Character Work Group Model in Competence Training of Middle School Supervisors

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Abstract—**This research is based on unsatisfied result of competence test taken by middle school supervisors in Pesisir Selatan Regency. The competence has not yet achieved School Supervisor Standard stated in Permendiknas No. 12, 2007. Therefore, further training through MKPS activity is needed in order to improve supervisors' competence. This research was aimed to find out the description of supervisors' competence and to describe stages development to construct character work group model. This is Research and Development Study which used ADDIE model. The population of this research was 24 middle school supervisors in Pesisir Selatan. 20 of them were chosen as research sample by using purposive sampling technique. The sample was tested in order to find out the effect of supervisors' competence training in MKPS. The research instruments were observation sheets, questionnaire, and interview. The data were analyzed qualitatively and quantitatively. The result of the research revealed that need analysis of supervisors' competence on educational evaluation, research and development, academic supervision and managerial indicator was still low. Therefore, character work group model in MKPS activity was highly needed. Based on effectiveness testing, the average score obtained before using character work group model was 69,61. Meanwhile, after using character work group model, the average score obtained through paired sample t-test was 86,36. In its implementation, an experiment was conducted by comparing conventional model and character work group model. The average score obtained by using independent sample t-test was 93,21. Hence, it can be concluded that supervisors' competence can be improved in MKPS activity by using character work group model.**

Keywords—Supervisors' Competence, Character Work Group Model, ADDIE Model, Purposive Sampling

I. INTRODUCTION

Education plays important roles in human life. It is a medium to turn out human to be better than before. Another important role education takes is to make human becomes human being. Education is the main vehicle for a nation to improve quality of human resources in order to keep up with development of the world. The improvement of human resource is the prerequisite to achieve the goals of development. Considering the important roles of education for a nation, Indonesia has no other choices but to improve the quality of education. Among other aspects, education supervisors take pivotal roles to keep an eye on the quality of education based on National Standard of Education.

A school supervisor plays important role to improve quality of education in Indonesia. The quality of principal and teachers in schools, which strongly affects students' achievement and the role of society, can be important indicator which designates the success of a supervisor. Wiles (1986) states that a supervisor has to had the following characteristics which cover 6 competence of supervisor:

1. Having advanced knowledge on all duties under his/her supervision.

2. Comprehensively understand the prescribed plans and programs that should be achieved by every institution.

3. Should be authoritative and at the same time skillful, related to supervision technique, especially human relation.

4. Should be honest, firm, consistent, friendly, and low profile.

5. Should have had strong determination and work so hard to achieve the prescribed programs.

According to Zainal (2008:154), school supervisor is professional teacher who has task, duty, and complete authority to conduct educational training and supervision in schools; either in academic fields or managerial ones.

The success of a supervisor in improving the quality of a school under his/supervision is influenced by character, competence, and personal traits of that supervisor. She/he realizes the task and duty as a unit of professional and creative education supervisor who is able to solve problems related to his/her personal life or profession. In addition, this supervisor is a person who has big curiosity about new things related to education and science, technology and arts that support his/her profession. Based on Anggraini & Kusniarti (2016), "character is every human effort to learn to overcome and fix weaknesses, as well as bring a new positive habit." This habit will become someone' character. According to Suriansyah (2011:189), character is traits which have been personal to someone. Based on those definitions, it can be concluded that character is behavior, attitude, and personal traits of someone which have been formed as the result of internalization of good values used as fundamental base to see, think, behave, and act that will be habit.

School supervisor who has characters is closely related to the service of character education whereas it becomes hot issue in academic study in Indonesia. School supervisor who has character is an absolute requisite for students to have

character since the way students behave is the reflection of learning process toward their surroundings. Interaction between students and leadership of school principal and teachers is not limited to humanistic interaction. It is expanded into interaction between students and every single thing and work resulted from supervision of school supervisor. National identity of Indonesia, as stated in Constitution of National Education System No. 20 year 2003, is national character which is strongly influenced by learning experience from circle of work, school education, family, and society. The success of education process determines the change of national character. Therefore, in managing academic education or managerial education, training and supervision is needed from a professional school supervisor who has character.

Based on the problem above, the formulation of development goal is to give description about middle school supervisors' competence in Pesisir Selatan Regency and to develop a model of middle school supervisor competence training. Specifically, this research describes and develops: (1) to find out middle school supervisors competence in Pesisir Selatan Regency, (2) to describe how middle school supervisor competence training in Pesisir Selatan Regency is conducted, (3) to develop steps of character work group model construction in middle school supervisors competence training in Pesisir Selatan Regency

II. METHODS

This is Research and Development study. It aims to find a fixed model of character work group in education supervisors' competence. This research has been conducted in Dinas Pendidikan Menengah Pesisir Selatan Regency in 2015/2016.

The subject of this research was (1) 2015/2016 middle school supervisors (2) the Chief of Dinas Pendidikan Pesisir Selatan Regency. Based on the problems and the objectives of this research, development procedures of character work group model was conducted by adopting ADDIE model which consists of analysis, design, development, implementation, and evaluation stages.

Method and procedure used to develop character work group model was Research and Development. it consists of 10 steps. Meanwhile, types of data, source of data, and instrument of data collection were: primary data: opinion from supervisors and Chief of Dinas Pendidikan about the model, content, form of model, motivation, and practicality. Secondary data: document study, archives which were received from Dinas Pendidikan.

The research instruments of character work group model development on supervisor competence were questionnaire, observation sheets, and interviews guide. Two techniques of data analyses were used in order to measure the properness of this model: quantitative method by using rating scale and qualitative method through persistence observation and triangulation.

III. RESULT AND DISCUSSION

A. *Implementation and training of middle school supervisors competence in Pesisir Selatan Regency.*

School supervisor is professional teacher who is given task and duty and full authority to give educational training and supervision in any level of Kindergarten, Elementary school, and middle school. Thus, the role of school supervisor is very important to improve professional teacher ability, school principal, and all staff in the school to achieve high quality education. School supervisor conducts supervision in two areas; academic area and managerial area. For this reason, a supervisor is a partner to teachers and school principal. This has been stated in the main function of school supervisor:

1. Solving problems and findings resulted from school supervision

2. Helping school principal to solve problems from KKKS/MKPS meeting.

3. Conducting further training to teachers.

4. Collecting and analyzing report and suggestion from teachers and trying to formulate a further move related to the improvement of education quality.

From the result of study conducted to some supervisors within the Regency, it is found that training toward the education supervisors in order to improve their professional ability is not well conducted. School supervisors supervised the schools with their already existing ability and knowledge. The supervisors have written reports to the Chief of Dinas Pendidikan about what they have conducted during supervision. However, the reports have not been used yet as a base to conduct training for supervisors.

By this far, training is just restricted into directions and explanations given by the chief of Dinas Pendidikan about some educational policies in specific meetings to the supervisors and other functionary. A well-planed and continual supervisor's training which leads to their professional skills and career development is very limited.

B. *Character work group model development*

1) *Analysis Stage*

at this stage, need analysis is being conducted to work group model of middle schools supervisors until now. The goal of need analysis is preparation for the use of the design conducted by the supervisors. This activity is conducted by giving *Likert* scale questionnaire to the supervisors. The result of questionnaire is analyzed to determine the quality of work group model used. Based on the analysis of the questionnaire, it is found that the need of the character work group model design on supervisors' competence should be developed.

2) *Design stage*

The design process is conducted based on what it has been formulated in analysis stage. in design stage, the blue pint of character work group model design development which focuses on competence, indicators, objectives and material of supervisors' activity stated in RKPS needs to be redesigned.

3) Development stage

The average score of supervisor competence before character work group model is introduced was 69,612. Meanwhile, after character work group model is introduced, the average score was 86,358. The description of the score can be seen in the following table.

TABLE I.   THE DIFFERENCE RESULT OF SUPERVISOR COMPETENCE BEFORE AND AFTER THE MODEL IS INTRODUCED

Data	Before	after
Supervisor competence a. education evaluation b. research and development c. managerial d. academic	77,86% (good) 67,21% (mediocre) 65,66% (mediocre) 67,73% (mediocre)	93,21% (excellent) 84,41% (good) 83,60% (good) 84,20% (good)

a. Source: primary data analysis, 2014

Furthermore, in order to find out the significance difference of supervisor competence result before and after introduction of the model in try-out, t-test is used. Based on the result below, it was found that calculated t is 19,379 with sig $0,000 < \alpha\ 0,05$. Below is the description of the calculation.

TABLE II.   ANALYSIS RESULT OF T-TEST

t-calculated	df	Sig (2-tailed)	description
19,379	9	0.000	Significant

b. source: SPSS data analysis, 2014

This result means that there is a difference on supervisor's competence before and after the introduction of the model. This also proves that the result of supervisor's competence after the model is introduced is higher than the result of supervisor's competence before.

4) Implementation stage

At this stage, prerequisites analysis is conducted in order to conduct analysis of variance of the data for the purpose of hypothesis testing. *Mann-whitney U* is used to find out effectiveness difference between character work group model and conventional model. Based on the calculation, it is found that sig $0,008 > \alpha\ 0,05$. It means there is significant difference between effectiveness of character work group model and conventional model. This result also proves that effectiveness of character work group model with conventional model is better than effectiveness of conventional teaching model.

5) Evaluation stage

Evaluation stage is conducted to find out whether or not character work group model which has been constructed is successful. Evaluation stage can be conducted in the four previous stages for the purpose of revision.

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result and discussion above, it can be concluded:

1. The competence of school supervisor in Pesisir Selatan Regency is still low in certain competence. Based on need analysis of supervisor evaluation competence, it is found that competence which is probably needed, needed, and highly needed consecutively is 4, 6 and 4 indicators. Based on need analysis of middle school supervisor evaluation competence, it is found that competence which is needed, and highly needed consecutively 4 and 11 indicators. Based on need analysis of middle school supervisor research and development competence, it is found that competence which is probably needed, needed, and highly needed consecutively is 9, 24 and 1 indicators. Based on need analysis of middle school supervisor academic and managerial competence, it is found that competence which is probably needed, needed, and highly needed consecutively is 5, 14 and 3 indicators. Therefore, it is important to improve these competences through effective model like character group work model.

2. School supervisors give their loyalty in order to improve the quality of national education. To manifest the goals above, human resources of school supervisors should be improved so that they are able to do their task and duty in a good way. To improve professionalism of school supervisors, it is important for all of us to work together.

3. The development of character work group model uses ADDIE. The average score of the school supervisor before the model is introduced was 69,612 while after the model is introduced, the average score was 86,358.

B. Recommendation

Based on the findings above, the following recommendations are offered:

1. School supervisor should improve their competence but not with conventional model which have been proved to be not effective

2. The Chief of Dinas Pendidikan should have realized the needs of school supervisors in the process of supervision

3. School supervision should have ability to work together with school principal, teachers, and other staff in the process of supervision to create conducive environment.

4. Scholl principal is also expected to be able to learn actively in groups to improve creativity to improve schools supervisor competence

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