

EFFORTS TO INCREASE TEACHERS' COMPETENCE IN DEVELOPING RPP AND SYLLABUS THROUGH SUSTAINABLE ACADEMIC SUPERVISION AT SDN 017 MUARA MATERIAL SINGINGI HILIR DISTRICT

Sriyanto Ramelan Sutoyo

Pengawas Sekolah Dasar Kecamatan Singingi Hilir
Email : sriyanto.ramelan@gmail.com

Abstract : *study This to determine the improvement of teacher competence in preparing lesson plans and syllabus through supervision. This research was conducted in two cycles. The results of the analysis in the 2019 school year at SD Negeri 017 Muara Bahan Kec. Singingi Hilir, the problem arises is the lack of teachers who make lesson plans, especially the preparation of syllabus and lesson plans. To examine the weak performance of teachers in this regard, a study was conducted to see the extent to which the principal's academic supervision measures can improve teacher competence in the preparation of syllabus and lesson plans. As for the results obtained from this research, continuous academic supervision is scientifically proven to improve teacher competence in compiling syllabus and lesson plans at SD Negeri 017 Muara Bahan Kec. Singingi Downstream. This is evidenced by the increasing number of good teacher syllabuses from 30% to 90% after academic supervision. In addition, the number of good quality lesson plans also increased from 30% to 90%.*

Keywords: *Syllabus, lesson plans, supervision.*

I. INTRODUCTION

Many efforts have been made to prepare teachers to become professionals. The fact shows that not all teachers have a good performance in carrying out their duties. "This is shown by the fact that (1) teachers often complain about the changing curriculum, (2) teachers often complain about a curriculum that is loaded with requirements, (3) students often complain about the way teachers teach that are less attractive, (4) they still cannot guaranteeing the quality of

education as it should be" (Imron, 2000:5).

Program planning serves to provide direction for the implementation of learning so that it becomes directed and efficient. One part of the lesson plan that is very important to be made by the teacher as a learning director is the syllabus and lesson plan (RPP).

The syllabus provides directions on what must be achieved in order to achieve the learning objectives and what methods will be used. In addition, the syllabus also

contains what assessment techniques are used to test the extent of learning success. Education is the process of changing people to be better, more proficient and more skilled. To achieve this goal, of course, a strategy called a learning strategy is needed. The learning strategy contains three main things, namely planning, implementation and evaluation.

The Learning Implementation Plan (RPP) is a more specific planning instrument than the syllabus. This Learning Implementation Plan is made to guide teachers in teaching so that they do not go too far from the learning objectives.

The importance of preparing this lesson plan, the teacher should teach with a plan. But unfortunately the learning planning that can be measured by the principal cannot be measured because it is only planned in the mind of the teacher. As a result, principals as policy makers in schools cannot evaluate teacher performance academically. The performance that can be seen by the principal is only face-to-face attendance, without knowing whether the teacher's ability to manage learning is in line with expectations or not, or whether the basic

competencies that must be mastered by students are mastered correctly.

The formulation of the problem in this study is whether continuous academic supervision can improve teacher competence in compiling syllabus and lesson plans?

The purpose of this study was to determine the improvement of teacher competence in preparing lesson plans and syllabus through supervision.

II. RESEARCH METHOD

This research was conducted using a classroom action research method which lasted for two cycles. Each cycle consists of stages of implementation, observation and reflection. The research method carried out by the researcher is to carry out academic supervision which includes traditional supervision and detailed clinical supervision.

The research subjects were 9 teachers of SD Negeri 017 Muara Bahan under the auspices of the Education Office Branch, Singingi Hilir District, Teluk Kuantan Regency.

The sampling method used is random sampling. In this research, the researcher will use probability sampling technique.

Data collection was obtained through individual supervision techniques

by the principal and individual techniques and teacher abilities.

The research procedure consisted of two cycles and the stages were Cycle I and Cycle II.

III. RESEARCH RESULTS AND DISCUSSION

At the end of the 2017/2018 school year, the researcher noted the teacher who deposited the learning tools to be signed. The results of the calculation of the learning tools collected can be seen in the following figure:

No	Mata Pelajaran	SILABUS					RPP				
		II	III	IV	V	VI	II	III	IV	V	VI
1	Pendidikan Agama Islam	v	v	v	v	v	v	v	v	v	v
2	PKn	v		v	v	v	v	v	v	v	v
3	Bahasa Indonesia	v	v	v		v	v	v	v	v	v
4	Matematika	v	v		v	v	v		v		
5	Bahasa Inggris		v		v	v		v		v	v
6	IPS	v	v	v	v		v	v	v	v	v
7	IPA	v	v	v	v	v	v	v	v	v	v
8	Olahraga		v		v	v		v		v	v
9	SBK	v		v	v	v	v	v	v		v
Jumlah		7	7	6	8	8	7	8	6	6	5

Figure 1. List of Device Deposits

From the table above it is clear that the basic data of teachers who compose learning tools is 58.125%. From the syllabus and lesson plans collected, the writer then conducted a study of the quality of the learning tools collected, especially the syllabus and lesson plans.

In this cycle, all teachers were asked to collect the learning tools. Furthermore, the researchers conducted an analysis and assessment of the quantity of teachers who deposited learning tools, especially the syllabus and lesson plans. From the results

of the researchers' calculations on the number of teachers who collected the syllabus and lesson plans.

In this second cycle, the research continued by analyzing/testing the authenticity of the syllabus and lesson plans prepared by the teacher. The method used is to supervise the class. From the implementation of this lesson plan, it can be seen the authenticity of its preparation.

The results of the reinforcement analysis show that the syllabus and lesson plans that were collected were properly prepared by the teacher concerned. Because there is a match between the scenarios of planning and implementation in the classroom. The suitability data can be seen from the following table:

Table 1. Results of Class I Supervision Assessment

No.	Classification Assessment	Range of values	f	%
A. SYLLABUS				
1	A: Very good	86-100	5	50
2	B: Good	71-85	4	40
3	C: Enough	51-70	1	10
4	D: Poor	0-50	-	-
Total			10	100
Percentage of A and B			90	
B. RPP				
1	A: Very good	86-100	6	60
2	B: Good	71-85	3	30
3	C: Enough	51- 70	1	10
4	D: Less	0-50	-	-

Total	10	100
Percentage of A and B	90	

The results of the analysis of the revised syllabus and lesson plans in the table above show an increase in the quality of the syllabus and lesson plans. Where the quality of A and B increased from 90% and 90%. From this it can also be seen that the number of teachers who collect samples of the syllabus and lesson plans is 100%.

In this second cycle, the research continued by analyzing/testing the authenticity of the syllabus and lesson plans prepared by the teacher. The method used is to supervise the class. From the implementation of this lesson plan, it can be seen the authenticity of its preparation.

Table 2. Results of Cycle II Class Supervision Assessment

No.	Assessment Classification	Range of values	f	%
1	A: Appropriate	76-100	6	60
2	B: Sufficiently appropriate	51-75	4	40
3	C: Less appropriate	26-50	-	-
4	D: Not appropriate	0-25	-	-
Total			10	100
1	A: Suitable	76-100	7	70
2	B: Fairly suitable	51-75	3	30
3	C: Not suitable	26-50	-	-
4	D: Not suitable	0-25	-	-

Total	10	100
Percentage of A and B	90	

From the calculation results in the table above, it can be concluded that the syllabus and lesson plans collected by the teacher are original. This can be seen by the large number of teachers who are able to carry out learning according to the plan made.

IV. CONCLUSION

From the research on learning improvement conducted by researchers, the following conclusions can be drawn:

1. Continuous academic supervision has been scientifically proven to improve teacher competence in compiling syllabus and lesson plans at SD Negeri 017 Muara Bahan Kec. Singingi Downstream. This is evidenced by the increasing number of good teacher syllabuses from 30% to 90% after academic supervision. In addition, the number of good quality lesson plans also increased from 30% to 90%.
2. The steps that lead to an increase in teacher competence in compiling the syllabus and lesson plans include the following steps:
 - a. Announcement of the supervision plan for teachers.

- b. Implementation of individual supervision, where each teacher is asked to present his syllabus and lesson plans to the principal, then the principal provides input on the shortcomings of the teacher's syllabus and lesson plans.
- c. To check the originality of the syllabus and lesson plans prepared by the teacher, the principal supervises the class. This is done to adjust the plans contained in the syllabus and lesson plans with their implementation in the classroom. If appropriate, it can be ascertained,

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