

The Role of Supervision in Curriculum Implementation in Educational Units

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Abstract

Teachers are an integral part of any curriculum development process. as a component of the organizing, planning and assessment process. By creating a successful curriculum, teachers assume full responsibility for the learning process that takes place in the classroom. Therefore, it is hoped that every educator understands the importance of monitoring education in the teaching and learning process to help improve the quality of education. This research aims to find out the role of supervision in the learning curriculum. Does it have a good impact on the quality of education at school? This research is library research, namely research that uses literature (libraries) in the form of books, notes and reports of previous research results. The results of the research show that curriculum supervision is seen as a planned and organized system consisting of elements that influence achievement. learning objectives that have been set. Curriculum monitoring requires current input, background, procedures and approaches as a system. Because component criteria are always influenced by time, money, and effort, they must be chosen carefully. Each of the identified elements must be connected to each other and work together to make educational curriculum oversight successful. The role of curriculum supervision is very important for educational progress, especially in the learning process.

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1. INTRODUCTION

The main element in human development is education. In order to shape a person's goodness or badness in accordance with normative norms, education is a very important factor. In light of this realization, the government is taking very serious measures in the management of the school system. Because, it is believed that a strong education system will produce generations of people who are able to adapt to life in society, state and state. The aim of education is to shape students into individuals who can adapt to their environment as best as possible and then experience personal transformation so that they can make a significant contribution. good to society. Education is believed to give birth to the potential of future generations.

Of course, an institution needs to make meaningful and systematic adjustments if it wants to improve quality to match current advances. In accordance with national education goals, educational institutions function as a forum for carrying out learning activities and fostering the intellectual, moral and ethical growth of the younger generation. Therefore, considering the importance of educational institutions in society, efforts need to be made to develop these institutions. The government as state controller must take steps to ensure that all schools in Indonesia are fair and follow national education goals to create educational institutions that are in line with current trends. Rules and directions are very important for the smooth operation of schools. So that the implementation is organized.

The ability and willingness of society to follow the rapid advances in technology and informatization can be used as a benchmark for educational progress. The world perspective expands and shrinks as a result of the rapid processing of information caused by technological advances. This means that various problems that arise in everyday life -

whether political, economic or social - have become global issues or at least are closely related to events in other regions of the world.

The Independent/independent curriculum is a curriculum that is widely used and discussed recently. This curriculum is designed to support learning during a pandemic. Nonetheless, due to the efficacy of this curriculum, autonomous learning continues in schools even after the pandemic. From elementary school to higher education, the use of this curriculum emphasizes projects and individual learning. The 2013 or K13 curriculum, which is the previous curriculum, is also considered an autonomous curriculum optimization curriculum. If K13 separates learning objectives into three categories: cognitive, affective, and psychomotor. The autonomous curriculum places more emphasis on the importance of student morals and character as a component of education than before.(Mardhiyah et al., 2024)

In the development process, the curriculum also needs to be evaluated. Due to changes over time, advances in technology, and varying student demands, it is important to assess how the curriculum is implemented to identify the challenges teachers face. The purpose of the evaluation carried out at the end of the curriculum development process is to ensure how well the designed curriculum has been absorbed and whether it has succeeded in achieving the educational goals that have been set. There must be supervisory activities carried out by the school principal, supervisor, or instructor in order to evaluate the curriculum. Because curriculum development is a sign of educational progress and often results in modifications to the structure and function of the curriculum, supervision is very important in the educational process for instructors as well as school principals who implement educational policies.(Mardhiyah et al., 2024)

Teachers are an integral part of any curriculum development process. as a component of the organizing, planning and assessment process. By creating a successful curriculum, teachers assume full responsibility for the learning process that takes place in the classroom. Therefore, it is hoped that every educator understands the importance of monitoring education in the teaching and learning process to help improve the quality of education. Each educator can then carry out their supervisory responsibilities as well as possible while adhering to their rights and authority. When developing and implementing a curriculum, teacher professionalism is equally important. This shows that the key factor in determining the success of the curriculum implemented in the classroom is teacher professionalism.(Mardhiyah et al., 2024)

2. RESEARCH METHOD

This article is the result of library research, namely studies used to collect information and data through libraries. (Mirzaqon T and Budi Purwoko, 2017, p. 20). Mestika Zed defines library research as a series of research activities carried out by utilizing library sources to obtain data and then processing the research materials until research results are obtained (Zed, 2008, p. 45).

Literary research is synonymous with an event, whether in the form of an action or writing, which is researched to obtain the correct facts by finding the origins and true causes (Hamzah, 2020). According to Arikunto, literature review includes processing research materials by reading and taking notes as well as collecting information from various sources (Arikunto, 2019, p. 23). Then, according to Sari, the data collection technique is in symbolic verbal form, namely collecting texts to be analyzed. (Sari, 2020, p.45)

Data collection in library research is carried out first with documentation to find data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas and so on. This documentation is very important in qualitative research because the data is

written in the document. Second, through observation which is used to observe and record what is contained in the sources used (Bungin, 2003, p. 42.).

This research method uses library research library research with a qualitative qualitative research approach. The data collected is in the form of words, documents, images, and not statistical figures (Lexy J. Meleong, 2003). Meanwhile, in processing data, several stages are carried out, such as reducing data (data reduction), presenting data (data display), and drawing conclusions (conclusion drawing) (Huberman, 1992.,).

3. RESULTS AND DISCUSSION

1. Curriculum Supervision

Supervision is a process of observing all organizational activities to further ensure that all work being carried out is in accordance with predetermined plans. Supervision can actually be carried out by the principal who plays the role of supervisor, but in the modern educational organization system a special supervisor is needed who is more independent, and can increase objectivity in coaching and carrying out his duties.

The person who carries out supervision is also called a supervisor. Supervisors here not only supervise teachers or employees in carrying out their duties as well as possible according to the instructions or provisions that have been set, but also teachers must try to improve the teaching and learning process. The aim of supervision is the total improvement and development of the teaching and learning process, this means that the aim of supervision is not only to improve the quality of teacher teaching, but also to foster the growth of the teacher profession in a broad sense including the provision of facilities that support the smooth teaching and learning process. (Suparliadi, 2021)

Because student growth and progress are the main focus of supervision, efforts are directed at increasing teacher professional competence. Therefore, student growth and progress should be the main emphasis in educational monitoring. The more specific the objectives, the more appropriate the actions will be taken to support and guide educators so that they can carry out their responsibilities effectively; this will serve as a measure of the effectiveness of educational supervisors.

Implementation supervision activities are not about looking for mistakes, but contain more of an element of coaching so that the work being supervised is known for its shortcomings, not just its mistakes, and to be told how to improve it. Supervision is an activity that must be carried out by a leader or supervisor in relation to the leadership role he or she carries out in order to maintain the quality of the products produced by the institution. Supervision occurs at all levels of education, at the central, regional (regional) levels, down to the smallest units. If compared with the educational process itself, supervision occurs in the input, process and output segments. (Suharsimi Arikunto and Lia Yuliana, 2008).

All academic activities that take place include weekly plan activities or what is usually called the Learning Implementation Plan (RPP). The weekly plan is the main thing that is supervised, in this field to check whether or not the implementation conforms to the plan that has been made previously. The assessment evaluation at the Bogor Natural School is given a unique name, namely SALAM which is an abbreviation of Spirit, Morals, Learning, Advance and Meaning. Spirit is fighting together to build civilization with enthusiasm and sincerity. Morals, namely making morals as a frame in working to achieve glory. Learning is continuous learning to increase personal and institutional capacity. Advance, namely always trying to be a pioneer of change through creativity and innovation. Meaning is committed to increasing benefits for other people and the people.

Curriculum supervision refers to all the work carried out by supervisors in the form of support, direction, advice, and motivational encouragement with the aim of increasing instructor capacity in the teaching and learning process, which in turn improves student learning outcomes. Better teachers are the target of curriculum supervision, and the aim of supervision is to improve teacher competence as indicated by higher student learning outcomes. Therefore, student learning outcomes are basically what determine the results of curricular supervision activities. The main aim of this supervision is to help teachers to overcome problems/difficulties encountered during carrying out learning activities and to obtain data about the actual situation regarding the teacher's skills and abilities when carrying out the learning process in the classroom (Suhartono, Idawati, and Hafidhoh, 2022).

2. Curriculum Supervision Function

As for supervision that is directly related to the curriculum, supervision basically has the following functions:

First, the goal of education is to produce teachers who are more qualified and of higher caliber in accordance with the demands of educators based on the field of education at school, professional ability goals, and teacher demands. Therefore, the prevailing value system, which is essentially based on educational philosophy, in this case Pancasila, must be the basis for monitoring efforts.

The second aspect is to help students learn more successfully, the second aspect of the curriculum function is related to the implementation of a better learning and teaching environment. The purpose of supervision activities is to assist educators in overcoming obstacles related to curriculum implementation.

Third, the goal of mentoring is to help educators overcome their own challenges. Therefore, the goal of supervision is to identify and overcome any challenges the teacher may face in fulfilling his or her obligations in the classroom.

Fourth, the administrative role regarding the leadership and supervision responsibilities of teacher organizations in the context of teaching at school.

The supervisor's commitment to serving the needs of the school, including helping teachers, students and the administration of the entire education system, is the fifth role in the hierarchy of service functions.

3. The Role of Supervision in Curriculum Implementation in Educational Units

The fields of administration, energy, learning activity programs, assessment of child growth and development, annual activity programs, financial infrastructure, self-discipline and discipline, implementation of professional development, school relations with the community and UKS, as well as implementation and reporting mechanisms, are generally included in this field. scope of educational supervision. all of which are generally included in educational supervision. The welfare and professional quality of "teachers" and other educational personnel must be a top priority in supervision in order to improve human resources and improve educational standards.

The goal of supervision is to improve the standards of teaching and learning within the learning community. One way supervision can help create a better learning environment is by offering support. To reduce the gap between the idea of perfect teaching and the concept of ideal teaching practice, this supervision is also necessary. High-ranking school administrators usually oversee supervision to monitor how well teachers carry out the learning process and improve teaching standards.

In order to implement the current curriculum, academic supervision tools must be developed in accordance with learning approaches, learning models and assessments which are largely focused on character development, creative growth and innovation. When creating teaching materials or practicing learning, educators must follow the

scientific method which combines observation, investigation, reasoning, experimentation and communication. When we talk about assessment tools, we mean authentic and thorough evaluations that include knowledge, skills and attitudes. Under supervision, school administrators provide support to teachers and other staff members to help them become more capable educators. This support takes the form of opportunities for professional development and encouragement. In other words, supervision is a scheduled coaching activity.

Curriculum supervision is seen as a planned and organized system consisting of elements that influence the achievement of predetermined learning objectives. Curriculum monitoring requires current input, background, procedures and approaches as a system. Because component criteria are always influenced by time, money, and effort, they must be chosen carefully. Each of the identified elements must be connected to each other and work together to make educational curriculum oversight successful.

It is important to reduce any type of disruption or setbacks to avoid disrupting the important outcomes of curriculum oversight. Therefore, supervision is always appropriate and in line with the professionalism of a teacher. The supervisor's method is another factor that influences whether curricular supervision works well or not. This strategy relates to the techniques that will be used to achieve educational goals and ensure the effectiveness of curricular supervision. In general, supervision strategies will always be linked to the fundamental ideas, guidelines, objectives and methods used at the beginning and end of curricular supervision.

Supervisors must initially study and understand the methods of supervision techniques by studying everything related to the teacher's teaching methodology and classroom management procedures. Consequently, to carry out supervisory duties competently, successfully and effectively, supervision in selecting techniques or strategies that are appropriate and in line with the desired results. Teaching supervisors must be able to choose supervision strategies that suit their goals in order to carry out their work efficiently. First, the humanistic approach, which is based on the idea that educators should be seen as facilitators of better learning and not just as tools for disseminating knowledge. The second strategy is a competency approach which aims to define the minimum abilities or competencies that educators must have.

4. CONCLUSION

Supervision is interpreted as an effort made to improve the quality of education and teaching in an educational unit. Supervision can take the form of assistance provided to develop a better learning atmosphere. So that through this supervision, it can also reduce the mismatch between the reality of teaching and the concept of ideal teaching, ideal teaching practices. Supervision is usually carried out by school officials in high positions to monitor and monitor the performance of education staff in carrying out the learning process in order to improve the quality of education.

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