APPLICATION THE ACADEMIC OF SUPERVISION USING ARTISTIC AND COOPERATIVE DEVELOPMENT MODEL TO IMPROVE THE COMPETENCY OF PEDAGOGICAL FOR TEACHER IN ELEMENTARY SCHOOL PUTAT GEDE 1/94 SURABAYA

SOEDJONO
Email: soedjono1998@gmail.com
SDN Putat Gede 1/94 Surabaya

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Abstract

The development of teacher pedagogical competence in schools is a must, considering the teacher as the spearhead in learning. While the principal as a leader who has a function as a manager and supervisor has a strategic role in utilizing the teachers in the school. This research produces the following: 1. Principal supervision strategies to improve teacher pedagogical competence through the effective application of academic supervision with (a) conceptual skills; (b) interpersonal; and (c) technical. 2. Principal supervision approach to improve teacher pedagogical competence. The approach used (a) Directif Approach; (b) Non-directive Approach; and (c) Collaborative Approach. In this case, the core pedagogic competencies covered include: First, Mastering learning theory and principles of learning that educate with Second, Developing a curriculum related to the subjects being taught. Third, Utilizing information and communication technology in learning. (3) Implications for schools namely the creation of a conducive school atmosphere, the creation of effective learning by applying interesting learning methods, the implementation of curricula that are following the standards, and the implementation of ICT-based learning processes.

Keywords: Supervision, Cooperative, Development

INTRODUCTION

Education is the vehicle of expanding access and social mobility in society horizontally and vertically (Susandi, 2019; Habibi & Khosiah, 2019). Education is an important aspect of the development of the human resource (Almira, 2013; Prasetiya, 2019). Besides, Education is the vehicle that can be used as a tool to liberate backwardness, ignorant, and poverty. The progress of Indonesian can be achieved through a good education. The effort to improve the quality of education can increase the dignity of the Indonesian people (Arikunto, 2003; Prasetiya, 2019).
In globalization, all areas of life have to adjust in vision, mission, and purpose based on life necessities. Therefore, the education system must be developed according to the development of life locally, globally, and nationally. The important component of education is the teacher. Because the teacher is a component that can only contact students. Good or bad education can be determined by the ability of the teacher to manage the learning process.

To perform the job and responsibility, the teacher has the competency or holds knowledge, attitudes, and skill. The competency that is held by the teacher can encompass the pedagogical, personality, society, and professional. Pedagogical is the ability to manage the learning process (Nappu, Dewi, & Daddi, 2019; I Ketut Supadma, Ni Nyoman Kusmariyatni, 2019; Astuti, Slameto, & Dwikurnaningsih, 2017). Meanwhile, personality is the ability of an individual about noble, wise, dignified, and exemplary. Society is the ability in interpersonal and social life. Professional is the ability to hold the teaching material. The teacher will be involved in the job and responsibility in the school.

In national education regulation article 16 of 2007, it is explained that the competency of pedagogical in the teacher. The pedagogical of a teacher in the elementary school is explained as follows: (1) knowing the character of students; (2) knowing the learning theory and the principle of the learning; (3) knowing the learning theory and the principle of the learning; (4) using the technology of information and communication; (5) giving the development of potency for students; (6) communicate with students actively; (7) performing the assessment and evaluation of the learning; (8) using the assessment and evaluation of the learning; and (9) performing reflective action to improve the quality of the learning (Prasetiya, 2017; Naimah & Hidayah, 2017).

To develop competency, the teacher needs to be guided by the supervisor. Sahartian explains that the supervisor has to serve and help the
teacher to improve the quality of the learning. The supervision has a strong reason to develop the profession of the teacher as follows. First, supervision has a procedure for the guidelines. Second, supervision has the concept of the guidelines. Supervision has seven concepts as follows: 1) supervision is the skill that is done in the learning. 2) Creating productivity for the teacher and the supervision. 3) Giving the knowledge and the guide for the teacher. 4) supervision is the technology that gives the fixed and improvement for students and teachers. 5) Supervision has a systematic goal. 6) Giving trust with the other. 7) Explaining and describing the professional service (Suhertian, 2008).

Supervision is the guideline for teachers to manage their job effectively. Supervision is an effort to provide service for teachers in groups or individually. Therefore, supervision is the guideline for teachers using certain techniques to create performance effectiveness in the learning.

The teacher has the strategic job to develop the quality of education. The teacher must give the learning effectively. The teacher has the strategic role to create the learning. Therefore, the teacher needs to develop a dignified education. Law no. 14 of 2005 about teacher and lecture explain that the educators as learning agents have to improve the quality of national learning. Therefore, the Indonesian government creates the standard of academic qualification and the competency of educators which is written in Regulation of the Minister of National Education Number 16 of 2007 about the standard of academic qualification and the competency of teachers. Thus, the criteria of educators are competency.

This research takes the research of development for school action which focuses on teacher performance using the artistic and cooperative development model by the headmaster in elementary school Putat Gede 1/94 Surabaya.
THE CONCEPT OF THE MODEL IN ARTISTIC AND COOPERATIVE DEVELOPMENT

Teaching is knowledge. Teaching is the skill and the art. Besides, teaching can be called with supervision. It is also knowledge, skill, and art.

Supervision is working for the other, working with the other, and working through the other. Therefore, supervision is the activity driving the other. So, supervision needs the art and the skill to drive the other from old habits into new habits. This can be called artistic. In working with others, the chain of human relations is the main element. We have to trust the other, respect the other, understand the other, and accept the other. Good supervision is a good relationship with the other.

The supervision using Cooperative Professional Development is the model of the supervision facilitated by the headmaster. It is the process formulated by two or more teachers who agree to work together. So, they can improve and develop the professional abilities. This can be done when they perform the class observation, execute feedback, and can resolve a supervision problem.

Cooperative Professional Development is not hierarchical that can differentiate from conventional supervision. To use this model, the supervision set the teacher. So, they can resolve their problem, exchange ideas, help the other to prepare the learning, and give the solution with the other. The headmaster chooses the form of professional development cooperation according to the character and culture in the school.

The model of Cooperative Professional Development can be a success when 1) there is strong leadership to coordinate and monitor the program of the school, to develop the collegiality norms, to determine the type of cooperation and collaboration, to give a reward for the teacher. 2) There are openness and trust between the headmaster and the teacher.
THE METHOD

The location of the research is the elementary school in Putat Gede 1/94 Surabaya. We need 1 month on 1 until 18 February 2020. This research is done by the headmaster of the elementary school in Putat Gede 1/94 Surabaya with a number is 18 peoples.

DISCUSSION AND RESULTS
The Result of The Cycle I

In cycle I, we apply four steps: such as (1) planning, (2) performing, (3) observing, and (4) reflecting. The learning plan is done by the researcher, teacher, and supervisor. The result in this research is as follows:

1. Identifying a problem about the ability of elementary school Putat Gede 1/94 Surabaya to manage the learning process based on the current learning model.

2. Setting the appropriate effort when we perform the class supervision. So, it can resolve each problem by giving the solution and example for the use of the learning model in the school. Therefore, the headmaster divides the example of the learning into social and exact subjects for the teacher. By giving the example, we hope that the teacher can make the learning plan accommodating the student to learn the basic competency. After teachers receive the concept made by the supervisor, they are allowed to ask about understated things. During this activity, it is hoped that there is input from the teacher to maximize the learning plan which is used as the example concept. Because there is not enough time, the supervisor gives the time for each teacher to create the learning plan in his house. By closing the activity, the headmaster set the time of class supervision for each teacher, as in below.

3. Setting the time of class supervision.

4. Setting the success criteria of class supervision in cycle I, we can increase the ability of the teacher to manage the learning process with the
condition as follows: improving the ability of the teacher to create the learning; improving the ability of the teacher to perform the learning; improving the ability of the teacher to perform evaluation; improving the ability of the teacher to execute the learning result of students after they perform the learning.

5. Creating the needed instrument as follows: the latter of observation to assess the ability of the teacher to create the learning; the latter of observation to assess the ability of the teacher to perform the learning; the latter of observation to assess the ability of the teacher to evaluate the ability of students to satisfy each demand of learning; the latter of observation to assess the ability of the teacher to execute the learning result to achieve the minimum completeness criteria.

Observation is done by the researcher from start to end. Base on the observation result, we obtain several notes and results for each ability of the teacher.

The learning plan divides several components s follows: 1) the competency standard, 2) the basic competency, 3) the indicator of the learning result, 4) the purpose of learning, 5) the basic material, 6) the learning model, 7) the step of learning activity, 8) tools and sources for the learning, and 9) the learning assessment. Component 1 until 4 has been created. Therefore, the teacher can be assessed to satisfy it. For the component of basic material, the teacher doesn’t satisfy the purpose of learning. The learning model doesn’t satisfy the purpose of learning. Next, the step of learning doesn’t accommodate the character, exploration, elaboration, and confirmation. Meanwhile, the assessment of learning doesn’t write the procedure and assessment guidelines.

<table>
<thead>
<tr>
<th>The component that is assessed the ability of the teacher to create the learning</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating the competency standard</td>
<td>16</td>
<td>89</td>
</tr>
</tbody>
</table>
Creating the basic competency | 16 | 89
Creating the indicator of the learning result | 17 | 94.4
Creating the purpose of learning | 16 | 88.9
Creating the basic material | 8 | 44.4
Creating the learning model (approach, method, technique) | 8 | 44.4
Creating the step of the learning activity | 8 | 44.4
Creating tools and sources for the learning | 10 | 55.6
Creating the learning assessment | 10 | 55.6

Meanwhile, the ability of the teacher to perform the learning, evaluate, and execute the result is assessed. Several notes can be seen as follows:

1. The learning activity is done by the teacher. This is done because they have their own learning model. Or, they are not familiar with their steps to teach students based on the learning model they choose. Therefore, the character of students is not created. Thus, exploration, elaboration, and confirmation are not created in students, and the teacher only focuses on the material.

2. The learning evaluation is performed with the created plan but it is not considered in the plan. So, the assessment procedure uses the assessment of the learning result. The result of the evaluation is assessed with the guidelines and criteria. Therefore, we get the difficulty to assess students.

To show the assessment in observation, we can see in the table as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>The component that is assessed the ability of the teacher to perform the learning, evaluate, and execute the result</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening introduction</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Managing exploration</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Managing elaboration</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>4</td>
<td>Managing confirmation</td>
<td>10</td>
<td>55.6</td>
</tr>
</tbody>
</table>
5 | Growth and development of the character | 10 | 55.6
6 | Using tools and sources | 10 | 55.6
7 | Managing evaluation | 8 | 44.4
8 | Executing the result of the evaluation | 10 | 55.6
9 | Closing the learning activity | 10 | 55.6
10 | Using the time in the activity | 10 | 55.6
11 | Explaining the material by giving the example | 10 | 55.6
12 | Guiding and leading students in the learning | 8 | 44.4
13 | Giving the solution in each difficulty of students | 10 | 55.6

To manage the learning process, we need several components as follows: (1) the competency standard, (2) the basic competency, (3) the indicator of learning result, (4) the purpose of learning, (5) the basic material, (6) the learning model (approach, method, and technique), (7) the step of learning activity, (8) tools and sources, and (9) the assessment of learning. Component 1 until 4 is good to can be used. Meanwhile, the basic material can’t be used and there is no example. If it is related to the purpose of learning, the character of students, and the character. Meanwhile, the step of learning doesn’t accommodate the learning process in exploration, elaboration, and confirmation. Another component that is not good is the assessment of learning.

To reflect the learning result in the first cycle, the researcher, teacher, and supervisor perform discussion. In this activity. We get an agreement about the success and the default in the first cycle. Besides, the effort to resolve the same default in cycle II. Several things can be used to manage it as follows: after the first cycle is ongoing, the ability of the teacher increase in the learning plan and the learning activity. This can give a positive effect on the process and the result in the learning.

One thing that is the default in the first cycle is the ability of the teacher to grow and develop the character in exploration, elaboration, and confirmation. This happens because the habit of teachers and students is
given in the first cycle. Therefore, the activity of students doesn’t reflect the character of the learning model. Another component that is not good is the basic material, tools and sources, and the assessment of learning. Besides, effective time needs to consider. So, the time is not more used to make the teaching material. Therefore, students don’t achieve the target that has determined by the school.

To improve the success in the first cycle, we perform several activities as follows: 1) the researcher as the headmaster performs the effort to increase the ability of the teacher in the administration of the learning plan, the learning activity, the learning evaluation, and executing the learning result. 2) The headmaster motivates teachers to have the spirit and the responsibility to manage the learning process. Therefore, we need a reward and punishment system. 3) After the learning process is ongoing, the headmaster guides teachers to avoid the same default as in the first cycle. Therefore, one week before cycle II will be used to guide all teachers in the school and it only needs 2 hours. This has been agreed upon by teachers and supervisors.

The results of cycle II

In cycle II, the researcher, teacher, and supervisor follow the result of reflection on cycle I. The result can be seen as follows: the class supervision in cycle II has to show the effort of the understanding teacher on things that don’t satisfy, like several components of the learning plan and the important step to perform the learning based on the selected learning model. Therefore, the researcher as the supervisor has the plan as follows: 1) improving the understanding of the teacher in several components of the learning plan which is known that it is less to be satisfied properly. Therefore, the researcher has to give a special time. To give an understanding of the teacher, we create several examples based on the criteria of the selected learning model. 2) the teacher and student are more friendly to satisfy each criterion of the learning. 3) Motivating the teacher and student with reward and punishment. The reward is given to those who achieve the desired behavior.
change. It is not only in the form of praise but also the material. Meanwhile, the punishment is given to those who don’t achieve the desired behavior change. It is not only the sanction in the form of reprimand but also the assessment will not improve.

In the main activity of class supervision, the researcher and teacher create the desired character. After that, the researcher and teacher don’t get the difficulty as in the previous cycle. Then, the behavior of students can be led into the desired character.

Everything can be performed to improve the learning. From the component of the learning plan until the important step of the learning, like the growth and development of the character of teacher and student when it performs exploration, elaboration, and confirmation, is uncontrolled by the problem as in cycle I. Therefore, to manage the activity of evaluation and execute the next step, it can be satisfied by the teacher.

Base on the note and assessment of the observer, we get the following result as follows: not all teachers don’t get the difficulty to create several components of the learning plan. By improving the ability to satisfy each component of the learning plan, it is followed by increasing the assessment of the observer. Meanwhile, the ability to perform the learning, evaluate, and execute his result increase too.

Table 3. The assessment of the ability to create the learning of the cycle II

<table>
<thead>
<tr>
<th>The assessed components for the ability of the teacher to perform the learning</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating the competency standard</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the basic competency</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the indicator of the learning result</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the goal of the learning model</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the subject material</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the learning model, such as method, technique, and approach</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating steps of the learning model</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the tools and sources of the learning model</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Creating the assessment of the learning model</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4. The Assessed ability to perform the learning, evaluating, and executing the results

<table>
<thead>
<tr>
<th>No.</th>
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<th>Frequency</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>Opening the introduction</td>
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</tr>
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<td>2</td>
<td>Managing the exploration</td>
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<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Managing the elaboration</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Managing the activity of confirm</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Growing the characters</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Using the tools and sources</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Managing the evaluation</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Executing the result of the evaluation</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Closing the learning</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Using the maximum time in the learning</td>
<td>18</td>
<td>100</td>
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<tr>
<td>11</td>
<td>Explaining the material of teaching with example</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Guiding the students in the learning, actively</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Giving the solution on the difficulty of each student</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

After we do the activity of cycle II, we can discuss it with the observer and teachers. Now, we have several results from the discussion, namely: 1) Each teacher can improve its abilities to manage the learning process based on the selected learning. After that, no teacher gets the difficulty to create each component in the learning plan. So, it gives a positive effect on the ability of each teacher to apply the learning, evaluate, and execute the results with several appropriate efforts. (2) By improving the ability of each teacher, the process and results of the learning on students increase too. (3) It can see in the class supervision who is done by using the appropriate technique, periodically. Finally, the ability of teacher and student can be increased. The technique which is used by the teacher is the learning model.

CONCLUSION

After we do research activities, we have the results in this research. Next, we discuss and conclude it. Now, we get the conclusion that by using
academic supervision of artistic model and cooperative development model from the headmaster, it can increase the activity of teacher in elementary school of the Putat Gede 1/94 Surabaya which this school is target school. Meanwhile, student learning processes and the results increase too.

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