

Application of Academic Supervision through an In House Training (IHT) Approach to Increase Teacher Professionalism at SMP Santa Lucia Sei Rotan

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Abstract

SMP Santa Lusua Sei Rattan is one of the secondary schools that has an in-house training supervision program and policy involving several education personnel, administrative staff, office boys and also several teachers, but the implementation of this supervision is not entirely successful, because this supervision is only ceremonial that spends the budget, but after supervision the teacher's attitude and actions are still not in accordance with the determination of procedures and standards predefined work. As a result, there are still many teachers, as well as other educators who have attitudes that are not in accordance with what is expected, and the abilities of teachers do not develop, so that the supervision and improvement activities carried out are in vain. The research method used is a qualitative descriptive research method with a literature study method. The results of the study explain that what must be done by leaders in supervising in-house training, namely by setting the vision, mission and goals to supervise, organizing supervisory teams, planning and scheduling supervision, observing classes and teaching materials, providing support and coaching by leaders, coordinating for in-house training supervision and evaluating and monitoring programs that have been carried out at Santa Lusua Sei Junior High School Rattan. Leaders should set vision, mission, and goals for the in-house training supervision they will supervise, as well as organize the supervisory team, plan and schedule supervision, observe classes and teaching materials, offer support and coaching to leaders, coordinate in-house training supervision, and evaluate and monitor programs that have been implemented at Santa Lusua Sei Rattan Junior High School.

Keywords

Academic supervision; in the house training; teacher professionalism



I. Introduction

The teacher must have abilities and advantages when compared to other parties, where the teacher provides a knowledge and also an understanding of the learning material as a whole and also has a direct impact on students' abilities to translate all learning material through literacy skills, as well as reasoning abilities, where learning material What is given by the teacher must be in accordance with the existing curriculum, and must be in accordance with the methods and learning models in each school adapted to the current curriculum. A qualified teacher and professionalism must be a teacher who has advantages compared to other teachers, where a teacher must have advantages compared to other teachers, where these advantages are in the form of competence, as well as abilities in their field that are not possessed by other teachers who must teach students theoretically, because the teacher is a teacher who is in the pure academic field and not a practitioner. Teachers who have more abilities tend to have in-depth knowledge of the learning material

to be taught or given, in addition, teachers who have more abilities are able to prepare lesson plans well, and have professional ethics towards students, as well as towards their profession, so that the relationship students and teachers are harmoniously intertwined. This makes school leaders must always monitor the actions and attitudes of teachers towards students, as well as other parties who are stakeholders in these educational institutions, where the actions and attitudes of these teachers must be in line and can be a reflection of the attitude of the school.

Teachers need strict supervision in every teaching and learning process from monitoring attitudes and actions, monitoring learning, be it methods, models and ways of teaching, as well as monitoring the ethics and morals of the teacher whether he does things that can tarnish educational institutions or not. , as well as whether he is able to behave normally as a teacher and a substitute for parents towards his students when the learning process takes place, does he tend to get angry easily or can he be wise in positioning himself and dealing with naughty students. For this reason, a policy is needed from the leadership in carrying out the supervision or monitoring and evaluation process using a method, where this method requires a process of guiding and training instructors within the same organization using internal resources,(Septiana, 2022).

This policy requires the involvement of all parties in the school environment, where the involvement of these various parties is needed so that later the leadership can map the abilities and performance of the teacher so that later the teacher can follow the procedures set by the school regarding procedures for behavior, and whether the teacher is in carrying out the lessons are in accordance with what has been determined by the school, so an evaluation and policy setting is needed so that the existing teachers do not make mistakes or excessive deviations.

Santa Lucia Sei Rotan Middle School is a high school that has an in-house training supervision program and policy involving several educational staff, administrative staff, office boys and also several teachers, however the implementation of this supervision is not entirely successful, because this supervision it is only ceremonial that spends the budget, but after supervision the attitudes and actions of the teacher are still not in accordance with the established work procedures and standards. As a result, there are still many teachers and other educators who have attitudes that are not in accordance with what is expected, and the abilities of teachers do not develop, so that the monitoring and improvement activities carried out are in vain.

II. Review Literature

2.1 Supervision in the House Training

In-house training supervision is a process carried out in an organization or educational institution by people who have knowledge and experience in the field of teaching and learning. The goal is to improve the quality of teaching within a given organization(Anshori, 2020). Supervision in the house training is an internal monitoring and training process used by educational organizations or institutions known as the "in-house training supervision method." This approach requires using internal resources, such as knowledgeable academics, principals, or program coordinators, to direct and train educators working for the same company.(Sucipto, Nugraha, Nurhaji and Rifai, 2020). The in-house training method has benefits in terms of accessibility and consistency. This program can be adapted to specific needs and organizational culture because it is carried out within an organization. Additionally, internal training supervision allows for the

sharing of expertise and knowledge among educators, which can enhance teamwork and overall professional growth (Septiana, 2022).

The benefits of supervision in the house training are:

1. The quality of teaching in business or academic institutions can be improved with the support of in-house training supervision. Supervisors can assist teachers in identifying their strengths and faults in their instruction by making observations in class and providing helpful criticism. This allows teachers to develop their instructional techniques, adopt more efficient approaches, and deal with difficulties that can occur during the teaching and learning process.
2. Teacher professional development is facilitated by the supervisory approach of in-house training. Teachers can improve their knowledge and skills in teaching and learning through ongoing training, coaching and feedback. They may keep up to date with the latest advancements in education, new teaching techniques, and best practices by doing this.
3. Educational institutions or organizations can periodically monitor and assess the effectiveness of teaching and learning through in-house training supervision. They can identify areas that need improvement and take necessary actions to improve educational levels through classroom observations and teacher performance evaluations.
4. In-house training for supervision gives teachers and supervisors the opportunity to collaborate and share experiences. Teachers can learn from one another and develop new perspectives on their teaching through group discussions, sharing best practices, and collaborative reflection. It develops a culture of continuous learning and fosters a collaborative work environment.
5. Supervised in-house training allows alignment with regional requirements and organizational culture. Supervisors working in organizations have a thorough awareness of the situation and difficulties faced by teachers. As a result, internal training supervision programs can be tailor-made to address specific demands and offer solutions suited to regional circumstances (Baharuddin and Canada, 2017).

Factors that make supervision of in the house training run smoothly:

1. Strong leadership, where in-house training is successful, the principle or education manager must provide strong and devoted leadership. The incentives, resources, and support necessary to successfully implement the oversight program will be provided by good leadership.
2. Effective communication, where smooth supervision of in-house training depends on good communication between supervisors, teachers and other related parties. To prevent misunderstanding or confusion, information about schedules, expectations and feedback should be communicated simply and promptly.
3. Collaboration and participation of teachers, where the smooth supervision of in-house training is largely dependent on effective communication between teachers and supervisors. To improve their teaching, teachers must actively participate in the monitoring process by exchanging experiences, asking questions, and collaborating closely with supervisors.
4. Ongoing coaching and support, where smooth supervision of in-house training depends on ongoing coaching and assistance from supervisors. Teachers should receive regular direction and criticism from their superiors, as well as the tools and assistance they need to overcome obstacles and advance their careers.
5. Use of effective methods and evaluation, where it is important to use efficient observation techniques, such as performance evaluation, study of teaching materials,

and class observation. Supervisors must have the necessary skills and knowledge to make observations and offer useful criticism to teachers.

6. Implementation of concrete corrective actions, whereby concrete corrective actions must be taken in response to the results of internal control training. Together, principals and teachers must determine areas for improvement and create a detailed action plan to address those issues (Hariadi, 2021).

2.2 Teacher Professionalism

Professionalism is the attitude, behavior or quality of a person is their capacity to perform tasks or engage in other activities with a high level of knowledge, accountability, integrity and ethics (Tamim Mulloh & Muslim, 2022). Professionalism is a group of beliefs, attitudes and actions that demonstrate dedication to one's career, concern for customers or society, and possession of the knowledge and skills necessary to do a good job (Baharuddin and Canada, 2017). (Zulaikah et al., 2022) states that the factors that make a teacher behave professionally are as follows:

1. Competency and skills possessed, where teachers who are experienced in their subject and have the required skills will usually display a professional attitude. They regularly refresh their knowledge and skills, participate in professional training and development, and keep up to date on the latest advances in education.
2. Professional responsibility, where teachers who are committed to their profession will prioritize the needs of students and their education. They create efficient lesson plans, adhere to a predetermined curriculum, provide helpful comments to students, and exercise impartial assessments.
3. Ethics and integrity, where ethics and integrity are important components of professionalism. Professional teachers uphold moral principles, respect students' rights, protect the privacy of students' personal information, and conduct themselves in all aspects of their professional life with integrity.
4. Engagement in professional development, where teachers who are dedicated to their professional growth will actively participate in activities that advance their skills. To broaden their horizons and learn about the best teaching approaches, they can participate in seminars, workshops, discussion forums and collaborative projects with other instructors.
5. Collaboration and co-learning, where professional educators are willing to work with parents, administrators, principals and other educators to improve the learning environment for their students. They are ready to share their best practices with others and to absorb the wisdom and experience of others.
6. Professional relationships of teachers, students and parents, where teachers who behave professionally maintain positive relationships with children and parents. They engage in empathic listening, offer help and direction, and maintain effective lines of communication with all concerned (Septiana, 2022).

III. Research Methods

The research method used is a qualitative descriptive research method, which according to this research a qualitative descriptive research method is a research method that aims to produce an accurate picture of the characteristics, nature and context of the observed phenomenon. This method emphasizes in-depth description and understanding of the meaning inherent in the phenomenon (Kaharuddin, 2021). The data collection techniques were carried out by observation, interviews and documentation studies, where

the three data collection techniques were needed to complete the data analysis carried out by the researcher. The descriptive analysis was carried out by using a literature study where the data was taken from various sources outside Santa Lucia Sei Rotan Middle School.(Adlini et al., 2022).

IV. Result and Discussion

How Leaders Supervise In The House Training at SMP Santa Lucia Sei Rotan

In carrying out the supervision of in-house training, the leadership of SMP Santa Lucia Sei Rotan must do the following:

1. Establish a vision, mission and goals, where for in-house training supervision, leaders must establish clear visions and goals. This entails determining the teacher's projected teaching and professional development needs. Leaders should also inform everyone about these goals, including teachers and superiors.
2. Organizing supervisory teams, where school leaders are tasked with assembling a group of knowledgeable and skilled managers. Principals, program coordinators, or faculty members with expertise in teaching and learning can form this team of supervisors. Supervisory team members must have the necessary knowledge and skills to perform their duties, so leaders must ensure this.
3. Planning and scheduling, where the leader is responsible for doing in-depth planning for internal training oversight. This entails selecting a monitoring schedule, appointing supervisors for specific teachers, and selecting the observation and evaluation techniques to apply. In addition, monitoring schedules should be frequent, relevant and need-based.
4. Class observation and analysis of teaching materials, where leaders must assist the supervisory team in observing classes and evaluating instructional materials. To discuss the results of observations and analysis, leaders and supervisors may meet. This allows leaders to understand instructor professional development requirements and offer relevant advice or recommendations.
5. Provide support and coaching, where the supervisory team needs continuous assistance and coaching from leaders. This entails paying attention to inspection reports, offering supervisor feedback and recommendations, and providing the necessary tools and assistance to implement an internal training supervision program. To discuss experiences and lessons learned, leaders may also hold a meeting or reflection session with the oversight team.
6. Coordinate training activities, where training activities related to in-house training supervision can be coordinated by leaders. For teachers to improve their teaching abilities, this may require planning workshops, seminars, or other professional development events. Leaders may also seek other resources that can provide teachers with more training.
7. Conduct evaluation and monitoring, where the internal training supervision program must be regularly evaluated and monitored by leaders. Assessing teacher performance after training, improving student learning outcomes, and receiving input from teachers and supervisors are all part of this.

The Role of In The House Training Supervision Towards Increasing Teacher Professionalism at SMP Santa Lucia Sei Rotan

The roles resulting from the supervision of In The House Training towards the development of teacher professionalism at SMP Santa Lucia Sei Rotan are:

1. Guidance and development of teacher skills in teaching, where teachers have the opportunity to receive coaching and opportunities to advance their teaching and learning skills through in-house training supervision. Based on observations made in class and examination of teaching materials, supervisors offer useful criticism to teachers. It supports teachers in adopting effective teaching techniques, reinforces their deficiencies, and improves their skills.
2. Teacher performance monitoring, where it is possible to frequently assess teacher performance through in-house training supervision. Supervisors have the ability to offer objective comments and evaluations regarding teacher performance. Teachers can maintain high standards of professionalism and make improvements where necessary with ongoing monitoring.
3. Collaborative learning, where teachers work together to learn in a collaborative atmosphere thanks to the supervision of in-house training. Teachers can share best practices, gain new insights about teaching, and learn from one another through group discussions and sharing experiences. Through this relationship, the teacher's knowledge base and understanding are broadened.
4. Improving teaching quality, where the objective of in-house training supervision is to improve teaching standards. Teachers can improve their instructional tactics, adopt more efficient practices, and overcome barriers that may develop during the teaching and learning process with the help of coaching and advice from supervisors. It helps companies and educational institutions improve their teaching practices all around.
5. Continuous professional development, where teachers have the possibility for continuous professional development through supervision of in-house training. Teachers can stay abreast of educational trends, take further training and broaden their understanding of best practices through regular monitoring programmes. It supports teachers in maintaining high levels of professionalism, competence and relevance.
6. Self-reflection and development, where teachers are encouraged to review their teaching methods while in-house training is being monitored. Teachers can point out their own strengths and weaknesses through observation and criticism in class, as well as develop necessary corrective steps. This procedure promotes continuous self-improvement and enhances teacher professionalism.

4.1 Discussion

Leaders in supervising in-house training must pay attention to things that can make the training carried out not optimal, where the lack of supervision will affect the lack of professionalism of teachers at SMP Santa Lucia Sei Rotan, this is in line with research (Baharuddin and Canada, 2017) which states that the level of teacher professionalism must be detected from the start, where the level of professionalism of teachers in the classroom in the teaching and learning process must be monitored properly so that later the teacher can easily improve the quality and abilities they have, so that later they will be able to develop themselves properly and make he will be able to increase his own capacity and capability to help schools produce outstanding students.

V. Conclusion

Based on the results of the research, what should be done by the leadership in supervising in-house training, namely by establishing a vision, mission and objectives for supervising, organizing a team of supervisors, planning and scheduling supervision, class observation and teaching materials, providing support and coaching by the leadership, coordinating the supervision of in-house training and evaluating and monitoring the programs that have been implemented at SMP Santa Lucia Sei Rotan.

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