

# Application Of Academic Supervision Models To Improve Teacher Responsibility And Performance In Learning (Study On Physical Education Teacher At Sman 2 Lahat)

Tri Turnadi<sup>1</sup>, Hadiwinarto<sup>2</sup>

<sup>1</sup> Mahasiswa Program Studi Doktor Pendidikan FKIP Universitas Bengkulu

<sup>2</sup> Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu

Email : triturnadi123@gmail.com

## ABSTRACT

This study aims to describe the application of the supervision model to improve the responsibility and performance of teachers in learning. This research uses the school action research method and quasi experiment. The subject of this study is the physical education teacher of SMAN 2 Lahat who teacher in class X, XI and XII, with 36 student class in the 2019/2020 school year. Data collection methods in this study use teacher observation sheets in carrying out the learning process. Analysis of research data using descriptive statistics that is the mean (mean) of the results of the academic supervision model to improve the responsibility and performance of teachers in learning in improving understanding, and professionalism of teachers in the implementation of learning process.

**Keywords:** Application Of The Supervision Model, Responsibility, Performance.

## ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan model supervisi untuk meningkatkan tanggung jawab dan kinerja guru dalam pembelajaran. Penelitian ini menggunakan metode penelitian tindakan sekolah dan quasi experiment. Subjek penelitian ini adalah guru pendidikan jasmani SMAN 2 Lahat yang merupakan guru kelas X, XI, dan XII, dengan 36 siswa kelas tahun ajaran 2019/2020. Metode pengumpulan data dalam penelitian ini menggunakan lembar observasi guru dalam melaksanakan proses pembelajaran. Analisis data penelitian menggunakan statistika deskriptif yang merupakan mean (mean) dari hasil model pengawasan akademik untuk meningkatkan tanggung jawab dan kinerja guru dalam pembelajaran dalam meningkatkan pemahaman, dan profesionalisme guru dalam pelaksanaan proses pembelajaran.

**Kata Kunci :** Penerapan Model Supervisi, Tanggung Jawab, Kinerja

## INTRODUCTION

Education is an effort that is consciously designed to assist a person or group of people in developing knowledge, outlook on life, life attitudes, and life skills both individually and socially (Sagala, 2006: 1). This conscious effort to develop the personality and abilities of these students can take many forms. Some are organized deliberately, planned, directed and systematically such as in formal education, some are organized deliberately, but not planned and not systematic like what happens in the family environment (informal education), and some are organized deliberately and planning, outside the family environment and formal educational institutions, namely through non-formal education.

In order for education to function and achieve the goals as formulated in the law, education must be managed by following the science of administration. The simplest, administration according to Henry Fayol is defined as a function in an organization whose elements are planning, organizing, commanding, coordinating, and controlling (Sagala, 2006: 23). At the spearhead level of education, namely the learning process by teachers in the classroom, no matter how complicated the administration is It involves many personalities, the administrative functions mentioned by Henry Fayol should still exist, because without it the achievement of learning objectives will be difficult to achieve. In relation to these administrative functions, more specifically in terms of the teaching and learning process, Gage and Berliner in Makmun (2005: 23) suggest three functions or roles of teachers in the process, namely as

- a) Planners (planner) who must prepare what to do in the teaching-learning process (pre-teaching problems).
- b) An organizer who must create a situation, lead, stimulate, mobilize, and direct teaching and learning activities according to the plan, act as a source person, a leadership consultant (leader), who is wise in a democratic and humanistic sense (humane). During the process (during teaching problems).

Appraisers (evaluators) who have to collect, analyze, interpret and finally have to give consideration (judgment) on the success rate of teaching and learning based on established criteria both regarding aspects of the effectiveness of the process, as well as the qualification of the product (output).

In highlighting one of the roles of teachers in the learning process, namely as a learning planner, every teacher in an education unit, including Physical Education teachers, is obliged to compile a complete and systematic lesson plan so that learning is effective and quality. Learning that takes place effectively and with quality will have implications for improving the quality of the process and learning outcomes of students.

Penjaskes teachers have compiled lesson plans according to the basic competencies (KD) of these subjects. However, various deficiencies are still found, both regarding the preparation before the preparation of the RPP, in the preparation of the RPP, and in implementing the lesson. The drawbacks include:

- a. Before preparing the RPP:
  - 1) Most teachers do not carefully determine the minimum completeness criteria (KKM) of subjects.
  - 2) Some teachers do not make their own syllabus Physical Education Subjects.
- b. In the preparation of the RPP:
  - 1) Most of the teachers did not explain what students did during the learning process in their lesson plans.
  - 2) Most of the teachers did not explain the learning resources in detail.

- 3) Most of the teachers did not explain first, the form of the evaluation instrument, second the format/evaluation sheets or items (free test and post test), third assessment guidelines, and fourth answer keys, in evaluating student learning processes and outcomes.
  - 4) Most teachers do not plan to follow up after learning, namely: remedial learning, programs enrichment, counseling services or individual, group assignments in relation to the KKM in physical education subjects with the grades achieved by students.
- c. Implementation of learning:

Most of the teachers are not guided fully on the RPP in implementation learning. All of this is related to the conditions in the field that: (a) there are still physical education teachers who do not have a sports education background, (b) not all physical education teachers, especially those with honorary status, have the opportunity to take part in the KTSP upgrading or training, (d) rarely the MGMP physical education activities which specifically discusses the lesson plans.

Such conditions make the perceptions of Physical Education teachers regarding the lesson plans that they must compile before implementing learning in the classroom less comprehensive. For example, there are still teachers who do not understand the minimum components of lesson plans, let alone about lesson plans with complete and systematic components. This deficiency will of course hinder efforts to improve the quality of the physical education process and learning outcomes, because the lesson plans are not well prepared. In fact, the success of an activity is more than 50% determined by good planning, so that the success of learning is very much determined by the lesson plans prepared by the teacher.

## METHOD

**School Action Research** This research method is school action research, so the data taken is quantitative and qualitative data. Quantitative data is only the result of observations of teacher teaching activities. This research was conducted in 3 cycles, where each cycle with the following procedure:

### a. Planning (planning)

Develop an action plan (planning). In this stage the researcher explains about what, why, when, where, by whom and how the action will be taken. At this stage the researcher designs or designs an action learning model of learning. Action planning includes:

- a.1. Planning lessons that will be applied to the Teaching and learning process.
- a.2. Review and select appropriate study materials.
- a.3. Determine the learning scenario.
- a.4. Preparing sources, materials and tools needed.
- a.5. Develop research instruments about the learning process and its impact or outcome.
- a.6. Determine the criteria for the success of the action and its impact (results).
- a.7. Creating a question script to measure the abilities of students.

### b. Implementation

**Implementation of action (action)** Implementation of research or action (acting). This stage is the implementation or application of the contents of the design, in the form of steps to take class action. This stage takes place in the classroom, is the realization of all educational theories and teaching techniques that have been prepared in advance. Action in PTS is the implementation of action or learning that is guided by the learning implementation plan that has been prepared by applying the learning model. The implementation of learning is carried out by researchers, in collaboration with teachers .

### c. Observation

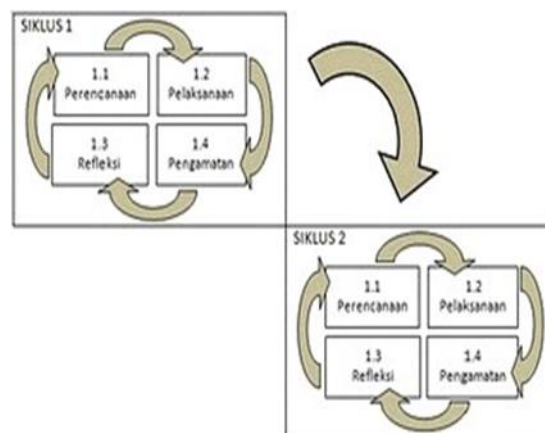
Observation (observation) Namely activities that observe, recognize while documenting (taking notes) on new processes, results, concerns and problems it may appear during the process of executing the action.

### d. Replexion (reflection)

Reflections against natural settings and implementation of an action that has been achieved or that has not been achieved. The results of this first cycle become input for the implementation of the second cycle which consists of repeating the four steps in the first cycle. This happens because it is possible that after going through the first cycle, the researcher finds new problems or old problems that have not been resolved, so they need to be solved through the next cycle. Thus, based on the results of the action or experience in the first cycle, the researcher will return to the planning, implementation, observation and reflection steps in the second cycle, and so on, and stop when it has a positive impact on the process and the results obtained from the action are successful "(Sudjana, 2009: 8). If described, the PTS work cycle is as follows

### e. Population and Sampling

The subjects of this study were 4 teachers of SMAN 2 Lahat, consisting of 3 men and 1 woman and they are spread out teaching in class X, XI and class XII, with varying number of hours, from 12 hours to 24 hours. They teaches in a class with 36 students, divided into 33 groups, with classifications of class X (11 groups), class XI (11 groups), and class XII (11 groups) which are divided into 2 science and social studies majors.



### f. Data Collection Techniques.

Data collection is the methods used by researchers to collect data, Arikunto (2002: 125). In this study, several data collection techniques were used, these techniques were observation and test. Observation is a technique that is carried out by making careful observations and recording systematically (Arikunto, 2005: 30). The observation method is carried out by making direct observations of the phenomena to be studied. Where is the observation or focus of attention to the object by using all the sense organs. So observing can be done through sight, smell, hearing and taste (Arikunto, 2006: 229). The test according to Muchtar Buchori, quoted by Suharsimi Arikunto, is an experiment conducted to determine whether or not certain lesson results are present in a student or group of students.

## RESULTS AND DISCUSSION

### Cycle 1

In the implementation of cycle 1 learning is carried out like normal learning in 2 x 45 minutes, starting with apperception, motivation, process and end. In the first cycle of learning process, an assessment of the learning device is carried out for the teacher individually. In the first cycle, scores were found on various scales, with the highest scores on the implementation of learning 78, 25 and the lowest score was 72, 91. Meanwhile, in the assessment of the Learning Implementation Plan (RPP) the highest score was 79.37 and the lowest score was 71.93. Table I instruments for supervision of the implementation of learning and lesson plans

**Table 8.1.** Distribution of scores from the first cycle (I)

No	Nama	Nilai Pelaksanaan	Nilai RPP
1	Widi Sunarno, S.Pd	78,25	79,37
2	Yulia Nurjanah, S.Pd	75,00	79,56
3	Novan Ade A, S.Pd	76,87	71,93
4	Triono, S.Pd	72,65	73,75
5	Evi Megariani, S.Pd	75,62	76,56

From the results of the research above, the researcher observed that in the results of the first cycle most students had not yet understood, mastered, and understood the material being taught. For this reason, researchers must improve learning outcomes by creating learning methods / models that can support student learning outcomes.

- a. Observations or observations From the results of observations which is done to the readiness of teachers in the learning process, in cycle 1 the highest score is 76.87. On the study of the learning plan, and the lowest score was 72.65 on the learning implementation plan. While on the learning implementation plan where the highest score was 79.56 and the lowest score was 71.93. This shows that the readiness of teachers in preparing learning tools and planning for the implementation of learning in sports subjects is still lacking.
- b. Reflection Based on the results of observations of the implementation of academic supervision by the principal, several weaknesses were found as follows:

Results of the Learning Implementation Observation in cycle I, there are several indicators aspects that have not been implemented properly, including:

- a. Teachers are still lacking in monitoring the readiness of students before the learning process begins.
- b. Teachers are still lacking in conveying learning objectives.
- c. Teachers are still lacking in guiding student study groups
- d. The teacher is still lacking in reflecting.

## Cycle 2

In the implementation of learning cycle 2, it is carried out like normal learning in 2 x 45 minutes, starting with apperception, motivation, process and end. In the first cycle of learning process, an assessment of the learning device is carried out for the teacher individually. In the second cycle, scores were found on various scales, with the highest scores on the implementation of learning 86, 25 and the lowest score was 80.62. Whereas in the assessment of the Learning Implementation Plan the highest score was 87.50 and the lowest score was 82.03.

**Table 9.** Distribution of scores from the second cycle (II)

No	Nama	Nilai Pelaksanaan	Nilai RPP
1	Widi Sunarno, S.Pd	84,37	85,93
2	Yulia Nurjanah, S.Pd	86,25	84,37
3	Novan Ade A, S.Pd	81,25	87,50
4	Triono, S.Pd	83,12	82,03
5	Evi Megariani, S.Pd	80,62	85,15

In the second cycle the researcher observes and analyzes the results of the second cycle, the results can be reflected, that the understanding of the material being taught can be understood and can be applied by the teacher in actual activities. The ability of teachers to understand the implementation of learning and lesson plans increased in the second cycle.

- Observations or observations From the results of observations made on teacher readiness in the learning process, in cycle 2 the lowest score was obtained 80.62. In the study of the learning plan, and the highest score was 86.25. Whereas in the Learning Implementation Plan (RPP), the lowest score was 82.03 and the highest score was 87.50. This shows that the readiness of the teacher in preparing learning tools and planning for the implementation of learning in sports subjects is good.
- Reflection Based on the results of observations made by the principal in the second cycle, several weaknesses were found as follows:

Results of the Learning Implementation Observation in cycle 2, there are several indicator aspects that have been carried out well, including:

- The teacher has monitored the readiness of students before the learning process begins.
- Teacher already convey learning objectives.
- The teacher starts learning groups of students
- The teacher has already reflected.

## Cycle 3

In the implementation of cycle 3 learning is carried out like normal learning in 2 x 45 minutes, starting with apperception, motivation, process and end. In the third cycle of learning process, an assessment of the learning device is carried out for the teacher individually. In the third cycle, the results of scores were found on various scales, with the highest score in the implementation of

learning 96, 25 and the lowest score at 91.87. Whereas in the assessment of the Learning Implementation Plan the highest score was 95.31 and the lowest score was 90.62.

Based on the research table above, it can be concluded that the application of the Academic Supervision Model to increase teacher responsibility in learning can be increased to increase the quality and quantity of teachers in the learning process.

Application of Academic Supervision Model Can Increase Teacher Responsibility and Performance in Learning. After analyzing the data, a significant increase in the results of the teacher's ability to carry out preparation in teaching or when the teaching and learning process was carried out was obtained. Through the supervision that has been carried out by the principal, a lot of information is obtained about the ability of teachers in the learning implementation process, both weaknesses and strengths of physical education teachers.

The application of the academic supervision model can Improving the Performance of GuruPenjaskes at SMAN 2 Lahat After supervision was carried out, there was an increase in the performance of Penjaskes teachers. This can be seen from the research data showing that the implementation of Physical Education teacher learning in cycle I, the highest score is 78.25, cycle II is 86.25 and cycle III is 96.25, while in the lesson plan, cycle I The highest score was 79.56, cycle II 87.50 and cycle III 95.31 increase in value from cycle I to cycle III.

The effective academic supervision model can improve teacher performance in learning at SMAN 2 Lahat. Even though at first, teachers who are under supervision feel supervised, their duties are tightened directly with the Principal, thanks to communication this is not a burden for teachers in supervision. This academic supervision can effectively improve teacher performance. Come early, at least prepare 10 minutes before schedule teaching begins. Preparation teaching is well organized. From the research data, the researcher supervised that Mrs. Yuliana Nurjanah, S.Pd was very good at implementing her learning in the three cycles that took place and also the RPP value was very good in the three monitoring cycles. Result fact observations made at SMA Negeri 2 Lahat, have supported Gultom's research, entitled "Influence teacher planning, supervision, and competence against teacher performance at SMAN 2 Lahat. Based on the observations, the research results that support and the description of the above opinion can be concluded that the application of the academic supervision model in SMA Negeri 2 Lahat can increase teacher responsibility and teacher performance.

Based on the results of the observation of responsibility in the application of the academic supervision model to learning, it shows that there is an increase in responsibility from cycle I to cycle III in a better direction.

The teacher's responsibility in the first cycle was not optimal as expected. Then in cycle II, it has been seen that the responsibility for tasks and completing the tasks has been increased. This is influenced by the inadequate application of the academic supervision model in Physical Education learning by the Principal. The responsibility and lesson plans of students in cycle III have increased, this is related to teachers who previously did not want to be responsible began to want to contribute to the progress of their school and build shared knowledge.

## CONCLUSION

At the front, the writer has explained in length and width about the supervision of the teacher academy at SMAN 2 Lahat, then in this section the author will conclude from the description of the discussion as follows: 1) The application of the academic supervision model can increase the responsibility of the SMA 2 Lahat Physical Education teacher for the 2019/2020 school year. This can be seen from the difference in the level of teacher ability in teaching during the learning process, before academic supervision is carried out and after academic supervision is carried out. 2) The application of academic supervision can improve the performance of physical education teachers at SMAN 2 Lahat in the 2019/2020 school year. This can be seen from the increased ability of teachers in readiness to prepare learning devices before the learning process takes place. 3) The application of an effective academic supervision model can increase teacher responsibility and performance. This can be seen by the

increasing ability of teachers in the learning process, that includes learning tools, mastery of material, class management, delivery of material and follow-up in the assessment process.

## REFERENCES

- Arsyad, (2005). Mengembangkan Kemampuan Pemahaman Konsep Peserta Didik Melalui Pembelajaran Berbasis VCD. *Al-Jabar: Jurnal Pendidikan Matematika* Vol. 6, No. 1, 2015, Hal 25 – 32. <http://103.88.229.8/index.php/al-jaba/article/view/54>
- Barnawi dan Arifin, Mohammad. 2012. Kinerja guru profesional Instrumen Pembinaan Peningkatan dan penilaian. Yogyakarta: Ar-ruzz Media.
- Basri, Hasan. 2014. Kepemimpinan Kepala Sekolah. Bandung: Pustaka Setia.
- BSNP. (2007). Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16
- Depdiknas. (2003). Revitalisasi Musyawarah Guru Mata Pelajaran (MGMP). Jakarta : Program Pendidikan Menengah Umum.
- Depdiknas. (2008). Pedoman Penelitian Tindakan Sekolah (School Action Research) Peningkatan Kompetensi Supervisi Pengawas Sekolah SMA / SMK. Jakarta : Dirjen PMPTK.
- Deni Darmawan. 2014. Metode Penelitian Kuantitatif. Bandung: Remaja Rosdakarya
- Donni Juni Priansa. 2014. Kinerja dan Profesionalisme guru. Bandung: Alfabeta
- Donni Juni Priansa. dkk. 2014. Manajemen supervisi dan kepemimpinan kepala sekolah. Bandung: Alfabeta.
- Gusti. 2012. "Pengaruh Kedisiplinan, Motivasi Kerja dan Persepsi Guru Tentang Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMK 1 Purworejo Pasca Sertifikasi". *Jurnal Pendidikan*. Vol 3. No.1.
- Hamalk, Oemar. 2007. Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara.