

## IMPROVING TEACHER COMPETENCE IN CHOOSING LEARNING MODELS THROUGH ACADEMIC SUPERVISION ACTIVITIES AT SD NEGERI 173382 HUTA TINGGI, PARMONANGAN DISTRICT, NORTH TAPANULI REGENCY

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### ABSTRACT

This research was motivated by the weakness of teachers in choosing learning models in SD Negeri 173382 Huta Tinggi Kecamatan Parmonangan Kabupaten Tapanuli Utara. The purpose of this study is to improve teacher competency in choosing learning models. This type of research is School Action Research (PTS) which consists of two cycles. The results showed, in the first cycle, of the 5 aspects assessed, namely, conformity with the format of the assessment, the relevance of time with teaching materials, opening, core activities, and concluding scores averaged 65 percent 64.96% with sufficient categories. After repairs in the second cycle, the results of the average assessment of 7 teachers increased to 89 by 88.96% in the very good category. Based on the results of this study.

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### 1. Introduction

Teachers can be likened to travel guides, who, based on their knowledge and experience, are responsible for the smooth running of the trip. In this case, the term journey does not only concern the physical but also mental, emotional, creative, moral and spiritual journey which is deeper and more complex. Teachers are said to be not only teachers (transfer of knowledge), but educators (transfer of value). and at the same time as a mentor who rewards and guides students in learning. Education experts often emphasize that teachers are the human resource that determines the success of educational programs. Furthermore, John Nisbet stated that "there is no best way to convey material to students". In selecting and establishing a learning model, teachers are expected to choose and determine the most effective and efficient learning model applied to competency standards and certain classroom situations. This is important, because choosing the right learning model will affect student achievement. A learning model is said to be effective if learning succeeds in achieving the goals formulated, and it is said to be efficient if a learning attracts students to continue studying the material on an ongoing basis. (in Nurlirosmi, School development report 8 SNP 2018: 2). A learning model is said to be effective if learning succeeds in achieving the goals formulated, and it is said to be efficient if a learning attracts students to continue studying the material on an ongoing basis. (in Nurlirosmi, School development report 8 SNP 2018: 2). A learning model is said to be effective if learning succeeds in achieving the goals formulated, and it is said to be efficient if a learning attracts students to continue studying the material on an ongoing basis. (in Nurlirosmi, School development report 8 SNP 2018: 2).

Based on this view, in choosing a learning model, the teacher should be oriented towards the learning objectives to be achieved and not oriented to the curriculum, namely

that all material must be taught with the same model throughout the year, because this can lead to boredom both for the teacher and especially for students. . In line with the opinion of Arends (1997: 7), the learning model refers to the learning approach that will be used, including learning objectives, stages of learning activities, learning environment, and class management. Pedagogical competence includes understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials. It should be explained that in practice the four competences (personality, pedagogic, professional, and social) constitute a complete whole. (Certification Implementation Guide, 2006: 2)

Based on the previous description, choosing the right learning model will have a positive impact on student learning processes and outcomes. However, the reality is in SDN 173382 Huta Tinggi, Parmonangan District, North Tapanuli Regency, TP. 2018/2019 shows something different. Based on the results of observations and supervision carried out by the researcher as the principal, it shows that out of 7 teachers, as many as 6 teachers or 85.7% of teachers at SDN 173382 Huta Tinggi still dominantly use learning models that are not in accordance with student characteristics and classroom situations. In the sense that teachers still use the classical model (lectures), and do not use media in teaching. If explored further, the factors that cause teachers to not be able to implement the learning model appropriately are because the ability to formulate learning models is not optimal some even didn't make it at all. The formulation of learning models is very important, because good planning affects student learning outcomes.

Overcoming various weaknesses as described above, a strategy is needed that can help teachers achieve their competence. In this case the researcher tries to intensify the implementation of academic supervision in an effort to minimize weaknesses in planning and implementing the learning process. The teacher needs continuous assistance until the teacher actually reaches the expected competence, and the teacher needs to be given feedback on what he has done in the learning process. The goal is that teachers can improve their competence, especially in preparing lesson plans and implementing the learning process. The estuary of increasing teacher competence is improving student learning outcomes and improving the quality of education.

Based on the problems described, the researcher will try to improve teacher competence through school action research (PTS) entitled "Improving Teacher Competence in Developing Learning Models through Academic Supervision Activities at 173382 Huta Tinggi Public Elementary Schools, Parmonangan District, North Tapanuli Regency".

## **2. Research Methods**

This research was conducted at SD Negeri 173382 Huta Tinggi, Parmonangan District, North Tapanuli Regency. The subjects in this study were 7 class teachers and subject teachers. This type of research is School Action Research (PTS). According to Mulyasa (2009: 9) PTS is a study that seeks to improve conditions and solve various educational problems faced in schools. Participatory and collaborative things that can be done according to Wiriaatmadja (2005: 100) are working together starting from the orientation stage followed by the preparation of planning and the necessary preparation, implementation, planning in cycle I, discussion after implementation of actions, reflecting I on all activities I, modification , corrections and corrections, refinement of cycle II and so on. The school action research process is a recycling process. According to Mulyasa (2009: 153) the school action research process is a series of continuous cycles and between these cycles there is information as feedback. The cycle process starts from the following aspects: 1) developing planning, 2) taking action in accordance with the plan, 3) observing actions, and 4) reflecting, namely

reflecting on planning, action activities, and the success of the expected results or improvements (success criteria).

**2.1 Data analysis**

The data obtained in the study were analyzed using the qualitative data analysis model offered by Wiriaatmadja (2007: 135), namely that data analysis began by examining the data collection until all data were collected. The data that has been obtained will be analyzed using a formula and description of the result criteria as follows (Hendawati, et al. 2018: 17):

$$P = \frac{x}{N} \times 100\%$$

Information:

P = Final Value S = Total Score

N = maximum total score.

**Table 1.**  
Research Result Achievement Category.

Final score	Category
86-100	Very good
76-85	Good
60-75	Enough
50-59	Less
0-40	Very less

The results of the analysis of the implementation of academic supervision in improving teacher competence in compiling a learning model can be said to be successful if the teacher after making observations and assessing the formulation of the learning model gets a value of  $\geq 76$  or at least it is in a good category. This means that the implementation of supervision can improve teacher competence in developing learning models at SDN 173382 Huta Tinggi, Parmonangan District, North Tapanuli Regency.

**3. Result And Discussion**

The School Action Research was carried out at SD Negeri 173382 Huta Tinggi, which is the school where the researcher is assigned to have a state status, the number of teachers in this school is 7 teachers consisting of 6 class teachers and 1 subject teacher, this research was carried out in two cycles. In this study, the teacher showed a good attitude and was motivated in developing a good learning model. This researcher knows from the results of observations when conducting guidance on the preparation of learning models. Furthermore, seen from the competence of teachers in developing learning models, there was an increase from cycle I to cycle II. The results of the assessment for the preparation of the learning model for 7 teachers can be seen below:

**Table 2.**  
Recapitulation of Assessment of Classroom and Field Teacher Learning Model Formulation in SD Negeri 173382 Huta Tinggi

No.	Rated aspect	amount	Percentage	Category	Completeness
1	Compliance with format	35	58.3%	Less	Not complete
2	The relevance of time and teaching materials	40	66.6%	Enough	Not complete
3	Opening: apperception, pretest, and time	39	65%	Enough	Not complete
4	Core activities	37	61.6%	Enough	Not complete
5	Closing	44	73.3%	Enough	Not complete
	amount conversion	195	64.96%	Enough	
	average value	65			

Based on the data in the table above, the results of the assessment of the preparation of the teacher-made learning model can be seen that an average score of 65 with a percentage of 64.96% is in the sufficient category. Of the 5 aspects of the assessment carried out, 1 aspect of the assessment was in the poor category, 4 aspects received the sufficient category. The descriptions for each aspect of the assessment can be seen as follows:

- a. The assessment on the aspect of conformity with the assessment format in the first cycle got a total score of 35 with a percentage of 58.3% in the poor category.
- b. Assessment on the relevance aspect between time and teaching materials in the first cycle got a total score of 40 with a percentage of 66.6% in the sufficient category.
- c. Assessment on aspects of Opening: apperception, pre-test, and time. in cycle I got a total score of 39 with a percentage of 65% in the sufficient category.
- d. Assessment on aspects of core activities. In the first cycle got a total score of 37 with a percentage of 61.6% in the sufficient category.
- e. Assessment on the closing aspect. In the first cycle got a total score of 44 with a percentage of 73.3% in the sufficient category.

From the results obtained, it shows that the teacher's ability to compile a learning model in cycle I, has not shown results in accordance with the predetermined performance indicators. After reflecting on the results obtained, it was decided to improve the results of the assessment in cycle II. The results of the second cycle assessment can be seen below:

**Table 3.**  
Recapitulation of Assessment of Classroom and Field Teacher Learning Model Formulation in SD Negeri 173382 Huta Tinggi Cycle II

No.	Rated aspect	amount	Percentage	Category	Completeness
1	Compliance with format	52	86.6%	Very good	Completed
2	The relevance of time and teaching materials	55	91.6	Very good	Completed
3	Opening: apperception, pretest, and time	50	83.3	Good	Completed
4	Core activities	51	85	Good	Completed
5	Closing	59	98.3	Very good	Completed
	amount	267	88.96%	Very good	
	Convert average value	89			

Based on the data in the table above, the results of the assessment of the preparation of the teacher-made learning model can be seen that an average score of 89 with a percentage of 88.96% is in the very good category. Of the 5 aspects of the assessment carried out, 2 aspects of the assessment were in the good category, 3 aspects got the very good category. The descriptions for each aspect of the assessment can be seen as follows:

- a. The assessment on the aspect of conformity with the assessment format in the first cycle got a total score of 52 with a percentage of 86.6% in the very good category.
- b. The assessment on the relevance aspect of time and teaching materials in the first cycle got a total score of 55 with a percentage of 91.6% in the very good category.
- c. Assessment on aspects of Opening: apperception, pre-test, and time. in the first cycle got a total score of 50 with a percentage of 83.3% in the good category.
- d. Assessment on aspects of core activities. In the first cycle got a total score of 51 with

a percentage of 85% in the good category.

- e. Assessment on the closing aspect. In the first cycle got a total score of 59 with a percentage of 98.3% in the very good category.

From the results obtained, it shows that the teacher's ability to compile a learning model in cycle II is already in a very good category. Referring to the results of the research above, the results of research conducted by Karsono (2016: 655) show the same thing, Karsono revealed that the results of his research in the first cycle were 57% in the sufficient category and in the second cycle increased to 80% in the good category. This means that Supervision Activities can Improve Teacher Performance in SD Negeri 173382 Huta Tinggi, Parmonangan District, North Tapanuli Regency. In addition, Auliyah (2012) and Ansori (2016) also suggest that implementing supervision in schools can improve teacher motivation and performance.

From some of these opinions, it was concluded that applying academic supervision at SD Negeri 173382 Huta Tinggi could improve teacher competence in choosing a learning model.

#### 4. Conclusion

Based on the results of the research and discussion that has been stated, it can be concluded that by implementing academic supervision at SD Negeri 173382, Parmonangan District, North Tapanuli Regency, it can improve teacher competence in choosing a learning model. From some of the descriptions above, the researcher provides the following suggestions: 1) Academic supervision should be optimized in an effort to increase teacher competence in the implementation of the learning process, especially in increasing the ability of teachers to develop learning models and carry out the learning process. 2) Academic supervision can be carried out for all teachers and all subjects. 3) In an effort to foster and increase the competence of teachers, academic supervision is one of the efforts to improve teacher abilities.

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