THE EFFORTS TO IMPROVE THE ABILITY OF TEACHERS IN THE USE OF INFORMATION TECHNOLOGY IN MEDIA-BASED LEARNING THROUGH ACADEMIC SUPERVISION IN SDN RANGKAH I SURABAYA

Suharti  
Email: suhartijawi29@gmail.com  
SDN Rangkah I Surabaya

Abstract

Supervision carried out through the PTS is a group supervision; yet the approach that will be used is the collaborative approach. The purpose of supervision is to improve the competence of teachers of the lower classes in planning thematic learning. Therefore, this research is titled as THE EFFORTS TO IMPROVE THE ABILITY OF TEACHERS IN THE USE OF INFORMATION TECHNOLOGY IN MEDIA-BASED LEARNING THROUGH ACADEMIC SUPERVISION IN SDN RANGKAH I SURABAYA

Based on the fact observation in the field as a school principal, the teachers seem to understand the performance evaluation and Academic Supervision that will be conducted by the supervisor. However, in fact, after the evaluation and supervision, many teachers remained confused regarding such evaluation and supervision. Through the activities of the Academic Supervision, the results of teachers’ performance in designing learning implementation plans is observed with the stages that emphasize more on practical knowledge hence it would be easier to be told by composing the lesson plans. The increase in teachers’ performance in the activities of the Academic Supervision can be seen in cycle I and cycle II. Hence, they demonstrated a positive impact on the ability of teachers in managing the implementation of the learning.

Keywords: supervision, academic, teaching

INTRODUCTION

The principal must have a vision and mission, and strategy of management education as a whole and be oriented to quality. This strategy is known as the Integrated Quality Management (MMT). This strategy is systematic and coordinated initiatives to continuously improve the quality of service so that the focus is directed to the customers (in this case students, parents of students, the user graduates, teachers, employees, government, and society).

Teachers are the tip of the spear in the construction of national education. They play significant role in building and improving the quality of human resources through formal education(Prasetiya, 2018). Professional teachers are teachers who are able to carry out duties as a teacher which teach, educate, nurture and give an example and role model to the students(Prasetiya, 2019). Great professional teachers are able to balance the left and right brain and demonstrate the way to students as learners, endeared students so that students are motivated to grow and develop. As an impact, they grow up with a good character and being adaptive in their times. They also understand how students learn, thus are able to adapt to the challenges of the times
and develop their skills in classroom management. They are able to perform the education process in a professional manner. They are full of innovation and high motivation to improve the quality of education, and also willing and able to carry out tasks according to their job description. They always attempt to do innovative activities in designing learning media. (Rusmaniah, 2019)

The efforts of teachers to overcome these problems are with the use of learning media as a source of learning (Susandi, 2019). The use of media in learning is necessary because the media is an intermediary in conveying the message to attract students' learning.

Currently, there are still many teachers who are less able to use available teaching media at the school. Many times, learning only focused on the mastery of the learning materials and students are lack hands-on experiences (Sumasrifah, 2018). In an elementary school teaching with the thematic concept, any media is indispensable as a base to help a teacher in providing an explanation, whether it is concrete or abstract. However, using media is a necessary skill, and creativity is required to use a variety of media. Teachers need advancement in infrastructure utilization, which is owned by the school as well as the utilization of the environment as a medium in the teaching and learning process (Syafrizal, 2015).

Learning media is an absolute thing that must be mastered by an educator, so educators are required to develop the skills to make media of learning to create effective, attractive, motivating lessons that inspire the creativity of learners. In general, the benefit that can be obtained from multimedia is the process of learning would be more interesting, more effective. The amount of teaching can be reduced; the quality of student learning can be improved, and the process of teaching and learning can be performed anywhere and anytime, as well as the attitude of students can be improved (M. Nasir; Dwi Sudarno, 2020).

Media in the learning process can enhance the learning process of students which in turn is expected to enhance expected learning outcomes. Therefore the use of Media and Learning Resources is highly recommended to enhance the quality of learning. Viewed from the perspective of communication, learning is essentially a process of communication, namely the process of delivering a message from the message source through the channel/media specific to the recipient of the message. Message, the source of the message, channel/media and recipient of the message are the components of the communication process. The message to be communicated is the contents of doctrine or of discipline, which is in the curriculum. The source of the message can be teachers, students, other persons or book authors, and the producer of the media; the channel is the medium of education and the recipient of the message is the students or the teachers. (Jusen, 2018).

To overcome these problems, the principal has the responsibility to provide guidance to personnel. The principal is responsible for increasing effectiveness in supporting the success of the learning process. To increase the professionalism of educational personnel, school principal is charged with sustainable development to equip teachers' ability through the socialization of regular activities such as academic supervision.

RESEARCH METHODOLOGY
The research location is in the SDN Rangkah I Surabaya. Time of research was during a month, from 1st to 30th November 2021. This research was conducted by the researcher as the school principal. Personnel in this study were 20 teachers.

To collect data in the classroom action research, some of the research instrument were used. The research instruments used are as follows: a) Observation, this Instrument is used to obtain data about the making of lesson plans and teacher activity as well as student activity as the executor of action in managing the learning by using LCD projector. It is carried out by the observer. b) Interview, this Instrument is used to find out the perception of teachers towards English language learning by using LCD projector. c) Student Questionnaire, the instrument is used to determine the perception of students towards English language learning by using LCD projector.

The observation results data of student activity and the activity of teachers to manage learning process using LCD projector was analyzed by calculating the average value of all aspects of the several meetings held.

RESULTS AND DISCUSSION

The Design of the Initial Conditions

Based on the results of observation as the school principal, the fact and the results of field observations of the teachers seem to understand the performance evaluation and Academic Supervision will be conducted by the supervisor to 20 teachers. However, in fact, after the evaluation and supervision, many teachers remained confused regarding such evaluation and supervision.

This is because the teachers assume that performance evaluation and Academic Supervision are only conducted one time every semester. Consequently, the teacher considers those activities less important. This assumption is considerably wrong. The wrong assumption proves that:

a. The teacher has not been able to develop learning objectives
b. The teacher has not been able to decipher better teaching materials
c. The teacher has not been able to make steps of learning strategies according to designed learning methods
d. The teacher has not been able to make an assessment in accordance with the method used
e. The teacher has not been able to manage time better in the beginning, core, and closing activities. With the initial conditions, practical actions are expected to improve the performance of teachers through the supervision of the academic.

Design of Cycle I

At this stage, observations were performed on the discussion of the action, which focused on the competence of teachers in preparing lesson plans. The observation would be expected to improve the evaluation of teacher performance and develop a lesson plan. This is similar to learning implementation management. Teachers should prepare learning resources at the time of the Supervision of the Academic. Teacher attendance in the activity of learning activities can provide a response to the activity of the learners. Hereby, following data are obtained:

Table I Results of assessment of lesson plans preparation.
1. Based on the scores in table I on syllabus and lesson plan preparation with the results of 65%. It demonstrates the success of the teacher in composing syllabus and learning implementation plan in the preparation of lesson plans.

2. The determination of the learning materials against the lesson plans as a reference in teaching process can be seen in the table, which is 65%. This shows the success of the teacher in carrying out their duties in the preparation of lesson plans.

3. The time allocation arranged by the teacher in the preparation of lesson plans is in accordance with the allocation of time on the semester program. Then the result can be seen in the table, which is 55%. This shows the success of the teacher in determining the time provided. It means that there are still 45% of teachers who have not yet managed to determine the time allocation to prepare lesson plans.

4. At the time of the determination of Standard Competencies (SK) and Basic Competencies (KD) on the syllabus about the preparation of lesson plans, teachers worked well with a score of 55%. However, this was still against the shortcomings around 45% of teachers had not been successful in the determination both indicators on the syllabus in preparing lesson plans.

5. For the learning objectives to be achieved, the determination of learning objectives should be clear and focused so that the success of the teacher in teaching and learning activities can be seen in the table above, which is 65%. It indicates the presence of correlation between the learning goals with teaching and learning activities.

6. The determination of the learning activities had been scheduled, then a good teacher will carry out their duties properly. As an impact, the success will be measured which is 75.0%. This indicates the presence of the efforts of the teachers in the learning activities. However, the success in the first cycle was only 55%.

7. One of the successes of the teacher in the learning activities needed a learning method. Then the success of the teacher can be seen in the table with the value of 65%. This suggests the presence of understanding the characteristics of students in preparing the lesson plans.
8. The determination of the assessment results of student learning can be performed through the tests: an oral test or a written test as a measuring tool to determine whether the given problem was successfully solved or not. The result was 55% and the rest of 45% required improvement. Teachers had not been successful in the determination of the assessment of student learning outcomes in the preparation of lesson plans.

9. The determination of learning sources as a support tool for teachers in carrying out the task of learning outcomes achieved around 65%. The success of teachers in establishing learning resources depended on the preparation of lesson plans.

Table 2 the assessment results of the learning implementation management.

- The readiness of the Learning Administration is imperative for the teacher. In this case, there were 65% of teachers worked well in the readiness of learning administration on the learning implementation management.
- Mastery of learning materials is very crucial. The success or failure of a teacher in managing learning achieved 65%. Teachers succeeded in mastering the learning material.
- The determination of the learning material is done by the teacher in accordance with the Standard Competencies (SK) and Basic Competencies (KD). As much as 65% of the teachers managed to arrange well their implementation of learning.
- To create a harmonious classroom atmosphere, the teacher was able to create a strategy of active, creative, and fun learning. As much as 65% of teachers managed to do well in creating steps of learning strategies.
- One of improving the quality of education can be done with the activity of teachers in the teaching, which is around 55%. The teachers succeeded in carrying out their duties well in the management of learning activities. However, as much as 45% required further improvement on their active participation.
- Learning Media in teaching and learning activities was one way to facilitate the students in receiving learning materials in class. Around 85% of teachers successfully used of learning media.
7. Teachers were able to facilitate the learners to acquire meaningful management in achieving basic competence, guide and motivate students who were less or not participating actively in teaching. Around 75% of successful attempts were achieved by the teachers in guiding and motivating students.

8. Teacher evaluation/assessment/reflection on the structured activities that had been implemented to observe the results of the learning activities achieved a score of 55%. This shows the success of the teacher was quite good but required reevaluation.

9. Carrying out the activities of remedial and enrichment was performed by the teacher; with a score of 55%. It shows the success of the teacher in carrying out the remedial and enrichment activities, but the principal is necessary to have better coaching duties in the management of the implementation of learning.

Table 3 Students' Participation during the learning process.

<table>
<thead>
<tr>
<th>Design of Cycle II (Second)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On cycle II (the Second), the steps taken in accordance with the reflection of cycle I (First) followed the steps in the first cycle with a focus on the explanation of the aspects that were not yet understood by the teachers in preparing lesson plans. Of the 20 teachers, students were involved in cycle II to deepen their knowledge about the preparation of lesson plans. After the second cycle was implemented, which referred to the reflection and problem solving and troubleshooting in cycle I, the researcher obtained the data as in table 4 below:</td>
</tr>
<tr>
<td>Table 4: Research Results of the Preparation of Lesson Plans</td>
</tr>
</tbody>
</table>
1. Based on the results in table 4 about the preparation of syllabus and lesson plan with the score of 90%, the success of the teachers in preparing the syllabus, lesson plans, and assessment was proved.

2. The determination of the learning materials on the lesson plans as a reference in teaching can be seen in the table which was 90%. The score shows the success of the teacher to carry out their duties in the preparation of lesson plans.

3. The time allocation by the teacher in the preparation of lesson plans was in accordance with it in the semester program. The result can be seen on the tables, which was 90%. This shows the increasing success of the teacher in determining the time provided.

4. At the time of the determination of Standard Competencies (SK), Basic Competencies (KD) on the syllabus about the preparation of lesson plans, teachers worked well with the percentage of 90%. This shows the increase in the success of the teacher to design Standard Competencies (SK), Basic Competencies (KD) in the preparation of the lesson plan.

5. For the purpose of learning to be achieved, the determination of learning objectives should be clear and focused so that the success of the teacher will be measured to 90%. This shows the correlation between the learning goals with teaching and learning activities.

6. The learning activities had been scheduled, then the teacher will carry out their duties properly anyway. So its success will be measured to 90%. This shows the efforts of the strength of the teacher in the learning activities.

7. One of the successes of the teacher in the learning activities was proven with a score of 90%. This shows the understanding of students' characteristics in the preparation of the lesson plan.

8. The determination of the assessment results of student learning can be done through the test; whether an oral test or a written test, as a measuring tool to determine whether the given problem the table could work or not. The resulting score was 90%, which shows an increase. In Table I, the success of teachers’ preparation of the lesson plan was presented.
9. The determination of the learning sources as a support tool in carrying out the tasks in the process of learning obtained a score of 90%. This shows the success of teachers in establishing learning resources on the preparation of the lesson plan.

Table 5: The Research Results on the Learning Outcomes Management.

1. Based on the results of table 5, the readiness of the learning administration had been successful and teachers conducted learning implementation management.

2. Mastery of learning materials was crucial to successful presence of a teacher in learning to manage. As much as 90% teachers succeeded better in mastering the learning material.

3. Learning materials designation by the teacher was in accordance with the rules, so that the teacher should present the material based on the sequence of Standard Competencies (SK) and Basic Competencies (KD) in the syllabus. There were 90% of teachers managed to do well in the management of the implementation of learning.

4. To create a harmonious classroom atmosphere, the teacher was able to create a strategy of active, creative, and fun learning. As much as 85% of teachers managed to do well in creating steps of learning strategies.

5. One way to improve the quality of education can be done with the activity of teachers in teaching. Around 85% of teachers successfully carried out their duties properly in the management of learning activities.

6. Learning Media in teaching and learning activities was one way to facilitate the students in receiving learning materials in class. Around 85% of teachers successfully used of learning media.

7. Teachers were able to facilitate the learners to acquire meaningful management in achieving basic competence, guide and motivate students who were less or not participating actively in teaching. Around 90% of successful attempts were achieved by the teachers in guiding students.

8. Teachers conducted evaluation/assessment/reflection on the structured activities that had been implemented to observe the results of learning activities. Around
85% of successful attempts were achieved by the teachers in assessing learning outcomes.

9. Teachers carried out the activities of remedial and enrichment. Around 85% of successful attempts were achieved by the teachers in conducting remedial and enrichment programs.

Table 6: Students’ Participation During the Learning Process.

<table>
<thead>
<tr>
<th>Students' Participation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah Guru Yang berhasil</td>
<td>85%</td>
</tr>
<tr>
<td>Guru Yang belum berhasil</td>
<td>15%</td>
</tr>
</tbody>
</table>

Based on the assessment results, the activities of teachers and students in learning activities of 3 (three) Art and Craft Industry teachers were:

1. From the results in table 6, the learning process was conducted by 20 people teachers, learners always participated in teaching and learning activities (which was 85%). It shows the success of the students' participation.

2. After the teachers completed the learning materials, learners were able to comprehend such material. As much as 85% of the students were able to listen to the material in the Teaching and Learning Activities (KBM).

3. At a time when the teacher explained the learning materials, learners always paid attention to what was conveyed by the teacher. Learners asked questions and dialogue with the teacher and the material presenter. Approximately 85% of students were able to have dialogue with the teacher at the time of teaching.

4. The teacher understood the students at the time of teaching. Seventeen teachers were able to develop the learners’ talents and interests in accordance with their characteristics. Around 85% of students were able to develop their talents and interests.

5. Before the learning process occurred, teachers explained the topic of the material that will be taught later in several groups to discuss. Approximately 65% of students were able to carry out cooperation and active discussion.

6. Before the expiration of the learning process, the teacher gave the task to the learners to make a summary/conclusion of the material with the time set. As much as 75% of the students were able to create a summary/conclusion of the material taught.
To evaluate the assignment of the learners, the teacher gave mini examination to achieve minimum score at the end of the semester. Around 85% of students were able to answer question test with satisfactory results.

CONCLUSION

Based on the analysis and the results of the discussion above, this research can be concluded as follows:

1. Through the activities of the Academic Supervision, the results of teachers’ performance in designing learning implementation plans is observed with the stages that emphasize more on practical knowledge hence it would be easier to be told by composing the lesson plans.

2. The increase in teachers’ performance during the Academic Supervision activities can be seen in cycle I and cycle II; hence, it demonstrates a positive impact on the ability of teachers in managing learning implementation.

3. Teacher gives a very positive response to the activity of learners in the process of learning activities given by them. Thus, the teachers’ performance is considerably increasing through Academic Supervision.

BIBLIOGRAPHY


