certain situations.

In line with what was stated above, (Burton, 1952) identifies a student that can be seen or can be suspected of having learning difficulties, if the person concerned shows a certain *failure* in achieving his learning goals. Therefore, Burton defines failure to learn, as follows:

1. Students are said to be failures, if within a certain time limit the person concerned does not reach a measure of the level of success or level of

mastery (*mastery level*), at least in certain lessons as determined by adults or teachers (*criterion-referenced*).

2. A student is said to be a failure, if he/she is unable to perform or achieve the proper achievement (based on the measurement of his / her ability level, intelligence, talent), he is *predicted* to be able to do it or achieve that achievement.
3. Students are said to fail if the person concerned is not able to realize the developmental tasks, including social adjustment, under the pattern of organismic (*his organismic pattern*) at specific developmental stages as those applicable to the social and age groups concerned (*norm-referenced*).
4. Students are said to fail if the person concerned did not achieve the level of mastery (*mastery level*) required as a prerequisite (*prerequisite*) for the continuation (*continuity*) at the next lesson.

Thus it can be concluded that a student can be suspected as having learning difficulties if he or she does not succeed in achieving a certain qualification level of learning outcomes and within certain limits. To overcome student learning difficulties can be done by conducting learning difficulties diagnosis activities carried out by BK teachers at MAN 1 Padangsidimpuan carried out through four stages, namely identifying students who are suspected of having learning difficulties, identifying the location and type of learning difficulties, determining factors causing learning difficulties and planning assistance with the hope that the *learning corrective* can be implemented effectively and efficiently.

Identification can be interpreted as identifying. Identification is defined as a screening process. Identification is carried out by counseling teachers as an effort to carry out the screening process for children who have abnormalities/deviations (physical, intellectual, social, emotional/behavioral) to provide educational services following student needs. (Makmun, 1986) provides several approaches that can be used to detect and identify student learning difficulties who are suspected of needing tutoring services, namely as follows:

1. *Call them to approach*; conduct interviews by calling all students in turn so that in this way it will be found students who need guidance services.
2. *Maintain a good relationship*; create a good relationship, full of intimacy so that there is no gap between teachers and students. This can be done in many ways that are not limited to the relationship of teaching and learning activities, for example through extra-curricular activities, recreation, and other informal situations.

3. *Developing a desire for counseling*; creating an atmosphere that leads to student awareness of the problems it faces. For example, by discussing with the students concerned about the results of a test, such as intelligence tests, aptitude tests, and other measurement results to be analyzed together and various follow-ups.
4. Analyzing student learning outcomes, in this way, the level and type of learning difficulties or failures faced by students can be found.
5. Conducting a sociometric analysis, in this way, students who are suspected of having difficulties in social adjustment can be found.

The purpose of identifying learning difficulties is to collect as much student data as possible so that they can find out the causes of the problems faced by students. Students who will be given guidance must first know the data. This data will provide information about students who are experiencing difficulties and need help. Student data, both public and private are collected and then reviewed. This process is carried out in various ways through distributing questionnaires, interviews, observation, and sociometry. Some of these methods/ techniques are a type of non-test technique.

The second diagnostic learning difficulty is identifying the location and type of learning difficulty, this activity is intended as an activity to determine learning difficulties. The next step is to determine the factors that cause learning difficulties. In localizing the factors that cause student learning difficulties, it can be done by using various instruments such as interviews, distributing questionnaires, sociometry, problem checklists, and observations. The disclosure aims to use various instruments to see and find out whether students have learning difficulties that come from factors from within themselves or from outside themselves.

Learning difficulties experienced by individuals or students who learn can be identified through the factors that affect the learning process and outcomes. The factors of learning difficulties that come from within students are closely related to their physiological and psychological conditions when learning, while the factors of learning difficulties that come from outside the students are mostly due to the lack of facilities, as one of the factors supporting the success of the activity or action. study. The failure in the teaching and learning process to achieve material completeness cannot be seen only in one factor, but many factors are involved and affect the teaching and learning process. The guidance that is carried out by the guidance and counseling teachers is related to the identification of students who are suspected of having learning difficulties.

More so far, it is done in the form of analyzing the results of daily exams, monthly examinations and providing learning motivation to students.

Some of the efforts made by counseling teachers related to determining factors that cause learning difficulties counseling teachers include informing subject teachers about the location and types of student learning difficulties based on observations of student notebooks, the inadequate learning atmosphere at home based on the results of meetings with parents and home visits, not precisely in the division of time, analyzing documents in the form of student notebooks to find out about the background of student learning difficulties, compiling questionnaires with subject teachers to obtain data about material or subjects that have not been mastered by students, asking students to fill out questionnaires about subjects that have not been mastered by students, as well as informing the subject teachers' questionnaire results to find out about student learning difficulties.

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Meanwhile, related to planning assistance for several activities carried out by counseling teachers, including teaching assistance related to subject matter together with subject teachers, compiling a program of teaching improvement assistance, discussing with subject teachers in planning peer tutorial assistance programs, teaching assistance non-material such as providing information, advice, direction to achieve improved student learning outcomes, implementing peer assistance tutorial programs with subject teachers, and planning forms of classical teaching with subject teachers in implementing improved teaching.

So in summary, the activities of the diagnosis of learning difficulties carried out by the counseling teachers at MAN 1 Padangsidimpuan were carried out through four stages, namely identifying students who were

suspected of having learning difficulties, identifying the location and types of learning difficulties, determining the factors causing learning difficulties and planning assistance in the hope that teaching was improved (*learning corrective*) which can be implemented effectively and efficiently.

Efforts made by the supervisor in overcoming student learning difficulties at MAN 1 Padangsidempuan.

While planning assistance is an effort to help students who have difficulty learning, according to Koesroes Parto Wisasto (1982: 24), three steps need to be considered, namely: 1) Determining the techniques used to help solve student problems, 2) Determining the assessment techniques that can be used. used to determine the extent to which the success of the solution was achieved and 3) Research results. The findings of these two studies found that the implementation of improvement teaching carried out by counseling teachers was in the form of assistance, where this activity was directed at giving assignments, providing learning services related to learning methods and habits, learning motivation, and interest in learning services.

For the implementation of improvement teaching to take place on an ongoing basis, support from the Madrasah Principal is needed. This is following the opinion expressed by (Prayitno, 1995) that cooperation and moral support from the Madrasah Principal will be able to improve guidance and counseling services in schools. Still according to (Prayitno, 1987) the head of Madrasah as the person in charge of educational activities as a whole, especially guidance and counseling services has the task of coordinating all activities programmed and taking place in madrassas, so that teaching, training, guidance, and counseling services are an integrated unit. harmonious and dynamic. The head of the Madrasah should emphasize more on the subject teacher so that he can provide remedial teaching to students who have learning difficulties. With the teaching support and affirmation from the Principal of Madrasah, it is hoped those subject teachers can be motivated to provide improved teaching to students experience improvement to students who experience learning difficulties by themselves the Madrasah Principal has supported the implementation of guidance and counseling services, especially tutoring services.

Furthermore, according to (Prayitno, 1995), the proper implementation of all guidance and counseling services and supporting activities in schools is supported by a good introduction and understanding of guidance and counseling services by various related parties (Head of City Education Office, Head of Education, Pangawas, Madrasah Principals and Teachers). Therefore

all parties are responsible for the development of guidance and counseling services in the madrasah, for the optimal success of all students. In summary, for guidance and counseling services especially teaching improvements to be carried out, it is necessary to have good cooperation between the supervising teachers and the subject teachers. Regarding this matter, (Sukardi, 2000), that the services provided by BK teachers to students can run effectively, so BK teachers need help and cooperation with all teaching staff and other educational staff in schools, especially with subject teachers.

The third findings of this study found that the efforts made by the supervisory teacher in the implementation of improvement teaching at MAN 1 Padangsidempuan related to the assessment and follow-up were carried out jointly through coordination and discussion between the counseling teachers and subject teachers related to the results of the improvement teaching assessments that had been implemented. (Prayitno, 1995) argues that one of the duties and responsibilities of the Supervising Teacher is to assess the process and results of the implementation of services and activities to support guidance and counseling as well as carry out follow-ups based on research results. The expert opinion above is strengthened by the opinion of which states that the assessment and follow-up of guidance and counseling activities need to be well programmed and prepared. this is important so that all planned service programs are dynamic and can be developed sustainably.

Cooperation between BK teachers and subject teachers is very important because subject teachers are the people most often face to face with students in the class. Thus subject teachers have more opportunities to find out the attitudes, abilities, talents, and see the ideals of students. Subject teachers know more about students' data such as students who are classified as smart, medium, diligent, often absent, and students who have difficulty learning. This information is needed by BK teachers to classify the types of problems of students. Effective guidance and counseling services require collaboration with all interested parties for the success of the ministry. Collaboration is associated with subject teachers in guidance and counseling services as stated by (Neviyarni, 2009) that the cooperation of supervisors with subject teachers is to: 1) Guide students to know the prerequisites for mastering subject matter that students must master, 2) guide participants students to have learning skills, 3) guiding students to use existing learning facilities and infrastructure effectively, 4) guiding students to know their state to optimize their achievement, 5) guiding students in recognizing and utilizing their environment for learning, 6)

guiding student learning group activities, 7) being a resource for subject teachers.

The need for good cooperation between BK teachers in schools and subject teachers is also because subject teachers are people who often meet face to face with students in the class. Thus, subject teachers have more opportunities to find out about students' attitudes, abilities, talents, interests, and learning styles. According to (Justitia, 1994), guidance and counseling teachers can encourage so that students can follow the learning process well, can handle complaints experienced by students in the learning process, and can compile appropriate service plans to overcome these problems.

CONCLUSION

The diagnosis of student learning difficulties in preparation for improvement teaching activities is carried out through four stages, namely identification of students, identification of locations and types of learning difficulties, determining factors causing learning difficulties, and planning assistance. Implementation of improved teaching is carried out by BK teachers through the implementation of assistance, where this activity is directed at giving assignments, providing learning services related to learning methods and habits, learning motivation, and interest in learning services. As for the work carried out by the guidance teacher in the implementation of improvement teaching, especially concerning assessment and follow-up, it is carried out jointly through coordination and discussion between the counseling teacher and the subject teacher.

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