

SUSTAINABLE ACADEMIC SUPERVISION IN IMPROVING TEACHER COMPETENCE

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Abstract :

This study aims to find out whether the competence of teachers at SMP Negeri 3 Sarolangun in compiling syllabus and learning implementation plans can be improved with continuous academic supervision. This type of research is school action research conducted at Sarolangun 3 Public Middle School in the 2021/2022 Academic Year with the research subject being 12 teachers at SMP N 3 Sarolangun and the object of research being teacher competency in compiling syllabus and lesson plans. Data collection methods used are observation, interviews and documentation. Meanwhile, to test the validity of the data is to use data triangulation. The results of the study can be concluded that with continuous academic supervision it is scientifically proven to be able to increase teacher competence in preparing syllabus and lesson plans at SMP Negeri 3 Sarolangun. This is proven by the increase in the number of good teacher syllabuses from 24.75% to 80% after academic supervision. In addition, the number of good quality lesson plans also increased from 18.92% to 70%. In addition, teachers can follow academic supervision well.

Abstrak:

penelitian ini bertujuan untuk mengetahui apakah kompetensi guru SMP Negeri 3 Sarolangun dalam menyusun Silabus dan Rencana Pelaksanaan Pembelajaran dapat ditingkatkan dengan supervisi akademik berkelanjutan?. Jenis penelitian ini adalah penelitian tindakan sekolah yang dilaksanakan di SMP Negeri 3 Sarolangun pada Tahun Pelajaran 2021/2022 dengan subjek penelitian adalah guru SMP N 3 Sarolangun yang berjumlah 12 orang dan objek penelitian adalah Kompetensi guru dalam menyusun Silabus dan RPP. Metode pengumpulan data yang digunakan adalah dengan observasi, wawancara dan dokumentasi. Sedangkan untuk menguji validitas data adalah dengan menggunakan triangulasi data. Hasil penelitian dapat disimpulkan bahwa dengan supervisi akademik secara berkelanjutan terbukti secara ilmiah dapat meningkatkan kompetensi guru dalam menyusun silabus dan RPP di SMP Negeri 3 Sarolangun. Hal ini terbukti dengan meningkatnya jumlah silabus guru yang baik dari 24,75% menjadi 80% setelah supervisi akademik. Selain itu jumlah RPP yang berkualitas baik juga meningkat dari 18,92% menjadi 70%. Selain itu guru dapat mengikuti supervisi akademik dengan baik.

INTRODUCTION

Education is changing humans to become better, more proficient and more skilled (Werdhiastutie, 2020; Pelau et al., 2021). To achieve this goal, of course, a strategy called a learning strategy is needed. The learning strategy contains three main things: planning, implementation and evaluation (Werdhiastutie, 2020; Maryanti, 2020). One part of the lesson plan that is very important to be made by the teacher as a learning guide is the syllabus and the Learning Implementation Plan (RPP).

Learning planning is a crucial step before the implementation of learning. Careful planning is needed so that the implementation of learning runs effectively (Sopiah, 2019). Program planning functions to provide direction for the implementation of learning so that it becomes directed and efficient. One part of the lesson plan that is very important for the teacher as a learning guide is a syllabus and Learning Implementation Plan (RPP) (Adhimiy, 2018; Fauzi et al., 2018). The syllabus provides directions about what must be achieved to achieve the learning objectives and what methods will be used (Baharun, 2017). In addition, the syllabus also contains what kind of assessment techniques to test the extent of the success of learning. Learning Implementation Plan (RPP) is a planning instrument that is more specific than the syllabus. This Learning Implementation Plan guides teachers to stay within the learning objectives.

By seeing the importance of preparing this lesson plan, teachers should only teach with a plan. Teachers must be able to act as designers (planners), implementers (executors), and evaluators (assessors) of learning activities. The teacher is the most dominant factor because it is in the hands of the teacher that learning success can be achieved (Rozi et al., 2022). The quality of teacher teaching can directly or indirectly affect the quality of learning. A teacher is said to be professional if (1) is serious about carrying out his professional duties, (2) proud of his professional duties, (3) always maintains and strives to improve his competence, (4) works seriously without having to be supervised, (5) maintains the good name of his profession, (6) grateful for the rewards obtained from his profession.

However, unfortunately, the lesson plan, which should have been measurable by the school supervisor, could not be measured by the school supervisor because it was only planned in the teacher's mind. As a result, school supervisors as coaches cannot evaluate teacher performance academically. The performance that the school supervisor can see is only face-to-face presence, without knowing whether the teacher's ability to learn aligns with expectations or whether the essential competencies that students must master are adequately mastered.

Therefore academic supervision is needed. Supervision means supervising the work carried out by the teacher as a teacher and educator. Effective teacher academic supervision is essential to verify and maintain high-quality teaching and to ensure that learning objectives are achieved. Teacher academic supervision will help principals and supervisors to assess quality

Teacher learning. The essence of the dimension of academic supervision is in the context of fostering teachers to improve the quality of the learning

process (Prastania, 2021). The target of academic supervision of the implementation of the learning process, which consists of the subject matter in the learning process, preparation of syllabus and lesson plans, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessing learning processes and outcomes as well as classroom action research.

Sagala (2020) emphasized that the practical reflection of teacher performance assessment in academic supervision is to look at the real conditions of teacher performance. Conceptually, academic supervision is a series of activities to help teachers develop their ability to plan and manage the learning process in order to achieve learning objectives (Sitaasih, 2020; Mujiono, 2020). Hasanah (2019), in his research, said that there was a significant relationship between the academic supervision of school principals on teacher performance. If the principal's academic supervision increases, the teacher's performance will also increase.

Lalupanda (2019) said that academic supervision carried out by the principal is an attempt to improve teaching, including stimulating, selecting position growth and developing teachers and revising learning objectives, teaching materials, methods, evaluation or teaching assessment. Academic supervision can help teachers learn and understand their duties and roles as educators (Musyadad, 2022).

The results of observations in the 2021/2022 school year at SMP N 3 Sarolangun obtained the following data; 1) Only 60% of teachers prepare syllabus and lesson plans, 2) In terms of quality, good syllabus and lesson plans only reach 25% of the syllabus and lesson plans made by teachers. To overcome these problems, this study aims to find out whether the competency of SMP Negeri 3 Sarolangun teachers in preparing syllabus and learning implementation plans can be improved with continuous academic supervision.

RESEARCH METHODS

This study used a qualitative approach with the school action research method which lasted for 2 cycles. The subjects of this study were 12 teachers at SMP N 3 Sarolangun, while the objects of this research were the competence of teachers in preparing learning syllabuses and learning implementation plans through continuous academic supervision which were held from 4 to 4 p.m. October 30, 2021.

According to Murni (2008) what is meant by data is information or real material that is used as the basis for the study (conclusion analysis). Ahmadi (2005:63) classifies research data into two types, namely primary data and secondary data. Primary data is data obtained directly from the source (informant), while secondary data is data obtained from information that has been processed by other people, such as official documents, individual documents and other documents.

The source of data used in this research is primary data, namely data that will be obtained from SMP N 3 Sarolangun teachers as research subjects and secondary data as a reference and comparison of the results of primary data later.

Data collected using observation techniques, interviews and documentation. While data analysis techniques use descriptive statistics which function to describe or give an overview of the object under study through sample data or population as it is without conducting analysis and making general conclusions that apply to Sugiyono (2007:21). The indicators of research success expected by researchers are with a minimum yield of 70%.

FINDINGS AND DISCUSSION

1. Pre Action Results

At this stage, the basic data of teachers who arrange learning tools is 70% and 50%. The results of the calculation of the learning tools collected can be seen in the following table:

Table 1. List of Pre-Cycle Learning Devices Implementation

No	Subjects	SYLLABUS			RPP		
		VII	VIII	IX	VII	VIII	IX
1	Islamic education	√	√	√	√	√	-
2	PKN	√	-	√	√	√	-
3	Indonesian	√	√	√	√	√	√
4	Mathematics	√	√	√	√	-	√
5	English	√	√	√	√	-	√
6	IPS	√	√	√	√	-	√
7	IPA	√	√	-	-	-	-
8	physical education		-	-	-	√	-
9	Art and culture	√	-	-	-	√	-
10	Local content	√	-	-	-	-	-
Number of Achievements		9	6	6	6	5	4
Ideal Amount		10	10	10	10	10	10
%achievement		90%	60%	60%	60%	50%	40%
%Average		70%			50%		

2. Results of Cycle I Actions

In this cycle all teachers were asked to collect the learning tools. Furthermore, the researchers conducted an analysis and assessment of the quantity of teachers who submitted learning materials, especially the syllabus and lesson plans. From the results of the researchers' calculations of the number of teachers who collected syllabus and lesson plans, the following data were obtained:

Table 2. Recapitulation of Syllabus and RPP Collection Calculations in Cycle 1

No	Class	Syllabus			RPP		
		Should	Collect	% Collect	Should	Collect	% Collect
1	VII	10	8	80	10	7	70
2	VIII	10	60	60	10	6	60
3	IX	10	7	70	10	6	60
Average			7	70		7	73
Percentage		71,5					

From the table above, it can be seen that information on the existence of academic supervision of teachers can increase the quantity of the number of teachers compiling syllabuses and lesson plans, which were previously only 60, increasing the quantity to 71.5%. Then before carrying out individual supervision of all teachers, especially teachers who have not submitted syllabus and lesson plans. The researcher conducted a second analysis of the sample syllabus and lesson plans made by the teacher. The results of the analysis of the quality of the syllabus and lesson plans can be seen in the following table 3.

Table 3. Recapitulation of Syllabus and RPP Assessment in Cycle 1

No	Rating Classification	Value range	F	%
A. SYLLABUS				
1	A : Very good	86 - 100	-	-
2	B : Fine	71-85	4	40
3	C : Enough	51-70	6	60
4	D : Less	0 - 50		
Total			10	
Presentation A and B			40	
B. RPP				
1	A : Very good	86 - 100	-	-
2	B : Fine	71 - 85	3	30
3	C : Enough	51 - 70	6	60
4	D : Less	0 - 50	1	10
Total			18	
Presentation A and B			30	

Meanwhile, the results of the quality analysis of the preparation of the syllabus and lesson plans after individual supervision (after revision) can be seen in the following table:

Table 4. Recapitulation of Syllabus and RPP Assessment After Revision (Cycle 1)

No	Rating Classification	Value Range	F	%
A. SYLLABUS				
1	A : Very good	86 - 100	3	3
2	B : Fine	71 - 85	5	5
3	C : Enough	51 - 70	2	2
4	D : Less	0 - 50	-	-
Total			10	
Presentation A and B			80	
B. RPP				
1	A : Very good	86 - 100	3	3
2	B : Fine	71 - 85	4	4
3	C : Enough	51 - 70	3	3
4	D : Less	0 - 50	-	-
Total			10	
Presentation A and B			70	

The results of the analysis of the revised syllabus and lesson plans in the table above show an increase in the quality of the syllabus and lesson plans. Where the quality of A and B increased from 40 and 30% to 80 and 70%. From this it can also be seen that the number of teachers who collect syllabus and lesson plans is 100%.

Results of Cycle II Actions

In this second cycle, the research continued by analyzing/testing the authenticity of the syllabus and lesson plans prepared by the teacher. The method used is to supervise the class. From the implementation of this lesson plan, it can be seen the authenticity of the preparation.

The results of the reinforcement analysis show that the syllabus and lesson plans collected were actually prepared by the teacher concerned. Because there is a suitability scenario between planning and implementation in class. The suitability data can be seen from the following Table 5.

Table 5. Class Supervision Assessment Results

No	Rating Classification	Range Mark	F	%
1	A: Appropriate	76 - 100	7	70
2	B : Quite appropriate	51 - 75	3	30
3	C : Not appropriate	26 - 50	-	-
4	D : Not suitable	0 - 25	-	-
Total			10	100

The results of the actions in cycle I showed that with academic supervision increasing the quantity of the number of teachers compiling syllabus and lesson plans which were previously only 25%, the quantity increased to 71.5%. The increase can be seen in the following table:

Table 6. Recapitulation of Syllabus and RPP Preparation Levels

No	Learning	Value Ranges
1	Initial Conditions	25%
2	After Action Cycle I	71,5%
Ascension		46,5%

From the table above, it is known that there was an increase of 46.5% of teachers who collected syllabi and lesson plans. The quality of the syllabus and lesson plans for SMP N 3 Sarolangun teachers has also increased. Before the action was taken, the quality of the syllabus was only 24.75% and the quality of the teacher's lesson plan was only 18.92%. After the first cycle of action, the quality of the syllabus became 40% and the quality of the lesson plan became 30% then after the revision of cycle I, there was an increase in the syllabus with a percentage of 80% and lesson plan 70% as shown in the following table:

Table 7. Recapitulation of Syllabus and RPP Preparation Levels

No	Learning	Value range		Average
		Syllabus	RPP	
1	Initial Conditions	24,75%	18,92%	21,84%
2	After Revision of Cycle I Actions	80%	70%	75%
	Enhancement	45,25%	51,08%	53,16%

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Sugiyanti & Narimo, 2016). Academic supervision carried out by supervisors is an attempt to improve teaching, including stimulating, selecting position growth and developing teachers and revising learning objectives, teaching materials, methods, evaluation and assessment of teaching (Iskandar & Putri, 2020; Anggreani & Novitawati, 2020). The supervisor, in this case, the Principal, is expected to be able to guide the teacher. In compiling the syllabus and lesson plans; guiding teachers in choosing and using strategies, methods and techniques used in learning; monitoring teachers in the learning process; guiding teachers in developing and using learning media and learning facilities effectively and efficiently; and motivating teachers to continue to strive to improve quality and become increasingly aware of their role as the spearhead of this education (Mustaqim, 2020; Sumarni et al., 2017).

Capacity building is not only emphasized on increasing teacher knowledge and teaching skills but also on increasing teacher commitment or willingness or motivation because by increasing teacher ability and work motivation, the quality of learning will increase. The essence of the dimension of academic supervision is in the context of fostering teachers to improve the quality of the learning process (Lalupanda, 2019).

CONCLUSION

Based on the results of the research and discussion, academic supervision can improve the competence of SMP N 3 Sarolangun teachers in compiling syllabi and lesson plans. Learning planning is a crucial step before carrying out the learning process. Careful planning is needed so that the implementation of learning can run effectively. Learning Implementation Plans must be made so learning activities run systematically and achieve learning objectives. Without a Learning Program Plan, learning is usually not directed. Teachers must be able to act as designers, implementers, and evaluators of learning activities. The teacher is the most dominant factor because it is in the hands of the teacher that learning success can be achieved.

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