TEACHER SUPERVISION USING TEACHER COMPETENCE ASSESSMENT IN THE ASSESSMENT OF LEARNING IMPLEMENTATION COMPONENTS IN PRIMARY SCHOOL JURUMUDI 5 TANGERANG STATE

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ABSTRACT

The focus of this research is mainly based on the elementary school level at SDN Jurumudi 5 Tangerang City hoping that this research topic will enable teachers to expand their knowledge about the impact of classroom climate on their students' learning processes. These factors contribute to a relevant classroom environment in classrooms with students of all ages and grade levels. For students to be able to learn in school, it is not only important for teachers to instruct students on what is in the textbooks, but it is also important that the classroom environment allows students to perform to their highest potential. The focus of this research is related to the classroom environment and its impact on student learning. This study will use an evaluation analysis model with a qualitative and quantitative method approach. Through a qualitative approach, the data collected will try to be processed and presented in a description based on expressions, language, ways of thinking, and the views of the research subject. While the method used in this research is evaluation research. In the analysis of this study using the APKG instrument analysis that has been made by the State University of Jakarta. The data that has been obtained were analyzed using the average of the evaluation results with the following criteria with a range of values 1 very not good, 2 enough, 3 good, and 4 very good. The results of the researchers showed results with good criteria, while the components in the assessment that was not optimal could be improved by the teacher. Especially in the use of science and technology, this is due to inadequate school facilities. While the components related to methods, the use of learning resources, and class management are very good. In this case, every ideal teacher class is unique and creative and can be an opportunity to build great classroom conditions and situations between teachers and students

Keywords: Assessment Of Learning, Primary School, Teacher Supervision

INTRODUCTION

A classroom is a study room, space where children and adults learn. Classrooms are found in all educational institutions, from preschool to university, and can also be found in other places where education or training is provided, such as companies and religious and humanitarian organizations. Classrooms provide a space where learning can take place without being distracted by outside distractions.

Most of the child's time is spent sitting in the school classroom. This place is where they will learn a variety of skills that they deem necessary and appropriate for them to achieve success in the global community. As we all know, the classroom environment is the second teacher for each student, in this study researchers will examine the evaluation of how the concept of learning for each student during this time.

To keep the classroom running smoothly, teachers must create and adhere to schedules for class students and individuals (Stewart et al., 1997). This timetable should allow teachers to have as much time as possible for core instruction subjects (Stewart et al., 1997). As a result, teachers who stick to their classroom schedules tend to run out of time for other lessons (Digital Works and Turano 2005). The classroom climate has not only been shown to affect student outcomes and achievements but is a prominent policy issue in several countries and regions.

Classroom behavior and management are two variables that have the greatest impact on student learning (Marzano and Marzano, 2003). Teachers must evolve class rules to communicate expectations. Stewart et al. argue: "Classroom management and control behavior is central to stimulating learning. Research has shown that teachers who are effective in managing behaviors in the classroom are also effective in improving achievement" (p. 100). 55). Teachers must set a limit of three to five rules for their classrooms. These rules must be clearly stated at the beginning of the school year, posted, and frequently reviewed (Stewart et al., 1997). Teachers should use many interventions that accommodate state-created curriculum ("Creating Effective Teaching and Learning Environments: First Results from Talis Executive Summary," n.d.)

The learning process uses a scientific-participatory approach with children trained and used to observe, and ask, try and reason, to communicate, both oral and written. While the assessment was developed, not only quantitative-numerical but also qualitative-descriptive.

"Classroom teachers must provide a positive learning environment. It is in this class that teachers have the greatest control over conditions that affect learning and behavior" (Stewart, Evans &Kaczynski, 1997, p.53). Teachers should be aware of the environmental impact a class can have on students because of the way they conduct their classrooms.

Recognizing individual differences from learners is a basic concept when teachers prepare to teach It is a basic assumption of strategic teaching and learning to teach in the classroom should be the interaction of what we know about teaching variables, learning, achievements, and contextual factors. This assumption has prompted our search as individuals and groups to develop an instructional framework (Jones, 1987: p. v).

Students come from different backgrounds and have a variety of experiences and abilities. Good teaching depends not only on the teaching strategy or its effectiveness but also depends on the individual needs and adequacy of the content. Dyer and Osborne (1995) in his study book entitled "The Influence of Teaching

Approaches on Student Agricultural Education Achievement with Varying Learning Styles "proposes that" the selection of appropriate teaching approaches is one of the most important processes for achieving student teaching success and achievement" (p. 260). Joyce and Weil (1986, in Dyer and Osborne 1995), further stated that "students react differently to different teaching methods, and that the selection of the right method is essential to their learning style served by instruction" (p. 260). There is an assumption that students learn with different styles, at different speeds, at different levels of prior knowledge, and in different environments when lesson materials are provided with various teaching strategies(Shinn 1997).

Rosenshine and Frust (1973) report that students learn well when following present characteristics: (1) variability in teaching methods and materials, (2) interest, (3) clarity, (4) task-oriented behavior, (5) use of teacher structuring comments, (6) students' opportunities to study the material, (7) varying levels of questions, and (8) enthusiasm. Yelon (1996, p. 3) promotes ten strong teaching principles that he believes superior teachers apply: meaningfulness, prerequisites, open communication, organizing important ideas, learning aids, novelty, modeling, active appropriate practices, pleasant conditions and consequences, and consistency. Monk and Dillion (1995) stated in planning and management for science teaching that the purpose of the activity was to help teachers to develop the following: (1) Knowledge of the elements of classroom planning and management; (2) Skills and strategies for organizing and managing activities in lessons; (3) Skills and strategies in planning and managing continuity between lessons; (4) Experience in developing and planning work schemes.

The most effective teaching methods and tools include using laboratories, demonstrations, contests, using real objects, discussions, and supervised experiences. Teacher characteristics that influence the use of the chosen one to understand the selected teaching method include the number of courses taken focusing on teaching and learning, the length of teaching contracts, school location, school size, academic background, and gender(Shinn 1997).

The focus of this research is primarily based on the elementary school level at SDN Jurumudi 5 Tangerang hoping that this research topic will allow teachers to expand their knowledge about the impact of the classroom climate on their students' learning process. Those factors contribute to a relevant classroom environment in the classroom with students of all ages and grade levels. Thus, my research is based on a clear condition in any class

For students to learn in school, teachers are not only important in instructing students about what is in textbooks, but it is also important that the classroom environment allows students to do their highest potential. The focus of this research is related to the classroom environment and its impact on student learning.

METHODS

The research approach used is qualitative and quantitative. The quantitative approach is to prioritize the objectivity of research design by using figures and statistical management.

This study will use an evaluation analysis model with qualitative and quantitative methods approach. Through a qualitative approach, the data collected will be tried to be processed and presented in a description based on expression, the language of the way of thinking, and the subject's views of research. While the method used in this study is evaluation research. Evaluation research is not intended to test

hypotheses but is intended to improve the programs or policies carried out(Emir, 2012).

The method of data collection is very closely related to the research problem that wants to be solved. The problem gives direction and influence to the determination of data collection methods. Many of the problems that have been formulated cannot be solved properly, because the method for obtaining the validity of the necessary data cannot produce the data as desired. One way to collect data is to use observation methods and documentation. This research analysis using teacher competence assessment instrument analysis that has been created by Universitas Negeri Jakarta. The data that has been obtained is analyzed using the average of the evaluation results with the following criteria with a range of values of 1 very bad, 2 enough, 3 good, and 4 excellent.

RESULTS AND DISCUSSION

The fundamental ability a teacher must have to organize day by day, hour by hour, by assessing his students and adjusting strategies and tactics over time, requires sophisticated knowledge and skills.

To successfully use differentiated instructions, a teacher must first have a strong understanding of each cognitive component of the learning process, what it looks like when they work, and what the specific subcomponents of each form look like when they are damaged. Furthermore, a teacher must develop a repertoire rich in strategies and tactics to attract the right strategies or tactics that will overcome specific distractions for a particular task, at the right time. Using a great strategy at the wrong time, or a mismatch of strategies with strategies that don't make a profit will frustrate students and teachers alike when the strategy fails to produce the desired results.

This research learning process is intended to increase students' attention and focus, motivate them to practice high-level critical thinking skills, and promote meaningful learning experiences by students. Teachers who adopt a student-centered approach to teaching increase opportunities for student engagement, which then helps each student more successfully achieve learning goals.

Initial activity

|	1	2	3	4
value	4	4	4	4
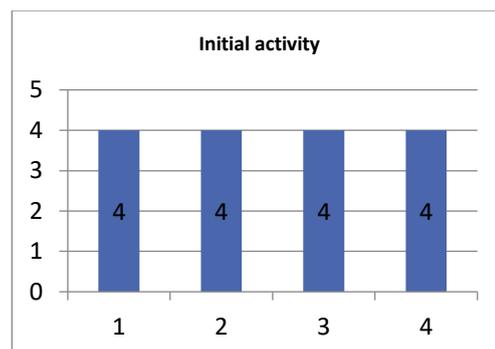
The initial activity appraisal component is evaluated with the following indicators: preparing learning conditions, conveying learning objectives, conveying apperception, and conveying motivation. The results of an evaluation of 6 teachers that have been done using teacher competence assessment that has been standardized, it can be known that the early stages of learning activities show the number 4 with excellent results criteria. This becomes important because early-stage learning is the main reference in the next activities.

Learning core activities
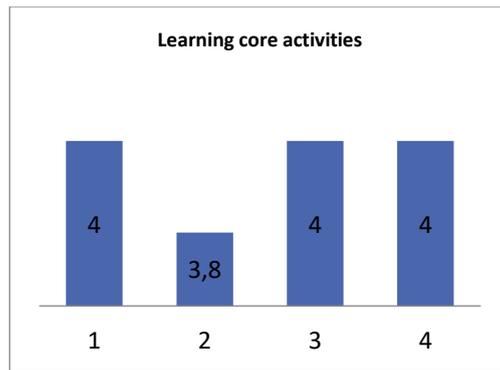
Instrument evaluation of the core learning activities with evaluation indicators as follows: carrying out 5m (observing, questioning, reasoning, trying, and communicating), using a predetermined learning model, using varied methods, and using communicative language. From the evaluation of existing indicators, there is a score of 3.8 on the indicator using the learning model that has been set. The value is in a good category, but there needs to be sealing as in the evaluation indicator which is in the very good category.

**Mastering and following the development of science and technology**
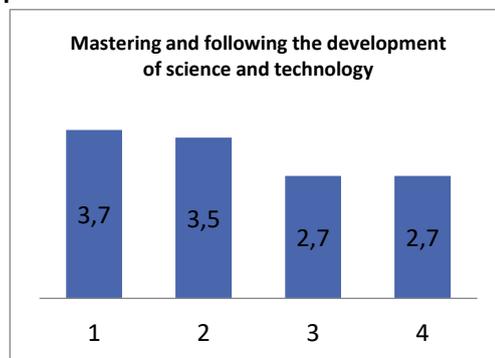
Instrument evaluation of learning by teachers with components Mastering and following the development of science and technology, as for indicators evaluated as follows: following the development of technology, developing materials according to the advancement of science and technology, utilizing ICT for learning needs, and implementing ICT for material enrichment. From the results evaluated using the teacher competence assessment instrument, it is known that the mastery and knowledge of renewable science and technology have not been optimal. It is found from the evaluation results, that teachers have not used science and technology in all of them. Value 2 on the indicator utilizes ICT for learning needs, and implementing ICT for material enrichment has not been maximized with sufficient credibility. This can be predicted by the limitations of technology owned by the school so that there is no use of such indicators.

**Ability to provide motivation in learning**
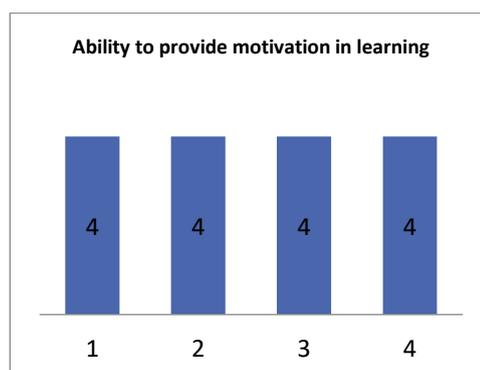
Evaluation of the instrument component of ability motivates learning with indicators: pay attention to all students, upload/provoke students to ask, respond well to student questions, and provide reinforcement. From the results of the research showed that all teachers conducted evaluation research using existing components, it was found that the ability of teachers to motivate in learning is optimal. The value of the indicator shows the number 4 with excellent result criteria. This component can be maintained by the teacher optimally because it relates to the way the teacher teaches to keep students in the condition expected by the teacher.

Ability to manage class in learning

| 1	2	3	4
4	4	4	4
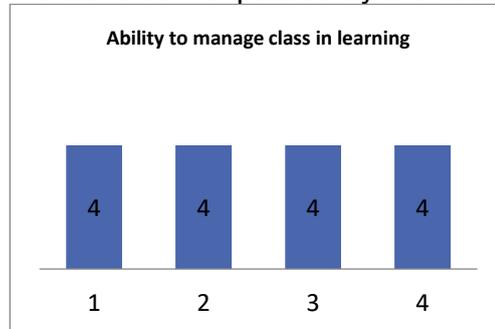
Evaluation of the components of the ability to manage the classroom in learning with the following indicators: create a fun learning atmosphere, reprimand students who do not want to learn, reward students, and create student interaction in learning. The results of the evaluation of the components of the ability to manage the classroom in 6 teachers who were evaluated showed optimal results, this was stated from a score of 4 on the criteria very good. This component becomes the most important part of learning in the classroom with good classroom management, the purpose of education will lead to the expectations of the school and also the teacher.

Ability to use learning aids or media

| 1	2	3	4
4	4	4	3,5
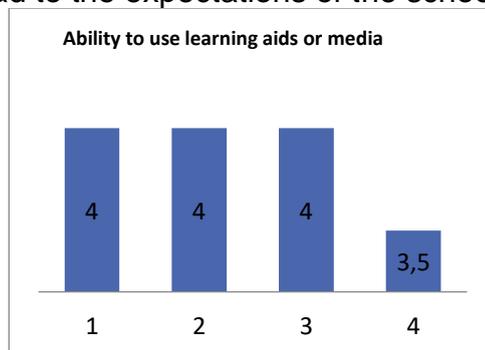
Evaluation on the components of ability to use tools or learning media with indicators: adapted to the subject matter of learning, writing and drawings are clear, interesting, and interactive. The results of the assessment of 6 teachers who were evaluated in the learning process showed good results on the use of learning media with interactive indicators. This is because the evaluation result shows a figure of 3.5 with good criteria. The components on the other indicators show a score of 4, which means very good. This is an important concern in optimizing the use of a good on interactive media indicators. For the sake of teachers must be creative and innovative to create media or use appropriate media in the learning process.

Ability to use learning methods
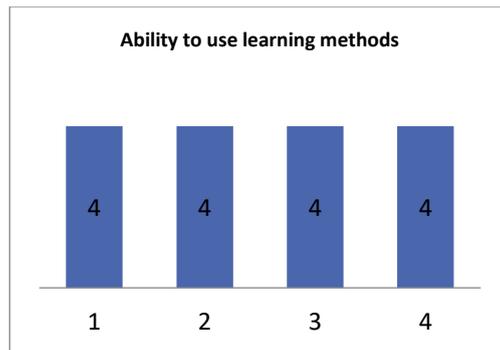
Evaluation on the ability component using learning methods with indicators: following indicators in the Lesson plan, increase student activity, vary, and improve the interactive students in this component has shown excellent results. In this component, the whole indicator shows a score of 4 which has excellent criteria. This component is expected to continue at the same score when researchers perform the same evaluation.

Utilizing Learning Resources in Learning
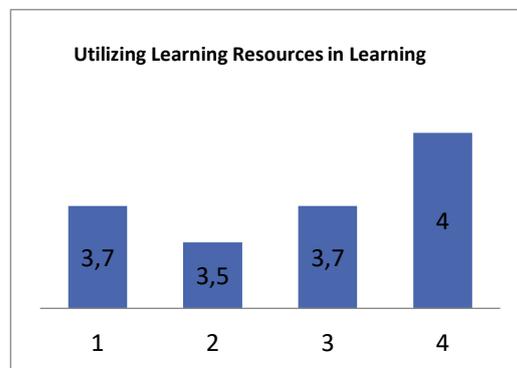
Evaluation on components utilizes learning resources in Learning with indicators: access the internet to obtain learning materials, use libraries, use print media, and use the environment. In the results of evaluation found by researchers, there is a value with excellent criteria that is an indicator of the use of the environment as a learning resource. However, in other indicators, showing good evaluation criteria results, in this case, the results should be optimized by the teacher. That the utilization of learning resources can be accessed anywhere and use anything so that students authentically understand from the subject matter so that more contextual learning objectives will be achieved.

Closing Activities in learning
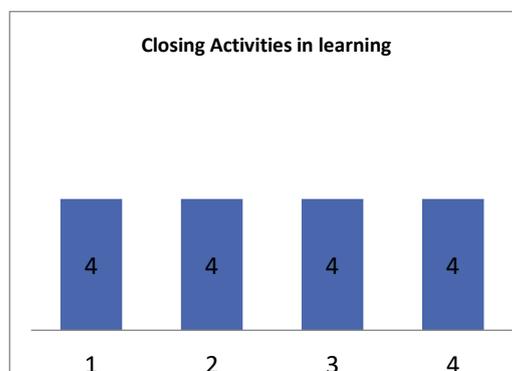
Evaluation of the components of the closing activity in learning with the following indicators: concluding the material, giving the final test, giving homework, and

conveying the next topic of the material. The results of the evaluation conducted show significant results are very good in the closing activities in learning, delivery by teachers by the criteria in the research. Related components of this assessment need to be maintained by teachers and there needs to be a continuous development so that learning achievements for the next meeting are achieved.

CONCLUSION

The results of the study showed results with good credibility, while the components in the assessment that have not been optimal can be improved by the teacher. Especially in the use of IPTEK, this is due to inadequate school facilities. While in the components related to the method, the use of learning resources and class management has been very good. In this case, each ideal teacher class is unique and creative and can be an opportunity to build great classroom conditions and situations between teachers and site.

Effective planning and preparation are essential in maximizing students' learning time. Too many teachers went unplanned and found themselves doing nothing for the last few minutes of class. Teachers should be familiar with planning that always prepares materials. Effective teachers look for every available opportunity to improve student learning. The classroom environment is a teaching resource that should not be ignored. Students and teachers spend most of their day in the school classroom, and you are responsible for developing an environment and atmosphere that enhances learning. Developing a classroom environment conducive to learning is a process that involves staging physical spaces, getting students to work together, creating communal environments, and ultimately maintaining a positive classroom climate and culture. With the results of this study, researchers as principals can give directions to the teacher council on what needs to be improved and optimized.

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