

ACADEMIC SUPERVISION MODEL OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT (IPD) IMPROVE TEACHER PROFESSIONAL COMMITMENT

Tri Astuti Rahayu, Tri Sulistyowati, Titis Setyarini, Titin Nafiah, Robani

Abstract

According to Permendiknas No. 13 of 2007 one of the principal tasks of conducting academic supervision. Supervision is carried out to improve the teaching and learning process and improve the quality of learning outcomes. Academic supervision is supported by appropriate instruments. The Model to be used in a professional context Individualized Development (IPD) to enhance high commitment towards professional teachers where teachers are able To develop his profession independently. Supervision technique using a technique class visits. Data collection is done with the observation sheets, tests, documentation, and the interview question form. Data implementation and supervision processes were analyzed using qualitative techniques. Results of analysis showed that the IPD model academic supervision can improve teacher professional commitment. It can be seen from the observation data of teachers in the implementation of the supervision. Improvement is followed by the achievement of academic supervision results per individual teachers. Teachers who achieve standards speeding 67%, 22%, and standard of teachers under the standard 11%. Some of the findings of the problems analysed then ditinjaklanjuti which include: strengthening and awards given to teachers who have met the standards, didactic reproof given to teachers who do not meet the standards and teachers are given the opportunity to attend training/upgrading further.

Keywords: academic, Supervision models of IPD, the commitment of Teachers

Introduction

Background

Education Ministerial Regulation No. 13 of 2007 states that a school principal (head master) have to master the standardPrincipal competency which is consist of: personal competence, managerial competence, supervision competencies, entrepreneurial competence and social competence.

The explanation of supervision competence is essentially academic supervision in which the steps are performed, that is planning an academic supervision program and reporting. This is done to improve teachers professionalism. The main purpose of this academic supervision is the improvement of teaching and learning process and improve learning achievement.

The main target of academic supervision is teachers ability to plan learning activities, implementing learning activities, assess learning outcomes, utilizing the results of assessment for learning improving services, creating a fun learning environment, utilizing learning resources are available, and developing learning interactions (strategies, methods, techniques) in the right ways. Academic supervision supported by appropriate instruments.

Academic supervision through clinical approach is expected to improve the quality of learning, students would be well served to enhance their ability to improve its potential, as well as improve the performance and the percentage of graduates for each educational institution.

Legal Basis

1. Regulation of National Education Minister No. 22 of 2006 on Standards Content

2. Regulation of National Education Minister No. 13 of 2007 on qualifications and principals standard competency
3. Regulation of National Education Minister No. 19 of 2007 on Standards Management
4. Regulation of National Education Minister No. 41 of 2007 on Standards Process
5. Regulation of National Education Minister No. 18 A of 2013 on implementation of 2013 curriculum

Purpose of Supervision

1. Improving teacher competence in planning and implementing the learning process in classroom.
2. Improve the management and administration of classroom teachers and subject teachers
3. Increase teachers professionalism in services to students
4. Evaluating teachers performance in order to develop a teacher

Scope

The scope of Academic Supervision implementation at first semester in 2013/2014 was held in September to October at SDN 1 Katekan as follows:

1. syllabus development and formulate the indicators
2. Making RPP (Lesson Plan)
3. Mastery Learning Method
4. Apply of Learning Model
5. Mastery Learning Outcomes Assessment System
6. Implementation of Learning Process

Academic Supervision Preparation

Supervision Plan

Implementation of Academic Supervision implementation at first semester in 2013/2014 was conducted in September to October which is based on the results of the evaluation and analysis of the previous year Academic Supervision gave the expected impact as well as the improvements in the quality improvement process and output of learning. The learning process is executed directly on the classroom teacher as indicated by an improvement in:

1. Increased teacher understanding of the last curriculum transition to the 2013 curriculum
2. The use of the method and model of learning
3. The process of meaningful learning, which refers to the demands mastery of competencies
4. Use appropriate assessment instruments

Model and Technical Supervision

Model Individualized Professional Development (IPD)

IPD model is intended for teachers who are professionals with a high level of commitment. This model is more emphasis on: (a) developing teacher awareness of the profession, (b) requires the teacher to work alone bear the responsibility for their professional development through advanced study, research, visits to other schools (comparative study), following the seminar diligently, diligently writing and researching as well as other activities. Teachers who match this IPD models are those who are able to develop their own profession with an annual plan of activities (programs). Glickman (1990) asserts that the right teacher is a teacher with a model that has a level of abstraction and a high level of commitment.

The annual program is discussed with the school principal and superintendent. Principal or supervisor attempted to follow the wishes of teachers in developing their plan if it realistic and could be realized. At the end of the period (usually a year), the school principal and teachers met again to discuss progress in achieving the targeted teacher professional development as planned.

According to Glickman the steps of IPD supervision models are as follows:

Target Devices

Teachers conduct a self-evaluation on the development of the profession or refers to the observation of classes, meetings, summary reports, or clinical supervision from the previous year, teachers develop targets or goals they want to achieve in improving learning. The purpose is limited to only two or three times by counting the time for each activity as the agreement between teachers and the supervisor.

Revisiting the Purpose Tools

After reviewing each of the goals and the allocation of time, the principal or supervisor submit

a written response to the teacher. In a further meetings are scheduled back to discuss all the goals and plans after review.

Talking Devices Meeting Purpose

This meeting to discuss goals after review, the estimated time, and the response made by teachers and principals to confirm all mutually agreed objectives. The school principal or supervisor summarized the results of the meeting in writing to the teacher.

Assessment Process

The assessment process begins at the time of the meeting to discuss the purpose, programming, implementation and monitoring activities. The specificity of the assessment depends on each targets which is include classroom observation, analysis of classroom activities, video recording, evaluation of students, relationship analysis, and others. The teacher is responsible for collecting assessments, information and compile them in a list to be discussed for comments and or corrections from the principal or supervisor.

Summary of Rating

Principals or supervisors and teachers review the assessment records. At this stage, the principal or supervisor give comment on any activity goal, then teachers and principals or supervisors are planned for the next IPD cycle. A supervision approach that is highly dependent on the target device can not be separated from the problems. If these problems are ignored, then the process of supervision can seriously disturbed and desirable IPD would not materialize. Destination device is intended to assist and facilitate the teacher, not to hold back their repair process itself.

IPD is ideal for teachers who realize the importance of professional development either independently or through the guidance of others. If associated with Glickman opinion about the appropriate type of teacher quadrant, then the agreeable to this model is teacher who able to steer theirselves (self-directed), have a high work commitment and a high level of thinking as well. This model is more efficient in terms of time, cost, and power itself either teacher or supervisor. This model is most appropriate in Indonesia by reason of the ratio between teachers and supervisors are very high. For example in Gorontalo, there are supervisors who foster more than 75 teachers. Looked at the amount of guidance to teachers is very less. The average of teachers supervised two times in a year and even in some meetings the teachers claimed have not been supervised by the supervisor although they had been teacher more than five years.

The Supervisor Techniques

Department of Education (1986) suggested the techniques of supervision include: classroom visits, personal meetings, board meetings of teachers or staff, visits between classes, school visits, visits between school, working group meetings,

publishing bulletins and upgrading professional. In this supervision, supervisor was using the technique of classroom visits.

One of the techniques of supervision are extremely vital in the development of teacher competence is a class visit technique. Gwyn (1961) termed by *the classroom visitation* (Gwynn, 1961). With a class visit, supervisors or principals could determine whether the teachers run learning process according to the lesson plan has been drawn up, and saw firsthand the teachers ability of teaching in the classroom. Classroom observation by Neagly (1980) is termed by *a classroom visitation and observation*. Mark (1985) suggested the things must be done by the supervisor or principal in classroom visits are as follows:

1. Focusing attention on the components and learning situation in the classroom.
2. point of the way to develop learning process.
3. Helping teachers concretely to advance the learning process.
4. Helping teachers to be able to evaluate themselves.
5. Freely provide the opportunity for teachers to discuss with him about the problems that they are faced in their learning process.

There are several criteria that must be considered in the class visits are:

1. Having a clear goal.
2. Reveal aspects that can be used to improve and enhance the ability of teachers.
3. Wearing observation sheet.
4. There are interaction between fostering parties and fostered parties.
5. Not disturb the learning process
6. Followed by continuous act (Imron, 1996).

The visit is an anti-climax in the implementation of supervision, because without class visits the development of teachers professionalism could not be known objectively by the supervisor. If the supervisor came to school only check teachers documents and sign the agreement, it means supervision process only in praobservasi stage. Department of Education, 1986; Imron, 2011) states that the class visit has a purpose to achieve results effectively, so that the supervisor must be:

1. Able in planning classroom visits.
2. Able to formulate the goals of classroom visits.
3. Able to formulate classroom visits procedures.
4. Able to develop observation format for classroom visits.
5. Able to negotiate and cooperate with the teacher.
6. Observe the teachers in teaching by observation formats.
7. Able to conclude the class visit.
8. Able to confirm classroom visits for the purpose of taking follow-up action.

The results of interviews between writer and teachers concludes that there are still many

supervisors who perform eight steps to visit the class. This has an impact on the unready preparation of supervisors and teachers effectively in every classroom visits.

Object Supervision

The target object of supervision is the ability of teachers to plan learning and the ability of teachers to implement student-oriented learning center, contextual, and PAKEM. The subject of supervision is all class teachers and subject teachers

Supervision Schedule

Schedule Academic Supervision Implementation in 2013/2014 prepared by accounting the effective learning day and also arranged by Academic Supervision schedule in the first semester and also the implementation of Academic supervision time table.

Academic Supervision Implementation

Aspects of supervised

Aspects which is supervised in the 2013/2014 for first semester are:

1. Syllabus Development
2. Preparation of lesson plan
3. Implementation of Learning

Target Supervision

Target supervision in this semester are the elements of school management in accordance with the objectives of supervision aspects.

Implementation time and supervisors

The timing of the supervision on first semester conducted in September and October, whereas in second semester conducted in March and April. Supervisors conducted by the principal.

The Follow Up Academic Supervision

Findings Issues

The finding problems in the implementation of supervision. Teachers have not been able to use questioning techniques to raise students' motivation and interest in learning. Teachers' understanding of the implementation of the curriculum in the implementation of teaching and learning are not maximal. The teachers have not done the final test assessment to be analyzed and also not done in analyzing the question. Remedial and enrichment the material has not been implemented programmatically, it has not has optimal strategic measures implemented in accordance with the guidance in the implementation of the challenges that confronted. Basic Skills Teachers in the teaching of subjects are still need to be addressed. Mastery of subject teachers on the basis of subject

matter, generally are weak and needs to be given technical guidance and background enrichment the teaching materials. Some of the findings problem need to be analyze then need to be followed up.

Follow-Up Academic Supervision

Results supervision need to be followed in order to have a significant impact for increasing the teachers professionalism. The real impact is expected to be felt by the public and stakeholders. The sort of follow-up are: strengthening and giving awards to teachers who have met the standards, that are given educational reprimand to teachers who do not meet the standards and given the opportunity to teachers to attend in further training or refresher courses.

Coaching

Development activities may include direct and indirect guidance.

Direct coaching

Coaching is done on the things that are special, that needs immediate improvement from results of supervision analysis

Indirect Guidance

Coaching is done on matters of a general nature that need improvement and attention after obtaining the results of supervision analysis.

Some ways could be done by principal of school or madrasah in fostering teachers to improve the learning process such as:

1. Using effective instructions for teachers and other auxiliary materials.
2. Using textbooks effectively.
3. Using effective teaching practices that they learned during professional training or inservice training.
4. Develop learning techniques that they already have.
5. Using a flexible methodology (flexible).
6. Respond to the individual students needs and abilities.
7. Using the environment as a learning tool.
8. Grouping the students more effectively.
9. Evaluate students with more accurate / thorough / careful.
10. cooperating to other teachers to be more successful.
11. Involve the community in managing the classroom.
12. Reaching for their own morale and motivation.
13. Introducing the modern learning techniques for innovation and creative learning services.
14. Assist students in improving their skills to think critically, solve problems and decision-making.

15. Creating a conducive learning environment

Closing

Conclusion

One of the principal tasks is holding academic supervision. Supervision is done to improve the learning process and improve learning quality. The implementation of it accordance with existing procedures. Create the planning, implementation supervision, follow-up supervision and for last is reporting supervision result. By Implemented academic supervision expected the increasing out put for teachers and students. The out put for students are well-educated and have a superior character while the teacher towards a more professional tasks.

Advice

The importance of academic supervision implemented the principal as school manager always carry out regular supervision. Implementation is not only the sign on the administration but the program is implemented in accordance academic supervision. Implementation does not just stop at supervision but required follow-up. Because it is a guidance for the teacher to correct their mistakes. For teachers in school do not feel the supervision action as act of court. Be open to the school if it is found the problems that can not be solved by their own.

The first step of supervision for self improvement of each teacher performance. The principals coaching should be carried out with pleasure. Everything is done with a happiness and upright it will be done well. Do not make the load if principal supervised. Act professionally!

REFERENCES

- Abd. Kadim Masaong, M.Pd. Prof. Dr. H. 2013
Supervisi Pembelajaran dan Pengembangan Kapasitas Guru , Bandung : Alfabeta
- Depdiknas. 2003. Pedoman Supervisi Pengajaran. Jakarta : Ditjendiknas
- Purwanto, Ngalim. 2004. Administrasi dan Supervisi Pendidikan. Jakarta : Remaja Rosdakarya.
- Sahertian, P.A. 2000. Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia. Jakarta: Rineka Cipta.
- Sujana, Nana. 2008. Supervisi Akademik (membina profesionalisme guru melalui supervisi klinis) . Jakarta : LPP Bina Mitra