The Role of Teacher Supervision in Optimizing the Use of Supervision on the Teaching Freedom Platform

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Article Info

ABSTRACT

This study aims to describe the role of supervision in supporting the optimization of the implementation of the independent training program through the Merdeka Teaching Platform (PMM). The research used a descriptive approach with data collection techniques in the form of a first cycle mentoring questionnaire filled out by two teachers. The research instrument involves six indicators which include teacher involvement in watching training videos, studying materials, completing modules, doing post-tests, completing real action sheets, and obtaining self-training certificates. The results showed that the first teacher obtained a final score of 91% with five indicators achieved, while the second teacher achieved a final score of 100% with all indicators achieved. Supervision played an important role in monitoring teachers' involvement in each stage of the training. These findings provide a concrete picture of the implementation of supervision in supporting the optimization of self-training in PMM.

Keywords:

INTRODUCTION

Educational supervision is an important element in education that encourages improvement for the sake of improvement to realize common goals and ideals. (Destian et al., 2024). Educational supervision plays an important role in ensuring the quality and effectiveness of the teaching and learning process by providing a framework for the teaching and learning process, a quality teaching and learning environment student academic excellence, teacher professional development, curriculum alignment, observation and feedback, data-based decision making, teacher collaboration, alignment with educational goals, and adaptation to educational developments. (Fakhri & Tirtayasa, 2023).It involves providing support, guidance and feedback to educators to help them improve their teaching practices and enhance student learning outcomes. Effective supervision helps create a culture of continuous improvement in schools and contributes to the overall success of the education system. (Nur Efendi & Muh Ibnu Sholeh, 2023).

Educational supervision is important in identifying areas for improvement and implementing strategies to address them. (Suryadi et al., 2024).. Regular evaluation and monitoring are needed to assess the effectiveness of the program and make necessary improvements. (Widyanto, 2023). By observing classroom teaching, analyzing student data, and collaborating with teachers, supervisors can identify strengths and weaknesses in teaching practices and design targeted professional development opportunities.

Teacher supervision refers to the process of observing and guiding teachers to improve their teaching practices. (Yulianto, 2024) As a result, it has an important role in teachers' professional development, especially those who use innovative platforms such as Merdeka Mengajar. With effective supervision, teachers can receive constructive feedback on their performance and get help in overcoming challenges they may face in teaching. (Marizka et al., 2024)Through regular supervision, teachers can continuously improve their teaching quality and adjust learning strategies according to students' needs. (Utami, 2019).

The Merdeka Mengajar (PMM) platform provides opportunities for all teachers in Indonesia to continue learning and developing their competencies, whenever and wherever the teacher is. (Arnes et al., 2023). The Merdeka Mengajar Platform acts as a driving friend for teachers in forming Pancasila students. There are three functions of the Merdeka Teaching Platform, namely teaching the independent curriculum more effectively, learning new concepts, and working to create a work or product. (Afriansyah, 2022).

Supervision is an important part of reconstructing learning in an independent curriculum (Anridzo et al., 2022).. The orientation of the independent learning curriculum is to prepare individuals to be able to develop critical, creative and capable thinking for the needs of the times. (Faiz & Purwati, 2021)To achieve this goal, of course, it is necessary to improve educational services at the instructional level and start with the quality of operational services carried out by teachers, this indicates that the role of teachers is very important in the development of education. (Arviansyah & Shagena, 2022)..

Based on the description above, the author feels it is important to conduct research to see the actual condition of the implementation of the Merdeka Mengajar Platform at junior high schools. So that the researcher raises the title "The Role of Teacher Supervision in Learning Quality" to describe more deeply the implementation of the Teaching Freedom Platform in junior high schools.

METHODS

To describe the results of supervision according to Yusanto (2019), qualitative research has its own variety of approaches, so that researchers can choose from this variety to adjust the object to be researched. Furthermore, Yulianty & Jufri (2020), in qualitative research, data analysis must be carried out carefully so that the data that has been obtained can be narrated properly, so that it becomes a feasible research result. This research method uses a qualitative approach with descriptive methods. Qualitative research method is a research method that aims to understand real things. In this method, the researcher acts as the main instrument in the data collection process. Because data is collected simultaneously through different techniques (called triangulation) and analyzed using an inductive or qualitative approach, the results are more focused on understanding rather than drawing general conclusions (Sugiono: 2013).

Data collection techniques in qualitative research are carried out by collecting data through interview instruments. Observation in this study is to interview teachers whether they have received training assistance at PMM (*Platform* Merdeka Mengajar) using a *check list* sheet containing an observation list to be given a check mark (√) according to the observed aspects. Interviews are conducted to obtain additional information and ensure that the data that has been collected is accurate. In this study, we interviewed the supervisor and two teachers at As-Sa'adah Pesawaran Islamic Junior High School. This research used *purposive sampling* technique. *Purposive sampling* is a way of selecting informants based on the criteria and needs of the author. The informants in this study were two mathematics teachers at As-Sa'adah Pesawaran Islamic Junior High School.

RESULTS AND DISCUSSION
Results
  The research results based on the cycle 1 mentoring questionnaire filled in by two teachers provide an overview of their involvement in completing independent training at Platform Merdeka Mengajar (PMM). This questionnaire includes six main points that each teacher must complete during training, namely:
1. Teachers watch videos on PMM self-training.
2. Teachers study the materials in the PMM self-training.
3. Teachers work on modules in the PMM self-training.
4. Teachers take the post-test in the PMM self-training.
5. Teachers complete the concrete action sheet in the PMM self-training.
6. Teachers have PMM self-training certificates.

In the questionnaire, each point that has been done is given a score of **2**, while points that have not been done get a score of **1**. The final score is calculated using the following formula:

$$Final\ Score = \frac{score\ obtained}{maximum\ score} \times 100$$

Results Per Teacher:
- **Teacher 1**:
  Teacher 1 has completed five of the six points in the questionnaire. The point that has not been done is having a PMM self-training certificate (point 6). Therefore, the score obtained by Teacher 1 is **11** out of the maximum score of **12**.
  Teacher Workmanship Details 1:
  - Watch videos at PMM training → **Already (Score: 2)**
  - Studying materials at PMM training → **Already (Score: 2)**
  - Working on modules in PMM training → **Already (Score: 2)**
  - Doing post-test in PMM training → **Already (Score: 2)**
  - Completed a concrete action sheet at the PMM training → **Already (Score: 2)**
  - Have PMM self-training certificate → **Not yet (Score: 1)**

$$Final\ Score = \frac{11}{12} \times 100 = 91{,}67$$

- **Teacher 2**:
  Teacher 2 has completed all stages of the PMM self-training, including point 6 (having a PMM self-training certificate). Thus, the score obtained by Teacher 2 is **12** out of a maximum score of **12**.
  Teacher's Work Details 2:
  - All points (1-6) → **Already (Score: 2 for each point)**

$$Final\ Score = \frac{12}{12} \times 100 = 100$$

Table 1. Recapitulation of Questionnaire Results for Cycle 1 Assistance

No.	Teacher Name	Points Done	Acquisition Score	Maximum Score	Final Grade (%)
1	Teacher 1	5	11	12	91,67
2	Teacher 2	6	12	12	100

Discussion

The results of the cycle 1 mentoring questionnaire showed that:

1. **Teacher 1:**

   Teacher 1 has completed most stages of the PMM self-training. However, Teacher 1 has not yet obtained the self-training certificate, which is one of the key indicators of successful training. This certificate usually requires additional commitment, both in terms of time and effort, to complete the relevant action sheets and upload them to the platform.

2. **Teacher 2:**

   Teacher 2 completed all stages perfectly, including obtaining the training certificate. This shows that Teacher 2 was able to make optimal use of supervision and had a high commitment to completing the PMM self-training.

The average score of both teachers was **95.5**, indicating that most aspects of the training were done well. Teacher 1 needed additional supervision in the final stage of the training, especially in the process of obtaining the certificate.

CONCLUSIONS

This research reveals that educational supervision plays an important role in ensuring the quality and effectiveness of the teaching and learning process, especially in the implementation of the Merdeka Teaching Platform (PMM). PMM has an important role in improving the quality of learning in schools. The supervision results show that teachers' readiness to implement PMM is strongly influenced by administrative completeness, such as training certificates. Teachers who have completed independent training show better results in implementing PMM than teachers who have not attended training. Therefore, continuous supervision is needed to ensure all teachers get adequate support to improve their competencies in managing technology-based learning and Merdeka Belajar curriculum.

Based on the findings of this study, the researcher provides suggestions for follow-up to be discussed in further research.

1. Intensive support for teachers who have not completed the training such as more time for training or additional mentoring sessions.
2. Improving infrastructure and facilities so that teachers have adequate access to self-training, including providing supporting facilities such as stable internet access and adequate devices.
3. Periodic evaluation of PMM implementation to ensure the effectiveness of the platform in improving learning quality.
4. Collaboration between teachers, both in the form of group discussions and experience-sharing sessions, to help each other overcome challenges in implementing PMM.
5. Develop a flexible policy that is well received by all teachers.

AUTHOR CONTRIBUTIONS

VIS contributed to formulating an introduction that was in accordance with the problems discussed and as an editor of the article to match the template given, CM contributed to connecting us to the research location, then analyzing the research methods, SA contributed to summarizing the results of the research we did, TS contributed to formulating the discussion and results of this research, UR and CR as lecturers teaching educational supervision courses and as article supervisors.

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