

# Enhancing the Capability of Language Teachers in Developing Lesson Plans Through Academic Supervision of Personal Conversation Technique

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**Abstract-** This study aims to determine whether academic supervision of personal conversation technique can improve the ability of language teachers in developing lesson plans. The action hypothesis of this study is through the implementation of academic supervision of personal conversation technique, the ability of language teachers can be increased. The subjects of this study were language teachers. The research instrument that used to determine the competence of teachers in developing lesson plan were interview guide and observation sheet. Meanwhile, to observe the activities of academic supervision using personal conversation technique are used observation sheet. The research design used school action research referring to Kemmis model, which designed in two cycles. Each cycle consists of four stages of activity, namely: planning, implementation, observation, and reflection. The results showed the ability of language teachers to develop lesson plan in the I cycle reached an average value of 85,19% with the Good category, while in the II cycle obtained an average score of 90,86% with the Very Good category. Based on the research data, it was concluded that the implementation of academic supervision of personal conversation technique could improve the ability of language teachers in developing lesson plan.

**Keywords:** Teacher's Competences, Lesson Plan, Academic Supervision of Personal Conversation Techniq.

## I. INTRODUCTION

Education is one of the human rights that must be fulfilled by the government to every citizen in Indonesia. The government is obliged to strive for continuous improvement quality of education, including through training and improving teacher competencies, procurement of books and learning tools, improvement of educational facilities and infrastructure, curriculum development and teacher certification programs. However, various indicators of education quality have not shown significant improvement.

The success of education is strongly influenced by the role of teachers especially in the era of industrialization, technology, and globalization which is growing rapidly nowadays, the quality of good education can only be realized when accompanied by adequate management of classroom

learning, from planning, implementation, to assessment. The key of success is in the hands of the teacher. Therefore, a teacher must be able to equip himself with various components that are prepared, one of which is preparing a lesson plan. As described in the Law of Teacher and Lectures No. 14 of 2005 Chapter 20 (a), it is stated that in carrying out their professional duties, the teacher is obliged to plan learning, carry out quality learning processes and assess or evaluate learning outcomes.

In the Decree of the Minister of Education and Culture No. 22 of 2016 explained that lesson plan is a plan for face-to-face learning activities for one or more meetings. Mulyasa (2018: 107) said that the lesson plan is a plan that describes the procedures and management of learning to achieve one or more basic competencies specified in the content standard and described in the syllabus.

Teachers are ordinary beings who have many limitations in applying various skills possessed in the teaching and learning process. Not a few teachers who have a variety of difficulties, especially in planning. Leonard (2015: 192) stated that the reality shows that teachers do not have adequate competence, especially in terms of designing or planning learning. Other conditions that show the low quality of teachers, including in terms of planning learning, are shown through teacher ability data based on the 2015 UKG (teacher competence test) score, of which the National Competency Standards (SKM) are 55, teachers in West Nias only reach 47, 00 where 44.43 the average value of pedagogic competence and 48.18 the average value of professional competence. More details can be seen in the following picture:

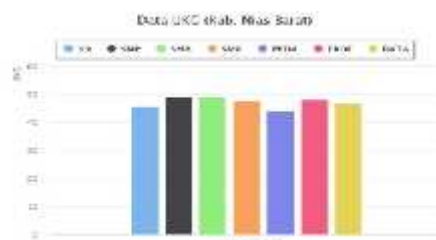


Fig. 1. The Result of Teacher Competences Test in 2015

Sumber : Neraca Pendidikan Daerah (Kemendikbud)

One important effort that can affect the ability of teachers is through the effective implementation of academic supervision of personal conversation technique by the school principal or school supervisor. Mulyadi and Fahriana (2018: 66) said that this personal conversation is a meeting for conversations, dialogues, or exchanging ideas between supervisor and teacher to discuss efforts to improve teacher skills or efforts to improve teaching. The meeting situation is family, togetherness and openness.

Muslim (2009: 75) outlines several things that need attention, namely: (a) supervisor do not buy up the conversation; (b) start talking about the teacher's strengths of the teacher's weaknesses; (c) create situation and condition that can make teacher willing and courageous to analyze and evaluate their own work; and (d) the supervisor positions himself as a colleague not as a teacher's boss. While Muslih and Suryadi (2018) described things that supervisors do are: (1) trying to develop positive aspects of the teacher; (2) motivating teacher to overcome their difficulties; (3) giving direction; and (4) agree on various problem solutions and follow up on them.

More details Sahertian (2010: 76-77) explained that before holding this personal conversation, careful preparation and planning must be carried out and the best possible implementation. Preparation of course starts from the supervisor by examining himself critically, he must have a helpful attitude, listen more, feel like advancing and stimulating the teacher, mastering the concepts and methods of what is being discussed.

Based on the description above, it can be concluded that in carrying out this personal conversation, a supervisor must have a number of capacities both from within himself and his understanding of supervision. This capacity includes professional capacity, personal capacity, human relations, and leadership capacity.

In helping teachers make learning tools, the supervision process is carried out in three stages of activities. Sagala (2010: 168) stated that the academic supervision process is carried out through three stages of treatment, namely the initial meeting stage, the implementation stage, and the final meeting stage.

## II. RESEARCH METHOD

This study uses School Action Research (SAR). Daryanto (2018: 232) stated that action research is an experimental research with special characteristics, where in this study, researcher want to know the consequence of a treatment (treatment, action, or "something" done), then in action research, researcher examine the study of the process and the consequence of the actions made. The results of the scrutiny, then carried out the follow-up actions which are improvements of the first action (known as a cycle), to obtain solid information about the impact of the actions made.

Data collection techniques are: observation, interview, and documentation. Success Criteria: This study success if (1)

teachers are able to develop lesson plans based on 11 (eleven) components and 35 (thirty five) indicators get an average score of 90; and (2) the percentage of teachers who have been able to develop RPP with a minimum score of 90 is 100%, meaning that all teachers score a minimum of 90 or are in a very good category. Value categories are determined as follows: Score 90-100 (very good), 80-89 (good), 65-79 (Enough), 55-64 (less), 55 and below (very lacking).

## III. RESEARCH RESULTS AND DISCUSSION

The initial ability of the five teachers in developing the lesson plan before going through academic supervision of personal conversation technique that is as much as five teachers (100%) has not been able to develop lesson plans and there are no teachers (0%) who are able to prepare lesson plan well and completely. In this preliminary study (Pre-cycle) the teacher's ability reached a score of 65.00, belonging to the category Enough. After taking action in the first cycle, it can be seen that the five teachers (100%) have an increase to reach a value of 85.19 in the Good category. An increase of 20.19%. Because it has not reached the criteria of success, it is continued at the second cycle.

Based on the results in the second cycle, the five teachers (100%) were able to develop lesson plan correctly with values exceeding the success criteria that had been set at 90.00, which reached a value of 90.86 in Very Good category. The percentage increase in teacher ability from cycle I to cycle II was 5.67%. Recapitulation of the results of the Language Teachers' ability in developing lesson plans in the pre-cycle, cycle I and cycle II can be described in the following table:

TABLE 1. RECAPITULATION OF THE RESULTS OF THE LANGUAGE TEACHERS' ABILITY IN DEVELOPING LESSON PLAN IN PRE CYCLE, CYCLE I, AND CYCLE II.

No	Teacher's Initial	Cycle/Final Score		
		Pre-cycle	Cycle I	Cycle II
1.	Tc1	66,67	88,89	91,67
2.	Tc2	60,19	81,17	90,43
3.	Tc3	67,59	86,11	90,43
4.	Tc4	62,96	80,25	91,67
5.	Tc5	67,59	89,51	90,12
% Achievement		65,00	85,19	90,86

The increase that occurred is influenced by the treatment and capacity of the supervisor in carried out personal conversation. In cycle I supervisor with full preparation and initiative would help the teacher try to create an atmosphere that made the teacher wanted and dare to evaluate their own works, so that the atmosphere became more comfortable and openness. The supervisor tried to tell the strengths of the teacher then the weaknesses while still positioning the teacher as a colleague, not buying up the conversation, listened more, directed the teacher, and agreed on the solution to the problems and followed it up.

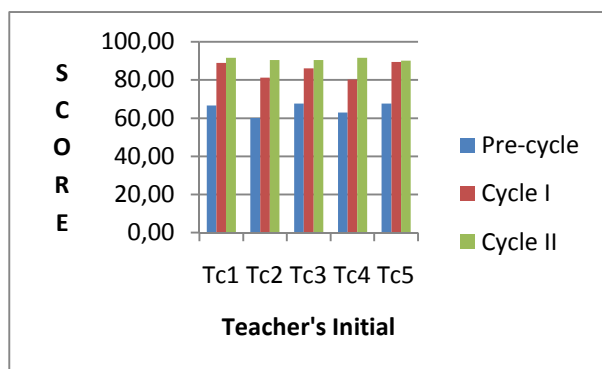


Fig. 2. Bar Diagram of Recapitulation of the Results of the Language Teachers' ability in Developing lesson plan in Pre Cycle, Cycle I, and Cycle II.

In cycle II, supervisor maintained what has been done in the first cycle only at this stage the supervisor is more in control of the topic of conversation that is about lesson plan, motivated teachers to overcome the difficulties faced, developed positive aspects of the teacher.

In addition to the above conditions, the results of the action were also strongly influenced by the teacher's personal. Personal conversation will not succeed if the teacher does not wanted to open up, wanted to be guided and directed, wanted to know weaknesses and improve them, and the teacher is expected to be free from pressure due of other problems.

The description above showed an increasing of teachers' ability. Therefore, it can be concluded that Language Teachers at SMP Negeri 1 Moro'o West Nias Regency have been able to prepare lesson plan properly and correctly.

#### IV. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

##### Conclusion

1. Ability of Language Teacher in developing lesson plan before the application of academic supervision of personal conversation technique reached a score of 65.00 which is classified as Enough category. After participating in academic supervision of personal conversation technique reached the category of Very Good classified (Cycle I reached a score of 85.19 and the second cycle reached a score of 90.86).
2. The successful implementation of academic supervision of personal conversation technique is influenced by the supervisor's capacity including professional capacity, personal capacity, human relations, and leadership capacity. Another thing that is no less important is the personal factor of the teacher trains.

##### Implications

Because these findings have proven that private conversations can improve the ability of the teacher, so for every educational personnel who want to help teacher to

improve their ability to develop lesson plan can use academic supervision of personal conversation technique. The effort to master the technique of personal conversation can be done in three stages of activities, including (1) the initial meeting stage, (2) the implementation stage, and (3) the final meeting stage. This means that academic supervision of personal conversation technique can be used as a reference for supervisor in carrying out services or supervision for teachers, and can be used as an alternative in handling problems and increasing the potential of professionalism of teachers, especially in developing lesson plan.

##### Suggestion

1. For supervisor, the concept of academic supervision should be used as an alternative in supervising teachers, especially in developing lesson plan or various problems faced by teachers in their workplace and supervisor should be able to motivate teachers to get supervision of personal conversation technique as a solution in competency development and profession.
2. The teacher should use the result of this research as a reference to foster collaborative relationship with supervisor by being open, honest and responsible in conveying various problems faced in learning, such as in preparing lesson so that it is easier for supervisor to find solutions to the problems faced.
3. Principal as supervisor should be able to help teacher develop their teaching preparation by implementing academic supervision of personal conversation technique because the impact is very influential in improving school quality.
4. For other researchers, it is possible to use the result of this study as reference material in studying more in depth the application of academic supervision of personal conversation technique with more accurate methods and analysis.

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