

Improving Teacher's Pedagogic Competence in Preparing Lesson Plan Through Academic Supervision

Japemar^{1,*}, Rusdinal², Ahmad Fauzan³

^{1,2,3} Doctoral Program of Education, Universitas Negeri Padang

*Corresponding author. Email: japemar380@gmail.com

ABSTRACT

This study aims to reveal and determine the improvement of teacher pedagogical competence in preparing lesson plans through academic supervision in SMP Kota Pariaman. This type of research is School Action Research (PTS), which consists of two cycles, where each cycle consists of; planning, action, reflection, and reflection. This research was conducted in odd semesters. The research subjects were teachers who taught at SMP Kota Pariaman, who were selected randomly with 13 participants. The technique of collecting the data is through observation, interviews, and documentation. The data is processed in each cycle and then analyzed using a percentage. The results showed that academic supervision activities could improve teachers' pedagogical ability in preparing lesson plans in SMP Kota Pariaman.

Keywords: *Pedagogic competence, RPP, Academic supervision.*

1. INTRODUCTION

Education is an investment in human resource development and is seen as a basic need for people who want to advance[1]. The education system components that include human resources can be classified into two, namely: teacher and non-teacher education personnel[2]. The teachers get attention from the components of the education system. The amount of attention to teachers, among others, can be seen from the number of particular policies such as an increase in teacher available allowances and teacher certification. The government has taken various ways to improve the quality of education, improving the curriculum itself, and improving teacher competence. Many reform agendas have been, are being, and will be implemented. Educational reform is the restructuring of education, namely improving school relations with the environment and with the government, planning development patterns, organizational development patterns, empowering teachers, and restructuring learning models.

In the era of information technology, teachers are not the only source of information and knowledge[3]–[6]. A teacher is a profession whose main job is to teach and educate students to have a set of provisions to face life. Student success in learning is greatly influenced by how

the teacher teaches. Teachers not only function to transfer knowledge but also have the duty to provide skills, change the behavior of students[7]. Nevertheless, teachers have turned into facilitators, motivators, and facilitators for students[8]–[10]. In such conditions, it is hoped that the kangaroo can provide a more significant role. In order to carry out this role effectively, it is necessary to improve a straightforward scenario. Educational reform is insufficient only with changes in the curriculum sector, both in structure and writing procedures.

Competence is an ability or skill [5][6], [11]–[15]. Competence means something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is defined as knowledge, skills, and abilities controlled by a person who has become a part of himself to perform cognitive, affective, and psychomotor behaviors as well as possible[11], [16]–[18].

Mulyasa explained the cycle process so that supervision was systematic. Meanwhile, [19]–[23], academic supervision focuses on supervisor observations on academic problems, namely things that are directly in the environment of learning activities when students are learning something. It means that a supervisor must master academic problems in learning activities. A supervisor must have technical competence, especially in

the academic field related to the people's work being supervised.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals[24]. Academic supervision is inseparable from evaluating teacher performance in managing learning. the principle of supervision is scientific, which means that it is systematically implemented in an organized, continuous, orderly, objective, democratic, cooperative, using tools, constructive and creative manner. The results of academic supervision function as a source of information for the development of teacher professionalism.

2. METHOD

This type of research is School Action Research (PTS), which consists of two cycles, where each cycle consists of; planning, action, reflection, and reflection. This research was conducted in odd semesters. The research subjects were teachers who taught at SMP Kota Pariaman, who were selected randomly with 13 participants. Techniques for collecting the data was used observation, interviews, and documentation. Data is processed in each cycle and then analyzed using a percentage.

3. RESULT AND DISCUSSIONS

This research was carried out by a plan prepared with the following stages:

3.1 Cycle I

At the planning stage carried out are a) Establish a research schedule. b) Make plans for academic activities; c) Preparing research instruments; d) Prepare field notes.

This research was conducted by a) Collecting the teacher's lesson plan; b) Conduct a review of the teacher's lesson plan by referring to the instruments that have been prepared; c) Conducting a recap of the RPP review results. In this activity, the supervisor is in charge of providing directions and instructions on preparing a good RPP, according to the format set out in the standard process. During monitoring, the supervisor approaches both individually and in groups.

Under the data from the study of RPP cycle 1, it is explained that there are no teachers who get a score of 90 or more with an excellent predicate. For a score of 80 or more with good credit, there are two teachers. Meanwhile, ten teachers received the predicate sufficient and less than one teacher. Noting the results in the first

cycle, the researcher reflected on the results obtained. Obstacles that were found in cycle I, such as the effectiveness of delivering information on how to prepare lesson plans, which were still general, proved that teachers had not reached their maximum score. Improvements need to be made in all aspects of the preparation of the RPP. It is necessary to provide guidance and information individually or in groups in the preparation of RPP in cycle II to achieve maximum value in these aspects and other imperfect aspects.

The collected data were processed quantitatively (percentage) and qualitatively (predict). This reflection will illustrate the results that have been achieved in the process of action that has been taken. In this reflection section, each meeting's deficiencies found in the cycle of action will also be illustrated. It is necessary to do more planning and action for the next meeting to correct these deficiencies. The first cycle shows that the teacher is still not excited to write, and there is no high motivation from the teacher. To overcome this problem, the researchers conducted academic supervision by asking teachers to randomly display the results of their RPP preparation in the future. With that, it is hoped that teachers will be better prepared to prepare lesson plans. Based on the results of observations in cycle I, this research is continued to the next cycle (cycle II).

3.2 Cycle II

Preparing RPP and sheet of RPP review instruments and determining the schedule for collecting RPP. The implementation stage is carried out through a) Collecting RPP teachers; b) Conduct a review of the teacher's lesson plan by referring to the instruments that have been prepared; c) Make a recap of the RPP study results. The implementation stage was carried out on September 6, 2018. At this stage of the implementation of cycle II, the researcher asked the teacher to collect the results of their RPP preparation, which was a continuation of cycle I. After that, the researcher asked the teachers to come up ahead and present the lesson plans they compiled. That way, all the teachers have prepared their reports.

As a reflection of the first cycle, the data collected on the observation sheets were processed quantitatively and qualitatively. In this reflection, the results are described and compared with the first cycle of whether progress has been made. With this second cycle, it will obtain an overall picture and, at the same time, find out the answers to the problems to the questions asked. In other words, here will be obtained an overview of whether the results of this study are appropriate or not with the formulated objectives.

In the second cycle, the activities carried out were to

discuss the obstacles faced in preparing the RPP in the first cycle. Researchers explain how to prepare lesson plans, especially in aspects, how to choose the right teaching material and aspects of how to choose learning resources that are by learning objectives, and provide more intensive guidance to teachers who get fewer grades in cycle I. Moreover, give rewards to teachers whose RPP scores are Very Good.

The RPP format used follows the format agreed upon in the first cycle so that the next activity is to prepare lesson plans guided by researchers and assisted by teachers who can compile lesson plans with good predictions. It was followed by presenting the lesson plans that had been compiled. From the observations on teacher performance in cycle II, there have been many changes; even teachers have increased their cooperation.

From the recap data of the study results of the lesson plans that have been compiled by the teacher, it can be explained that paying attention to the results and reflecting on the scores obtained by researchers in cycle II can be interpreted that there has been a significant increase. Based on the observation results, it can be concluded that teachers who have very good predicate include all 13 teachers. The ability of teachers to prepare lesson plans is 90%. For this reason, in cycle II, teachers' pedagogical ability has increased from cycle I in compiling lesson plans. Giving random teacher summoning actions to display their lesson plans and rewarding actions can improve teacher pedagogical competence in preparing lesson plans.

In this part of reflection, the problems found in the cycle I have been resolved, and there is no need to continue to the next cycle. In cycle I, some teachers are still relaxed in preparing lesson plans, but in cycle II, all teachers have compiled lesson plans properly by paying attention to these aspects that must be contained in the RPP. Thus, academic supervision and giving random summoning actions and giving rewards can increase teacher competence in preparing lesson plans. For this reason, this research is considered successful and is not continued until the next cycle.

Supervision serves to coordinate, stimulate, and direct teacher growth. Teachers coordinate all school efforts, equip school leadership, expand the experience of teachers to stimulate creative efforts, provide facilities and continuous assessment, analyze teaching and learning situations, provide teacher knowledge, skills, and staff, integrating educational goals, and helping improve teacher abilities[4], [13], [15].

The results of previous research on academic supervision show that the implementation of academic

supervision in the Pariaman Junior High School, which is considered to be able to improve the performance or professionalism of teachers in implementing learning [12], [15] through academic supervision can increase teacher motivation in preparing lesson plans[25]. The application of academic supervision can improve active learning, academic supervision can improve teacher abilities, especially the ability to compile administrative assessments[26], and there is a positive and significant influence between principal supervision on teacher performance[27].

4. CONCLUSIONS

Based on the research and discussion results, it can be concluded that academic supervision can improve teachers' pedagogical competence in the preparation of lesson plans in SMP Kota Pariaman.

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