## IMPLEMENTATION OF ACADEMIC SUPERVISION ON DIFFERENTIATED LEARNING IN PUBLIC SD 07 SUNGAI RAYA KUBU RAYA DISTRICT

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### Keywords

- Academic Supervision;
- Differentiated learning.

### Abstract

The aim of the research is to describe the implementation of differentiated learning through academic supervision at SD Negeri 07 Sungai Raya. The research subjects were grade 1 teachers and grade IV teachers who implemented the Merdeka curriculum using differentiated learning. The method used is descriptive qualitative. The data analysis used is qualitative analysis. Research data shows that the implementation of differentiated learning through academic supervision at SD Negeri 07 Sungai Raya has been carried out in accordance with planning, implementation and supervision results. This is demonstrated by the plans prepared by the teacher. The implementation of differentiated learning that has been carried out by teachers through academic supervision has been carried out. Teachers have prepared the implementation of learning that will be carried out properly. Academic supervision is, carried out to help teachers improve their professional abilities, which include academic knowledge, classroom management, and learning process skills, and can use all these abilities to provide quality learning experiences for students.

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INTRODUCTION

Education is important for everyone, with a good education a person can provide benefits for himself and for others. In a country in this world, all focus on the education sector in developing the country and nation. Education has a very large contribution and influence in improving the quality of its human resources. Education is the source of a nation's progress because with good education the quality of a nation's human resources can be developed. Human resources are the main capital in creating a quality nation, and Indonesia is no exception.

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state, (Iwan & Warneni, 2023).

To realize the education referred to in Law No.20 of 2003, the school is a place that can actively develop the potential of students. The school is a formal educational institution where the teaching and learning process is carried out for the Principal, teachers and students. The three subjects have their respective roles and functions.

The principal as the leader of the institution has a function, one of which is to supervise. This is done to provide professional services in improving the competence of teachers and principals. The importance of this supervision is to supervise the performance of teachers in carrying out learning. So that there is an increase in the quality of education through the learning process in the classroom. This is in line with what Bermawi & Fauziah (2015: 16) stated that regular supervision, teachers will always try to improve competence.

The implementation of the independent curriculum began to be implemented massively in all educational units. Including at SD Negeri 07 Sungai Raya in grades one and four, while the other grade groups are still using the 2013 curriculum. This is a challenge for each education unit.

In implementing the independent curriculum, classroom observations and visits are carried out to find out the implementation of learning that applies differentiated learning. Based on this, the role and responsibility of the principal are needed to ensure that the learning process carried out by the teacher can run well. So the principal carries out learning supervision at SDN 07 Sungai Raya.

Supervision according to Daresh (Mulyadi & Fahrirana, 2018: 1) is an effort to help teachers develop their ability to achieve teaching goals. The Principal as a Supervisor functions to guide, assist, and direct educators and education personnel to appreciate and implement educational procedures to support the realization of quality education. The role of the principal in improving the quality of education includes his role as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Mulyasa, 2003; Vivi, 2013).

Mulyasa (2013: 249) academic supervision is professional assistance to teachers, through a cycle of systematic planning, careful observation, and objective and immediate feedback with a cycle so that supervision is more systematic.

The keyword of supervision is to provide services and assistance to teachers, so the purpose of supervision is to provide services and assistance to develop teaching and learning situations carried out by teachers in the classroom (Buro in M. Ngalim Purwanto (2005: 77).

According to Permendiknas no. 39 of 2009, the scope of academic supervision includes 1) fostering teachers in planning, implementing, and assessing the learning process, 2)
monitoring the implementation of content standards, 3) monitoring the implementation of process standards, 4) monitoring the implementation of graduation competency standards, 5) monitoring the implementation of teaching staff standards and 6) monitoring the implementation of assessment standards, (Ramadhan, Firmansyah, et al., 2023).

In line with what P Adam and Frank G Dickey said as quoted by Hendiyat Soetopo (2018: 41), "supervision is a program that plans to improve lessons. This program can be successful if the supervisor has the skills and cooperation with teachers and other education officers.

According to Nurhattati (2021: 64), academic supervision aims to help teachers develop their abilities to achieve the educational and learning goals set for their students. Ability development in this context is not interpreted narrowly, which merely emphasizes increasing teacher knowledge and skills, but also increasing the commitment, willingness and motivation of the teacher himself.

The stages of implementing academic supervision according to Nurhattati Fuad, (2021: 116-121) explains that supervision is carried out by focusing full attention on the academic field, which is concerned with the learning process and everything that is directly related to it. In implementing academic supervision, it is necessary to pay attention to scientific principles, meaning that supervision needs to be carried out systematically, programmed, continuously, with clear stages, objectively, free from prejudice, using valid and reliable procedures and instruments, based on a system approach, democracy means that supervision is carried out in an atmosphere of intimacy between supervisors and teachers, upholding the principles of mutual respect, kinship, equality, through deliberation so that teachers are free to develop themselves The stages of implementing supervision are as follows:

First, it is the initial stage of thinking and formulating what, how, who, when and where academic supervision will be carried out. Some of the things done in planning are as follows: (a) planning performance measurement. Performance measurement is carried out to determine the suitability of the required abilities with concrete abilities. Lanagkah's plan includes: planning measurement objectives, selecting and compiling measurement instruments, determining the instruments to be used, testing the validity of measurement instruments, and organizing, analyzing, and summarizing measurement results. (b) determine the target Determination of the target to be supervised needs to be done, both the person to be supervised and the aspect of ability to be developed c) analyze needs. This part is an effort to determine the gap between the knowledge, skills and attitudes required as a teacher and the knowledge, skills, and attitudes actually possessed by the teacher. This step is carried out in an effort to make the coaching carried out in accordance with the real needs of teacher professional development. (d) developing instruments. The planning process, and instrument preparation is carried out by: 1) making an instrument grid, 2) Developing the instrument, 3) validating the instrument, 4) documenting the instrument. (e) developing strategies and media. The steps taken in developing strategies and media include: inventorying academic skills coaching that will be carried out using individual supervision techniques, inventorying academic skills coaching through group supervision, identifying and selecting techniques and media that are ready to be used for academic skills coaching needed by teachers. Second, measuring teacher performance. The point of professional development supervision is not just a performance in managing the learning process, but an effort to help teachers to develop their professional abilities, (Pratama et al., 2023). The measurement instrument is in the form of valid and reliable tests that are able to measure teachers' knowledge and abilities in
managing the learning process. Third, implement coaching. Coaching teachers’ teaching skills will be successful if a harmonious relationship is created between supervisors and teachers, as well as all parties involved. Supervisors should have the ability to communicate effectively as expressed by Mark and Stoops (1978) in Nurhattati (2021: 120) supervisors should speak wisely and as well as possible, follow the teacher's conversation carefully, show readiness to listen to complaints of teacher difficulties, create interpersonal relationships between teachers, think before speaking, follow the norms that apply in schools, understand other people's opinions, focus on the message to be conveyed, speak briefly, enthusiastically, use eye communication, be a good listener. Fourth, assessing the success of academic supervision. Assessment is a systematic process in determining the level of success achieved in fostering teachers' learning abilities. The assessment is carried out to, (1) determine whether the teacher has achieved the measurement criteria as stated in the coaching objectives, (2) determine the validity of coaching techniques and components in order to improve the next coaching process. Fifth. Revising the coaching program is carried out as necessary according to the results of the assessment that has been carried out. What must be done include: (1) reviewing the summary of the assessment results, (conducting a reassessment, (2) redesigning the next supervision program if the set goals have not been achieved, (3) implementing the redesigned coaching program in the future.

Currently, supervision is carried out using independent curriculum instruments. One of the differences with previous supervisions is that in this activity teachers are required to prepare learning tools with differentiated strategies. Learning implementation is also carried out with a differentiated strategy.

The purpose of differentiated learning supervision practice is to find out the progress and implementation of differentiated learning in SD Negeri 07 Sungai Raya, Kubu Raya Regency, improve differentiated learning and find out the teacher's response to the implementation of differentiated learning supervision.

Education and Culture as a form of transformation of education management that places the well-being of students as the main orientation in learning activities, (Ramadhan, 2023). Differentiated learning is an alternative learning model that can realize the well-being of students. As a supervisor, the principal plays an important role in improving the quality of learning through learning supervision activities. The development of learning supervision instruments that lead to differentiated learning is one of the important efforts that can realize the well-being of students while supporting the Merdeka Belajar Policy, (Ramadhan, Prancisca, et al., 2023).

At SDN 07 Sungai Raya, learning supervision has been carried out twice a year by the supervisor and principal. The results of learning supervision carried out by supervisors and principals are uploaded on the Action of Tuan Kalbar. The implementation of supervision is carried out as one of the efforts to improve the quality of human resources is through the learning process in schools. In an effort to improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously.

Based on the background and scope of the research problem as mentioned above, the problem in this study is formulated as follows: "Implementation of Differentiated Learning through Academic Supervision at State Elementary School 07 Sungai Raya"
METHODS

The type of research used is qualitative research with descriptive methods that aim to reveal real facts that exist in the field factually about the implementation of academic supervision on differentiated learning at State Elementary School 07 Sungai Raya. The facts in question consist of planning academic supervision, implementing academic supervision and the results of academic supervision carried out by teachers about differentiated learning.

Data sources (key informants) in this study are active ASN teachers who teach in class I and class IV of SD 07 Sungai Raya. The research location is the location or place where the research is carried out which is the place where the data is obtained to do data processing. The research was conducted at State Elementary School 07 Sungai Raya, Kubu Raya Regency.

Data analysis is the process of searching and compiling systematically the data obtained from interviews, field notes and other materials, so that it can be easily understood and the findings can be informed to others. Data analysis is done by organizing data, breaking it down into units, synthesizing it, arranging it into patterns, choosing which ones are important and which ones will be studied and making conclusions that can be told to others (Sugiyono, 2008: 244). The data collection techniques used in this study are (1) observation techniques, Before carrying out observations, researchers will first make observation guidelines so that the implementation of research in the field is more directed. Observation guidelines are used to observe teachers in implementing differentiated learning through academic supervision. By using the observation sheet (2) interview technique, at this stage the researcher interviews the grade 1 teacher and grade IV teacher. Some questions researchers asked each and from the results of the interview it was known that the implementation of differentiated learning through academic supervision carried out in the classroom. Interviews that will be conducted by the head teacher aim to find out in detail about the planning and implementation of differentiated learning implementation in class I and class IV and (3) documentation techniques. Researchers can search and collect text or image data. Research conducted at SD Negeri 07 Sungai Raya, Kubu Raya Regency uses image documentation (images in the form of photographs) and text in the form of supervision administration.

About data validity techniques in this study will use Triangulation which includes: (1) Source data. To test the validity of this research data, data collection and testing were carried out on informants, in this case, class I and class IV teachers at SD Negeri 07 Sungai Raya. (2) Method. Triangulation of methods to test the credibility of data is done by checking data to the same source with different methods. Namely interviews, observations and documents. The results of interviews with other teachers and the results of observations and available documents obtained the same data. The data that has been analyzed by the researcher to produce a conclusion is then requested for agreement (member check) with the three data sources. (3) Other observers in reducing data confusion (Moleong, 2008: 331), utilizing other researchers or observers for the purpose of rechecking the degree of data confidence. This is done by using other teachers who teach at SDN 07 Sungai Raya, Kubu Raya Regency.

RESULTS AND DISCUSSION

Results

The findings of academic supervision are 77.27% achievement in class 1 teachers' learning administration planning, 91.66% learning flow review, 80.43% implementation of
differentiated learning. While the achievement score for class IV teachers learning administration planning for class 1 teachers is 81.81%, learning flow review is 91.66%, implementation of differentiated learning is 90.21%.

The results of the analysis of differentiated learning planning through academic supervision researchers have prepared supervision instruments in the form of a review of learning administration administration, learning objectives flow review instruments and differentiated learning implementation instruments, compiled a supervision schedule and teachers have prepared administrative completeness, but there are administrative completeness that is still not in accordance with and none of them:

1. utilization of diagnostic assessment results. teachers have not made diagnostic assessments at the beginning of learning. For teacher input, teachers are advised to make assessments so that teachers can design learning according to student learning needs.
2. The assessment program prepared is still using the 2013 curriculum.
3. The list of grades/assessment results still uses the 2013 curriculum.
4. Daily agenda Teachers have not made a daily agenda, preferably in addition to containing an annual agenda teachers also prepare a daily agenda. Overall, the learning administration prepared by the teacher is available and in accordance with the planning that has been prepared and agreed between the supervisor and the teacher as the person being supervised. Based on the results of interviews and descriptions, it can be analyzed the flow of learning objectives and the implementation of differentiated learning through academic supervision at SD Negeri 07 Sungai Raya as follows: Flow of Learning Objectives (ATP) guides teachers and students to achieve Learning Outcomes at the end of a phase. Teachers have developed Alur Tujuan Pembelajaran for each material according to the context and what the children in the class need. Teachers adopt the ATP provided by the government to be used directly or modified, and make guidelines for the preparation of teaching tools.

The implementation of differentiated learning has been carried out by teachers in accordance with the instruments prepared by the supervisor, starting from the introductory activity stage, the core activity stage and the closing stage. It's just that at the introductory stage the teacher has not conveyed the activity plan, the teacher has not conveyed the competencies that students will achieve.

In the core activity stage of differentiated learning activities, grade 1 and grade IV teachers have not mapped learning needs based on learning readiness, learning interests and student profiles. Grade 1 teachers have not given students a choice of tasks to be done, learning methods and learning media used, have not made a class agreement that will be mutually agreed upon. There is no new approach used by the teacher during the learning process.

In the closing stage of differentiated learning, teachers have not facilitated and guided students to summarize the lesson material and have not been seen reflecting at the end of the lesson. What the teacher does is immediately give homework.

The results of the analysis of the overall description data show that academic supervision carried out by supervisors through observations and interviews conducted according to the schedule obtained the results of the achievement score on grade 1 teacher's learning administration planning 77.27%, learning flow review 91.66%, implementation of differentiated learning 71.74%. While the achievement score for class IV teachers' learning administration planning for class 1 teachers is 81.81%, the review of the learning flow is 91.66%, the
Implementation of differentiated learning is 88.04%, meaning that it has been well implemented and runs smoothly in accordance with the objectives of supervision.

Supervisors conduct discussions with teachers about feelings, strengths and weaknesses that have not and have been done during supervision. The results obtained that teachers feel relieved and happy to get input, ideas and new things that need to be developed and improved in planning and implementing differentiated learning.

Discussion

Academic supervision planning activities. Nurhattati Fuad, (2021: 116-121) explains that supervision is carried out by focusing full attention on the academic field, which is a matter of the learning process and everything that is directly related to it. The stages of supervision in planning include planning performance measurement, determining targets, analyzing needs, compiling instruments, developing strategies and media.

Based on the research results obtained by researchers, supervisors have compiled supervision instruments, made supervision schedules, notified teachers through meetings of learning administration tools that teachers need to prepare.

Furthermore, planning activities for the implementation of differentiated learning through academic supervision have been carried out by teachers at SD Negeri 07 Sungai Raya. Teachers have prepared performance measurements in the form of a review of learning administration tools with the availability of an educational calendar, annual program, flow of learning objectives, teaching modules, teaching materials / teacher books and student books, lesson schedules, annual programs, assessment programs, daily agendas and attendance of students. The format of the learning administration review instrument has been adjusted to the Merdeka curriculum and is in accordance with the plans made at SD Negeri 07 Sungai Raya.

Implementation of supervision of the review of the flow of learning objectives in accordance with the Merdeka curriculum instrument. The flow of learning objectives made by the teacher is appropriate. The syllabus identity has included the name of the school, subject, class, semester and CP, competency map according to the age/learning phase, there are learning outcomes, and learning objectives, the ATP component includes a competency component, includes a content component, and includes a variety component.

The ATP prepared by teachers is in accordance with the ATP criteria, including developing a sequence of competency development that is mastered by students, the flow of learning objectives in one phase describes the scope and stages of linear learning from beginning to end, describes the stages of competency development between phases and levels. Although the elements and subelements of the Pancasila learner profile have not been conveyed by the teacher during the learning process, it can be seen in the teaching module in accordance with the learning objectives formulated, the flow of learning objectives is adopted from those provided by the government on the Merdeka Mengajar Platform.

According to Tomlinson (2021), (Wicaksono et al., 2023), it is explained that student learning needs can be categorized into three aspects, namely: learning readiness, learning profile, and interests and talents.

Furthermore, the implementation of differentiated learning that has been carried out by teachers through academic supervision has been carried out. Teachers have prepared the implementation of learning that will be carried out well. Although there are still differentiation
steps in the implementation of learning, teachers have not mapped student learning needs based on learning readiness, learning interests and learning profiles. Thus teachers will improve the process of implementing differentiated learning in line with Tomlinson's theory (2021).

Overall, the process of implementing differentiated learning through academic supervision is in line with the objectives of supervision expressed by Nurhattati (2021: 64) Academic supervision aims to help teachers develop their abilities to achieve the educational and learning goals set for their students.

Academic supervision is carried out by supervisors to build teachers' positive perceptions of supervision activities. That supervision activities are carried out to develop the teacher's ability to carry out learning objectives in line with not to measure the performance of teachers who are not skilled in teaching. The Ministry of National Education (2007) explains that academic supervision is carried out to help teachers improve their professional abilities, which include academic knowledge, classroom management, learning process skills, and can use all these abilities to provide quality learning experiences for students.

According to Nurhattati (2021: 120), (Karmini et al., 2023) Assessment is a systematic process in determining the level of success achieved in fostering teacher learning abilities. The assessment is carried out to, (1) determine whether the teacher has achieved the measurement criteria as stated in the coaching objectives, (2) determine the validity of coaching techniques and components in order to improve the next coaching process.

Overall, grade 1 and grade IV teachers at SD Negeri 07 Sungai Raya have implemented differentiated learning and have been supervised. The results of supervision show that grade 1 and grade 4 teachers have achieved the criteria in the supervision and coaching objectives carried out by the supervisor. This is indicated by the results of supervision in the form of an assessment of the review of learning administration, an assessment of the flow of learning objectives and an assessment of the implementation of differentiated learning in the classroom. And supervisors have conducted discussions by interviewing grade 1 and grade IV teachers to redesign the implementation of future supervision.

CONCLUSION

Planning for academic supervision on the implementation of differentiated learning has been carried out by teachers at SD Negeri 07 Sungai Raya. Teachers have prepared performance measurements in the form of a review of learning administration tools with the availability of an educational calendar, annual program, flow of learning objectives, teaching modules, teaching materials / teacher books and student books, lesson schedules, annual programs, assessment programs, daily agendas and attendance of students. The format of the learning administration review instrument has been adjusted to the Merdeka curriculum and is in accordance with the planning made at SD Negeri 07 Sungai Raya. The implementation of differentiated learning that has been carried out by teachers through academic supervision has been carried out. Teachers have prepared the implementation of learning that will be carried out properly. Academic supervision is carried out to help teachers improve their professional abilities, which include academic knowledge, classroom management, learning process skills, and can use all these abilities to provide quality learning experiences for students. The results of supervision show that grade 1 and grade 4 teachers have achieved the criteria in the objectives of supervision and coaching carried out by
supervisors. This is indicated by the results of supervision in the form of an assessment of the review of learning administration, an assessment of the flow of learning objectives and an assessment of the implementation of differentiated learning in the classroom. And supervisors have conducted discussions by interviewing grade 1 and grade IV teachers to redesign the implementation of future supervision.

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