

material for discussion and problem solving in Service Learning 2.

The implementation of this OJL is in an effort to provide new experiences to improve the ability of School Supervisors to implement a new paradigm of supervisory tasks so that it is expected to accelerate the improvement of the quality of education in the target areas in particular and the implementation of education in Indonesia in general is quickly achieved. With this OJL activity, it is felt that it can increase 6 (six) minimum School/Madrasah Supervisor competencies, namely personality competency, managerial supervision, academic supervision, education evaluation, research and development and social competence.

Next, it was concluded that this Strengthening Training was to obtain benefits for the supervisors. Therefore, strengthening training needs to be carried out continuously and added by the training participants especially for supervisors who have not had the opportunity to attend the training or for new supervisors. In this ways, School Supervisors have competencies that are in accordance with the competency of education supervisors expected by the Minister of National Education Regulation No. 12 of 2007.

Policymakers says that, Supervisors who have passed the Supervisory Supervision Improvement training should be able to be facilitated optimally so that the School Supervisor can carry out the duties in the school area of his bail effectively. At the end of the training a competency-based evaluation is conducted to find out the extent to which the training participants achieve the determined competencies and to obtain information about the problems and challenges faced as input to improve the quality of the implementation of the training program. Based on the regulations, a school supervisor must carry out the task of coaching and professional training of teachers in carrying out their main tasks such as planning, implementing, and asses-sing the learning/mentoring process, and the tasks of academic and managerial supervision. has been determined, specifically the competence of school super-visors that are considered most relevant to improving teacher professionalism such as academic supervision competencies. Thus, the process of formulating training objectives must be relevant to the main duties and competencies of the school supervisor.

In connection with the planning of training objectives related to the main tasks of school supervisors, Buckley & Caple, states that training is: "... a planned and systematic effort to modify or develop knowledge /skill /attitude through learning experience, to achieve effective performance in an activity or range of activities [20]. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job"

The key word for this training objective must be to ensure that it is obtained in a work situation that gives and provides a participant with the ability to improve the mastery and performance of the implementation of tasks that are adequately carried out. While the specific purpose of strengthening school, supervisory training is a more specific description, both the ability or expected behavior and the range of material to be achieved are related to improving academic supervision. For

example, In service learning 1 aims to (a) improve abilities that are more directed at learning the nation's cultural and character education, PAIKEM, PTK, academic supervision techniques, EDS and School Monitoring by the Regional government; (b) developing a new paradigm of academic supervision so that it can guide teachers to carry out the learning process that can develop students to think critically, creatively, innovatively, be able to solve problems and be entrepreneurial, and (c) provide provisions in preparing an Academic Supervision Plan (RPA) in the On The Job Learning stage. Meanwhile, On the job learning aims to (a) provide opportunities for training participants to practice academic supervision knowledge and PTK guidance and provide experience and learning through academic supervision practices with paradigms, approaches and techniques that have been obtained in Service Learning 1. On the other hand, in service learning 2 aims to provide an opportunity to share the experience of the results of Service Learning 1 and On the Job Learning, find out the improvement in abilities achieved, and get input material regarding the implementation of On the Job Learning. Description of the above objectives in principle to improve performance and productivity both in quantity and quality of school supervisors in carrying out their duties.

Simamora said the main objectives of the training, essentially improving performance and increasing the quantity and quality of productivity [21]. To see the impact of the results of this training, the development team formulated the expected results of this training, namely the realization of skilled school supervisors in guiding teachers in applying PAIKEM-based learning and carrying out Classroom Action Research, in hopes of developing students who can think creatively. Innovative, able to solve problems, think critically and have an entrepreneurial spirit.

Through the training results mentioned above, the school supervisor will be able to carry out his duties as an education supervisor, especially in carrying out academic supervision and training/ mentoring professional skills of teachers.

IV. CONCLUSIONU AND RECOMMENDATIONS

A. Conclusions

Based on the results of the study it can be concluded that the impact of the training on strengthening supervisors, including good and very good categories. For more details, can be seen in the following description:

- Training of strengthening supervisors has contributed to developing knowledge, attitudes, and skills of school supervisors in supervision based on education units, with the results achieved the magnitude of the impact is that 96% of the training participants achieve good and very good qualifications.
- Training for the strengthening of school supervisors gives a large contribution to the improvement of competencies of approximately 30 points which is indicated by the average difference between the results of UKPS Final Value of Education and Training.

- The implementation pattern of the IN-1 -ON-IN-2 education and training program can provide valuable experience for supervisors in mastering the training material. The reliability of this pattern is shown by the IN-1 activity giving experience in appreciating supervisory theory, ON activities provide the experience of applying the theory obtained, and IN-2 provides an opportunity to share information according to experience in the field.

B. Recommendations

Based on the conclusions above, a number of things can be suggested as follows.

- To all supervisors who have participated in this strengthening training it is advisable to always continue to develop the knowledge gained so that the quality of supervision is increasingly qualified.
- To the school, including school principals teachers, and administrative staff, it is advisable to empower the education and training participant alumni in their efforts to improve their respective competencies.
- To the provincial and district/city education offices, it is suggested to conduct a continuous monitoring and evaluation of these education and training participant alumni in order to obtain an adequate picture of the significance of the progress achieved by their respective target schools. In addition, a description of the aspects that still need to be addressed in the competence of each supervisor are obtained.

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