

## Increasing Productive Teacher Pedgogic Competence through Academic Supervision of Technical Staff Meeting at SMK Negeri 1 Kutalimbaru

Saut Purba<sup>1</sup>, Abdul Hasan<sup>2</sup>, Keysar Panjaitan<sup>3</sup>, Binsar Maruli Tua Pakpahan<sup>4</sup>

<sup>1,2,3,4</sup>Unversitas Neger Medan, Indonesia

sautpurbapurba@gmail.com

### Abstract

*This study aims to determine the application of staff meeting technical academic supervision to improve the pedagogical competence of productive teachers at SMK Negeri 1 Kutalimbaru. The competence of productive teachers at SMK Negeri 1 Kutalimbaru can be increased. The subjects of this study were twenty-four productive teachers. The research instrument used to determine teacher competency was a pedagogic competency test (Ministry of Education and Culture (2017)), observation sheets, interviews and questionnaires. The research method used was action research school. The research implementation consisted of two cycles. Each cycle consists of four stages of activity, namely: planning, implementing, observing and reflecting. 85.43% with the Good category and cycle II achieved an average value of 91.85% with the Very Good category. The implications of this study indicate that the application of academic supervision of staff meeting techniques can increase the competence of productive teachers in developing pedagogical competence at SMK Negeri 1 Kutalimbaru.*

### Keywords

*Pedagogic competence; productive teachers; academic supervision; staff meeting technique*



## I. Introduction

The teacher is one of the determining factors for the success of the teaching and learning process. For this reason, pedagogical competence is one of the competencies that must be possessed to become a professional teacher (Purba, 2018). Academic supervision is an effort so that teachers can grow professionally. The reality on the ground also shows that teachers do not yet have adequate competence, Waruwu (2019) especially in terms of designing or planning lessons. This condition occurs for teachers at all levels of education and subjects, including at SMK Negeri 1 Kutalimbaru, Waruwu 2019 Stating that around 60% still use copy-paste lesson plans. Based on the observations and experiences of researchers when acting as instructors at PPG, it shows that there are still many teachers who have not been able to apply scientific-based learning (PBL, Pbjl, inquiry,

In general, at this time there are symptoms or phenomena in the learning process that are often without support. (.) is good, the implementation of learning that is carried out without preparation from the teacher makes the learning process unacceptable and unattractive and even unpleasant for students. If such a learning planning situation is left for a long time it can cause a decrease in student learning interest in participating in learning so that student learning activity becomes low which is possible will have an impact on student learning outcomes which are also low. Therefore, the potential of teacher resources still needs to be honed and developed so that they can carry out their functions optimally.

One effort that can be done is to streamline the implementation of academic supervision by school principals and school supervisors. Supervision has a strategic and important position in overcoming the problem of improving the quality of education and the quality of human resources, namely by fostering and developing the professional competence of teachers and principals. Mark et al (in Purba, 2013: 3) stated that one of the extrinsic factors that contribute significantly to the work motivation, achievement and professionalism of teachers is supervision services. According to Priansa (2018: 135), Karwati (2019) found that the teacher's ability to implement teacher process standards increased significantly. Syamsuddin Hs (2019) found that the application of academic supervision can improve teacher performance. Karsiyem, Wangid (2015) found that academic supervision is an activity of planning, implementing and evaluating learning. Balqis, Usman, Ibrahim (2014) found that pedagogical competency in learning planning is carried out by drafting lesson plans. Supervision in education is carried out in the context of guidance, direction and coaching towards improving the quality of educational performance through a systematic and dialogical process. Therefore it can be understood that academic supervision is a business and or service of providing coaching assistance provided by a supervisor to teachers in an effort to improve teacher professionalism and the quality of learning. Through supervision a supervisor can make predictions and evaluations as early as possible on things that become obstacles in carrying out a work program, so that supervisors can take strategic action which is a solution to the problems experienced by teachers so far. In addition, supervisors can also analyze the various facilities and advantages at school which will be potential factors to be developed at the school, so that in the end all elements within the school can achieve the goals of implementing education at school effectively.

The Ministry of National Education (in Priansa, 2018: 219) states that academic supervision is an effort to help teachers develop their competencies in achieving learning objectives, thus the essence of academic supervision is not to assess teacher performance in managing the learning process but to assist teachers in developing their professional competence.

Starting from this problem, the authors try to design supervision activities that can overcome all the problems above. One of the supervision techniques that can be used as an alternative is the supervision of the staff meeting technique.

According to Karwati (2013: 226): "A staff meeting is defined as a group learning activity consisting of a number of teachers who are solving a problem that is being faced through conversation." Thus, Staff Meeting allows teachers to work together and discuss to solve problems faced openly and without any feelings of fear and anxiety.

Based on the description above, the writer is very interested in conducting a research on "Increasing the competence of productive teachers in compiling . through technical academic supervision of staff meetings at SMK Negeri 1 Kutalimbaru".

## **II. Research Method**

This study uses action research (action research) school. School action research is research that uses cycles, namely research that is carried out continuously or repeatedly until the research objectives are achieved. This action is planned for two cycles or more depending on the achievement of objectives. This action of academic supervision of the staff meeting technique was carried out in collaboration between school supervisors,

supervised teachers and researchers. The stages of the cycle are as follows: (1) planning; (2) implementation of activities; (3) observation or observations; and (4) reflection.

This research was conducted at a school, namely SMK Negeri 1 Kutalimbaru. The subjects of this study were five productive teachers, consisting of 24 productive subject teachers. The research instrument used to determine the teacher's pedagogic competence (.) was the teacher's pedagogic test (2017), interviewers, to find out the teacher's response. Meanwhile, observation sheets were used to observe academic supervision activities in staff meeting techniques. The research design used is school action research which refers to the Kemmis and Tarrgat research models.

### III. Result and Discussion

#### 3.1 Research Result

The description of research results is made in an integrated and systematic manner with a cycle strategy. This research was conducted in two cycles. Each cycle consists of four stages, namely planning, implementing, observing, and reflecting which is carried out between supervisors and teachers with the aim of increasing teacher competence in compiling. with staff meeting technical supervision. Researchers conducted interviews with supervisors (supervisors) that was done before. Based on the results of these interviews, preliminary data was obtained that in general teacher competence was still low, especially in planning lessons and in carrying out learning activities. One of them is the teacher does not follow the procedures or learning steps contained in the . (.). This data is strengthened by the results of observations in the pre-cycle conducted by researchers on productive teachers at SMK Negeri 1 Kutalimbaru, where the results of a study of . that has been prepared by the teacher is still not in accordance with the standards set by the government.

This study used school action research which was carried out from March 17 2020 to May 23 2020 with five productive teachers at SMK Negeri 1 Kutalimbaru as research subjects. The description of the results of this study is described in stages consisting of two, namely (1) Cycle I was carried out from 17 to 31 March 2020, and (2) Cycle II was carried out from 9 May to 23 May 2020.

Researchers hold meetings with supervisors, principals, deputy principals and teachers before carrying out technical staff meeting academic supervision activities, as coordination to equate perceptions of research objectives and to find out how conditions are in the field, then a meeting is held with teachers (subjects) to determine competence beginning of the teacher in developing .

Productive teacher competency assessment results in developing in pracycle is described in the following table

**Table 1.** Results of the Assessment of Productive Teacher Competency in Developing On Pre Cycle

	Master Code					Amount	Average
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5		
Amount	71.00	68.00	69.00	72.00	71.00	351	70,2
Mark	65,74	62.96	63,89	66,67	65,74	325	65
Info	Enough	Not enough	Not enough	Enough	Enough		Enough

The data shows that the value of the initial competency (pre-cycle) of productive teachers at SMK Negeri 1 Kutalimbaru belongs to the low category (sufficient) and further action is taken to supervise academic staff meeting technique cycle 1.

The data shows that the value of the initial competency (pre-cycle) of productive teachers at SMK Negeri 1 Kutalimbaru belongs to the less (sufficient) category and then carried out academic supervision of staff meeting technique cycle 1, the following results are obtained:

**Table 2.** Results of the Assessment of Productive Teacher Pedagogical Competence in Cycle 1.

	Teacher Status				Average Score
	TB	TO	TP	TKJ	
Number of people)	6	6	6	6	
Mark	85,73	83.85	84,63	87.51	85, 43
Info	Good	Good	Good	Good	Good

In Cycle 1, the teacher and supervisor held a return meeting in a relaxed, intimate and open atmosphere in the teacher's room. Furthermore, the Supervisor informs the teacher of the results of previous observations, in the form of the value of the results of the study. that was made by the teacher. By using the assessment sheet instrument in compiling. and seeing the difficulties faced by the teacher, it was found that the teacher still did not really understand the preparation. which is good and true. Then, the supervisor asks and records any difficulties expressed by the teacher and then the teachers jointly carry out a re-analysis (review and study). arranged so that the teacher knows more about the location of his shortcomings.

The data shows that the value of the initial competency (pre-cycle) of productive teachers at SMK Negeri 1 Kutalimbaru belongs to the less (sufficient) category and then carried out academic supervision of staff meeting technique cycle 1, the following results are obtained:

**Table 3.** Results of Productive Teacher Competency Assessment in Developing In Cycle 1

	Master Code					Amount	Average
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5		
Amount	<b>92.67</b>	<b>90.67</b>	<b>91.67</b>	<b>94.33</b>	<b>91.67</b>	461.01	92.20
Mark	<b>85.49</b>	<b>83.95</b>	85.49	<b>87.35</b>	<b>84.88</b>	427.16	85.43
Info	Good	Good	Good	Good	Good		Good

Furthermore, to overcome the problems that occurred in this first cycle, efforts were made to increase the results and the teacher was able to compile. correctly in cycle II in order to meet the indicators of research success, namely 100% of coached teachers are able to develop. well or with an average score of 90.

Productive Teacher competency results in developing . in cycle II can be described in the following table.

**Table 4.** Results of the Assessment of Productive Teacher Competency in Developing In Cycle II

	Master Code					Amount	Average
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5		
Amount	98.67	99.33	97.00	101.33	99.00	495.33	99.06
Mark	91.36	91.98	90.43	93.83	91.67	459.27	91.85
Info	Very good	Very good	Very good	Very good	Very good		Very good

Based on the table above it can be concluded that teacher competence in developing . in cycle 2 increased compared to cycle 1 which was in the very good category.

Based on the results of the research, it can be seen that the initial competency scores of five teachers in developing . before going through Staff Meeting technical academic supervision, namely as many as five teachers (100%) had not been able to develop . and there are no teachers (0%) who are able to compile. properly and completely. In this preliminary study (pre-cycle), teacher competence achieved a score of 70.2 (65%) This data shows that the competence of teachers in compiling . belonging to the Enough category. Therefore, the initial competency assessment that has been carried out can be used as a reference for taking action through the technical academic supervision of the Staff Meeting.

After taking action through technical academic supervision *meeting staff* in cycle I it can be seen that the five teachers (100%) have an increase to reach a value of 427.16 (85.43%) in the Good category. The percentage of increasing teacher competence from pre-cycle to cycle I was 20.43% but has not yet reached the criteria of success. There are three components . who achieved the success criteria in cycle I, namely the formulation of subject identities, the formulation of indicators and the formulation of learning objectives with a presentation value of 91.11 for the formulation of subject identities and the formulation of learning objectives and a value of 90.56 for the formulation of indicators. To overcome the problems that occurred in cycle I, efforts were made to increase the results and the teacher was able to compile. correctly in cycle II.

The results in cycle II of the five teachers (100%) were able to develop . correctly with a value exceeding the predefined success criteria of 90.00, ie achieved a score of 91.85 in the Very Good category. The percentage of increasing teacher competency from cycle I to cycle II was 6.42%.

The findings of this study make it clear that the academic supervision of staff meeting techniques can improve teacher competence in developing ., because through this technique, the teacher-supervisor relationship as well as the relationship between teachers becomes more relaxed, fun, and open, so it really contributes to the establishment of good communication where the teacher have the opportunity to share various difficulties or problems they face with fellow co-workers and supervisors.

## IV. Conclusion

1. Productive teacher competence in developing before the implementation of technical staff meeting academic supervision achieved a score of 64.81 which was classified in the Less category. After the implementation of academic staff meeting technical supervision, there was an increase in the competence of productive teachers until they reached the Good category (Cycle I achieved a score of 85.43 in the Good category).
2. The successful implementation of technical staff meeting academic supervision is influenced by the supervisor's capacity in carrying out staff meetings including professional capacity, personal capacity, human relations, and leadership capacity. Another thing that is no less important is the personality factor of the teacher himself. Staff meetings will not be successful if the teacher does not want to collaborate, does not want to be guided and directed, does not want to know about weaknesses and does not want to fix them, and it is hoped that the teacher will be free from pressure due to other problems.

## Suggestion

Based on the conclusions and implications of this study, several suggestions can be put forward as follows:

1. For supervisors, the concept of academic supervision of staff meeting techniques should be used as an alternative in carrying out supervision to foster teachers, especially in improving pedagogical competence, as a challenge to anticipate current advances in information technology, from several pedagogic competency indicators it is expected that teachers are able to master student characteristics of several aspects of life, be it moral or intellectual in order to determine models, techniques and media that suit the characteristics of students, the principal, supervisors should collaborate in supervision activities so that supervision success can be achieved and teachers become professional teachers.
2. Teachers should use the results of this research as a reference for fostering cooperative relationships with supervisors by being open, honest and responsible in conveying various problems encountered in learning, such as in the preparation of . making it easier for supervisors to find solutions to problems being faced.
3. The principal as a supervisor should be able to help teachers to develop their teaching preparation or to overcome other problems related to teacher teaching assignments by implementing academic staff meeting technical supervision because the impact is very influential in improving school quality.

## References

- Balqis, Usman, Ibrahim. (2014). Kompetensi Pedagogik guru dalam meningkatkan motivasi belajar siswa pada SMPN 3 Ingin Jaya, Banda Aceh: Jurnal Administrasi Pendidikan, Vol 2 No 1, 2014.
- Caruso, Joseph. (2007). Supervision in early childhood education. Columbia University: New York
- Darsono dan Siswandoko, Tjatjuk. (2011). Manajemen Sumber Daya Manusia Abad 21. Jakarta: Nusantara Consulting.
- Endayanto, Hermanyosepsanu dan Harumurti. (2014). Penilaian Belajar Siswa di Sekolah. Yogyakarta: Kanisius.
- Imron, Ali. (2012). Supervisi Pembelajaran Tingkat Satuan pendidikan. Bumi Aksara: Jakarta

- Jelantik, Ketut. (2018). Mengenal Tugas Pokok dan Fungsi Pengawas Sekolah: Sebuah Gagasan Menuju Perbaikan Kualitas Secara Berkelanjutan. Deepublish. Yogyakarta
- Karwati, Euis dan Priansa, DJ. (2013). Kinerja dan Profesionalisme Kepala Sekolah. Bandung. Alfabeta.
- Karwati. 2019. Supervisi Akademik untuk meningkatkan kompetensi Guru SDN Santaka Cimanggung dalam melaksanakan standar proses. Jurnal Pedagogik Pendidikan Dasar. Vol 6. No 1
- Karsiyem, Wangid, Nur. 2015. Pelaksanaan Supervisi Akademik dalam peningkatan guru SD gugus III Sentolo Kulon Progo, Yogyakarta: Jurnal Akuntabilitas Manajemen Pendidikan, Vol 3 No 2.
- Leonard. (2015). "Kompetensi Tenaga Pendidik di Indonesia: Analisis Dampak Rendahnya Kualitas SDM Guru dan Solusi Perbaikannya". Jurnal Formatif. Vol 5. <https://www.researchgate.net/.../323571804> Kompetensi Tenaga Pendidik di Indonesia...akses 16 Januari 2020 pukul 22.35
- Mahmud, Hilal. (2015). Administrasi Pendidikan (Menuju Sekolah Efektif). Aksara Timur. Makassar
- Mukhtar dan Iskandar. (2013). Orientasi Baru Supervisi Pendidikan. Jakarta : Gaung Persada Press Group
- Mushlih, Aguslani dan Suryadi. (2018). Supervisi Pendidikan Teori dan Praktik. Bandung: Remaja Rosdakarya.
- Mulyasa. (2007). Standar Kompetensi dan Sertifikasi Guru. Bandung: PT. Remaja \_\_\_\_\_.
- \_\_\_\_\_. (2018). Implementasi Kurikulum 2013 Revisi dalam Era Revolusi Industri 4.0. Jakarta: Bumi Aksara
- Peraturan Pemerintah Nomor 19 Tahun 2005 Bab IV Pasal 20
- Pidarta, Made. (2009). Supervisi Pendidikan Kontesktual. Jakarta: PT Renika Cipta
- Priansa, Donni Juni, dkk. (2018). Manajemen dan Supervisi Pendidikan. Pustaka Setia Rosdakarya. Bandung
- Purba, Saut. (2022). Supervisi dan Manajemen Mutu Pendidikan. Medan: CV. Kencana Emas Sejahtera.
- Sagala, Syaiful. (2010). Konsep dan makna pembelajaran. Alfabeta : Bandung.
- Sahertian , Piet. A. (2010). Konsep Dasar & Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia. Jakarta ; Rineka Cipta
- Sanjaya, Wina. 2010. Penelitian Tindakan Kelas, Prenada Media: Jakarta
- Sitohang, Mei Dina. (2015). Implementasi Supervisi Akademik Model Artistik Berbasis Manajemen Pendidikan untuk Meningkatkan Kinerja Guru produktif Indonesia. Unimed: Medan
- Suprihatiningrum, Jamil. (2013). Guru Profesional Pedoman Kinerja, Kualifikasi & Kompetensi Guru. Yogyakarta: Ar Ruzz Media.
- Syafaruddin, dkk. (2014). Manajemen Kepengawasan Pendidikan. Citapustaka Media: Bandung
- Syamsuddin Hs, (2019). Penerapan supervisi akademik untuk meningkatkan kinerja guru, Singaraja: Jurnal Ilmiah Pendidikan dan Pembelajaran.
- Undang-Undang Sistem Pendidikan Nasional No. 20/2003
- Waruwu, Satria K.R. (2019). Peningkatan kompetensi Guru produktif dalam Mengembangkan . Melalui Supervise Akademik Teknik Percakapan Pribadi di SMP Negeri 1 Moro'o Kabupaten Nias Barat. Tesis Unimed. Medan
- Zainuddin. (2016). "Supervisi Akademik dapat Meningkatkan Kompetensi Guru Melaksanakan Proses Pembelajaran". Jurnal Pendidikan Serambi Ilmu. Vol 25 No 2. <http://jurnal2.serambimekkah.ac.id/...> Diakses 26 Januari 2020 pukul 20:38 WIB