

**IMPROVEMENT OF TEACHER COMPETENCE IN THE LEARNING
PROCESS IMPLEMENTATION OF THE INDEPENDENT CURRICULUM
BASED ON STRENGTHENING THE PANCASILA-BASED STUDENTS
PROFILE THROUGH ACADEMIC SUPERVISION DIRECTIVE METHOD AT
SDN SONOKWIJENAN II / 96 SURABAYA**

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan Peningkatan kompetensi Guru Dalam proses pembelajaran Implementasi kurikulum merdeka berbasis penguatan profil pelajar pancasila Melalui Supervisi akademik metode Direktif. Metode yang akan digunakan dalam penelitian ini adalah Penelitian Tindakan Sekolah (School Action Research). Penelitian tindakan ini dilaksanakan di SDN Sonokwijen an II / 96 Surabaya , yang dilaksanakan mulai bulan April 2022. Setiap penelitian pada dasarnya memiliki cara yang berbeda-beda untuk mendapatkan data pada suatu subyek ataupun obyek yang akan ditelitinya. Agar mendapatkan data yang baik, valid dan reliabel diperlukan suatu pendekatan yang jelas. Berdasarkan pada pendekatan yang diambil, dapat digunakan untuk merencanakan penelitian yang akan dilaksanakan. Penelitian ini menggunakan penelitian tindakan sekolah, dengan langkah-langkah: penetapan focus permasalahan, perencanaan tindakan, pelaksanaan tindakan yang disertai dengan observasi, interpretasi dan replikasi. Hasil Penelitian Tindakan Sekolah (PTS) dan Analisis hasil pembinaan Melalui Supervisi akademik metode Direktif dapat meningkatkan kemampuan guru Dalam penyusunan Modul Ajar berbasis penguatan profil pelajar pancasila di SDN Sonokwijen an II / 96 Surabaya . Skor penilaian Rencana Pelaksanaan Pembelajaran meningkat 27.9% dari siklus I dengan rata-rata 3.4 menjadi rata-rata 4.4 pada siklus II, adapun skor hasil penilaian pelaksanaan pembelajaran meningkat 16.8% dari siklus I dengan rata-rata 3.7 menjadi rata-rata 4.3 pada siklus II.

Kata Kunci : kompetensi, IKM, Profil peajar pancasila, supervisi, direktif

Abstract

This study aims to describe the improvement of teacher competence in the learning process. Implementation of an independent curriculum based on strengthening the profile of Pancasila students through academic supervision of the directive method. The method that will be used in this research is School Action Research. This action research was carried out at SDN Sonokwijen an II / 96 Surabaya, which was carried out starting April 2022. Each research basically has a different way to get data on a subject or object to be studied. In order to get good, valid and reliable data, a clear approach is needed. Based on the approach taken, it can be used to plan the research to be carried out. This study uses school action research, with the following steps: determining the focus of the problem, planning action, implementing actions accompanied by observation, interpretation and replication. Results of School Action Research (PTS) and analysis of coaching results. Through academic supervision, the directive method can improve the ability of teachers in the preparation of teaching modules based on strengthening the profile of Pancasila students at SDN Sonokwijen an II / 96 Surabaya.

The learning implementation plan assessment score increased by 27.9% from the first cycle with an average of 3.4 to an average of 4.4 in the second cycle, while the learning implementation assessment score increased 16.8% from the first cycle with an average of 3.7 to an average of 4.3 in the second cycle .

Keywords: competence, IKM, Pancasila student profile, supervision, directive

Background

The efforts to strengthen character education have long been carried out by the government through the National Movement for National Character Education in 2010, which was then continued with the character education strengthening program (PPK) in 2016 (Firdaos, 2017). Strengthening Character Education (PPK) is the mandate of Nawa Cita proclaimed by the president, which is contained in the eighth item, namely conducting a character revolution. PPK also concerns the personality or morals of students. It can be understood how the president has a concern with the KDP because the current generation is the golden generation that will be the leader in the next 30 years. Hence, with a strong and good character, the future leadership will be ensured great. Presidential Regulation No. 87 the year 2017 on PPK is opening space for synergy between schools and communities engaged in developing noble values. (Ismail, Suhana, & Zakiah, 2021)

Strengthening character education will relate to the extent to which teachers can prepare teaching materials and teaching modules professionally. Developing teaching materials is important for teachers to improve the quality and efficiency of learning. The teaching materials developed have an important role for both teachers and students. In developing teaching materials, especially modules, teachers need to pay attention to the procedures and components of the module. These components include subject review, introduction, learning activities, exercises, summaries, formative tests, and answer keys to formative and follow-up tests. The use of modules in the learning process in a class can be conducted on individual and classical learning systems. Developing teaching materials in the form of modules is critically required.

This is a consequence of the implementation of an independent curriculum in schools. Competency approach requires the use of modules in the implementation of learning. Modules can assist schools in realizing quality learning. The application of modules can condition learning activities more well-planned, independent, complete and with clear results (outputs). To assist teachers in the development of modules, it is necessary to draw up an operational reference. The reference in question is in the form of technical guidelines containing the principles, rules, provisions, and procedures for module development. Technical guidelines must be designed to be practical and interesting to read and used by teachers and other elements in the preparation of modules. This book is a guide that can be used by teachers in carrying out their duties if you want to become a professional teacher.

The School Mover (Sekolah Penggerak) program is the government's effort to realize equitable and quality education in Indonesia. However, it is expected that quality education also has the character and personality of Pancasila. The initial focus of the implementation of the School Mover program is the development of student learning outcomes holistically related to literacy and numeracy, and character, accompanied by superior human resources from both the principal and the subject teacher. Some things characterize the implementation of the School Mover program in the form of strengthening activities of the Pancasila student profile project. This project activity

provides opportunities for students to explore, assess, interpret, synthesize, and information to produce various forms of learning outcomes. Learning through this project will change the face of learning in the classroom that initially seemed conventional to be more innovative. In this project-shaped activity, students will conduct investigations to apply knowledge to produce products (Wijayanti, Jamilah, & Herawati, 2022).

The Pancasila-based student profile is one of the efforts in improving the quality of education in Indonesia, which emphasizes the formation of character. In the current era of globalization and technological progress, the role of value and character education is needed to provide a balance between technological development and human development (Faiz & Kurniawaty, 2022). Strengthening the Pancasila-based student profile focuses on cultivating character and the ability in everyday life instilled in individual learners through school culture, intra-curricular and extracurricular learning, the specific project related to the profile enrichment, and work culture. This is in line with the answer to the massive question in the education system in Indonesia. The Pancasila-based student profile was created as an answer to one massive question: what kind of competencies the Indonesian education system wants to produce? These competencies include being competent, having character, and behaving in reference to the values of Pancasila. Strengthening the Pancasila-based student profile project is currently being applied in the educator unit through the School Mover program (PSP) at the elementary, junior high, and high school/vocational levels. The School Mover Program seeks to encourage educational units to transform and to improve the quality of learning in schools, one of which is by implementing a prototype curriculum. (Rachmawati, Marini, Nafiah, & Nurasih, 2022)

The Pancasila-based student profile is one of the School Mover Program successes. Nadiem Makarim explained that there are six characters of the Pancasila-based student profile, namely 1) noble character that leads to understanding the value of morality, 2) creativity related to problem solving, 3) collaborative (gotong royong) related to cooperation, 4) global diversity related to respecting diversity, 5) critical reasoning related to the ability to analyze problems, 6) independence of Pancasila students related to ownership of independence (kompas.com, 2020). The Pancasila-based student profile is in harmony with the integrity of Indonesia as a nation, Sulistyarini (2015) asserted that the existence of a nation is determined by its character. The Pancasila-based student profile is an ethical value for young people in Indonesia. According to Lickona (1991), understanding of ethical values is an understanding of character education. (Hidayah & Suyitno, 2021)

Concerning the performance of teachers at SDN Sonokwijen an II / 96 Surabaya in implementing the independent curriculum, the authors found that the performance of individual teachers, in general, has not reached the expected ideal conditions when viewed from several indicators/components that exist, including the preparation of teaching modules based on strengthening the Pancasila student profile, especially in planning learning activities and managing interpersonal relationships with students. Based on preliminary research, there are some indications that teachers' performance in SDN Sonokwijen an II / 96 Surabaya is not optimal, and needs to be improved, including aspects of learning planning, implementation, and learning assessment. From the questionnaire distributed by 15 teachers, both civil servants and non-civil servant teachers, the results can be seen in the table below.

Table 1.1

Overview of teacher performance at SDN Sonokwijenan II / 96 Surabaya

No	Dimensions of Teacher Performance	Percentage	
		Applied	Not Applied
1	Learning Planning	75.5 %	24.5 %
2	Implementation of Learning	88.5 %	11.5 %
3	Learning Assessment	82.5 %	17.5 %
Average		78.17	21.83

Source: teacher questionnaire 2019 (reprocessed)

Based on Table 1.1., a general picture of the performance of teacher performance as the spearhead of educational success in SDN Sonokwijenan II / 96 Surabaya still has not reached the standard. It only achieved an average of 78.17% not following the expected that reached 81-100%, which has a very strong meaning, according to Riduwan (2008:36).

If the school has conducted supervision of implementation, activities were carried out to guide teachers. This is because the learning carried out by the teacher is the core of the overall educational process with the teacher as the main role holder. The teaching and learning process is a process that contains a series of actions of teachers and students on the basis of mutual relations that take place in educational situations to achieve certain goals. Therefore, supervision activities are considered necessary to improve teacher performance in the learning process.

Supervision of learning is held by giving examples, discussion, training, and consultation (Permendiknas No. 41/2007). Supervision activities carried out by the head of the education unit and the principal of the school are activities to improve and or improve. The improvization activities cover the planning, implementation, and assessment of the learning process. The method used is by example, discussion, training, and consultation. The choice of this method is certainly largely determined by the circumstances and needs of educators. It could be that an educator only needs examples to improve the ability to plan, while educators who need discussion, consultation, and training. In addition, the strategies of the head of the education unit and the principal of the school in carrying out their duties are also very influential on the selection of the right way.

The supervision activity was carried out to improve the ability of teachers in preparing teaching modules as an effort to improve the quality of learning as well as the quality of school education. In this academic supervision, there are various programs or approaches that can improve and encourage teachers to learn, both attitudes, abilities, knowledge and skills so as to have a positive impact in carrying out their main tasks and functions according to the demands and applicable laws and regulations.

Supervision in education is known as administrative supervision and academic supervision. Academic supervision (instructional) is carried out by the principal or principal, the goal is directed at improving the quality of learning, therefore, the assessment is more qualitative, which is directed at improving the quality of learning. Administrative supervision is often called managerial supervision, aims to determine the efficiency of the education system of each school related to learning services and quantitative assessment involving the managerial level of the school as well as elements of school resources. The implementation of academic supervision in every school is very important to do, which is an activity that is planned to provide assistance to

teachers to improve the quality of learning. Its implementation can be carried out by the principal or through the support and assessment of the learning process in the classroom. Academic supervision contributes to the teaching performance of teachers so that the quality of learning produced is expected to increase.

Based on the above description, the school action research that the author will do is an effort to improve the ability of teachers in the preparation of teaching modules based on strengthening the Pancasila-based student profile through academic supervision of Directive methods at SDN Sonokwijenan II / 96 Surabaya.

RESEARCH METHODS

The method used in this study is *School Action Research*. This action research was carried out at SDN Sonokwijenan II / 96 Surabaya, which was carried out starting in April 2022.

Each study basically has different ways to obtain the data on a subject or object to be examined. In order to obtain good, valid, and reliable data, a clear approach is needed. Based on the approach taken, it can be used to plan the research to be carried out.

This study uses school action research, with steps: determination of the focus of the problem, action planning, and implementation of actions accompanied by observation, interpretation, and replication. Action research was conducted by conducting academic-based classroom supervision with a directive approach, namely persuasion, identification, and solutions. Actions that have been implemented will always be studied and evaluated to determine the next action. This follow-up action will be useful for scenario improvement, providing a definite picture of the implementation of actions in the study. This study was conducted in 2 cycles, each cycle one meeting. According to Mone (2008:13), School Action Research in the form of a methodological cycle (*cyclical methodology cycles*) includes planning activities, implementation of actions, observation, and reflection.

The results of reflection include analysis, synthesis, and assessment of the actions taken; if there are still problems, a second action is carried out, which includes re-planning, action, and re-observation until the problem is resolved.

RESEARCH RESULTS AND DISCUSSION

Research Results

This school action research was conducted at SDN Sonokwijenan II / 96 Surabaya, which includes the following steps:

1. Planning, which includes the determination of coaching materials and determination of the allocation of implementation time
2. Action, covering the entire process of coaching activities through academic-based classroom supervision with a directive approach, the first cycle was carried out on the 21st s.d. April 22, 2022, while the second cycle was held on the 28th s.d. April 29, 2022.
3. The observation was carried out in conjunction with academic-based classroom supervision activities with a directive approach.
4. Reflection consisted of analyzing the results of coaching activities as well as preparing improvement plans for the next cycle or summing up the results of research activities that have been carried out.

This school action research was carried out in collaboration with the principal, who helped with the implementation of observation and reflection during the research activities.

Implementation of Cycle I Actions

On April 21, 2022 the researchers held a meeting and guidance group with teachers who will be supervised. Based on observations, only a few proactive classroom teachers asked for supervision, so that according to agreement only these teachers will be the subject of this study. After the dialogue, interviews, and suggestions for improvement of learning, then the principal and teachers also conducted dialogues and interviews for the preparation of supervision at the next meeting according to the format of an academic supervision instrument which included: 1) topics to be presented, 2) competencies expected of students, 3) written preparations made by teachers, 4) stages of implementation of learning to be carried out, 5) materials that become student difficulties, 6) temporary allegations of sources of student difficulties, 7) teacher readiness to teach, 8) methods to be used, 9) plans for the use of learning aids, 10) willingness of teachers to be observed teaching time.

After the agreement was held, the researchers prepared an assessment instrument for the implementation of learning. With the instrument, the principal observed the course of learning and the principal assessed learning starting from the opening, the core of the lesson to the closing according to the criteria on the instrument. After **completing** the implementation of learning, the teacher and the principal discussed the results of the implementation that has been implemented to find out the advantages and weaknesses and discovered the best solution to overcome the weaknesses found to improve the next learning.

The results of the assessment of the learning program plan cycle I can be seen in Table 1 as follows:

Table 1: assessment results of Learning Program Plan in cycle I

No	Indicators	Class teacher assessment score						Amount	
		1	2	3	4	5	6	Score	Rt-rt
1	Formulating goals	3	2	4	3	3	3	18	3.0
2	Determining the method	4	3	4	3	4	3	21	3.5
3	Determining the steps	4	3	4	4	4	4	23	3.8
4	Determining how to motivate	4	3	4	4	4	4	23	3.8
5	Materials guided by the characteristics of students	3	3	4	3	3	3	19	3.2
6	Materials according to student difficulty	3	3	4	3	3	3	19	3.2
7	Materials arranged according to the level of thinking ability of students	3	3	4	3	3	3	19	3.2
8	Classroom setting	3	3	3	3	3	3	18	3.0
9	Determining the allocation of time	4	2	4	4	4	4	22	3.7
10	Determining the triggers for active participation	4	3	4	4	4	4	23	3.8

	of the students								
11	Determining tool development	4	3	4	3	3	3	20	3.3
12	Determining the media	4	3	4	3	3	3	20	3.3
13	Determining the source	4	4	4	4	4	4	24	4.0
14	Determining the form/procedure of assessment	3	3	4	3	3	3	19	3.2
15	Creating assessment tools	3	4	4	3	3	3	20	3.3
	Amount	53	45	59	50	51	50		51.3
	Average	3.53	3.00	3.93	3.33	3.40	3.33		3.4

Analysis of the evaluation results in the first cycle of learning implementation in Table 2 has not shown success because it has only reached an average value of 3.7 and has not reached a good category. The assessment results in the preparation of **Learning Program** plans detected several weaknesses: 1) formulating goals, 2) classroom settings, 3) determining the appropriate material characteristics of students, and 4) determining the assessment procedure. Based on these weaknesses, the researcher needed to make improvements in coaching, especially in indicators: 1) formulate goals, 2) classroom settings, 3) determine the appropriate material characteristics of students, and 4) the way to determine the assessment procedure for the assessment of the preparation of learning program plans received a good category value (4,0).

Furthermore, the results of the assessment of the implementation of learning cycle II can be seen in Table 4 as follows:

Table 2: Results of Assessment of the Implementation of Learning in Cycle I

NO	INDICATORS	Teacher Assessment Score Class						Su m	Aver age
		1	2	3	4	5	6		
I.	PRE LEARNING								
1	Checking student readiness	4	4	4	3	4	4	23	3.8
2	Conducting apperception activities	4	3	4	4	4	4	23	3.8
II.	CORE LEARNING ACTIVITIES								
A	Mastery of subject matter								
3	Demonstrating mastery of learning materials	5	3	4	4	4	4	24	4.0
4	Associating the material with other relevant knowledge	3	3	3	4	4	4	21	3.5
5	Delivering the material clearly and in accordance with the learning hierarchy	3	4	4	4	4	4	23	3.8
6	Associating matter with the realities of life	3	4	4	3	4	4	22	3.7
B	Learning approach / strategy								

NO	INDICATORS	Teacher Assessment Score						Su m	Aver age
		Class							
		1	2	3	4	5	6		
7	Implement learning in accordance with the competencies (objectives) to be achieved	4	3	4	4	4	4	23	3.8
8	Implement learning coherently	4	3	3	4	4	4	22	3.7
9	Managing the classroom	3	3	3	3	3	3	18	3.0
10	Implement contextual learning	3	3	4	4	4	4	22	3.7
11	Implement learning that enables the growth of positive habits	3	3	4	4	4	4	22	3.7
12	Implement learning in accordance with the planned allocation of time	4	4	4	4	4	4	24	4.0
C	Utilization of learning resources/PBM media								
13	Use the media effectively / efficiently	3	3	4	3	4	3	20	3.3
14	Generate interesting messages	3	4	4	3	4	4	22	3.7
15	Involving students in the use of media	3	3	4	3	3	3	19	3.2
D	Learning that fuels and nurtures student engagement								
16	Fostering active student participation in learning	3	4	4	4	4	4	23	3.8
17	Demonstrating openness to student responses	4	4	4	4	4	4	24	4.0
18	Foster cheerfulness and enthusiasm of students in learning	3	4	4	4	3	3	21	3.5
E	Assessment of learning processes and outcomes								
19	Monitor learning progress during the process	3	3	3	4	3	3	19	3.2
20	Conduct a final assessment in accordance with the competence (objectives)	4	4	4	4	4	4	24	4.0
F	Use of language								
21	Use clear, well, and correct spoken and written language.	4	4	4	3	4	4	23	3.8
22	Convey the message with the appropriate style	3	4	4	4	4	4	23	3.8
III.	CONCLUSION								
23	Reflect or make a summary by involving students	4	4	4	4	4	4	24	4.0
24	Carry out follow-up by providing direction, activities, or tasks as part of remedy/enrichment.	3	3	3	4	4	3	20	3.3
	Amount	8	8	9	8	9	9		88

NO	INDICATORS	Teacher Assessment Score						Su m	Aver age
		Class							
		1	2	3	4	5	6		
		3	4	1	9	2	0		
	Average	3. 5	3. 5	3. 8	3. 7	3. 8	3. 8		3.7

Analysis of the evaluation results in the first cycle of learning implementation in Table 2 has not shown success because it has only reached an average value of 3.7 and has not reached a good category. From the results of the assessment, the researchers discovered several weaknesses, among others, in: 1) the classroom comprehension, 2) involvement of students in utilizing the media, 3) monitoring the progress of learning in the process, and 4) follow-up after completion of learning. Based on these weaknesses, researchers needed to make improvements in coaching, especially in indicators : 1) classroom comprehension, 2) student involvement in utilizing media, 3) monitoring learning progress in the process, and 4) follow-up after completion of learning so that the assessment of learning implementation reached a good category value (4,0).

Based on the results of the analysis in the first cycle, it can be concluded that the teaching ability of teachers is not optimal. It is shown from the assessment of learning implementation plan only reached an average value of 3.4 and assessment of learning implementation only achieved an average value of 3.7. This means that it has not reached a good category (4.0), this was caused by researchers in guiding teachers in groups and researchers had a big role in making solutions to problems faced by teachers.

The Reflection of Cycle I:

According to the suggestion of collaborators, individual guidance should be carried out and provide opportunities for teachers to have a greater role in determining solutions to problems faced by teachers, while the role of researchers is only directing.

After the action of research in the first cycle of the results obtained that the implementation of guidance and academic supervision by the principal was able to improve the performance of teachers in preparing classroom learning with directive methods, it was evidenced by the value of teacher performance in preparing classroom learning in the first cycle increased significantly compared with the results obtained during the pre-cycle. It can be explained that the implementation of guidance and academic supervision by the principal has a positive impact on teachers with increasing teacher performance in preparing classroom learning.

Deficiencies that still need to be corrected in the first cycle obtained from the value of observation is that there is no link between the scientific approach, methods, learning activities and assessment. There is no conformity of the use of operational verbs to the measured competence. There has been no affirmation of the elements of the scientific approach of literacy. It is still not appropriate in preparing the development of indicators and designing assessment instruments. It is not exactly the steps of the scientific approach used

Implementation of School Actions Cycle II

Implementation of the second cycle began by holding individual meetings with teachers who will be supervised in teaching by subtly inviting them to teach the ideal by identifying gaps in learning problems and providing opportunities for the teachers concerned to find solutions in solving these gaps with ideal teaching behavior. After the dialogue, interviews, and suggestions for improvement of learning, then the principal

and teachers also conducted dialogues and interviews for the preparation of supervision at the next meeting according to the format of an academic supervision instrument which included: 1) topics to be presented, 2) competencies expected of students, 3) written preparations made by teachers, 4) stages of implementation of learning to be carried out, 5) materials that become student difficulties, 6) temporary allegations of sources of student difficulties, 7) teacher readiness to teach, 8) methods to be used, 9) plans for the use of learning aids, 10) willingness of teachers to be observed teaching time.

After an agreement was held, the principal prepared an instrument for assessing the plan for the implementation of learning and assessing the implementation of learning. With these instruments, researchers carried out an assessment of the Implementation Plan of Learning. Furthermore, Principal a and principal observed the course of learning, and researchers assessed learning from the opening, the core of the lesson, to the closing according to the criteria on the instrument. After completion of the implementation of learning, the teacher and the principal discussed the results of the implementation of learning that has been implemented to find out the advantages and weaknesses, and discovered the best solution to overcome the weaknesses found to improve the next learning.

Furthermore, the results of the assessment of the implementation of learning cycle II can be seen in Table 3 as follows:

Table 3: Results of Assessment of the Learning in Cycle II Implementation

No	Indicators	Class teacher assessment score						Amount	
		1	2	3	4	5	6	Score	Rt-rt
1	Formulating goals	5	5	5	5	5	5	30	5.0
2	Determining the method	5	4	4	4	4	4	25	4.2
3	Determining the steps	5	5	5	5	5	4	29	4.8
4	Determining how to motivate	4	4	4	4	4	4	24	4.0
5	Materials guided by the characteristics of students	4	4	4	4	5	5	26	4.3
6	Materials according to student difficulty	5	5	5	4	4	5	28	4.7
7	Materials arranged according to the level of thinking ability of students	4	4	4	4	4	5	25	4.2
8	Classroom setting	5	4	5	5	5	5	29	4.8
9	Determining the allocation of time	4	4	4	4	4	5	25	4.2
10	Determining the triggers for active participation of the students	5	5	4	4	5	4	27	4.5
11	Determining tool development	4	5	5	5	4	4	27	4.5
12	Determining the media	5	4	4	4	4	4	25	4.2
13	Determining the source	4	4	5	4	4	4	25	4.2
14	Determining the form/	4	4	4	4	4	4	24	4.0

	procedure of assessment								
15	Creating assessment tools	4	4	4	4	4	4	24	4.0
	Amount	67	65	66	64	65	66	393	65.5
	Average	4.5	4.3	4.4	4.3	4.3	4.4	26	4.4

The results of coaching and guidance to teachers and discussing with teachers after carrying out the teaching and learning process showed an increase in the ability of teachers in preparing learning implementation plans. In accordance with Table 3, the evaluation results in the second cycle of Action Plan preparation of learning programs showed success in achieving an average value of 4.4 with a good category.

Furthermore, the results of the assessment of the implementation of learning cycle II can be seen in Table 4 as follows:

Table 4: Results of assessment of the implementation of learning in Cycle II

NO	INDICATORS	Class teacher assessment score						Su m	Aver age
		1	2	3	4	5	6		
I.	PRE LEARNING								
1	Checking student readiness	5	4	5	4	4	4	26	4.3
2	Conducting apperception activities	5	4	5	4	4	4	26.	4.3
II.	CORE LEARNING ACTIVITIES								
A	Mastery of subject matter								
3	Demonstrating mastery of learning materials	5	4	5	4	4	5	27	4.5
4	Associating the material with other relevant knowledge	4	4	4	4	4	4	24	4.0
5	Delivering the material clearly and in accordance with the learning hierarchy	4	4	4	4	4	4	24	4.0
6	Associating matter with the realities of life	5	5	5	4	4	5	28	4.7
B	Learning approach / strategy								
7	Implementing learning in accordance with the competencies (objectives) to be achieved	5	4	5	4	5	4	27	4.5
8	Implementing learning coherently	4	4	4	4	4	4	24	4.0
9	Managing the classroom	4	4	4	4	4	5	25	4.2
10	Implementing contextual learning	4	5	5	4	4	4	26	4.3
11	Implementing learning that enables the growth of positive habits	5	4	4	4	4	4	25	4.2
12	Implementing learning in accordance with the planned allocation of time	5	4	4	4	4	4	25	4.2
C	Utilization of learning resources/PBM media								
13	Using the media effectively / efficiently	5	5	5	4	4	4	27	4.5

NO	INDICATORS	Class teacher assessment score						Sum	Average	
		1	2	3	4	5	6			
14	Generating interesting messages	5	4	5	4	4	4	26	4.3	
15	Involving students in the use of media	4	4	4	4	5	4	25	4.2	
D	Learning that fuels and nurtures student engagement									
16	Fostering active student participation in learning	5	4	5	4	4	4	26	4.3	
17	Demonstrating openness to student responses	5	4	5	4	4	4	26	4.3	
18	Fostering cheerfulness and enthusiasm of students in learning	5	5	4	4	4	4	26	4.3	
E	Assessment of learning processes and outcomes									
19	Monitoring learning progress during the process	5	5	4	4	5	4	27	4.5	
20	Conducting a final assessment in accordance with the competence (objectives)	5	4	5	5	4	4	27	4.5	
F	Use of language									
21	Using clear, well, and correct spoken and written language.	5	4	4	4	4	4	25	4.2	
22	Conveying the message with the appropriate style	4	4	4	5	4	4	25	4.2	
III.	CONCLUSION									
23	Reflecting or making a summary by involving students	4	4	5	4	4	4	25	4.2	
24	Carrying out follow-up by providing direction, activities, or tasks as part of remedy/enrichment.	4	4	5	4	5	4	26	4.3	
	Amount	11	1	1	9	1	9	61	103	
		1	0	0	8	0	9	8		
			1	9		0				
	Average	4.6	4.2	4.5	4.1	4.2	4.1	-	25	4.3

Analysis of the evaluation results in the second cycle of learning implementation in Table 4 showed significant success because it reached an average value of 4.3 with a good category. However, the results of the assessment in the implementation of learning still need to make improvements in coaching on all indicators of the assessment of the implementation of learning, especially in the indicators : 1) mastery of the class, 2) involvement of students in utilizing the media, 3) monitoring the progress of learning in the process, and 4) follow-up after completion of learning so that the assessment of the implementation of learning still gets a good category.

After carrying out supervision, teachers and principals held discussions to convey the advantages and weaknesses that occurred while teaching. The advantages should be maintained and improved while the weaknesses need solutions so that the weaknesses do not remain in the next learning activity.

Based on the analysis results of the second cycle of action implementation, after the researchers provided individual guidance and an opportunity for teachers to determine solutions to problem-solving gaps in learning while researchers only directed the results of the assessment of the learning implementation plan, the score increased to an average value of 4.4. The assessment of learning implementation achieved an average value of 4.3, which implied achieving a good category because the score was more than (4.0).

CONCLUSION

Based on the description of the results of school Action Research (PTS) and analysis of the results of coaching by effecting supervision of academic-based classes at SDN Sonokwijen an II / 96 Surabaya, it can be concluded that:

1. Through academic supervision, the directive method can improve the ability of teachers in the preparation of teaching modules based on strengthening the pancasila student profile at SDN Sonokwijen an II / 96 Surabaya . The learning plan assessment score increased 27.9% from cycle I with an average of 3.4 to an average of 4.4 in Cycle II, while the learning implementation assessment score increased 16.8% from cycle I with an average of 3.7 to an average of 4.3 in Cycle II.
2. Obstacles faced in the implementation of academic-based classroom supervision in order to improve the quality of Teacher Learning at SDN Sonokwijen an II / 96 Surabaya are:
 - a Not all teachers are ready for academic supervision
 - b. Due to the wide range of activities of the principal and the principal, the implementation of academic supervision can only be carried out at certain times.

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