The Academic Supervision Model-Based Education Management in Improving Teacher Performance

Sukarman Purba[a]*, Biner Ambarita[b], Paningkat Siburian[c]

[a,b,c]*Department of Educational Management, State University of Medan,*
Jl. Willem Iskandar Pasar V Medan, Post Code 20221, North Sumatera Indonesia
[a]*Email:arman_prb@yahoo.com*

Abstract

The purpose of the study is to find out and get a model that is most excellent academic supervision in improving teacher performance Indonesian. The study was conducted at the Junior High School (SMP) State in two cities, namely Medan and Binjai 6 Schools as much as 3 school, or 9 School Junior High School with a number of Indonesian teachers as many as 61 people. This research includes Action Research School (ARS), because research is conducted to find the influence of academic supervision of certain models on teacher performance in learning Indonesian. The data analysis technique used in this research is descriptive analysis to describe the research variable data. The research was conducted starting in May to September 2015. The findings show four models applied in the research, it turns Scientific Model Academic Supervision better than other models in improving performance Indonesian Teachers.

Keywords: Model Academic Supervision; Teacher Performance.

1. Introduction

Education quality problems experienced by Indonesia at present cannot be separated from management problems academic supervision conducted supervisors and principals.

----

*Corresponding author

Tilaar cited by Ambarita, et al (2013) that learning requires quality education process that goes well [1]. Besides that, the results of Teacher Competency Test (TCT) 2012 in North Sumatra is ranked 25th of all provinces in Indonesia. The results of TCT implementation that was held in late February 2012, reached an average value of 37.4, far from the national average of 42.25 [2]. Besides of Teacher Competency Test (TCT), Ministry of Education and Culture (Kemendikbud) has prepared other instruments to test and measure the performance of teachers in 2013 [3]. Teacher performance measurement will also be carried out by the same individual as that applied to the UKG. Measurement of teacher performance is directly related to the performance of individual teachers. This performance measurement sampling cannot, but that does not mean also a teacher supervised one person during teaching. Teachers become the most direct contact with the student in the learning process in schools, so that teachers must have the ability to plan, implement and evaluate learning in the classroom. Teachers must work in accordance with its responsibilities and obligations. The ability of the teacher in both the competence and professional capability determines the level of teacher performance. The performance of teachers in schools can be seen from the results of pedagogical, professional, social, and personality. Sagala states teachers only perform duties as a routine activity so that the performance of teachers has not been optimal [4].

Husaini (2010) suggested that 80% of the quality problems of education in Indonesia is caused by the management [5]. The Ministry of National Education (2011) explains that the strategy of socialization and academic supervision guidance strategies that have been implemented so far were still insufficient, so that the intensity and mastery of materials is still lacking [6]. Based on interviews with several teachers SMP in Medan said most of the existing principals have been doing things following the academic supervision of the teacher, namely: (1) supervision agreement without any previous time; (2) filling the assessment instruments when teachers teach without notification of the results of the assessment; (3) supervise the absence of follow-up; and (4) supervise only on the part of teachers. Academic supervision is a series of activities to help teachers develop their ability to manage learning to achieve goals effectively and efficiently. Through academic supervision, the teacher as the spearhead in educational activities is expected to have a good performance.

1.1 Formulation of the problem

The research problem is formulated as follows: "Model Academic Supervision which is most excellent in improving the performance of teachers in learning Indonesian?"

2. Review of Literature

The essence of academic supervision is to help teachers develop professional capabilities. Neagley and Evans (1980) suggest that through the expected academic supervision conducted by the academic quality of teachers has increased [7]. Sergiovanni (1987) explains that academic supervision is a series of activities to help teachers develop the ability to manage the learning process [8]. Furthermore, Alfonso, Firth, and Neville (1981) stated that there are three basic concepts (key) in terms of academic supervision, namely: (1) Academic Supervision must directly affect and develop the behavior of teachers in managing the learning process. This is an essential characteristic of academic supervision. In connection with this, do not be assumed narrowly, that is only one of

the best ways that can be applied in all the development activities of teacher behavior. academic supervision program can be developed using a variety of models of supervision programs. Models of supervision is a pattern that makes reference of supervision applied. Some models of supervision programs put forward by Sahertian and Mateheru (2010), namely (a) the conventional model, (b) a model of supervision of a scientific nature, (c) a model of clinical supervision, and (d) artistic supervision models [9]. Each model has advantages and disadvantages, so that the supervisor / supervisors need to combine all four models in carrying out the supervision of the teachers.

Gibson, Ivancevich, and Donnelly (1997) states the performance is the level of success in implementing the tasks and the ability to achieve the goals set. Bernadin and Russel in Siburian (2012), explains: 'performace is defined as the record of outcomes produced an a specified job function or activity during a specified time period ". Thus, it can be stated that the performance is the result of one's work in accordance with the responsibilities and expected results. To measure the performance of the instrument would have applied in the form of performance appraisal instrument. Where a performance assessment should be done by someone who has the ability to conform to the prescribed standards. Assessment of performance / performance of teachers in managing the learning process as a process of estimation of the quality of performance of teachers in managing the learning process, is an integral part of a series of academic supervision activities. Thus, understanding the performance of teachers in this study is the performance of teachers in the execution of their duties with planning indicator of learning, learning implementation, and evaluation of learning outcomes.

3. Methods

This research includes Action Research School (PTS), which consists of four series of activities were carried out in a repeating cycle, namely: (a) planning, (b) measures, (c) observation, (d) reflection.

3.1. Research subject

Phase 3 study was conducted in State Junior High School Medan as 6 schools, and 3 School in State Junior High Binjai North Sumatra province. The subjects of this study are all teachers of Indonesian as many as 61 teachers.

3.2. Data collection and analysis techniques Data

To get the data Indonseia language teacher performance is done by using the Master Capability Assessment Tool (MCAT). And to analyze the performance data of Indonesian teachers used descriptive statistics.

4. Results

The results showed that there was an increase from Teacher Performance Pre Cycle to Cycle I , seen from the average value. But the performance improvement has still not reached the criteria specified value > 80%, so that the research conducted in Cycle II. After repairs in Cycle II, was an increa.se in teacher performance has been increased to > 80%, so the study is considered completed. In the table below are shown the results of each school.

Based on the Table 1 shows that the Indonesian teacher performance before being given treatment Academic Supervision Scientific Model-Based Education Management gained an average performance level of achievement 33.17 with teacher performance is still about 55.28%, after being given the treatment in the first cycle turns teacher performance Language Indonesia has increased to an average of 43.13 or the level of achievement of teacher performance has reached 71.87%. Although the performance of teachers has increased from a pre cycle to cycle 1, but the increase is still <80% or do not meet the predetermined criteria, the completeness value > 80%, so it continued to give treatment in the second cycle to correct deficiencies in Cycle I. In the second cycle , Indonesian teacher performance has increased by an average of 53.45 or the level of achievement of teacher performance has reached 89.09%. Thus, the treatment given to improve the performance of teachers until the Cycle II has reached above 80%, according to the criteria of > 80%, so the study does not need to be continued in the next cycle, or may otherwise increase the performance has been completed.

Table 1: Overview Performance Improvement Indonesian Teachers with Academic Supervision Using Model-Based Scientific Education Management In SMP Negeri Medan

No	Responden	Pre Cycle	Cycle I	Cycle II
1	RM	39.00	49.33	59.00
2	DP	29.00	37.00	47.00
3	SHN	35.33	46.00	55.00
4	EW	30.33	39.67	47.33
5	BUD	32.67	42.00	54.67
6	YSR	32.67	42.00	53.00
7	MAS	28.33	40.00	51.00
8	SUT	33.00	43.00	52.33
9	ASN	37.33	49.00	58.67
10	HB	32.33	42.33	54.33
11	NUR	32.00	41.00	51.67
12	SA	31.67	41.67	51.33
13	SL	34.33	44.33	55.67
14	MAH	34.00	44.33	55.00
15	NL	31.67	40.67	51.33
16	ISM	37.00	47.67	58.00
Total		530.66	690.00	855.33
Mean		33,17	43,13	53,45
Persentation		55,28 %	71,87 %	89,09 %

Table 2 shows that the Indonesian teacher performance before being given treatment Clinical Supervision With Directif Approach Based Education Management gained an average performance or level of achievement is 28.27 Teacher Performance was approximately 47.11%, after being given the treatment in the first cycle turns

Performance Indonesian teachers have increased by an average of 39.42 or the level of achievement teacher performance is 65.70%. In the second cycle, the performance of teachers has increased by an average of 49.35 or the achievement levels of teacher performance reached 82.25%.

Table 2: Overview Performance Improvement Indonesian Teachers Using Clinical Supervision With Directif Approach Based Education Management In SMP Negeri Medan

No	Responden	Pre Cycle	Cycle I	Cycle II
1	UE	26.00	40.33	44.67
2	EH	26.67	36.67	48.33
3	KG	38.33	45.33	55.33
4	MS	22.00	36.00	48.00
5	RSD	27.33	37.67	47.67
6	MB	24.67	38.33	46.67
7	ER	30.00	37.33	47.67
8	YM	34.00	44.00	54.67
9	TS	24.33	38.33	47.00
10	RL	23.33	40.33	51.33
11	ND	27.33	36.67	47.33
12	SH	28.67	39.67	51.00
13	EN	26.33	38.33	47.67
14	MS	37.67	45.00	55.00
15	HM	27.33	37.33	48.00
Total		424.00	591.33	740.33
Mean		28.27	39.42	49.35
Persentation		47,11 %	65,70 %	82.25%

Based on the table above shows that the Indonesian teacher performance before being given treatment Clinical Supervision With Directif Approach Based Education Management gained an average performance is 29.28 or achievement level of teacher performance is still around 48.81%, after being given the treatment in the first cycle turns teacher performance Indonesian has increased by an average of 40.57 or the level of achievement of teacher performance reached 67.62%. Although the performance of teachers has increased from pre-cycle to the first cycle, but the increase in performance is still < 80% or do not meet the predetermined criteria, the completeness value > 80%, so it continued to give treatment in the second cycle to correct deficiencies in Cycle I. the second cycle, the performance of teachers has increased by an average value of 49.82 or the level of achievement of teacher performance has reached 83.11%.

Table 3: Improved picture Indonesian Teacher Performance by Using Clinical   Supervision With Directif Approach Based Education Management In SMP Negeri Binjai

No	Responden	Pre Cycle	Cycle I	Cycle II
1	TS	27.67	40.33	50,00
2	BTH	20.33	37.00	49,67
3	RM	38.33	43.33	49,67
4	RES	27.67	41.33	50,00
5	JET	29.33	40.00	49,33
6	RS	29.00	40.33	50,33
7	ROS	29.33	41.00	49,33
8	RD	33.67	44.00	49,33
9	NH	29.67	41.33	49,67
10	LD	20.67	37.00	50,00
11	SAM	29.00	39.67	49,67
12	DB	29.33	40.33	47,33
13	NK	28.33	35.67	49,33
14	MS	28.00	41.67	50,00
15	BEG	39.00	45.67	54,33
Total		439.33	608.66	747.99
Mean		29.28	40.57	49.82
Persentation		48.81%	67.62%	83.11%

Based on the table above shows that the Indonesian teacher performance before being given treatment Artistic Academic Supervision Model-Based Education Management acquired Indonesian teacher performance with an average of around 29.83 with the level of achievement of teacher performance is still about 49.73%, after being given the treatment in the first cycle, it turns Indonesian teacher performance has increased by an average score of 42.42 or the level of achievement of teacher performance is still around 70.70%. Although the performance of teachers has increased from pre-cycle to the first cycle, but the increase in performance is still < 80% or do not meet the predetermined criteria, namely the value of the thoroughness of > 80%, so it continued to give treatment in the second cycle, by improving deficiencies in the first cycle. After the second cycle, it turns Indonesian teacher performance has increased by an average of 49.95 with the level of achievement or teacher performance has reached 83.26%.

5. Conclusion

Based on the findings of the study showed that all of the tested models Academic Supervision, can improve the performance of Indonesian teachers. Of all models tested, it turns Scientific Model Academic Supervision better in improving teacher performance Indonesian compared Academic Supervision Other Models. This can be seen

from the score average value of each cycle is higher than the average scores of other models that level is higher than the achievements Academic Supervision of other models.

Table 4: Overview Performance Improvement Indonesian Teachers with Academic Supervision Using Model-Based Management Artistic Education in SMP Negeri Binjai

No	Responden	Pre Cycle	Cycle I	Cycle II
1	NT	29.33	41.00	47.00
2	SM	27.33	41.67	51.67
3	HG	30.00	41.33	45.33
4	AI	29.67	40.33	46.33
5	NIT	33.67	48.33	55.67
6	HD	27.33	40.33	47.00
7	IM	27.67	42.00	46.67
8	PR	27.67	42.00	51.33
9	SY	25.00	36.67	55.00
10	OR	27.67	41.33	51.33
11	SR	30.00	42.33	55.67
12	LI	29.00	43.33	51.67
13	ME	28.33	43.00	51.33
14	RP	23.33	35.33	41.67
15	ER	29.00	43.00	51.67
Total		447.59	622.00	749.34
Mean		29.83	42.42	49.95
Persentation		49.73 %	70.70 %	83.26 %

5.1. Suggestion

Subject Supervisors Indonesian to implement Academic Supervision Scientific Model-Based Education Management in improving the performance of school teachers in learning Indonesian. Indonesian Teachers can apply scientific model in teaching so as to improve the knowledge and boost performance.

References

[1] Ambarita, Biner., dkk. 2012. Standard Operational Prosedure (SOP) Pendidikan Karakter Kemahasiswaan Universitas Negeri Medan. Medan: Universitas Negeri Medan

[2] Mahmun. 2012. https://mahmun.wordpress.com/2012/03/22/kualitas-guru-rendah-hasiluka-sumut-hanya-di-peringkat-25-dari-33-provinsi/

[3] Kementerian Pendidikan Nasional. 2011. Suplemen Materi Pelatihan Penguatan Kemampuan Kepala Sekolah. Jakarta: Pengembangan Pusat Tenaga Kependidikan.

[4] Sagala, Syaful. 2006. Manajemen Berbasis Sekolah & Masyarakat. Strategi Memenangkan Persaingan Mutu. Jakarta: Rakasta Samasta.

[5] Husaini Usman. 2010. Manajemen. Teori Praktik&Riset Pendidikan. Jakarta: Bumi Aksara

[6] Kementerian Pendidikan Nasional. 2011. Suplemen Materi Pelatihan Penguatan Kemampuan Kepala Sekolah. Jakarta: Pengembangan Pusat Tenaga Kependidikan.

[7] Neagley, R.L. dan N.D. Evans. 1980. Handbook for Effective Supervision fo Instruction. Third Edition. Englewood Cliffs, New Jersey: Presentice-Hall, Inc.

[8] Sergiovanni, T.J. 1987. The Principalship, A Reflective Practice Perspective. Boston: Allyn and Bacon.

[9] Sahertian, P. A. dan Mataheru, F. 1981. Prinsip dan Teknik Supervisi Pendidikan,Surabaya: Usaha Nasional.

[10] Gibson, James L, John M. Ivancevich, and James H. Donelly, 1997. Organisasi dan Manajemen, Edisi Ke Empat, Jakarta: Erlangga.

[11] Siburian, Paningkat. 2012. "Faktor-faktor Penentu Kinerja". Laporan Penelitian. Medan: Fakultas Teknik Unimed.