

# The Validation of the Instrument for Developing a Competency-Based Training Model for Academic Supervision

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## ABSTRACT

School supervisors have an important role in improving the quality of education in schools, especially in carrying out academic supervision activities related to improving the learning process. The results of the school supervisor competency test conducted by the Directorate of Education Personnel at the Ministry of National Education (currently the Center for Education Personnel Development, PSDMPK & PMP Agency, Ministry of Education and Culture), indicates that of the six competencies, only two have scores above 60, namely personal competence and social competence, while the most supportive competencies for carrying out the main task or main task of supervisors is still below 60. To develop a training model, it is necessary to validate both instruments and products to experts according to their respective expertise. Research method competency-based training based academic supervision. The type of data obtained from this research are product validation data including model books, reference books and material books that are validated by experts and limited trial result data given to school supervisors. The data analysis technique used descriptive data in the form of frequency. The results indicate that 1) a training model for academic supervision based on competency based training for elementary school supervisors in Padang city has a very valid category, both from the aspects of model books, manuals and material books 2) academic-based supervision training materials competency based training on the implementation of the tool by the observer to instructors who teach in good categories is practical. The practicality of the tools is also known from the responses of the training participants who have attended the training using model books and training materials that give very suitable results. Competency based training model is stated to be very practical, 3) The training is very effective.

**Keywords:** *Instrument Validity Training Model Academic Supervision Based on Competency based Training.*

## 1. INTRODUCTION

Government Regulation Number 74 of 2008 Article 15 paragraph (4) about the workload of teachers appointed in the education unit supervisory position is to carry out the task of mentoring and training professional teachers and supervisory duties, which includes academic and managerial supervision. In carrying out the task of academic supervision, school supervisors carry out guidance, monitoring and assessment of teachers in order to enhance the quality of the learning process they are carrying out.

School supervisors have an important role in improving the quality of education in schools, especially in carrying out academic supervision activities related to

improving the learning process. The focus of Academic supervision as Instructional Supervision or Instructional Leadership is to assess, review, improve, improve and develop the quality of teaching and learning activities carried out by teachers through guidance and consultation approaches in the nuances of professional dialogue [1], [2], [3].

The results of the supervisory competency test carried out in 2015 showed that the average national supervisor competency test was not higher than the KKM that had been determined nationally. It was 40.23, whereas the KKM standard set by the government was 5.5.[4], [5].

The results of the school supervisor competency test conducted by the Directorate of Education Personnel at the Ministry of National Education (currently the Center for Education Personnel Development, PSDMPK & PMP Agency, Ministry of Education and Culture) indicates that of the six competencies, only two have scores above 60, namely personal competence and social competence, while the most supportive competencies for carrying out the main tasks or main tasks of supervisors is still below 60 [6].

Like the statement of the Head of PGRI Kota Padang(2016) from the results of the Educational for Sustainable Development evaluation, related to the current existence of school supervisors, it turns out that from recruitment to assignment is not effective. It is because there are supervisors who have never been appointed teachers and are not once the principal of the school suddenly became a supervisor and this was clearly impossible to carry out his job properly. Regarding the coaching or training of the supervisors of educational units in order to improve their professional abilities, it can be said that it has not been running properly. School supervisors run as is with their main duties and functions to supervise armed with the abilities they already have. This condition certainly requires the concern of all parties, especially optimizing the role of Pusbangtendik's duties which have the authority to guide school supervisors. [7]

To overcome this problem, it is necessary to develop an appropriate training model. The training model is expected to be able to provide direction for the maximum implementation of coaching and to support the supervisory process efficiently. In order to develop this training model, it needs to be based on an appropriate training model. One way to overcome this problem is to develop a competency-based training model for academic supervision. Competency Based Training is a training approach in vocational schools which is not only oriented towards graduate outcomes, but also focuses on the training process itself [8], [9], [10].

## **2. METHOD**

This research is a development research conducted using the ADDIE model procedure [8] The study was conducted to validate the product of the competency-based training model for academic supervision for elementary school supervisors. The type of data obtained from this research is product validation data including model books, reference books and material books that are validated by experts and limited trial result data given to school supervisors. The data analysis technique used descriptive data in the form of frequency.

## **3. RESULT AND DISCUSSIONS**

The results of this study describe the validation procedure for the development of a competency-based training model for academic supervision that is carried out descriptively

### *3.1. Validity of Model Book*

Based on the validation results from the validator, the competency-based training model book that has been developed is in the very valid category. This is obtained from the results of data analysis, the validity value given by the validator is 3.77, which is in the very valid category. This means that the model developed can be used as a guide in the implementation of competency-based training for academic supervision

### *3.2. Validity of Reference Book*

The guidebook for competency-based training-based academic supervision training participants is validated based on aspects, namely: substance, presentation, technical, and language aspects. Calculated from five validators ' score, the guidance book got a 4.51 with very valid interpretation. Therefore, the authors conclude that theoretically the guidebook for academic supervision training participants for school supervisors based on competency-based training can be declared very valid.

The validity of the instructor manual in the implementation of competency-based training for academic supervision has an average value of 4.51 with a very valid interpretation. Thus, the authors conclude that theoretically the book of academic supervision training materials for school supervisors based on competency-based training can be declared very valid.

### *3.3. Validity of Supplementary books Training Materials to Support*

To implement the academy supervision training model for school supervisors based on competency-based training, a valid material is needed. Calculated from five validators score, the books got a 4.31. This value can be interpreted as very valid. Thus, the authors conclude that the competency-based training material for academic supervision of school supervisors is stated to be very valid. Content validity relates to the content and format of an instrument that is representative of the learning material provided [11], [12].

### *3.4. Devices Practicality*

Broader tests were carried out in order to get recognition from product users about the implementation or use in training activities. In this case a number of questionnaires had been distributed, namely

syntax implementation, participant activeness in training, instructor understanding, and model practicality by instructors and participants. The 3 instructors involved in this training had an average level of understanding of 4.26 which could be interpreted as very understanding. Therefore, it can be concluded that the instructors have understood the competency-based training model of academic supervision before they tried it and provided an assessment of the practicality of the model. From assessment of 15 trainees, the mean value of the assessment is known to be 4.20 with a very practical interpretation. Therefore, it can be concluded that the training model of academic supervision training model based on competency-based training can be implemented well. In other words, it is very practical to use. The main purpose of making the material is to improve the efficiency and effectiveness of learning in schools seen from time, funds, facilities, and energy to achieve goals optimally. [13]. [14].

### 3.5. Devices Effectiveness

The results of the development of a competency-based training based academic supervision training model were declared effective after an effectiveness test was carried out. The effectiveness of the training material developed is measured by using the performance assessment instrument contained in the material [15].

## 4. CONCLUSION

Based on the results of the research, it can be concluded that 1) a competency-based training model for academic supervision training for primary school supervisors in Padang city is very valid, both in terms of model books, manuals and material books 2) practicality of competency-based academic supervision training materials appropriateness training by observers to instructors who teach is in good categories. The practicality of the tools is also known from the responses of the training participants who have attended the training using model books and training materials that give very suitable results. Competency based training model is stated to be very practical, 3) The effectiveness of the training is very effective.

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