

Improvement of Professional Competence of History Teacher through Academic Supervision of Artistic Model in SMA Negeri Lubukpakam, Deli Serdang Regency

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ABSTRACT : *This study aims to determine the improvement of professional competence of subjects history teachers through Academic Supervision Artistic Model in Lubukpakam State Senior High School Deli Serdang Regency. The subject of this research is 8 of history teacher at Lubukpakam State Senior High School of Deli Serdang Regency. Subject is determined by way of purposive. The research instrument used to determine the professional competence of teachers is an interview guide addressed to the teacher. Meanwhile, to observe the academic supervision activities used observation sheet. This study used a school action research with two cycles. The result of the research is the assessment of the ability of teachers in preparing the Learning Implementation Plan (RPP) after the academic supervision with the artistic model in the first cycle is categorized enough with the value of 72.94 and the second cycle is categorized in good category with the value of 85.93. Assessment of implementation Learning in cycle I belong to the category enough with a value of 72.87 and on the second cycle is good with a value of 86.74. Professional Competency Assessment Teacher academic supervision activity of artistic model in cycle I is enough with value 66,24 and in cycle II pertained in good category with value 88,75. Based on the results of data analysis concluded that the application of academic supervision artistic model can be improve the professional competence of teachers in the State Senior Lubukpakam Deli Serdangl Regency. The implications of this study are specifically addressed to the supervisors ie the implementation of academic supervision of the artistic model improves the professional competence of history teachers.*

Keywords: *Teacher Professional Competency, Academic Supervision of Artistic Model.*

I. INTRODUCTION

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively contribute their potential to possess spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required of him, nation and State. This is in accordance with Law Number 20 Year 2003 article 1, on the National Education System. In accordance with Law Number 14 Year 2005 About Teacher Lecturers, teachers must master 4 (four) basic competencies, namely: Pedagogic Competency, Personality Competence, Social Competence and Professional Competence. In implementing it to realize the purpose of education, the existence of teachers as educators is a figure directly facing the learners is a human resource capable of utilizing other factors to realize the purpose of education. The reality is still found the teacher has not been able to perform their duties professionally, based on the Teacher Competency Test of 2015 the value obtained 54.31 below the average score of 58.55.

As teachers are required to have competence in performing their duties, Competence can be described as an ability and role in integrating knowledge, skills, attitudes and personal values to build knowledge and skills based on experience and learning. Competence is the ability or ability possessed by someone to do a job properly in an effort to achieve the expected goal of attitude and skill in accordance with the work done and the professionals owned will obtain services from things done.

In improving the professional competence of teachers, the presence of school supervisors is instrumental in ensuring that teaching and learning activities are in line with the plans and can achieve the goals through the implementation of academic supervision. Fatturohman (2011: 40) states academic supervision is a supervision activity against teachers and principals in order to improve the quality of teaching. Academic supervision is not intended to find the weakness and mistakes of teachers in carrying out their duties, but more important is the improvement to the things that have not been perfect.

In carrying out supervision, school supervisors will not equate their behavior or supervisory models to their supervised teachers. Eisner in Aedi (2014: 62) the academic supervision approach of the artistic model emphasizes the sensitivity, perceptivity, and knowledge of the supervisor to appreciate all aspects of the classroom, using expressive, poetic and sometimes metaphorical language to influence teachers to make changes to what has been observed in the classroom is a feature of the supervision of the artistic model. School supervisors should be able to create an atmosphere of intimacy so that teachers do not feel burdened and eliminate the impression that the arrival of school supervisors just to find fault. Based on the above description it is necessary to be guided by the history teacher in Lubukpakam State Senior High School Deli Serdang Regency to improve the professional competence through the academic supervision of the artistic model.

Implementation of academic supervision activities of the artistic model is implemented in a cycle-shaped process through four stages: planning, implementation, observation and reflection. At the planning stage is the initial stage of talks conducted by supervisors of teachers regarding professional competence and implementation steps. At the implementation stage is an implementation of what has been agreed upon at the previous meeting. Observation stage is the observation of teacher activity activity based on agreed instrumental, reflection stage is evaluation effort undertaken to determine its follow up. Based on the above description, through academic supervision the artistic model of professional competence of history teachers can be improved. Referring to the problems faced, it is necessary to conduct an action research with the title "Improving Professional Teacher History Competence Through Academic Supervision Artistic Model In State Senior High School Lubukpakam Deli Serdang Regency"

II. RESEARCH METHODOLOGY

This research was conducted at Lubuk Pakam State Senior High School of Deli Serdang Regency. The study time is scheduled for three months ie from April 2017 to June 2017.

The subject of this research is History teacher at Lubukpakam State Senior High School of Deli Serdang Regency. The number of teachers who became the subject of this study amounted to eight teachers.

The object of this study is the professional competence of teachers through academic supervision. This research uses School Action Research (PTS). The implementation of this research uses academic supplementation. Where between supervisor and teacher should be able to work together and establish a good relationship for the purpose can be achieved. This research is designed with a cycle process consisting of four stages: planning phase, doing the action, observation and the last is reflection. The four stages are one cycle or round where each of these stages keeps repeating until the problem is resolved or the success indicator is achieved. If in the first cycle there is still a shortage and has not reached the level of success, it will be implemented the next cycle.

Data collection techniques in the implementation of this School Action Research is interview, observation and documentation. Instrument of data collection in this research as follows: (a) Sheet of Interview Guidelines, (b) Observation sheet of academic supervision implementation.

Data analysis techniques used in this study as follows:

1. Quantitative data is the value of the professional competence of teachers who are analyzed by finding the average value and percentage of successful professional competence of teachers. The data has been collected in the analysis by comparing the data before the action with the data after the action, ie data from the observation result in the implementation of the professional competence of the history teacher. According to Endrayanto and Harumurti (2014: 292) to determine the acquisition value in each cycle is determined by the formula:

$$\text{Score} = \frac{\text{Total Rating Score}}{\text{Maximum Score}} \times 100$$

With the following criteria:

90 - 100	A very good (VG)
80 - 89	B good (G)
65 - 79	C enough (E)
55 - 64	D less (L)
< 55	E very less (VL)

2. Qualitative data is the data in the form of sentence-shaped information that gives an overview of teacher activity in preparing RPP. Sugiyono (2011: 337) suggests that data analysis can be done with the steps as follows:
 - a. Data collection
 - b. Grouping data by similar subject matter
 - c. C. Data reduction is summarizing, choosing the essentials, focusing on the important things, looking for themes and patterns and removing unnecessary.
 - d. D. Presentation of data in the form of tables and graphs.
 - e. Inductive retrieval is interpreting the already grouped data.

The determination of teacher success indicator criteria is determined by the researcher himself. This action research is said to succeed if as many as 80% of the total participants are able to develop RPP with a minimum score of 80. In accordance with the opinion of Endrayanto and Harumurti (2014: 292) stating that the value of 80- 89 has good criteria.

III. RESULTS AND DISCUSSION

Cycle I

Implementation of the action on the first cycle is implemented for 30 days from 10 April 2017 to 10 May 2017 in Lubukpakam State Senior High School Deli Serdang Regency. Before the academic supervision process is carried out, the researcher prepares an observation sheet that will be used to measure the professional competence of the teacher. During the course of the action, the collaborator becomes an observer and fills in the prepared activity observation sheet.

Supervision is carried out in four stages, namely the stage of planning, stage of implementation, observation, and reflection. At the planning stage the researcher has prepared the instrument to be used. The instrument used is the instrument sheet of the academic supervision meeting meeting. At the planning stage, the researcher initiates the meeting by creating an intimate, relaxed and comfortable atmosphere with the teacher to be supervised. Then the researchers asked the teacher to show the RPP prepared by the teacher. Next researchers and teachers review and review the RPP that has been prepared by the teacher. The next step the researchers discuss mutual consent with the teacher to develop the RPP. Once approval is reached, researchers and teachers determine which instrument to use. Then closed by making the contract of supervision implementation.

At the stage of implementation, researchers have prepared the instruments used on the implementation. The instrument used is the observation sheet of the process of conducting academic supervision. This observation sheet is used to measure the successful implementation of academic supervision. At this stage of implementation, the researcher asks the teacher to provide the RPP that has been made and then identify the RPP that has been prepared by the teacher.

The next stage is the observation stage of the academic supervision to assess the activities of the teachers according to the instruments that have been agreed previously. The last stage in cycle 1 is to carry out reflection. At this stage, the researchers have prepared the instruments used in the observation execution.

The first step done by the researcher is to ask the general teacher's feelings or how the teacher's impression of observation. After getting answers from teachers about the feelings and impressions of teachers, then researchers provide reinforcement (reinforcement) for work done by teachers. After that, the researcher asked the trainer to analyze the result of the RPP assessment which has been compiled by the teacher. After RPP is analyzed, researchers and teachers jointly discuss the results of RPP analysis compiled by the teacher. When the analysis was done, the researcher still found the shortage of teachers in preparing the lesson plan, but the researcher did not blame the teacher for the lack / incompatibility of RPP component / indicator compiled by the teacher. Instead, the researcher and the teacher reviewed the RPP components that teachers have prepared. Researchers and teachers then identify the difference between the planned target and the targets achieved. After finding the difference between the planned target and the target, the researcher then recalls the contract that has been made. Next, the researcher and the teacher discuss the back-and-back analysis of the agreed targets.

The researcher asked the teacher's feelings after analyzing the target skills and the main concern. Then the researcher concludes the results of what teachers have gained during the academic supervision process. Against the results of observations that have not been in accordance with the contract, the researcher delivered directly to the trainer teacher. Then the researcher with the teacher reformulate the things that have not been achieved to be considered for further supervision implementation. At the end of this stage, researchers are trying to improve morale and motivate teachers in planning exercises and at the same time establishing the next supervision plan.

During the supervision, supervisor supervisors become observers and fill out the observation sheets of prepared activities. The observation sheet used is the attachment of observation sheet of professional competence of academic supervision. The results of the implementation of academic supervision activities of cycle I can be seen in the figure in table 1.1. below :

	Teachers' Number								Total	Average
	1	2	3	4	5	6	7	8		
Total	125	135	125	145	155	120	120	135		
Score	62,5	67,5	62,5	72,5	77,5	60	60	67,5	530	66,25
Grade	K	C	K	C	C	K	K	C		C

Table 1.1 Professional Competency Values of teachers

Cycle II

Implementation cycle II is implemented in four stages of planning, implementation, observation and reflection.

At the planning stage the researcher has prepared the instrument for academic supervision. At this stage, the researcher initiates the meeting by creating an intimate, relaxed and comfortable atmosphere with the teacher to be supervised. Then the researchers asked the teacher to show the RPP prepared by the teacher in cycle I. Next researchers and teachers discuss and review and review the RPP that has been prepared by teachers in cycle I. After reviewing and reviewing the RPP that has been made teachers, researchers also review the target skill of preparing RPP / RPP components that will be trained and given attention with the teacher. The next step after review, the researchers discussed mutual consent with the teacher to develop the lesson plan. Once approval is reached, researchers and teachers determine which instrument to use. Then closed by making the contract of supervision implementation.

In the implementation stage of the preparation of the Learning Implementation Plan, researchers have prepared the instruments used in the implementation implementation. The instrument used is the supervisory sheet of the academic supervision implementation. This observation sheet is used to measure the success of the supervision of the academic supervision. In the second cycle of implementation phase, the researcher also asks the teacher to provide the RPP that has been made and then identify and assess the RPP that has been prepared by the teacher.

The next stage is the stage of observation of the implementation of academic supervision. The researcher along with the observer did the assessment based on the agreed instrument sheet. Paying attention to the success and the things that have not been fulfilled in the implementation. In the form of narrative which is used in the next stage. The last stage in cycle II is to carry out a reversal meeting. At this stage, the researchers have prepared the instruments used in the observation execution. The first step done by the researcher is to ask the general teacher's feelings or how the teacher's impression of the observations made. After getting answers from teachers about the feelings and impressions of teachers, then researchers provide reinforcement (reinforcement) for work done by teachers. Furthermore, the researcher along with the teacher discussed and analyzed the result of the assessment about the professional competence of the teacher during the activities in the class. From the results of the discussion it is expected that teachers can find their own shortcomings and advantages based on the instrument sheet and the observer's observation result in narrative form, but the researcher does not blame the teacher for the deficiency. Unimpressed by giving motivation researchers to constantly practice ..

Based on the observations in cycle II, the competency value of teachers' professional competence can be seen in table 1.2. the following :

	Teachers' Number								Total	Average
	1	2	3	4	5	6	7	8		
Total	255	270	255	285	285	255	255	270		
Score	85	90	85	95	95	85	85	90		88,75
Grade	B	SB	B	SB	SB	B	B	SB		B

Table 1.2 The Values of Professional Teacher Competence In Cycle II

From the table above known the number of values obtained is 685 categories both with an average value of 85.62 with a high of 95 and the lowest value of 80.

Reflection on the data cycle II that has been obtained from the value of professional competence of teachers has reached the criteria of success by achieving a value of ≥ 80 . This proves that through academic supervision can improve professional competence of teachers therefore no need to continue on the next cycle.

Based on the results of the assessment conducted by researchers starting from cycle I and followed by cycle II of professional competence eight oreng teacher history can be described as table 1.3 below :

Kode Guru	Siklus	Nilai	Kategori
G1	I	62,50	Enough Good
	II	85,00	
G2	I	67,50	Enough Good
	II	90,00	
G3	I	62,50	Less Good
	II	85,00	
G4	I	72,50	Enough Very Good
	II	95,00	
G5	I	77,50	Enough Very Good
	II	95,00	
G6	I	60,00	Less Good
	II	85,00	
G7	I	60,00	Less Good
	II	85,00	
G8	I	65,00	Enough Very Good
	II	90,00	

Table 1.3. Teacher Professional Competency Table

IV. CONCLUSION

The conclusions of this research are:

The implementation of academic supervision can improve the professional competence of teachers in Lubukpakam State Senior High School Deli Serdang Regency. After performing the act through supervision of academic supervision in cycle I, it can be seen that from eight teachers there are no teachers (0%) who have very good and also good value, four people with enough value (50%.) And who have less than four (50%). In academic supervision action of cycle II is known from eight teachers, all teachers (100%) have good score.

V. SUGGESTION

Based on the results of the research, the implications and conclusions is to improve the professional competence of teachers can be applied through the supervision of academic artistic model. School supervisors can make an effort to understand the stages of academic supervision of the artistic model and apply in carrying out supervision because the academic supervision of the artistic model focuses on improving the professional competence of teachers.

For the Head of Deli Serdang District Education Office, it is better to provide training to supervisors to broaden their insight about the continuous application of academic supervision of the artistic model. For teachers must improve the competence, especially in improving the skills of professional competence so that there is an increase in the quality of learning. For further research, it is expected to conduct more in-depth research on academic supervision of artistic model and to examine deeper problems, especially to study the problem of learning in the classroom

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