

The Development of the Academic Supervision Model Basic School Supervisor

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Abstract--The objectives of the study are preliminary study of the competence of primary school supervisor supervision, urgency model of supervisory academic supervision competency of elementary school that is important to do in order to improve the quality and professional of elementary school supervisor. Elementary school supervisors who are not able to perform their duties ultimately do not get the attention of the target teachers so that the primary goal of supervision is not achieved well. The type of this research was quantitative descriptive research, and the subject of this research was primary school supervisory. The data analysis technique used was percentage formula. The findings show that the current academic supervision carried out by the elementary supervisor has not been able to be the basis of further guidance for the supervisor. The design of academic supervision model is an academic supervision model developed based on preliminary condition research data based on needs analysis which has been done. Thus, hypothetical model in developing supervision model of school supervisor can be found. Academic supervision supervisor model is the final model of the development of supervision model in accordance with the needs of academic supervision. The results of the academic supervision that have been implemented are used as the basis for further guidance for the supervisor because the implementation of supervision is oriented to improve the performance of school supervisors whose ultimate goal is to improve the performance of the targeted teachers in the learning process.

Keywords--Guidance, Academic Supervision

I. INTRODUCTION

School supervisor is one of the components in improving the quality of education because supervision activities are carried out as an effort to improve the learning process carried out by the teacher and improvement of school management carried out by the principal. The competence of school supervisors in carrying out school supervisory tasks is crucial in improving the quality of education implementation in schools. This supervisory competence must be built through the accuracy of programs developed by school supervisors through the need assessment process and previous surveillance analysis results, program planning, program implementation and accurate evaluation procedures. Supervisor competence also needs to be supported by adequate facilities and infrastructure. School supervisors are

required to master academic supervision because academic supervision is more emphasis on the academic process.

Based on the results of competency test of school supervisor which conducted by Directorate of Education Personnel of Depdiknas (now Center for Development of Education Personnel, Badan PSDMPK & PMP, Kemdikbud), from the six competencies only two that have value above number 60 that is competence of personality and social competence, while competence most support to carry out the main task or main task of the supervisor is still below the number 60. The main competencies related to curriculum development and improving the quality of education, namely the competence of academic supervision has the lowest value, 52.8.

Associated with the results of Initial Competency Test (UKA) supervisors who scored above the average 63 were only 5.88, while those receiving the 31-38 range were 64.70%, as well as those who scored within the range of 41-48 is around 29.42% [1]. Under these conditions, it can generally illustrate the quality of supervisors in question. Therefore, it cannot be said to be professional because the competency control and supervisor qualification is not quite as expected. Based on the interview with one of the primary school supervisors who took the supervisory competence examination on August 10, 2016, there were 7 supervisor who took the exam and the result shows that the highest score is 45 items and the lowest score is 32 points from 80 items. It means that there are still many elementary school supervisor competencies that are below established standards.

The results of the competency test indicate the need for relevant education and training to improve all the competencies that should be possessed by the school supervisor, especially the competence of academic supervision. The result of [2] indicates that there are other problems because the activity of programming and supervisory report, guidance, monitoring, appraisal, and mentoring activities and teacher professional training are not in accordance with supervision task guidelines. The underlying factors are low motivation, commitment and supervisory ability, non-current communication, empowerment effort, complexity and heavy workload of

supervisors, and school culture is not supportive. It can be said that the implementation of academic supervision by supervisors in schools has not been effective so that it has not contributed sufficiently to improve the quality of learning services; the main reason is based on two things: the supervisor's workload is too heavy, and their educational background are less suited to the supervised field of study [3]

Guidance or training of the supervisors of educational units in order to improve their professional skills can be said not run properly. The school superintendent runs as it is with the main duty and function of supervising with the ability that has been owned. The supervisor also makes a report to the Head of the Education Office about what he has done in accordance with his duties, but the report has not been used as the basis for the supervision of supervisors. Based on the phenomenon above, it is an important thing to done a research "supervision of competence supervision academic elementary school supervisor

II. METHOD

This study used the "Research and Development" approach. The preliminary study was divided into three stages: preparatory, in-depth survey, and needs analysis. Development stage is done by the activities include: (1) preparing conceptual model; (2) model validation; (3) revision of the conceptual model, while the Evaluation phase is carried out with the activities include: (1) limited trial; and (2) Evaluation of Model Improvement. Research data were in the form of qualitative data and quantitative data. Techniques of data collection used are adapted to the stages of research. At the introduction stage, the data collection techniques used were interviews, questionnaires, and document review. At the development stage, the data collection technique used is validation with the instrument used in the form of validation sheet. This validation sheet is used to collect data about suggestions and considerations from experts and practitioners about the model. At the evaluation stage, the data collection technique used is observation and questionnaire. Qualitative data analysis techniques are in the form of various verbal words use to descriptive qualitative analysis, while quantitative data analysis use to test the practicality of the model

III. RESULTS AND DISCUSSIONS

Planning a School Supervisor coaching model

Planning for the development of primary school supervisors refers to the vision and mission of the Padang Education Office and based on the needs analysis that has been carried out. The vision of the Padang Education Office is the realization of superior, competitive, creative and faithful education. To carry out the school supervisor development program, a supervisor has a good track record as a teacher, mastering various kinds of learning methods well, has the ability to prepare syllabi, mastering the substance of learning material in elementary schools well, and has good ethics and communication ability. Understand the concept, principles, theory / technology, guiding teachers to form syllabus, guiding in choosing and using strategies, preparing lesson plan, motivating teachers in the implementation of learning.

The role of the supervisor in the school supervisor is very important because with the supervisor it is expected that the quality of the teachers can be guaranteed quality. Types of help that can be given by a supervisor are curriculum preparation, syllabus preparation, preparation of learning implementation plans, learning strategies, media use, assessment of student learning outcomes, classroom mastery and classroom action research. Thus, through this academic supervision, it is expected that teachers can be more skilled in planning and implementing learning and assessing students' abilities in the lessons learned

Based on the needs analysis that has been carried out, it is obtained the results that the implementation technique of the development program and the development of the education supervisor at the Padang Education Office cannot be implemented effectively. In other words, the program for the development and development of education supervisors has not been fully directed towards efforts to effectively increase the professional capacity of education supervisors. The technique of implementing education and development programs for education supervisors has not been carried out effectively

Implementation of the academic supervision guidance program for school supervisors

The implementation of the academic supervision program has not been carried out effectively. The ineffectiveness of implementing school supervisory and development programs is caused by several factors including:

a Personal factors

Personal factors are the inability of the coaches to develop and develop educational supervisors to carry out development programs effectively because of their limited knowledge, skills and even personality.

b. Administrative factors

Administrative factors are the unavailability of standard administrative tools within the Padang Education Office system in the form of a hierarchy of structures as a guide for the supervisors of the education supervisory development and development program focused on the implementation of the education supervisory and development program.

c. Managerial factors

Managerial factors are the management system by applying a bureaucratic approach in the program of fostering and developing education supervisors, make program coaches passive, lack the courage to take the initiative or take initiatives but always await orders from above for every activity related to supervisory development and development programs education.

d. External Factors

External factors, namely conditions that are outside the Padang Education Office system but affect the implementation of education supervisory and development programs, such as socioeconomic levels, program coaches, and stakeholders' support

Supervision must be planned and programmed according to the purpose of the supervision, namely professional assistance. The development of the academic supervision model of school supervisors is directed as a model of professional assistance provided by school supervisors planned according to the needs of the teachers they foster. The teacher is the target of supervision and knows the true needs and potential of him and the school he leads. Togetherness from planning to follow-up, there are no superiors and subordinates, mutual trust, openness, mutual respect and mutual support [4]

Supervision must be planned and programmed according to the purpose of the supervision, namely professional assistance. The development of the supervisor's academic supervision model is directed as a model of professional assistance provided by school supervisors planned according to the needs of the school. The model is in line with the supervision principles proposed by supervision that should be adjusted to meet the needs of school personnel. Supervision must be carried out in an active and cooperative democratic atmosphere. [5] The final model of academic supervision of school supervisors starts from the preliminary stage until the trial stage are shown.

Final Model

The feasibility test of a conceptual or validation model is an activity process to assess whether the product design developed will be more effective than an existing product. The model feasibility test or conceptual model validation is done through expert validation and practitioner validation. Expert validation is carried out by two management experts, namely item validity. Whereas to determine the level of reliability or consistency of the instrument that shows how far the measurement results with an instrument can be relied upon to calculate the reliability [6]

The final model of academic supervision of the school supervisor starts from the stage of preliminary to the test phase is shown picture 1

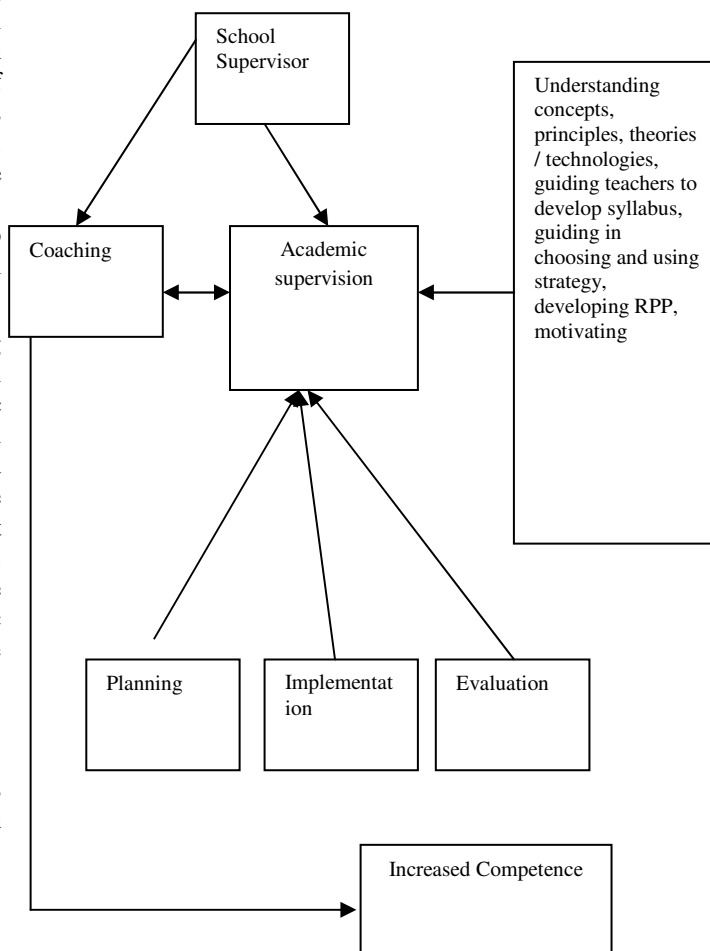


FIG. 1 MODEL OF SUPERVISION OF SCHOOL SUPERVISOR SUPERVISION SUPERVISION

Supervision of academic supervision of school supervisors starting from planning means that prior to coaching, planning is carried out in advance so that the programs arranged in the proper way. The implementation of coaching activities is adjusted to the program that has been determined. The specification of competency-based academic supervision models has differences with other supervision models. Specifications are not found in other supervision models, including (1) supervision objects are designed to provide guidance to teachers, more specifically are teachers who have the ability in accordance with competence; (2) supervision material is the teacher's learning process, but supervisors can develop instruments in accordance with the objectives of supervision to be achieved; (3) improvement of teacher performance planned based on teacher needs obtained from the learning process; (4) the implementation of supervision is carried out directly on competence and teachers which is the key to the successful implementation of competency-based academic supervision [7]

Evaluation of the supervision of academic supervision of school supervisors

Evaluation is done by comparing the participants' knowledge before and after participating in coaching (pre test and post test). The instrument for the initial and final tests consists of 9 questions. Coaching participants only gave a check on number 4 if they really know, number 3 if you know, number 2 if you do not know, and number 1 if you don't know. The maximum score is 36 and the lowest score is 9.

The effectiveness of the academic supervision model is measured by the results of the evaluation, which include; 1) reaction evaluation which aims to find out the implementation of the supervision carried out by the supervisor. The average score for the implementation of competency-based academic supervision is 74.6 with a very good classification; 2) evaluation of learning carried out to find out the changes that occur to teachers in improving their competence after the implementation of academic supervision, meanwhile the score obtained is 100.3 with a classification that the teacher is able to carry out learning well; 3) behavioral evaluation that proves based on learning at the business center, for statistical test values, with a significance level of $\alpha = 0.05$ and H_0 rejected if the value $< \alpha$, then according to the calculation of the test wilcoxon H_0 is rejected because the asymp value sig = 0.012 $< \alpha = 0.05$. It can be concluded that there are significant differences in test scores before and after coaching

School supervisors are education staff in the formal education pathway. The existence of school supervisors is a constitutional mandate that have important duties and positions as one of the components in the national education system. The school supervisor is the only functional office that has the main task of supervising [8]. School supervisors in carrying out academic supervision must certainly master characteristics of each subject to be supervised. The characteristics of mathematics learning are certainly different from other learning, so that a cognate supervisor is needed in supervising the teacher to be able to know the characteristics of the learning being carried out. The occurrence of a mismatch or a mismatch between supervisors and supervised teachers will clearly hinder the form of treatment given.

Supervision must be planned and programmed according to the purpose of the supervision, namely professional assistance [9] and The formation of an education supervisor should ideally be carried out in a management pattern from the planning of supervisors' needs to the academic qualifications and qualities that must be met, how to develop their abilities when they are already in function in the form of continuous guidance, and what factors must be taken to maximize function supervisors to be optimal in carrying out their functions [10]

Supervision becomes effective if factors are considered the cause, including conducting a comprehensive study of supervision techniques used by supervisors who use an approach by conducting observations without doing analysis and interpretation [11]

IV CONCLUSION

The current academic supervision of the primary school supervisor has not yet been established as a basis for further guidance for school principals and staff. The design of the model of academic supervision is an academic supervision model developed based on preliminary condition research data based on needs analysis which has been done so that hypothetical model in developing supervision model of school supervisor can be found. Academic supervision supervisor model is the final model of the development of supervision model in accordance with the needs of academic supervision. The results of the academic supervision that have been implemented are used as the basis for further guidance for the supervisor because the implementation of supervision is oriented to improve the performance of school supervisors whose ultimate goal is to improve the performance of the targeted teachers in the learning process.

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