



Learning Supervision in Aspects of Learning Implementation Plan in Improving the Teacher Profession

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Abstract

Supervision of learning carried out by school principals and school supervisors is a supervisory and monitoring activity for teachers which aims to assist teachers in improving their profession as professional teachers. The purpose of this research is to describe the supervision of learning about aspects of lesson plans in improving the quality of lesson plans made by subject teachers. This research is classified into a qualitative descriptive study that aims to find out about the supervision of learning at SMAN 1 Woha, Bima Regency. To obtain the necessary data, the data collection techniques used were document analysis, observation, and interviews. The results of the study indicate that the principal and supervisor have carried out learning supervision to improve the teaching profession in the planning aspect. The obstacles in the implementation of learning supervision are limited time, the supervision that has been carried out by the principal and supervisor is sufficient and adequate but it is deemed necessary to be improved again.

Keywords: *Supervision; Planning; Learning; Teacher Profession*

Introduction

Education has an important role in ensuring the development of human life because education is basically an effort to prepare quality human resources for the future. Education is a conscious effort that is intentionally designed to create and improve the quality of these human resources.

In an effort to improve the quality of these human resources, teachers are a component of implementing educational activities in schools and spearheading implementing learning activities in the classroom. Teachers are strategic professionals that directly deal with students. Teachers are learning agents who are one of the keys to success in efforts to improve the quality of education.

Law Number 20 of 2003 states that the position of teachers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

From the goals of national education, the duties and obligations of teachers as a profession are getting tougher in facing the demands of today's developments. Teachers are not only required to carry out their duties professionally but also have professional knowledge and abilities. Therefore, it is necessary to have awareness, discipline, creativity, innovation, high commitment, and mastery of the material in carrying out their duties. Therefore, to ensure that these attitudes are implemented by teachers and in order to help teachers improve and improve the implementation of their learning activities, it is necessary to have optimal supervision activities.

The implementation of supervision is an effort to ensure the quality of education, especially the quality of learning carried out by teachers. Supervision is very important because not all teachers are well trained and well qualified. These supervisory activities can be used as a basis for plans for improving the existing educational process as well as a function aimed at ensuring the quality of learning carried out by teachers. In addition, the challenges of change encourage teachers to adapt quickly to community needs, developments in science and technology as well as increasing government recognition and appreciation for the teaching profession.

At the school level, the implementation of supervision is the duty of the principal and school supervisor as supervisors to mobilize all existing resources in a school so that they can be utilized optimally to achieve the goals that have been set. In carrying out supervision, principals and supervisors must have competence, so that the functions and duties of supervision can be carried out properly. Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs, it is emphasized that a principal/madrasah must have personality, managerial, entrepreneurial, supervisory, and social competencies. Likewise, the Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School Supervisors/Madrasah stated six school supervisor competencies, namely: personality competence,

As in the research conducted by Efendi (2016) regarding the academic supervision of school principals to improve teacher professionalism. The results show that academic supervision is very helpful in improving and improving the quality of learning. In addition, Juwaidin (2016) also conducted research on academic supervision at SMAN 1 Lambitu resulting that academic supervision carried out by school supervisors resulted in a change in teacher professional competence with changes in teaching patterns in the classroom, teachers were more motivated to develop their potential in order to develop their potential in improving the professionalism of the teacher. In addition to the results of this study, Other researchers such as Suryani (2015) who discussed the implementation of educational supervision in improving the learning process at MIN Sukapeace Banda Aceh City that supervision really helps teachers in solving learning problems experienced by teachers in the process of teaching and learning activities. Besides that, teachers can also be motivated to continue learning in increasing knowledge to become professional teachers.

Based on the description, in an effort to improve and improve the quality of the learning process, school principals and supervisors are required to carry out one of these competencies, namely supervision activities in the form of providing services, assistance, guidance, and motivation to teachers in carrying out their duties so that all problems that occur in the process learning can be improved.

In fact, every teacher has great potential and it will be seen when they really get the opportunity to be nurtured and mentored. It's just that it is not obtained so it becomes one of the obstacles for teachers to develop their abilities, especially supervision in lesson planning, learning implementation, and learning evaluation, which is something that cannot be separated from the main tasks and functions of a teacher. Supervision needs serious attention from supervisors so that the ability of teachers to increase and contribute positively to student learning outcomes and the quality of education. Meanwhile, the teaching profession needs to be fostered and developed continuously in order to carry out its functions professionally.

So far, the practice of teacher supervision by principals and supervisors has not been realized optimally, especially when viewed from the dimension of supervision as assistance to teachers in improving the quality of the teaching profession in improving the work process in carrying out their duties in the classroom. Learning supervision functions more as a process of assessing teachers in meeting process and assessment standards (Rahmat, 2017). This confirms that the supervisory function as a professional service provider has not yet been implemented to help teachers improve and improve the quality of the learning process. Whereas learning supervision is intended to improve the quality of teachers through professional development. Therefore, principals and supervisors are required to have competence in the field of supervision.

Teachers as teachers, educators, trainers, and mentors must carry out their duties professionally which is a demand for the creation of learning effectiveness. Teachers must be able to develop lesson plans with reference to the syllabus and implement them in learning activities. This means that the teacher must understand, master, and be able to carry out carefully.

Based on the results of initial observations at SMA Negeri 1 Woha, Bima Regency, the implementation of the teacher learning process is still using a conventional approach, not optimal in classroom management, the limitations of teachers in using IT-based media, have not reflected active and effective learning, and evaluation plans have not been made according to learning-based competence.

Based on this description, a study was conducted with the aim of describing learning supervision about aspects of the lesson plan implementation in improving the quality of lesson plans made by subject teachers.

Method

This research is classified into a qualitative descriptive study with a phenomenological approach which aims to describe the supervision of learning and its relation to the improvement of the teaching profession at SMAN 1 Woha, Bima Regency. To obtain the necessary data, the collection techniques used are Document analysis, Observation, and Interview.

This type of research data is primary data which is data collected, processed, and presented by researchers from the first source (Nawawi, 1994). Primary data obtained in this study came from principals, supervisors, and teachers of SMAN 1 Woha Bima Regency related to learning supervision, including supervision mechanisms, schedule planning, supervision methods and techniques used, direction, and guidance in planning, implementing, and evaluating of learning and follow-up supervision. Secondary data is data collected, processed, and presented by other parties which are usually presented in the form of publications and journals (Nawawi, 1994). In this case, secondary data is data that has been processed in the form of publications, journals, and written manuscripts/documents obtained as supporting data from research conducted related to learning supervision.

Sources of data in qualitative research are the subject from which the data was obtained (Arikunto, 2010). while according to Moleong, (2010), the source of data in qualitative research is words and actions, the rest are additional data such as documents and others. Checking the validity of the data is carried out by meeting four standards/criteria, namely: (1) credibility; (2) dependability; (3) confirmability; and (4) transferability (Moleong, 2010).

In this study, data, and information in the form of interviews, observations, and documentation studies) regarding the learning supervision of school principals and supervisors were processed by data processing, then presented descriptively and analyzed. The data analysis procedure carried out is in accordance with the opinion of Milles and Hubberman (2009), namely by: (a) data reduction; (b) display data; and (c) verification.

Result and Discussion

Result

In accordance with the guidelines for assessing teacher performance in the following 3 (three) curriculum development competencies, data will be presented according to the indicators in the curriculum development competency assessment as follows:

1. Teachers Can Arrange Syllabus According to the Curriculum

A syllabus is a learning plan for a particular subject and/or group of subjects/themes that includes competency standards, basic competencies, subject/learning materials, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources. The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are arranged systematically, containing interrelated components in achieving mastery of basic competencies. This is in accordance with excerpts from interviews with principals and supervisors.

Information from the Principal:

"Incompetency 3 (curriculum development) I as the principal checked whether the Content Standard Analysis Context Analysis Documents (SKL and MP Objectives), SK / KD Mapping Documents, KKM Documents, Syllabus Documents, Prota and Prosem Documents are in accordance with the curriculum, this supervision I usually do it at the beginning of the new school year"

Information from Teacher 1:

"In the preparation of the syllabus we check whether it is in accordance with the curriculum or not, check the SK documents, subject objectives, SK / KD, KKM, PROTA, and PROSEM documents that have been prepared by the teacher, then if they do not meet the requirements we will give instructions for improvement"

Information from Teacher 2:

"Incompetency 3 curriculum development, we supervise the first few indicators of compiling a syllabus based on the curriculum, such as content standard documents, KKM documents, syllabus, annual and semester programs as teacher planning documents before teaching"

Information from Teacher 3:

"Incompetency 3 curriculum development, we conduct the first supervision of the syllabus prepared by the teacher, starting with content standard documents, KKM documents, syllabus, annual and semester programs, we assess whether it is referring to / in accordance with the applicable curriculum"

Information from Teacher 4:

"At the beginning of the semester we as teachers have an obligation to prepare learning tools, one of which is the syllabus, the syllabus that we prepare must be adjusted to the curriculum, we prepare SK/KD and subject objectives, KKM documents, syllabus, annual and semester programs"

Information from Teacher 5:

"Preparing learning tools is a mandatory and routine thing we do as teachers, the syllabus is the first document to be prepared and checked by both the principal and supervisor, the syllabus that we prepare is in accordance with the curriculum, we prepare SK / KD and subject objectives, KKM documents, syllabus, annual and semester programs, etc."

Information from Teacher 6:

"As teachers, we have an obligation to prepare learning tools, we prepare them at the beginning of each new school year, starting with compiling the syllabus, SK/KD, KKM, prota, and promissory notes"

Information from Teacher 7:

"Just like my other teachers, before starting to teach both odd and even semesters, we prepare learning tools, we prepare them at the beginning of each new school year, starting with compiling a syllabus.

Information from Teacher 8:

"Before teaching at every turn of the new school year, preparing learning tools is something a teacher needs to do, one of which is the syllabus, the syllabus that we prepare must be adjusted to the curriculum, we prepare SK/KD and subject objectives, KKM documents, syllabus, annual and semester programs

Information from Teacher 9:

"The syllabus that we have compiled is adjusted to the curriculum, preparing SK/KD and subject objectives, KKM, syllabus, annual and semester programs"

Information from Teacher 10:

"There are steps that must be taken by us before teaching at the beginning of the semester, preparing learning tools/administration is our routine as teachers, this document which will later be checked/supervised by the principal and the supervisor of the education unit in accordance with the field of study being taught, compiling syllabus, SK/KD, KKM, Pora/promissory note are the first things that we prepare."

Information from Teacher 11:

"At the beginning of the semester, we arrange the syllabus, SK/KD, KKM, semester programs, and annual programs"

Information from Teacher 12:

"Every new school year starts with compiling the syllabus, SK/KD, KKM, PROTA, and promissory notes"

Information from Teacher 13:

"Drafting the syllabus is the first step before compiling the RPP, along with compiling the syllabus we also prepare SK/KD, KKM, prota, and promissory notes"

Based on the description of the data from the interviews above, planning a teaching and learning program is a teacher's projection of the activities that must be carried out during learning activities, the syllabus prepared by the teacher must contain a standard content analysis document, SK/KD mapping document, KKM document, syllabus, annual program and semesters, which is very important is that the syllabus is prepared in accordance with the applicable curriculum.

The syllabus is an elaboration of competency standards and basic competencies into basic materials, learning activities, and indicators of competency achievement for assessment. Thus, the

syllabus basically answers the following questions: a) What competencies must be achieved by students which are formulated in competency standards, basic competencies, and subject matter; b) How to achieve it which is described in the learning experience along with the allocation of time and tools and learning resources needed; and How to find out the achievement of competencies marked by the preparation of indicators as a reference in determining the types and aspects to be assessed.

2. The Teacher Designs a Lesson Plan that Fits the Syllabus

Planning is an initial activity that must be carried out every time you start an activity. In general, the success of a program of activities carried out by a person is largely determined by the quality of the planning he makes. A person who carries out activities without planning can certainly be prone to failure because he does not have a reference for what he should do in the context of the success of the activities he is doing. then in preparing the lesson plan the teacher must refer to the syllabus and the applicable curriculum every teacher in each education unit is obliged to prepare lesson plans for the class where the teacher teaches (class teacher) in elementary school and for the subject teachers he/she teaches for SMP/MTs, SMA/MA, and SMK/MAK teachers. The development of lesson plans can be done at the beginning of each semester or the beginning of the school year, with the intention that the lesson plans are available in advance at the beginning of each learning implementation. RPP development can be done independently or in groups.

The development of lesson plans carried out by teachers independently and/or jointly through subject teacher deliberations (MGMP) in a particular school is facilitated and supervised by the principal or senior teacher appointed by the principal. The development of lesson plans carried out by teachers in groups through inter-school or inter-regional MGMPs is coordinated and supervised by supervisors or the education office. Supervision data on the competency supervision indicators 3 (three) curriculum development in the preparation of lesson plans can be seen in the data exposure from interviews with informants below:

Information from the Principal:

"Furthermore, supervision is carried out on the RPP Document, the correct RPP Component Completeness, the correct RPP Component Completeness, KBM is carried out in the Preliminary order, checking the teaching material Documents with the aim that the specified basic competencies can be achieved optimally"

Information from Teacher 1:

"Furthermore, the lesson plans were checked, the components in the lesson plans and the availability of teacher teaching materials"

Information from Teacher 2:

"The second indicator of competency 3 that we assess is the learning plan that is in accordance with the syllabus which we have checked first, the learning design is in the form of lesson plans, teaching materials documents, for RPP documents we immediately check the completeness of the documents"

Information from Teacher 3:

"Second, the learning plan includes the RPP document by looking at the completeness of the document, teaching material documents, the RPP that is prepared must be in accordance with the syllabus"

Information from Teacher (mathematics):

"Furthermore, we designed a learning implementation plan consisting of a complete lesson plan document and a teaching material document"

Information from Teacher (Physics):

"After compiling the next syllabus, we design the RPP which will be checked by the principal and supervisor whether the RPP we have compiled has the correct and complete components and there are teaching materials documents that must be provided"

Information from Teacher (chemistry):

"After the syllabus and other documents have been prepared, the next step is to compile the RPP and prepare teaching materials, the RPP that is compiled will usually be checked first by the principal or supervisor to see the existing components and the suitability of the RPP and teaching materials prepared"

Information from Teacher (biology):

"next is to prepare lesson plans and prepare teaching materials, which will be used both for the current semester"

Information from Master (Economics):

"After compiling the syllabus, then making a lesson plan for odd or even semesters, compiling RPP means that you also have to prepare teaching materials"

Information from the Teacher (Geography)

"After making a new syllabus, make an RPP in the form of a complete RPP Document and there are teaching materials documents"

Information from the Teacher (sociology):

"After what I mentioned earlier, it was complete, then I compiled the RPP and prepared the teaching materials/materials"

Information from Teachers (PJOK):

"After compiling the document, I prepared the RPP and teaching materials"

Information from Teacher (Pkn):

"Next is to compile RPP and prepare teaching materials, RPP which will usually be checked first by the principal or supervisor in addition to providing teaching materials"

Information from the Teacher (Indonesian):

"The next step is to compile the lesson plans and prepare teaching materials, which will be used both for the current semester"

Based on the description of the interview data above, the lesson plan or learning implementation design is a device used as a guide by a teacher in carrying out a lesson. This device should be routinely made by a teacher before carrying out classroom learning. RPP is a lesson plan developed in detail from a particular subject or theme referring to the syllabus. In addition to compiling lesson plans that are in

accordance with the syllabus and applicable curriculum, teachers must be able to compile teaching materials.

3. The Teacher Follows the Sequence of Learning Materials by Paying Attention to the Learning Objectives.

Teaching is the process of transferring knowledge from the teacher to his students. In the process, the teacher must prepare the right steps so that the learning process can run optimally. The lack of components of these teaching steps will make learning run less than optimal.

Preparation is not just material that the teacher will convey to his students. It determines how to deliver each part of the lesson. Then how to determine the necessary technical materials, prepare equipment for learning as well as physically and mentally prepare students to receive lessons. Supervision data on the competency supervision indicators of 3 (three) curriculum development in the learning sequence can be seen in the exposure data from interviews with informants below:

Information from the Principal

"Another thing that we noticed in the lesson planning document prepared by the teacher was whether the KBM plan was prepared in accordance with the order of introduction, core, making exploration, elaboration, and confirmation, continuing with closing activities containing reinforcement, follow-up, and assessment"

Information from Deputy Principal 1:

"We also check whether the teaching sequence is appropriate, starting from the introduction, the core (exploration, elaboration, and confirmation) and ending with closing.

Information from Deputy Principal 2:

"The third indicator is the order of the teacher's teaching including, the teacher carrying out introductory activities, core activities, and closing activities.

Information from Deputy Principal 3:

"Third, we check the suitability of the teaching sequence prepared by the teacher, which includes, the teacher carries out introductory activities, core activities (exploration, elaboration, and confirmation) and closing activities (study, follow-up, and assessment) "

Information from the Teacher (mathematics):

"In compiling the lesson plans, we also arrange the teaching sequence which includes introduction, elaboration, exploration (core activities) and provides reinforcement for the final activity"

Information from Teacher (Physics):

"In preparing the lesson plans, steps and sequences of teaching must also be arranged, there are the introduction, core activities, and final activities.

Information from Teacher (chemistry):

"In preparing the lesson plans, the important thing to note is that the teaching sequence must be complete at the beginning, core and end.

Information from Teacher (biology):

"The lesson plans that are prepared must be in accordance with the teaching sequence and must be complete at the beginning, core and end.

Information from Master (Economics):

"The teaching sequence includes introduction, elaboration, exploration (core activity), and providing reinforcement for the final activity, it is also important to note, the teacher must be careful in compiling this.

Information from the Master (Geography):

"There are 3 teaching sequences that exist in our lesson plans, namely: introduction, elaboration, exploration (core activity) and providing reinforcement for the final activity."

Information from the Teacher (sociology):

"We also follow the teaching sequence that refers to the learning objectives (Initial, core and Final activities)"

Information from Teachers (PJOK):

"In contrast to other lessons, PJOK consists of theory and practice, a practice we do a lot in the field, but the teaching sequence is the same as other lessons starting with the initial, core, and final activities, in core activities, it is mandatory to do because in this section the body temperature is lowered again which at the end of the day. The initial activity was carried out by warming up

Information from Teacher (PKN):

"The important thing to note is that the teaching sequence must be complete at the beginning, core, and end"

Information from the Teacher (Indonesian):

"The lesson plans that are prepared must be in accordance with the teaching sequence and must be complete at the beginning, core and end.

Based on the results of the interview quotes above, it can be concluded that in the learning process the teacher plays a very important role, the teacher is the key to the success of the learning process. Therefore, to be able to improve the quality of education in Indonesia, professional teachers are needed. Professional teachers are able to provide good learning facilities to students so that students can get the opportunity to develop their potential. For this reason, the teacher must be able to carry out learning according to the teaching sequence, namely, KBM is carried out in an introductory sequence, KBM is carried out in a core sequence containing exploration, elaboration, and confirmation and ends with a closing sequence containing reinforcement, follow-up, and assessment.

4. The Teacher Selects Learning Materials That: A) Are in Accordance with the Learning Objectives, B) Appropriate and Up-To-Date, C) According to the Age and Level of Learning Abilities of Students, And D) Can Be Implemented in Class E) in Accordance with the Context of Students' Daily Lives.

Learning material is an important learning element to get attention from the teacher. The subject matter is a medium to achieve learning objectives that are "consumed" by students. Therefore, the

determination of the subject matter must be based on the objectives to be achieved. One important factor that greatly influences the success of learning as a whole is the ability and success of the teacher in designing learning materials. Learning Materials are essentially an inseparable part of the Syllabus, namely planning, predicting, and projecting what will be done during the Learning Activities.

Broadly speaking, it can be stated that learning materials (instructional materials) are knowledge, skills, and attitudes that must be mastered by students in order to meet the specified competency standards. Learning materials occupy a very important position of the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals. These targets must be in accordance with the Competency Standards and Basic Competencies that must be achieved by students. That is, the material specified for learning activities should be material that really supports the achievement of competency standards and basic competencies, as well as the achievement of indicators.

Supervision data on the competency supervision indicators 3 (three) curriculum development in the selection of learning materials can be seen in the exposure to data from interviews with informants below:

Information from The Principal:

"After checking the next teaching sequence, I as the principal saw whether the material prepared had referred to the learning objectives, there were indicators of achievement, the material was developed according to SK and KD"

Information from Deputy Principal 1:

"After checking the next teaching sequence, I saw that the material prepared by the material teacher must be in accordance with the learning objectives, referring to the achievement of competencies, development based on the chosen SK/KD theme, adjusted to the grade level, carried out inside and outside the classroom, and according to everyday life."

Information from Deputy Principal 2:

"The material prepared by the material teacher must be in accordance with the learning objectives, referring to the achievement of competence, development based on the chosen theme SK/KD, adapted to the grade level, carried out inside and outside the classroom, and according to everyday life".

Information from Deputy Principal 3:

"The material that is prepared must refer to the learning objectives, developed according to indicators, SK/KD, according to the grade level, the material is arranged so that it can be carried out inside and outside the classroom, as well as the context of life"

Information from the Teacher (Mathematics):

"When compiling the lesson plans, we also choose the learning materials that we arrange according to the learning objectives, indicators, SK/KD according to the grade level, and we relate them to life in the community"

Information from Teacher (Physics):

"In the RPP we must also pay attention to learning materials that are arranged according to learning objectives, indicators, SK/KD according to grade level, and according to the context of everyday life"

Information from Teacher (Chemistry):

"The material we have prepared has referred to the objectives, indicators, SK/KD, according to technological developments. the material is arranged according to the grade level we teach"

Information from Teacher (Biology):

"The material prepared should not be far from the objectives, indicators, SK/KD, according to technological developments. the material is arranged according to the grade level we teach"

Information from Master (Economics):

"Learning material compiled in the lesson plans is adjusted to the learning objectives, indicators, SK/KD according to the class level, and adjusted according to the context of today's life where technology and science and technology developments are very fast"

Information from the Master (Geography):

"The selection of learning materials is in accordance with the learning objectives, indicators, SK/KD according to the grade level, and the real-life of students in everyday life"

Informant GR 7 (Sociology):

"In choosing the material, we certainly pay attention to objectives, clear indicators of competency achievement, SK/KD, the use of media and learning aids, the context of social life, in some of these cases we also conduct an assessment in the form of PKG (Teacher Competency Assessment)"

Informant GR 8 (PJOK):

"The material we have compiled is complete with achievement indicators according to SK/Kd, using appropriate tools, our learning activities are in the field, but if there are obstacles such as raining, it is done indoors of course with materials that can be used indoors"

Informant GR 9 (PKN)

"When compiling teaching materials, we prepare them according to the objectives, indicators, SK/KD, according to technological developments. the material is arranged according to the grade level we teach"

Gr 10 Informants (Indonesian):

"The material prepared should not be far from the objectives, indicators, SK/KD, according to technological developments. the material is arranged according to the grade level we teach"

Based on the results of the interview excerpts above, it can be concluded that in choosing materials, the components of the subject matter in the lesson plan are the same as the components of the material in the curriculum. The material component in the curriculum refers to the curriculum content that must be mastered by students in accordance with the basic competencies and competency standards set. Learning is the implementation or implementation of the developed curriculum. Therefore, the subject matter in the lesson plan is an elaboration of the main curriculum content in the lesson plan, the subject matter refers to the learning content that must be provided to help students achieve indicators of competency achievement. The material prepared by the teacher must also be adjusted to the ability level of the students, the age of the students, and adapted to the context of everyday life.

Discussion

The preparation of the syllabus can be done with the principle of harmony between ideas, design, and implementation of the curriculum, the ease of teachers in teaching, convenience for students in learning, measurability of competency achievement, meaningfulness, and usefulness to be studied as a provision for the life and continuation of the education of students. The learning description contained in the syllabus is an alternative activity-based learning activity. Learning is an alternative and inspiration for teachers in developing various learning models. However, the development of learning modes must also be in accordance with the characteristics of students and subjects. Competence of spiritual attitudes and competence of social attitudes can be achieved through indirect learning (indirect teaching) in learning competence of knowledge and competence of skills. The growth and development of attitude competence are carried out throughout the learning process. The development of attitude competence can also be used as consideration for teachers to develop the character of students further.

Based on the description of the interview data, planning the teaching and learning program is a teacher's projection of the activities that must be carried out during the learning activities, the syllabus prepared by the teacher must contain standard content analysis documents, SK/KD mapping documents, KKM documents, syllabus, annual and semester programs. What is very important is that the syllabus is prepared in accordance with the applicable curriculum.

Learning planning is designed in the form of a syllabus and lesson plan (RPP) which refers to the Content Standards. Learning planning includes the preparation of learning implementation plans and preparation of learning media and resources, learning assessment tools, and learning scenarios. The preparation of the syllabus and lesson plans is adjusted to the learning approach used.

Minister of Education and Culture Regulation Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process. Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD). Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. RPP is prepared based on KD or sub-themes held in one or more meetings.

Based on the description of the data from the interview results, the lesson plan or learning implementation design is a device used as a guide by a teacher in carrying out a lesson. This device should be routinely made by a teacher before carrying out classroom learning. RPP is a lesson plan developed in detail from a particular subject or theme referring to the syllabus. In addition to compiling lesson plans that are in accordance with the syllabus and applicable curriculum, teachers must be able to compile teaching materials.

Determining the order of learning material (sequence) is needed to determine the order in teaching it. Moreover, if there is a subject matter that is a prerequisite (prerequisite), that is, the learning material must be sequential and gradual or increasing. Principles to pay attention to in choose learning materials, namely:

1. The principle of relevance or attachment means that lessons are related to the achievement of student competencies.
2. The principle of consistency or steady means learning materials that must be mastered by students.
3. The principle of adequacy or adequate means that learning materials are adequate to help students master the competencies being taught, not too little or not too much and not too broad/deep or narrow/shallow.

Based on the results of the interview quotes above, it can be concluded that in the learning process the teacher plays a very important role, the teacher is the key to the success of the learning process. Therefore, to be able to improve the quality of education in Indonesia, professional teachers are needed. Professional teachers are able to provide good learning facilities to students so that students can get the opportunity to develop their potential. For this reason, the teacher must be able to carry out learning according to the teaching sequence, namely, KBM is carried out in an introductory sequence, KBM is carried out in a core sequence containing exploration, elaboration, and confirmation and ends with a closing sequence containing reinforcement, follow-up, and assessment.

One important factor that greatly influences the success of learning as a whole is the ability and success of the teacher in designing learning materials. Learning Materials are essentially an inseparable part of the Syllabus, namely planning, predicting, and projecting what will be done during the Learning Activities.

Broadly speaking, it can be stated that learning materials (instructional materials) are knowledge, skills, and attitudes that must be mastered by students in order to meet the specified competency standards. Learning materials occupy a very important position of the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals. These targets must be in accordance with the Competency Standards and Basic Competencies that must be achieved by students. That is, the material specified for learning activities should be material that really supports the achievement of competency standards and basic competencies, as well as the achievement of indicators.

Based on the results of excerpts from interviews with informants obtained data, in choosing materials, one must pay attention to the component of the subject matter in the lesson plans the same as the components of the material in the curriculum. The material component in the curriculum refers to the curriculum content that must be mastered by students in accordance with the basic competencies and competency standards set. Learning is the implementation or implementation of the developed curriculum. Therefore, the subject matter in the lesson plan is an elaboration of the main curriculum content in the lesson plan, the subject matter refers to the learning content that must be provided to help students achieve indicators of competency achievement. The material prepared by the teacher must also be adjusted to the ability level of the students, the age of the students, and adapted to the context of everyday life.

Conclusion

After conducted a discussion of the data obtained during the implementation of the research, an illustration was obtained that in carrying out the task of supervising the planning aspects of the principal and the supervisor had carried out supervision in accordance with the teacher's performance appraisal reference as follows: a) The teacher could arrange a syllabus in accordance with the curriculum; b) The teacher designs a lesson plan according to the syllabus; c) The teacher follows the sequence of learning materials by taking into account the learning objectives; d) The teacher selects learning materials that are in accordance with the learning objectives, appropriate and up-to-date, according to the age and level of learning abilities of students, can be implemented in the class, in accordance with the context of students' daily lives.

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