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SUPERVISORS' ACADEMIC SUPERVISION COMPETENCES AT ELEMENTARY SCHOOLS IN BUKITTINGGI

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Abstract

This research aims to describe about competence of academic supervision from supervisor at primary school Kota Bukittinggi. The population are 769 teachers and sample are 118 teachers, determined by using purposive sampling technique. Instrument that used is questionnaire with likert scale model. Data were analyzed using the percentage formula. The result of this research indicates that competence of academic supervision from supervisor at primary school Kota Bukittinggi is in the capable categories (74.39%).

Key word : competence, supervision, managerial supervision.

Introduction

Education is an effort to develop the skills, build the character and a dignified civilization in the context of developing the intellectual life of the nation. One way to do so is by well education in school which is organized by government and society. Both of those organizations have a role and concern toward education field. Based on Indonesian Republic Constitution (*Undang-undang Republik Indonesia*) No 20 chapter 1 2003 on National Education System, formal education in Indonesia consists of several levels of education, namely primary, secondary and tertiary.

Primary school as one unit of education at primary education has the duty and function of organizing the learning process for students, so that the students has knowledge and able to actively develop their potential for themselves in having spiritual emotion, self-control, self-control, personality, intelligence, noble character, as well as the necessary skills for themselves and for the society, in the nation and state.

There are some components in the primary schools which have influence in conducting learning-teaching process; they are the school principal (internal) and school supervisor (external). The school principals and professional supervisor give sufficient influence in determining the quality of education (school / madrasah). There was no denying the role of school supervisors strongly supports the achievement of education quality. Supervisors should be able to meet the professional qualifications and certainly should have a sufficient competence that is more competence than teachers who will be cultivated. It is impossible to run the coaching well if the school supervisor did not have sufficient competence.

The professional supervisor is a supervisor who is able to carry out his duties properly and in accordance with the rules being applied. As a professional

supervisor, she/he had to have professional competences. Permendiknas number 12 of 2007 mentions that there are six competencies that must be owned by the supervisor, namely: 1) personality competence. 2) social competence. 3) academic supervision Competence. 4) management supervision competence. 5) Evaluation of Education Competence. 6) Research and Development Competence.

Of the six supervisory competences above, competencies that are directly related to the teacher in the classroom learning process is the competence of academic supervision. Competence academic supervision is the ability of school supervisors in carrying out academic supervision of evaluating and the raising the teachers in order to enhance the quality of the learning process in order to have an impact on the quality of student learning outcomes. The main point of academic supervisor competence is to supervise the teachers in improving the quality of the learning process.

Through academic supervision activities carried out by supervisors, the teachers are expected to not only improve their ability and skills, but also their willingness, commitment and motivation as teacher. A temporary phenomenon observed in a primary school (*Sekolah Dasar*) Bukittinggi, there are still some supervisors who do not meet the regulatory competence. It can be seen from the various phenomena as follows: (1) there is still supervisor who has not supervised on an ongoing basis. This certainly does not give clarity to what extent the competence held by teacher and has conducted by teacher, (2) There is still a supervisor who uses the techniques of supervision similar to teachers being supervised, in fact not all teachers could be developed or supervised with the same techniques, (3) Still there are supervisors who failed to give guidance to teachers in using and developing instructional media, (4) There is still a supervisor who does not guide the teacher in preparing the syllabus, he/she just give an example syllabus for teachers because they consider the teachers have been able to make and develop it, (5) There is still a supervisor who only gave examples of lesson plans for teachers without the provision of guidance, (6) There is still a supervisor who does not guide teachers to choose and use teaching methods in the classroom. This can be seen from the monotonous way of teaching of the teachers, most of the teachers seem to use the lecture method, (7) There is still a supervisor that does not motivate the teachers much in the use of information technology in the learning process in the classroom.

If it is being correlated with indicator of academic supervision competence of schools based on National Education Minister Regulation No. 12 of 2007, there are five (5) aspects of being supervisor, including: First, guide the teachers in preparing the syllabus of the subjects based on the national curriculum, standards and basic competencies and principles of School Based Curriculum (*KTSP*) development. Guiding the teachers in preparing the syllabus is very important in conducting academic supervision by a supervisor because it has very big influence on teaching and learning process in the classroom. According to Mulyasa (2009: 133) syllabus is a set of plans and arrangements on the implementation of the curriculum, which includes learning activities, school-based curriculum management, curriculum and learning outcomes, as well as classroom-based assessment.

The second indicator is guiding teachers in selecting and using strategies / methods / techniques of learning / training each subject. Academic competence of supervisor is one of the competencies that must be owned by the supervisor in education unit. It is related the supervisor's in order to develop and development ability of teachers to improve the quality of learning and guidance in schools / education unit.

Specifically, supervisor of an education unit must have the ability to assist teachers in developing learning strategies, and can choose the right strategy in learning activities. Kemp (in Senjaya 2008) suggests that the learning strategy is a learning activity that must be done so that teachers and students learning objectives can be achieved effectively and efficiently. He also explained that learning strategy also mean planning. In other word, the strategy is basically a concept of the decisions to be taken in an implementation of learning.

Thirdly, guiding teachers in preparing a lesson plan for each subject. Whatever and however the curriculum is, the most important thing that should be done by teachers is to translate it into a lesson plan (*RPP*). The ability to create *RPP* is the first step that must be owned by a teacher and as the estuary of all theoretical knowledge, basic skills, and a deep understanding of learning objects and learning situations. Thus, a supervisor must help teachers to prepare lesson plans well for the achievement of learning objectives.

Fourth, to guide teachers in implementing the learning and monitoring that implementation. In accordance with the development of science and technology learning process can happen anywhere, either place designed for the process of learning, as well as places that are not designed specifically for the learning process. Therefore, supervisors should be able to guide teachers in implementing the learning in the laboratory. Laboratory is a place that is designed for the learning process. In contrast to the classroom, the lab is usually used for specific learning activities. The learning process can happen anywhere, inside or outside the classroom, even outside of school. The process of learning that is done outside the classroom or outside the school has a very important meaning to the development of the students, because the learning process can thus provide hands on experience to students, and direct experience which allows the subject matter will be more concrete and real, which means the learning process will be more meaningful.

Fifth, guiding teachers to manage, maintain, develop and use the media as well as the facility of learning / guidance. In the learning process, the media have a role to improve the quality of teaching. Media is not only assists teachers in presenting the material he taught, but add value to the learning activities. According to Briggs (1970) in Hamza (2011: 114) media is any form of physical object that can convey messages and stimulate learners to learn. Directing the teachers in organizing learning facilities, guiding teacher exemplifies the most appropriate learning media in accordance with the characteristics of each basic competency. Moreover, guiding teachers to find learning media is the duty of a supervisor in guiding teacher auxiliaries.

The sixth is guiding the teachers to utilize the information technology for teaching. Directing teachers utilizing information communication technology

(ICT) in teaching and assessing teachers to utilize ICT in the implementation of the learning process is a task that must be done by supervisors in carrying out academic supervision to teachers being guided. According to Hamza (2011: 106) in order to make the learners acquire more meaningful knowledge, information technology education should be designed with a learning approach that promotes problem-solving skills, ability to think of alternatives, and ability to assess themselves from their work. In simple terms it can be said as the information technology is a necessary knowledge to manage information so that the information can be searched easily and accurately.

Research Method

The study was conducted in elementary school Bukittinggi, by using descriptive research. The population in this study is all elementary school teachers in Bukittinggi which consist of 769 people. The sample in this study amounted to 118 people taken by using purposive sampling technique. The data of this research is quantitative data since the data obtained will be a number or numbers. The instrument used was a questionnaire with Likert scale model with four possible answers, namely Highly Capable (SM), Able (M), Self-Able (CM), and the Underprivileged (KM). firstly, the questionnaire being tried out to 10 principals who are not being sampled. Then, the tried out data continued to find its validity and reliability. Data were analyzed by using a percentage formula.

Results And Discussion

Academic supervision competence for Elementary School (SD) supervisor inBukittinggican be seen from the perception of teachers covers from several aspects: 1) Guiding teacher in preparing a syllabus, 2) Guiding the teacher to select and use strategies / methods / techniques of learning, 3) Guiding the teacher to prepare lesson plans, 4) Guiding the teacher to implement learning, 5) Guiding to manage, maintain, develop and use the media as well as learning facilities, 6) motivate the teacher to use the information technology in learning.

Table 1.

No	Academic Supervision Competence of Supervisors	can	% of achieving	Category
1	Guiding the teachers in constructing the syllabus	3,17	79,17	capable
2	Guiding the teacher in choosing and using learning strategy/methods/technique.	2,97	74,18	capable
3	Guiding the teacher in developing lesson plan(RPP)	3,06	76,51	Capable
4	Guiding the teachers in the implementation of learning process	3,04	76,00	Capable

5	Guiding the teachers to manage, control, develop and use media and other learning facilities	2,96	73,94	Capable
6	Guiding the teachers in utilizing information technology for teaching-learning process	2,88	72,03	Capable
	Total	18,07	451,84	
	Mean	3,01	75,31	Capable

From the table above, it can be seen that the highest level of achieving of teachers' perception toward supervisors' academic supervision competence is in guiding the teachers in constructing syllabus is 79.17%. on the other hand, the lowest level of teachers' perception is on guiding the teachers in utilizing information technology for teaching-learning process.

In general, teachers' perception toward supervisors' Academic Competences in elementary schools in Bukittinggi is categorized in capable level with its mean score of achievement percentage is 75.31. In more detail, the each indicators will be explained as the following paragraph.

Firstly, the teacher perception toward supervisors' academic supervision competence in guiding the teachers to construct the syllabus is categorized capable with its percentage is 79.17%. However, the supervisors' competence in this aspect need to be improved. So, the supervisors are expected to help the teacher to achieve the goals of teaching and learning processes of the school.

Secondly, the teacher perception toward supervisors' academic supervision competence in guiding the teachers to use learning strategies/ methods/ techniques is categorized capable with its percentage is 74.18%. It shows that the supervisors had the ability to guide the teacher to use learning strategies/ methods/ techniques. Nevertheless, it needs to be improved since it really has a strong correlation with learning process. There are some aspects that need to be improved by the supervisors in guiding the teachers to use learning strategies, methods and techniques like having more knowledge and skills than the teacher in choosing and using the learning methods in order to make learning more fun.

In the implementation of curriculum, lesson plan become the important factor that need to be concerned. According to Mulyasa (2009:153) it doesn't matter how the curriculum is, the most important thing that need to be done by the teacher is it's the lesson plan. Hence, the supervisor need to have a good ability in planning the lessons since it can be used as the example for the teacher in teaching and building the students' competences.

In general, teachers' perception toward supervisors' academic supervision competence in guiding the teacher in developing or planning the lesson is categorized capable with its percentage 76.51%. however, the supervisors need to improve their capability in modeling the lesson plan. It will help the teacher in teaching process that finally will affect students learning outcome.

Next, supervisors' academic supervision competence to guide the teachers conducting learning process according with the development of information and technology is in category capable with its percentage is 76.00%. in this case, the teacher need to be guide more by the supervisors since the teachers are expected to teach interestingly in order to motivate the students to learn and reduce their boredom during the learning process.

Moreover, supervisors' capabilities in guiding the teacher to control, keep, develop, and use the media and learning facilities is categorize capable with its percentage is 73.94%. Meanwhile, the supervisors need to demonstrate how the media can be used in learning process. So, the teacher will feel that they are really guided helped by the supervisor.

Related to teachers' perception toward supervisors' academic supervision competence in motivating the teacher to use information technology is categorized capable with its percentage is 72.03%. However, the supervisors still need to improve their competence in this aspect since information and technology develop fast today. There some aspects that need to be enhanced by the supervisors particularly in guiding the teachers who have problems in utilizing information, technology and computer in learning process. So, the teacher can use information and technology properly during the learning process.

Conclusion and Suggestion

There are some points that can be concluded based on the research finding about teachers' perception toward supervisors academic supervision competence in elementary school in Bukittinggi. First, guiding the teacher in constructing the syllabus is in category capable with its percentage 79.61%,. Second, guiding the teacher in choosing and applying learning strategies, methods, and techniques is categorized capable with its percentage is 74.18%. Third, guiding the teacher in making the lesson plan is in capable category with its percentage 76.51%. Fourth, guiding the teacher in learning process is also in capable category with its percentage 76.00%. Fifth, guiding the teacher in controlling, keeping, developing, and using the media and learning facilities are categorized capable with its percentage is 73.94%. lastly, guiding the teacher to utilize the information technology in learning process is categorized capable with its percentage is 72.03%. Overall, school principles' perception toward supervisors' academic supervision competences are categorized capable with its mean percentage is 75.31%

It is suggested that (1) elementary school supervisors in Bukittinggi need to struggle more in increasing and developing their academic supervision. It can be done by coaching, seminar, joining Supervisor group work (*Kelompok Kerja Pengawas*), reading books related to supervisors academic competences. (2) Education government of Bukittinggi is expected to help the improvement of supervisors' competences, particularly in academic supervision competence, so, the learning process can run effectively. (3) the next researcher may conduct research more related to supervisors' academic competences.

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