

## Decision Making When Implementing Supervision of Learning Implementation at Deli Murni Bandar Baru Private High School

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### Abstract

*The purpose of the study was to describe the implementation of learning supervision in terms of decision-making at Deli Murni Bandar Baru private high school and the problems encountered in the implementation of learning supervision related to decision-making at Deli Murni Bandar Baru private high school. This study uses a descriptive qualitative approach. The research subject was the school principal, while the informants were two teachers. Data collection techniques are observations, interviews, and documentation. The results of the study showed that: The implementation of learning supervision by the principal to the teacher was carried out at the beginning of the first semester using an assessment rubric, including teacher effective assessment. Teacher's professional attitude. Assessment of teacher teaching skills. The learning supervision document is in the form of a file/questionnaire to assess teacher performance. The problems encountered in the implementation of learning supervision at Deli Murni Bandar Baru Private High School are the lack of supervision coaching time available by the school principal for teachers, lack of facilities that support the implementation of learning supervision, such as available learning media, lack of readiness of teachers to take part in supervising school learning.*

### Keywords

Decision-Making, Supervision Of School Learning.



## I. Introduction

Decision making requires skills starting from the process of gathering information, finding alternative decisions, choosing decisions, to managing the consequences or consequences of decisions that have been taken. The decision-making process carried out by supervision must encourage the realization of the school's vision and mission through planned and gradual programs. The decision-making process must pay attention to the implementation technique by identifying the problem first (Glatthorn, 1990). A supervisor must have the ability and strategy to make decisions that will have an impact on the overall progress of the school. decisions both operational decisions and strategic decisions that have an impact on the future of educational units, especially students, educators and education staff (Yusmansyah, Erfizal Fikri, 2022).

Implementation of learning supervision is to ensure activities are effectively carried out by those who are responsible for carrying out supervision by applying democratic principles, so that human potential can develop in a sustainable manner, both in personal and collective contexts, so that everyone can participate in a community. Learning supervision plays an important role in improving the professional quality of teachers in

the learning process, so it is expected that these activities can improve student learning outcomes(Sari, 2022).

However, the reality on the ground shows that there are still many teachers who are reluctant to be supervised. Supervision is still considered as an effort to uncover teacher weaknesses in carrying out their duties. Supervisors are considered as correctors, not partners in improving the quality of learning, such as the difference in the level of development of different teachers, which will have fatal consequences if the supervisor acts disproportionately. Where there are teachers who are able but lazy, there are those who can't but want to, but there are also those who are able and willing and even some who can't and don't want to.(Amina, 2017).

From the results of preliminary observations of school principals at the Deli Murni Bandar Baru Private High School in terms of learning supervision, the authors found that the implementation of learning supervision by the principal had not made a positive contribution to teacher improvement in the teaching and learning process. In fact, there are still some teachers who teach freelancing, in the sense that they do not use the standard set for a teacher to carry out.

Principals in decision making are carried out by involving directly with representatives of the curriculum, teachers in determining the policies of the schools they lead, in the teaching and learning process activities the teachers are more varied in the supervision of learning. The firmness of the school principal as a supervisor in the decision-making process involves all teachers in the school environment, there is an increase in teacher attendance, collaboration between teachers. The principal has the social skills to mobilize teachers, employees, stakeholders in their duties, responsibilities, and authority in making decisions for the betterment of the school.

The decision making by the head of the Deli Murni Bandar Baru Private High School has so far gone well. This can be seen from the processes and stages carried out by the principal in making decisions when carrying out supervision of the implementation of learning, namely by observing, collecting data, planning and identifying problems related to education in schools, then conducting deliberations among teachers. , to take a policy, carry out interpersonal approaches to teachers to carry out organizing activities, provide bright ideas and ideas, involve teachers in training activities and competitions, and supervise as controlling activities as outlined in work assessments Teacher,

## **II. Review of Literature**

### **2.1 Decision-making**

Decision making occurs all the time throughout human life. Human life is a life that is always filled with decision-making events, but most humans never know the consequences of a decision taken. Decision making can be expressed as the science and art of selecting alternative solutions or alternative actions from a number of alternative solutions and available actions to solve problems(Prastyawan, Agus & Lestari, 2020).

Decision making(decision making) is a mechanism for evaluating and selecting one / several options. Decision making decisions are formulated after going through several rational calculation processes and reviewing alternatives. Before conclusions are formulated and implemented, there are several levels of stages that must be passed by the decision maker. The stages of this stage may include recognizing the basic problem, preparing alternative decisions that can be chosen, then reaching the best decision selection phase.(Febriansah, Rizky Eka & Meiliza, 2011).

Decision making is the stage of choosing the most preferred thing to do an activity and a strategy has been prepared to make it happen (Rita'I, 2020). So decision making concerns choices or in the context of ways of thinking is a combination of divergent and convergent thinking. Therefore, the key word decision making is the selection of alternatives from several alternatives that require efficient methods or steps.

The decision-making process is a rational effort from the administrator to achieve the goals set at the beginning of the planning function. The process begins and ends with consideration. It requires creativity, quantitative skills and experience. The sequence of steps is as follows: 1) determining the problem, 2) analyzing the existing situation, 3) developing alternatives, 4) analyzing alternatives, 5) choosing the best alternative (Sondang, P. Siagian, 2010).

Thus the purpose of the principal's decision making in this study is a process of selecting the best alternative from several alternatives systematically by the principal to be followed up (used) as a way of solving school problems based on situational considerations. The important thing that becomes an indicator of the principal's decision making is choosing the best alternative, determining actions, and solving school problems. The principal must be brave in making decisions, because courage is a great confidence in facing danger and difficulties. So a school principal must have confidence in dealing with problems. The principal must be sure that problems can be resolved quickly and correctly. (Zakaria, Darmawati and Ibrahim, 2018).

The failure and success of school activities is largely determined by the school principal, because the school principal is the controller, decision-maker in achieving the vision, mission and goals of the school. Therefore there are several efforts that school principals can take in improving their abilities in the field of decision making, namely: increasing intelligence/intelligence, increasing skills/expertise, developing a creative attitude full of initiative to develop better, maintaining balance/emotional stability and increasing courage in decision making and responsibility (Rahayu, 2020).

## **2.2 Learning Supervision**

Learning is basically a way to be able to stimulate, maintain and enhance the creation of thought processes from individuals who learn. In the word learning the emphasis is on student learning activities, through planned efforts in learning resources so that the learning process occurs. The main characteristic of learning is the interaction between students and their learning environment, be it teachers, friends, tutors, learning media and other learning resources.

Because learning is highly dependent on the teacher's teaching ability, supervision activities pay primary attention to improving the teacher's professional abilities, which in turn will improve the quality of the teaching and learning process and ultimately the quality of supervision will be reflected in improving student learning outcomes.

Learning supervision is interpreted as professional guidance for teachers in the field of learning so that they can carry out their duties properly as educators and teachers. Learning activities here mean everything related to the success of the learning process such as the ability to make syllabuses, lesson plans, study evaluations, selection of teaching and educational methods and techniques, determining learning tools and materials and the ability to use learning media and technology (Abdul Gani, 2015).

Learning supervision also means an effort to stimulate, coordinate and guide the growth of teachers in schools, both individually and in groups, with tolerance and effective pedagogical actions, so that they are better able to stimulate and guide the growth of each student who in turn in turn they are better able to participate in a democratic society. Or

more specifically that supervision of learning (Bafadal, 1992) as a series of activities to help teachers to develop their ability to manage the learning process for the achievement of learning objectives. These professional services take the form of providing assistance to school personnel in improving their abilities so that they are better able to maintain and make changes to school administration in order to improve the achievement of school goals. (Zuhriyah, 2010).

Teaching supervision here is defined as formal behavior designed by the organization that directly influences teacher behavior in such a way as to facilitate student learning and achieve organizational goals. It can also be interpreted that teaching supervision is an effort made by school organizations, in this case the school principal or school supervisor as a supervisor to foster, guide, and direct teachers as facilitators in classroom learning so that it is better. So that they can carry out quality learning for their students and can realize school goals (Ansori, Aan, Imron, 2020).

### **2.3 Implementation of Learning Supervision Evaluation**

In evaluating the program and implementation of learning supervision, it is necessary to highlight in this domain the competencies that supervisors should have in order to carry out the task of teacher professional development. There are at least three competencies (Glatthorn, 1990) which must be mastered by supervisors as coaches of teacher professionalism, namely (the nature of teaching) the nature of learning, (the nature of adult development) the adult education approach, and (the characteristics of good and effective school) the characteristics of advanced schools.

With regard to the nature of learning, the supervisor must understand the interrelationships of the various influential learning domains. Learning organizing factors, educational foundations and learning domains. Understanding the characteristics related to the teacher's personality; concerns competence possessed as professionals, teacher abstraction and commitment, ability to plan and make decisions, work motivation, and teacher learning skills. No less important are those relating to the support of learning infrastructure, namely curriculum, syllabus, teacher's handbooks, setting study and teaching schedules, and student management in general.

Likewise with regard to the adult education approach, supervisors are required to have competency in the principles, approaches, methods and techniques of adult learning, understand the stages of emotional development and work maturity of a teacher, the stages of individual development, personality and morals, the stages of career development and coaching professional. Supervisor competence that is no less important in designing supervision programs, implementing and following up on the results of supervision, is the supervisor's ability to know the standard of school progress. Advanced schools are determined by the success of students in achieving learning success which is the end of all activities carried out by teachers and school stakeholders. The supervisor's role in fostering teachers is directly related to the role of administrator and motivator who is carried out as a teacher coach. So it is necessary to base on the vision, mission, goals of the school in carrying out the supervision or professional development of teachers (Fathurrahman, 2014).

Learning supervision is an assessment of teacher performance in managing learning. That evaluation. In the implementation of supervision, the characteristics of teachers faced by supervisors must be different. These differences can be seen in terms of age and maturity, work experience, motivation and teacher competence. Therefore, supervisors must apply an approach that is in accordance with the characteristics of the teacher they face. If the approach used is not appropriate, it is possible that supervision activities may

not run as expected. Learning supervision approaches include (a) scientific supervision, (b) clinical supervision, (c) artistic supervision, (d) integration of the three approaches.

In general, the evaluation of the implementation of learning supervision is related to the implementation of supervision theory which includes supervision planning, the approaches and views used, the implementation of supervision of teacher teaching abilities, and the implementation of supervision of teacher satisfaction and work discipline. Supervision is the process of supervising a person's ability to achieve the success of a learning organization in accordance with the tasks he performs. The success of supervising is determined by the ability to analyze personal beliefs, attitudes, and values as the three components of educational philosophical principles.

The first thing that needs to be done in the evaluation of learning supervision is the implementation of learning supervision. In detail, the questions that need to be asked include: 1) planning (teacher involvement, contracts with teachers); 2) approach (scientific, artistic, clinical or integrative); 3) the supervisory view used (directive, collaborative or non-directive) is based on the teacher's category. 4) learning supervision skills (conceptual, managerial, human, and technical) are applied proportionally, considering the implementation of these techniques, as well as the obstacles in implementation; 5) procedures followed (initial meeting, class observation and return meeting); 6) teacher satisfaction and work discipline (Fathurrahman, 2014).

The evaluation target of the learning supervision program can be directed to three things, namely 1) Supervisors, who carry out learning supervision. This can be done by the supervisor himself using an instrument (self-evaluation checklist), or by asking for feedback from the supervised teacher; 2) Supervised teachers, using a form that must be filled in by the supervisor and using a self-evaluation checklist format that must be filled out by the teacher himself; 3) Substance of supervision, is any material that is the target of supervision.

The evaluation of teacher professional development or learning supervision is a stage of efforts to improve the quality of learning and education. Teacher professionalism development activities are in line with Permendiknas Number 35 of 2010 that: functional education and training are teacher activities in participating in education or training aimed at increasing the professionalism of the teacher concerned within a certain period of time. While teacher collective activities are teacher activities in participating in scientific meeting activities or participating in joint activities carried out by teachers both at school and outside school (such as KKG/MGMP/MGBK), and aim to improve teacher professionalism.

Follow-up activities based on the findings of the assessment need to be carried out. Considering that the type of action as a continuation of the assessment activity is largely determined by the results of the evaluation of the teacher professionalism development program, the information on the results of the assessment must be administered so that interested parties who need it can easily obtain it. The results of the evaluation of learning supervision that have been achieved can be made into a data collection system which is useful information for improving learning programs in schools. The data can be arranged in the form of a collection of information that includes similar problems, it can also be in the form of tables, (Fathurrahman, 2014).

### III. Research Methods

In this study, the authors used qualitative research with a descriptive qualitative approach that produced descriptive data. The qualitative approach in this study is intended to find out and describe what it is about the decision-making regarding the implementation of learning supervision at the Deli Murni Bandar Baru Private High School. Collecting data in this study the authors will use methods/techniques of observation and interviews as the main data collection tool, while the documentation technique is only a supporting tool in data collection in this study. The research instrument used was to quote theories from various sources using documentation studies and also by conducting interviews, as well as direct observation to the Deli Murni Bandar Baru Private High School.

#### 3.1 Research Results And Discussion

##### a. Implementation of Learning Supervision in View of Decision Making at Deli Murni Bandar Baru Private High School

The principal of the Deli Murni Bandar Baru Private High School made a new decision to carry out learning supervision of teachers, and you could say that the supervision techniques used were individual/individual techniques that were visiting class/class observation. Class visits where the principal comes to class to see how the teacher teaches, with the aim of visiting the class to obtain data about the actual situation while the teacher is teaching. With this data the principal can talk with teachers about the difficulties faced by teachers. On this occasion teachers can share successful experiences and obstacles encountered and ask for help, encouragement and involvement. Because of its nature to review and study something that is seen while the teacher is teaching,

Based on field research, from the observations that the author saw about the implementation of learning supervision at the Deli Murni Bandar Baru Private High School it could be strengthened by interviews. The results of the interview with the decision making of the principal regarding the implementation of learning supervision at Deli Murni Bandar Baru Private High School: The principal explained about decision making in the implementation of learning supervision at Deli Murni Bandar Baru Private High School, that:

Usually I see the teacher who is teaching outside the room, and I can also enter the room to observe the teacher who is teaching, is it in accordance with what we all expected, the teacher who still has not mastered the learning process, I guide and direct the teacher to improve earlier, to see their performance, we have a questionnaire instrument to evaluate the teacher's performance, the implementation of learning supervision was made and carried out at the beginning of the first semester. Yes, for making decisions on the implementation of learning supervision, the principal, there is usually a teacher performance assessment questionnaire for us, and the principal usually sees us teach in class or just passing by in front of the class, and it is carried out at the beginning of the semester.

The results obtained from decision making for the implementation of supervision so far, in my observation, have been quite good or running even though there were some obstacles but they could be overcome, so the overall conclusion is good, and running smoothly. The results so far have been good, meaning that it is good that teachers can develop their potential, there is no gap between school principals and teachers, so the goal is to improve teacher performance as well.

The results that we feel for teachers are knowing how corrections and deficiencies in learning are due to the supervision of learning by the principal, with more teachers trying to improve the learning process in a better direction.

Based on the results of the researcher's interviews with the subject and 2 research informants, it can be concluded that the implementation of learning supervision in the Deli Murni Bandar Baru Private High School, the principal makes a decision regarding the implementation of learning supervision by means of class observation or class visits to assess teacher performance abilities, and in the form of a questionnaire or rubric in the assessment evaluates the learning process, and is carried out at the beginning of the first semester in July. The results achieved in making decisions regarding the implementation of learning supervision by the principal of the Deli Murni Bandar Baru Private High School are currently running smoothly, although not yet optimal.

#### **b. Problems encountered in implementing learning supervision related to decision making at Deli Murni Bandar Baru Private High School**

The results of the interview with the school principal made a decision regarding the problems encountered in implementing learning supervision at the Deli Murni Bandar Baru Private High School: The problem faced in making decisions regarding the implementation of learning supervision was that the first obstacle was that sometimes the timing was not precise with the implementation of supervision. For example, the teacher is ready, the supervisor is not ready, the supervisor is ready, the teacher is not ready, this sometimes drags on time, the second is that the supervision of learning is not successful according to the curriculum, because it is not supported by adequate facilities, so the facilities as standard as possible are sufficient here.

The obstacle factor is the condition, the lack of media, time, facilities and infrastructure, it does not depend on the school principal either, but the willingness of the teachers to be supervised. The first obstacle is that in the learning process the teacher makes decisions that can change, meaning that there is less enthusiasm, both of which supervision at the beginning of learning is difficult for the teacher to carry out, time constraints, need good time, and according to schedule, sometimes it is not carried out according to schedule.

As a professional activity to help teachers become better in implementing learning supervision, school principals make decisions in implementing supervisory work programs, of course facing various problems. Supporting factors if the performance of teachers and employees is maximal and experts in their fields, as well as these obstacles that are classified as not too serious or severe. Based on what the authors found, the problems encountered in making decisions regarding the implementation of learning supervision in the Deli Murni Bandar Baru Private High School, especially the problem of available time, adequate media or facilities and infrastructure, teachers who will be supervised by the school principal are not necessarily ready. or vice versa when the school principal does not supervise.

### **3.2 Discussion**

The principal of the Deli Murni Bandar Baru Private High School made a new decision in implementing learning supervision. It is known to carry out supervision, namely class observation or class visits. Class observation or class visit is a technique that is very useful for obtaining extensive information about various matters related to teacher professionalism in making decisions in carrying out their main task, namely teaching.

Based on the results of class visits, the principal makes a decision with the teacher to discuss the various problems found and develop solutions for the future.

Class visits where the principal decides to come to class to see how the teacher teaches in class. With the aim of visiting the class to obtain data about the actual situation while the teacher is teaching. With this data, supervisors can talk with teachers about the difficulties faced by teachers. On this occasion teachers can share successful experiences and obstacles encountered and ask for help, encouragement and involvement. Because of the nature of conducting a review and studying something that is seen while the teacher is teaching, it is often called class observation.

These class visits serve as a tool to encourage teachers to improve their teaching methods and student learning. Making the decision to visit can provide an opportunity for teachers to share their experiences as well as an effort to give teachers a sense of competence. Because teachers can learn and gain moral understanding for career growth. Supervision is a planned coaching activity to assist teachers and other school employees in doing their job effectively.

Based on the data obtained, decision-making regarding the implementation of learning supervision by the principal of the Deli Murni Bandar Baru Private High School was made with the aim of: observing and assessing the implementation of school work plans, observing and identifying educational problems in order to find solutions. Based on field data that the author observed, in practice the principal of the Deli Murni Bandar Baru Private High School went directly to the field to observe the teaching and learning process in the classroom. The implementation has been arranged by the principal with the teacher, some are not informed that the principal directly supervises in the classroom or monitors outside the classroom. Principals make decisions by using learning supervision instruments to measure the abilities of teachers,

Based on the results of interviews and observations obtained in the field from Deli Murni Bandar Baru Private High School, making decisions regarding the implementation of learning supervision has been carried out even though it is not optimal, the implementation of learning supervision is made at the beginning of the first semester in July, the content of decision making regarding the implementation of learning supervision in the form of an instrument that has been provided by the school principal. The results of the implementation of learning supervision by the principal of Eria Medan Private High School were responded positively by teachers who stated that they were willing to be supervised and given motivation to perform even better.

Thus it can be understood that supervision with all its efforts is directed at fostering and developing aspects contained in the learning situation, so that a situation will be created that can support the achievement of educational goals in schools, what is meant by a learning situation is a situation where there is a process of interaction between teachers and students in an effort to achieve predetermined learning goals.

In making decisions regarding the implementation of learning supervision by the principal of the Deli Murni Bandar Baru Private High School it has been carried out and in accordance with the opinion expressed by one of the teachers who stated: "A good school will always have a good principal, meaning the professional ability of the principal and his will to work hard in empowering all potential school resources to guarantee the success of a school. To make decision-making more effective in carrying out his work and to be able to utilize all the potential resources that exist in schools, the principal must understand his role.

In making decisions regarding the implementation of learning supervision, there must be some problems or obstacles faced by the principal and the teachers who will be



supervised, here the author will describe the findings in the field and the problems faced by the principal and teachers in SMA Pure Bandar Baru Private Deli.

Based on what the author got related to the problems faced in making decisions regarding the implementation of learning supervision in the Deli Murni Bandar Baru Private High School, especially the problem of available time, because when the principal meets the teacher at school it is not enough just at school but it takes time there is a lot that has to be done by school principals, the media that the author observes is inadequate to support supervision, but it can be overcome with various existing solutions, supporting facilities and infrastructure, in order to facilitate principals and teachers in the teaching and learning process, teachers who will supervised by the principal is not necessarily ready or vice versa when the principal is lacking in supervision.

#### IV. Conclusion

The implementation of learning supervision by the principal of the teacher is carried out at the beginning of the first semester using an assessment rubric, including: (1) Teacher affective assessment. (2) The teacher's professional attitude. (3) Assessment of teachers' teaching skills. (4) The learning supervision document is in the form of a file/questionnaire to assess teacher performance. The problems encountered in the implementation of learning supervision at Eria Medan Private High School were (1) Lack of supervision time provided by school principals for teachers, (2) Lack of facilities that support the implementation of learning supervision, such as available learning media (3) Lack of teacher readiness in following the supervision of school learning.

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