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## The Efforts to Improve Teacher's Competency in Learning Process Through The Academic Supervision in SMP Negeri 13 Dumai

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### ABSTRACT

In academic supervision, teachers need professional competence so that the quality of teaching is increases. In this PTS study that examines the results of supervision of teachers at random from class VII to class IX as many as 10 people consisting of 8 female and 2 male at SMP Negeri 13 Dumai Academic Year 2016/2017. The measured parameters are the result of teaching preparation (syllabus and lesson plan) of teaching activities in the classroom. That is done during supervision for two cycles in one semester. data of PTS analysis and academic supervision increase, teacher's ability in general in preparation of teaching cycle I reaches 28.30% and on cycle II reaches 28.83% mean that there is an increase of 0.53%. while in learning activity in cycle I average 49.37% and cycle II 51.79% 2.42% increase. therefore it can be concluded the application of academic supervision can improve the competence of professionalism of teachers so that the quality of teaching increases.

**Keywords :** *Teaching competence, Academic supervision, Teaching and learning process, PTS.*

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### Introduction

One of the Principals' duties is to carry out Academic Supervision. The target of academic supervision is the teacher in conducting the learning process, the use of syllabus and RPP, the selection of strategy / method / instructional technique and research of class action (Academic Supervision Module, Dirjen PMPTK, 2010).

Student learning outcomes, especially in Junior High School 1 Dumai still low. Therefore it is necessary to improve teaching and learning process in the classroom so that the quality of learning becomes better. Based on observations in the field of teacher ability is also not sufficient to optimize learning process in the class so need help. According to

Sucipto who is responsible for helping the professional development of teachers is a supervisor. The supervisor in the school is the Principal. A professional teacher is highly demanded because everyday teachers handle living things in the form of students with a variety of life backgrounds. To become a Professional a teacher is required to have (1). Teachers are committed to students in the learning process. (2). Teachers master the material / subjects deeply taught and teach it to students. (3). Teachers are responsible for monitoring student learning outcomes. (4). Master (5). Teachers should be part of society in their professional environment (Supriadi, 1999: 98)

Teacher competence not only contains knowledge, skill and attitude but the important thing is the application of

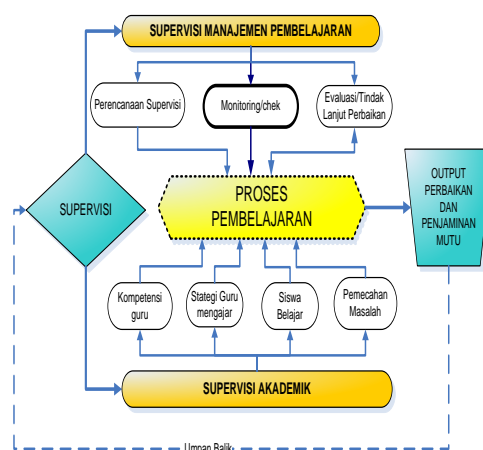
knowledge, skills and attitudes required in work (Sofa, 1999: 123)

According to Syah (2000: 230) "Competence" is the ability, skill, circumstance Shah says "teacher competence" is the ability of a teacher to carry out responsibilities properly and responsibly. Based on the description above, the competence of teachers can be defined as mastery of knowledge, skills, values and attitudes are reflected in the habit of thinking acts in running the profession as a teacher.

### Methodology

This research uses descriptive analytical methods. This is done on the basis of the consideration that this study was designed with the aim of making a description, systematic, factual and accurate description of the facts investigated. Through this method, researchers want to describe the implementation of the principal in order to improve professional teachers.

The School Action Research uses Classroom Observation Techniques through classroom observation. The School Action Research was conducted at SMP Negeri 13 Dumai, with 10 teachers consisting of 8 female teachers and 2 male teachers in the Academic Year 2016-2017. The time of this School action research implementation for 3 months starting in July and ending 30 December 2016. Design research as follows:



### Research Procedure

This study was conducted in two cycles, each cycle consisting of:

#### 1. Cycle I

##### a. Planning

- 1) Socialization of objectives and scope of research to teachers
- 2) Explanation of research focus on academic supervision
- 3) Discussion about the implementation of the ideal learning process
- 4) Create a supervision schedule
- 5) Arrange the necessary supervisory instruments

##### b. Implementation

- 1) Implement supervision of class visits
- 2) Observe the process of learning in the classroom
- 3) Assess the learning activities using the instrument format

##### c. Observation

- 1) Conducting observations using observation sheets
- 2) Assess the action using the evaluation format

d. Reflection

- 1) The meeting must be held immediately after the implementation of the lesson activities to obtain the teacher input supervised about the impression experienced after being supervised.
- 2) Evaluate the actions that have been taken and discuss with the supervised teacher
- 3) Responses from supervised teachers focused on student learning.
- 4) Conclusions and suggestions for improvement at a later stage.

**2. Cycle II**

a. Planning

- 1) Inform the teacher more about the results of cycle I
- 2) Delivering the observation result of the learning process
- 3) Holding a question and answer about the weakness of the lesson

b. Implementation

- 1) Inform the teacher of conformity and progress
- 1) The results of observation
- 2) Hold discussions on matters relating to the implementation of the learning process
- 3) Collect supervision assessment documents of class visits.

c. Observation

- 1) Make observations according to plan by using
- 2) Observation sheets on aspects that have not appeared in cycle I.

- 3) Assess the action using the evaluation format

d. Reflection

- 1) A reflection meeting is immediately undertaken after the teaching activity of the supervised teacher at the second time.
- 2) Evaluate the actions that have been taken and discuss with the supervised teacher.
- 3) Responses from supervised teachers focused on student learning.
- 4) Conclusions and suggestions.

In qualitative research, data collection is passed on natural setting (primary condition) primary data source, and more data collection techniques on participant observation data, in-depth interviews and documentation.

Analysis of this research data using interactive model analysis. In the interactive analysis model there are 3 main components:

(1) . Reduction data

Summarize, select the main points, focus on the things that are important and the pattern of throwing the unnecessary.

(2) .Data Serving

Collection of information that has been compiled to provide the possibility of conclusions and taking action.

(3) .Inclusion

A review of field notes or conclusions may be reviewed as meaning arising from the data to be tested for.

Table 1. Criteria of Supervision Value

No	Score Criteria	Score Category	Notes
1.	> 85	Very Well	
2.	75 - 85	Good	
3.	65 - 74	Enough	
4.	< 65	Less	

No Criteria

Category Value

Value Ket

1.> Very well

2. 75 - 85 Good

3. 65 - 74 Enough

4. <65 Less

The data analysis techniques that serve as the guidelines for data processing the writer applies the opinion of M. Ngalim Purwanti (1987,2009: 172) with the following formula:

$$P = \frac{R}{T} \times 100$$

Note :

P = Percentage

R = Number of scores obtained

T = Maximum total score

100 = Constants

### Results and Discussion

Based on observations at SMP N 13 Dumai in the past year both qualitatively and quantitatively, the innovation and professionalism of teachers tend to be low in teaching tasks. This can be seen from (1). 10% of teachers use appropriate learning strategies. (2) .50% of teachers use a

variety of methods, (3). 30% of teachers use media while teaching.

In addition the problems above there is also the result of student learning outcomes TW II Academic Year 2014-2015 about 20% of students of the class have not reached the standard score (KKM).

#### 1. Cycle I

Schools do some alternative actions or efforts to improve teacher competence through academic supervision. The stages are carried out in this cycle as follows:

##### a. Coaching Process

In the process of guidance, the principal makes observations or observations on learning tools made by the teacher and discusses the results of individual observations and formalizes the academic supervision program and the main purpose of the implementation is to assist teachers in improving their competence in the learning process in the classroom. Furthermore, before making a class visit in advance the principal has made an agreement about Schedule visit. Supervision schedule has been posted on the announcement of the office / room of the teachers assembly 1 (one) week before the visit.

##### b. Work result

Apparently after going through the coaching stage there is a slight change in the behavior of teachers and students in the learning process in class. Class conditions are somewhat coordinated and the preparation of teachers more leverage.

##### c. Reflection

Based on the observation result and class visit to all teachers doing scoring according to existing instruments, the average value

of teaching preparation was 28.30 and the average value of PBM activity was 49.37 with an average of 80.31. However, there are still weaknesses and disparities to some teachers in terms of preparation for teaching. After following up and discussing with each teacher, the Principal prepares for academic supervision for the next cycle. Scoring and grades of teachers in cycle I are listed in the table below.

2. Cycle II

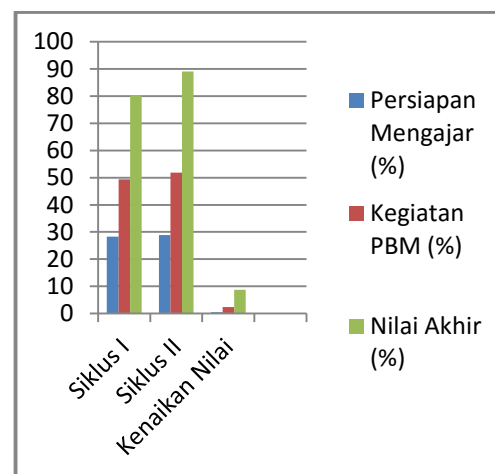
In the second cycle, the stage of academic supervision is similar to the implementation in cycle I, but there is emphasis in addition to teaching preparation and PBM activities as well as the compatibility between planning on teaching learning tools with teacher learning activities as well as the suitability of learning method strategy with teaching materials. Scoring and grades of teachers in cycle II are listed in the table below.

Based on the results of cycle I and cycle II, the teacher's ability in general in teaching preparation in cycle I reaches an average of 28.30% and in cycle II reaches an average of 28.83% which means an increase of 0.53%. While in the learning activities in the first cycle reached 49.37% and in cycle II reached an average of 51.79% which means an increase of 2.42%

The achievement of the ability in the preparation of teaching and learning implementation activities between the cycle I and cycle II can be seen in the table below.

Percentage of achievement of cycle I and cycle II

Description	Teaching Preparation (%)	Learning Processes (%)	Final Marks (%)
Cycle I	28,30	49,37	80,31
Cycle II	28,83	51,79	89,01
Increasing the marks	0,53	2,42	8,70



Graph: 1

Percentage Achievement of cycle I and cycle II

**Conclusion**

The implementation of academic supervision conducted by the Principal does not provide much benefit for improving learning and improving the professionalism of teachers, but can have a positive impact on teaching preparation and implementation of learning in class at SMP Negeri 13 Dumai.

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Table. 2

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