



ATTEMPTS TO IMPROVE TEACHER PROFESSIONALISM THROUGH ACADEMIC SUPERVISION AT SDN 95 PEKANBARU

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UPAYA MENINGKATKAN PROFESIONALISME GURU MELALUI SUPERVISI AKADEMIK DI SDN 95 PEKANBARU

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ABSTRACT

Abstract: This paper documents the improvement of teacher professionalism through academic supervision. Teacher professionalism has been widely scrutinized as one of the main issues in education. Because one of the components that determine student learning outcomes is the teacher. With academic supervision, teacher professionalism can be increased at the institutional level. Therefore, the implementation of academic supervision needs to be carried out systematically by supervisors so that the teachers can carry out their duties effectively and efficiently. The implementation of academic supervision needs to be directed to the attempts that provide opportunities for teachers to develop professionally. The research in this paper is School Action Research (PTS) using Kemmis and Mc. Taggart research design model. The research was conducted at SDN 95 Pekanbaru. The research subjects involved 27 teachers. Two cycles that reveal the results of the teacher's ability or understanding are increasing. The initial conditions' percentage score in cycle I were 44.44%, 51.85%, 51.85%, and 44.44%. Subsequently, it increased significantly in cycle II, which were 100%, 92.59%, 88.88%, and 85.18%. Overall, teacher professionalism increased significantly. Based on this case, academic supervision helps teachers to develop their abilities in achieving the learning objectives, which have been set for their students.

Keywords: academic supervision, teacher professionalism, elementary teachers

Abstrak: Artikel ini melaporkan peningkatan profesionalisme guru melalui supervisi akademik. Profesionalisme guru telah diamati secara luas sebagai salah satu isu utama dalam pendidikan. Karena salah satu komponen yang menentukan hasil belajar siswa adalah guru. Dengan adanya supervisi akademik, profesionalisme guru dapat ditingkatkan pada tataran institusional. Oleh karena itu, pelaksanaan supervisi akademik perlu dilakukan secara sistematis oleh supervisor sehingga guru dapat melaksanakan tugasnya secara efektif dan efisien. Pelaksanaan supervisi akademik perlu diarahkan pada upaya-upaya yang sifatnya memberikan kesempatan pada guru-guru berkembang secara profesional. Penelitian pada artikel ini berupa Penelitian Tindakan Sekolah (PTS) dengan menggunakan desain penelitian model Kemmis dan Mc. Taggart. Penelitian dilaksanakan di SDN 95 Pekanbaru. Subjek penelitian ini melibatkan 27 orang guru. Dua siklus yang memperlihatkan hasil kemampuan atau pemahaman guru semakin meningkat. Kondisi awal pada siklus I menunjukkan 44,44%, 51,85%, 51,85%, dan 44,44%. Kemudian meningkat secara signifikan pada siklus II menunjukkan 100%, 92,59%, 88,88%, dan 85,18%. Secara keseluruhan, profesionalisme guru meningkat secara signifikan. Dalam hal ini supervisi akademik membantu guru mengembangkan kemampuannya mencapai tujuan pembelajaran yang dicanangkan bagi murid-muridnya.

Kata Kunci: supervisi akademik, profesionalisme guru, guru sekolah dasar

CITATION

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INTRODUCTION

The essence of school education is a learning process that depends on the quality of school education and the quality of learning. Various efforts to improve the quality of school education can be considered in vain if they have not touched on improving the learning process. Therefore, in order to improve the quality of government school education, in this case the Ministry of National Education has developed various programs that are expected to improve the quality of learning. Among all the components in teacher learning there is an organic component that is very decisive. There is no quality learning without quality teachers. Whatever has been done by the Government, it is certain that improving the quality of learning is not possible without the quality of teacher performance, likewise improving the quality of learning is also not possible without improving the quality of teachers (Bahri, 2014).

Teacher professionalism has been widely observed as one of the main issues in education (Jina, 2020), because one of the components that determines student learning outcomes is the teacher (Komariyah & Wahyudi, 2018). The teacher is one of the human elements in the educational process, in In the process of education at school, the teacher has a dual task, namely as teachers and educators. As a teacher the teacher is in charge of pouring numbers lesson material into the brains of students, while the teacher as an educator tasked with guiding and fostering students to become moral human beings capable, active, creative, and independent (Annury, 2018). So the position of the teacher as a professional is very strategic, a professional teacher is a teacher who have the required competence carrying out educational tasks and teaching. Competence here includes knowledge, attitudes, and skills professional, personal, social, and academic (Mardhiah, Yusrizal & Usman, 2014).

The school principal has a very strategic role in improving the quality of education, especially in efforts to develop schools and their role as executors of national education standards. Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerning School Principal Standards stipulates the competency dimensions that must be possessed by school principals in carrying out their duties and functions as leaders of education units and educators. One dimension of these competencies is academic supervision competence as a process to help teachers develop and improve the quality of learning, with the ultimate goal of improving student learning outcomes (Nababan et al., 2020; Setiawan et al., 2020). To achieve this goal, supervision activities need to be carried out with good preparation, implementation and follow-up. As is generally known, academic supervision is carried out by the school principal by conducting class visits. The principal as a supervisor checks the teacher's teaching preparation and provides comments on the teaching preparation carried out by the teacher. Then observe the teaching and record everything related to the implementation of learning carried out by the teacher. The results of the observations were discussed with the teacher, then the supervisor gave comments to the teacher about things that needed improvement. Such a supervisory approach is not always carried out in its entirety (Lorensius et al., 2022).

Implementation of academic supervision needs to be directed at efforts that provide opportunities for teachers to develop professionally. Academic supervision is an activity that creates proper conditions for continued professional growth of teachers (Mu'alimin et al., 2021). So academic supervision management activities are needed and must be arranged in such a way as to increase teacher professionalism in carrying

out their duties as an educator. The ability of a teacher to understand the competencies possessed greatly determines the success of his students, because students will develop if the teacher is able to develop himself (Aqil et al., 2020).

The results of observations were made of teachers at SD Negeri 95 Pekanbaru shows that the teacher's ability to master learning material is still low, the teacher seems less able to answer student questions completely and clearly. The teacher's ability to master competency standards and basic learning competencies is due to the fact that the teacher has not used the right time allocation in the learning process. The low ability of teachers to master learning materials and mastery competency standards and basic learning competencies has an impact on the low ability of teachers to carry out learning.

Many studies have been conducted with the aim of proving whether academic supervision can improve teacher professionalism. Rofiki (2019), states that with academic supervision, teacher professionalism can be increased at the institutional level, therefore the implementation of academic supervision needs to be carried out systematically by supervisors so that teachers can carry out their duties effectively and efficiently. The results of Winarno's research (2021) show that academic supervision is able to increase teacher professionalism in pedagogical competence, personal competence, professional competence and social competence. In line with this, according to Sanoto (2020) the management of school principals' academic supervision is important, because it is useful for increasing teacher competence. The purpose of this study is to increase teacher professionalism through academic supervision, so that academic supervision can improve teacher professionalism in schools both individually and collectively.

METHOD

This research is a school action research (PTS) conducted at SDN 95 Pekanbaru semester 1 of the 2022/2023 academic year. The research population is SDN 95 Pekanbaru teachers, with a total of 27 teachers. This research was conducted in two cycles. Kemmis and Mc's model research design. Taggart ie spiral from one to another cycle Which Next. Every cycle blanket *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2002). Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. go _ details procedure Study action This:

1. *Planning* (Plan), includes: (a) Researcher And observer arrange alternative enhancement method effectiveness discussion learning. (b) Researcher together collaborator make planning teaching Which develop Skills student intellectuals. (c) Discuss about developing learning Skills intellectual student. (d) Carry out an inventory media and learning methods to students. (e) Create sheet observation related to the learning method that will be applied. (f) Designing evaluation tool to see how student learning outcomes are when the learning method has been applied, namely the discussion method.
2. *Action* (action), namely carrying out the learning activities as intended own planned in accordance with the learning method to be applied.
3. *Observation* (observation), namely activity Which held It is observe to application action with use sheet observation Which has been prepared.
4. *Reflection* (reflection) that includes analysis data Which obtained through observation observations related to the media and learning methods that will be applied.

RESULTS

The National Education Standards Agency (BSNP) develops teacher and lecturer competency standards, because it is this body that has the authority to develop teacher and lecturer competency standards, the results of which are stipulated in a Ministerial Regulation. However, it can be observed from the opinion of Sagala (2013) which says "competence is a rational behavior in order to achieve the required goals in accordance with the expected conditions". Competence is a combination of knowledge (thinking power), attitude (heart power), and skills (physical power) which is manifested in the form of action. In other words, competence is a combination of mastery of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting in carrying out their duties/jobs.

In measuring teacher competence, all Pekanbaru State Elementary Schools the

teacher prepares everything related with the actions to be taken. Starting with making plans such as learning tools (syllabus and lesson plans), supervision schedules, supervision instruments, supervision techniques, analysis of supervision results, feedback on supervision results and follow-up on supervision results, and so on . At the initial meeting or initial meeting to produce an agreement about the identification of difficulties experienced and faced by teachers in carrying out the learning process and the causative factors and determine alternative solutions. In accordance with the existing schedule determined at the initial meeting the second step of academic supervision is the teacher teaching and the principal observes the teacher's behavior in carrying out the learning process. Table 1 summarizes the comparison of the ability to plan learning, from the initial conditions, cycle I to cycle II.

Table 1. Comparison of Teacher Competency

Implementation of Educational Supervision	Teacher Competency			
	More than material	Know the Competition Standards	Develop Material	Take advantage of ICT
Initial conditions	44.44%	51.85%	51.85%	44.44%
Cycle I	74.07%	70.37 %	74.07%	66.66%
Cycle II	100%	92.59%	88.88%	85.18%

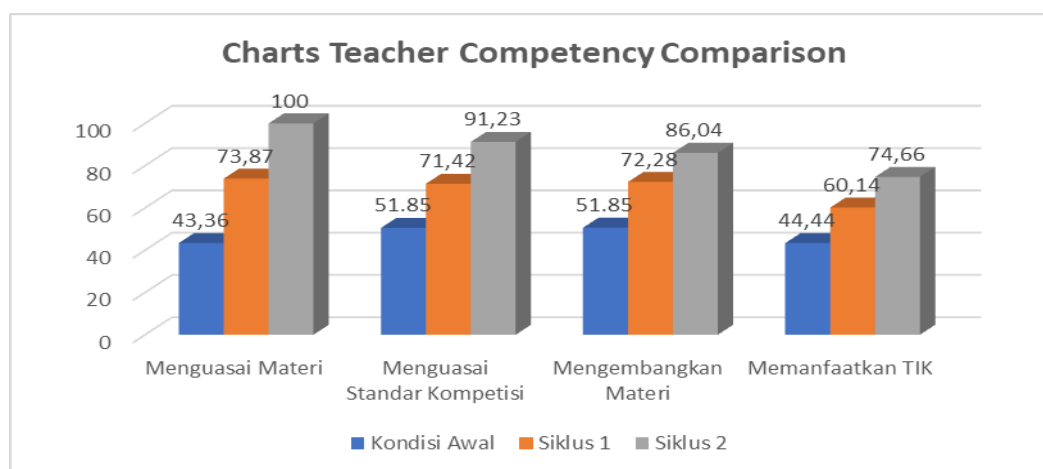


Figure 1. Teacher Competency Comparison Chart

DISCUSSION

From the data above, with a total of 27 teachers, it was found that the teacher's ability to master the material from the initial conditions to cycle II increased significantly. The initial condition score only reached 44.44% of 100% which means that only 12 teachers mastered the material. This is because the teacher has not been able to explain clearly and completely when students ask how to do the problem. Furthermore, in cycle I, the teacher's score reached 74.07% from 100%, which means that there were already 20 teachers who mastered the material. Whereas in cycle II the teacher's score reached 100% of 100% which means that all teachers have mastered the learning material.

The teacher's ability to master learning competency standards also increased significantly from the initial conditions to cycle II. In the initial conditions, the score obtained was 51.85% of 100%, which means that there were 14 teachers who had just mastered learning competency standards. This is because the teacher has not used the right time allocation. In cycle I, teacher scores reached 70.37% from 100%, which means there were 19 teachers, an increase of one person from the initial condition. Whereas in cycle II the score reached 92.59% of 100% which means that there were 25 teachers who had mastered the learning competency standards.

In material for developing the ability of teachers to achieve a score of 51.85% from the initial condition of 100%, meaning that only 14 teachers were able to develop learning materials. These conditions indicate that the teacher has not used an active and fun learning model, learning is still dominated by the teacher so that students are less active during learning. In cycle I, the teacher's score reached 74.07% of 100%, which means there were 20 teachers. This achievement indicated an increase in the teacher's ability to develop learning materials. Furthermore, in cycle II

the teacher's ability increased gradually until a score of 88.88% of 100% was obtained, which means that there were already 24 teachers who mastered it.

In carrying out the process of learning activities, the teacher's ability to utilize ICT for initial conditions obtained a score of 44.44% of 100%, which means that there are only 12 teachers. This condition indicates that the teacher has not used ICT in carrying out the learning process. In the first cycle the teacher's score reached 66.66% of 100% which means there were already 18 teachers, this achievement showed an increase in the teacher's ability to utilize ICT in carrying out the learning process, and in the second cycle achieved a score of 85.18% of 100% which means there was an increase in teachers who mastered ICT, namely 23 teachers.

The main purpose of academic supervision is to improve the learning situation for the better through coaching activities and improving teacher abilities. The purpose of learning supervision is to develop a better learning situation through coaching and improving the teaching profession; Through the supervision of learning, it is hoped that the quality of teaching carried out by the teacher will increase, both in developing abilities, which besides being determined by the level of knowledge and teaching skills possessed by a teacher, also in increasing commitment and willingness. and teacher motivation (Mukhtar and Iskandar, 2009). The essence of the dimension of academic supervision is in the context of coaching teachers to improve the quality of the learning process (Lalupanda, 2019). The teacher's ability to develop the learning materials taught is also adjusted to how the teacher uses these methods in learning so that students are interested and active in the learning process. The right method makes students feel interested in what is learned. Students are more enthusiastic about learning when teachers can provide learning using methods that are easily accepted (Suprptono,

2015).

Nurlaili et al., (2021), that through class visits supervisors can find out whether the teacher carries out the learning process in accordance with the learning tools that have been developed and sees directly the teacher's ability to teach in class. In the next stage the principal makes observations to follow up on class visits by observing the learning process which includes opening, core and closing activities and holding meetings between the principal and teachers to discuss the results of class observations.

Basically the implementation of academic supervision in schools must be in accordance with the real conditions in the field by adhering to the principles of supervision. Piet A. Sahertian (2008) explains the principles of academic supervision that must be applied in schools consisting of scientific principles (*scientific*), democratic principles, cooperative principles and constructive and creative principles. Teachers will feel motivated in developing their creative potential if supervision is able to create a pleasant working atmosphere, not through scary ways. However, the successful implementation of the principal's academic supervision as determined by.

Makawimbang (2011), that the successful implementation of the supervision program can be seen through: (1) teacher initiative and creativity develop; (2) The morale of the teachers is high. Supervisors act as consultants and facilitators; (3) The supervisor and teacher relationship is peer-to-peer which creates a tradition of professional dialogue; (4) An atmosphere of kinship, togetherness, openness and exemplary practice is practiced in daily life at school and animates every supervision activity; (5) Class visits, private meetings and staff meetings are conducted regularly. Indicators of successful implementation of the academic supervision program can be seen from the initiative and creativity of teachers, supervisor-supervisor relationships, a family atmosphere and regular

supervision of class visits and private meetings. The success of the implementation of academic supervision in schools is explained as follows: (1) A teacher has good teaching techniques and methods so that the material given to students can be well received; (2) Academically students can be measured by good national exam scores; (3) Students can be accepted at state universities. Qualified quality graduates will be accepted at favorite state universities, the world of work, and be accepted in society; (4) The success of the teaching and learning process depends on the quality of graduates because the ultimate goal of supervision is how to produce good graduates, not just teachers; (5) There is a change in a teacher in practice, such as time commitment, method of teaching, methods, class mastery, learning process, discipline, service and student behavior and being able to set an example for students; (6) Changes in student learning outcomes because in essence they are not educators but products. (7) Student achievement can be seen from passing the national exam 100% and student scores increasing from year to year; (8) students entering tertiary institutions, especially state universities.

CONCLUSIONS

AND

RECOMMENDATIONS

The ability of teacher professionalism in learning has increased from the initial conditions, cycle I and cycle II, this is due to being given an explanation regarding educational supervision. This can be seen from the teacher's initial condition scores of 44.44% , 51.85%, 51.85% and 44.44% . Now it has increased significantly in cycle II, namely 100%, 92.59%, 88.88% and 85.18%. Overall, teacher professionalism increases through educational supervision.

The solution that can be done by the teacher is to always update and master the subject matter presented. Self-preparation for the material is sought by seeking information through various sources such as reading the

latest books, accessing the internet, always following the latest developments and advances regarding the material presented and keeping abreast of digital technology developments.

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