

The Development Of Supervision Model Using Kkg In Improving Professional Abilities Of Primary School Teachers

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Abstract: The work of this innovation is an alternative to overcome the problem of academic supervision that has not been implemented properly. The incompetence of academic supervision by the principal of the primary school is due to the large amount of time that the principal's principal uses to carry out administrative and management tasks so that the task of supervision tends to be neglected. This is due to the absence of administrative staff who can help the principal perform administrative and management tasks. Therefore, an innovation is needed to facilitate the implementation of the principal's supervisory task without overriding administrative and management tasks by developing a Cooperative Professional Development (CPD) model supervision that collaborates with existing teacher competency-building trainings (Teachers Working Group). The work of this innovation is generally designed to produce a product in the form of development of academic supervision of Cooperative Professional Development model based on GFC in Primary School. In particular, the purpose of this innovation is: 1) To know the description of the development of academic supervision model Cooperative Professional Development that can improve the professional ability of teachers in Elementary School. 2) To know the development of academic supervision of Cooperative Professional Development model based on KKG that is valid, practical, and interesting. 3) To know the effectiveness of academic supervision development of Cooperative Professional Development model based on KKG in improving teacher professional ability in elementary school, and 4) To know the principal's response as user model / executor of academic supervision of Cooperative Professional Development based on KKG to be developed. The method of innovation used is the Research and Development (R & D) method recommended by Borg & Gall which is modified by stages, namely: (1) preliminary investigation phase to determine potential and problem, and information gathering; (2) design design phase, (3) test phase validity / feasibility of design design (construction), (4) design phase of the design; (5) the phase of conducting a limited trial, (6) the initial product revision phase; (7) design trial use phases; (8) product revision phase after use; And (9) the design / final product design phase.

Keywords: Development of Supervision dan Teacher Working Group,

A. Introduction

In Law No. 14 of 2005 on Teachers and Lecturers, four competencies must be possessed by

teachers in performing their professional duties, namely: (1) personality competence, (2) pedagogic competence, (3) professional competence, and (4) competence social. Teachers can be said

professional when it meets the elements mentioned above. Therefore, in order for teachers to improve their professionalism other than through the education path teachers need to get coaching in the form of academic supervision conducted by the principal.

Several research results indicate the magnitude of the effect of supervision on the improvement of teacher performance both in order to improve the quality of learning in public schools and teachers in vocational schools (Kent, SI, 2001, Sailesh Sharma, Marohaini Yusoff, et al (2011), Wildawati, Kandar, et al, 2010).

Supervision carried out by the principal emphasizes on professional guidance of teachers that is more directed towards improving the process of education and teaching. Therefore, in order for teachers to be able to carry out the tasks that are their responsibility, it is necessary to always get refreshed in order to improve their professional skills in the form of technical assistance. One form of assistance that can be provided is assistance in the form of academic supervision which is the responsibility of school principals and school supervisors.

One of the supervisory activities that can be done by the principal to improve the learning process is academic supervision. Glickman, Gordon & Ross-Gordon (Prasojo and Sudiyono, 2011), argued that academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives.

The fact shows that the implementation of academic supervision has not run properly. This is in accordance with the results of research conducted by Saleh (2016) that the implementation of academic supervision, especially assistance and guidance of principals to teachers for aspects: (1) Learning planning is still low or equal to 44.16%, (2) Preparation of learning is still low or equal to 43.67%, (3) The evaluation of learning result is also still low or equal to 45.05%, and (4) follow

up of result of moderate supervision or equal to 50.45%).

There are several factors that have not maximized the implementation of academic supervision as the results of research conducted by Saleh (2016), among others: 1) Still lack of understanding of the principal about supervision. 2) The principal spends more time doing administration than supervision. This is due to the absence of administrative staff in primary schools who can assist principals to carry out school administration tasks. 3) Supervision is done just check the preparation of teaching and class administration. While the guidance related to the improvement of learning process less implemented.

To help overcome these problems, it is necessary strategy for the principal to perform the maximum academic supervision. One strategy that can minimize the problem of academic supervision is through the development of an academic supervision model in accordance with local characteristics, namely Cooperative Professional Development (CPD) model.

Allan Glatthorn (Kadim, 2013) suggests that the supervisory model of professional development cooperation in supervising teachers is a model played by teachers in a collegial manner that agrees to work together in improving professional skills. In Indonesia, the CPD model is better known as continued professional development. This model needs to be well designed to avoid any connotation that teachers supervise teachers. CPDs are seen as non-evaluating and non-strict tools for teachers to help each other collegially. Professional development cooperation as a moderate process by two or more cooperating teachers to develop their professionalism, by visiting each other's classes, giving each other feedback and exploring learning problems.

The form / type of CPD model that can be developed by the author depends on the principal and teacher in the team as well as the situation and

condition of the study site, among others: (1) clinical supervision in turn, (2) discussion of learning innovations, (3) Visiting, and (4) sharing overcoming learning problems. The four types provide opportunities for teachers to give informal feedback and discuss learning issues.

In order for the implementation of academic supervision to be executed by the principal effectively without neglecting other basic tasks such as duties in the field of administration, management and entrepreneurship, then put forward a collaboration with the existing profession and existing teachers. One of the institutions as a forum for assembling primary school teachers to develop their skills, both professional and pedagogic skills, is the Teachers Working Group (KKG). Thus, the CPD model in academic supervision is considered feasible to be collaborated with KKG activities.

CPD model is when collaborated with KKG activities then the writer is supposed to help solve the problem of supervision that has been experienced by the principal because supervision model cooperative professional development (CPD) is a supervision model that is only facilitated by the principal through a process that is formulated moderately by Two or more teachers who agree to work together to cultivate and develop their professional abilities.

Based on the above background, the authors are interested to examine the possibility of developing academic supervision cooperative professional development model (CPD) based Teachers Working Group (KKG) in Elementary School.

B. Basic Concepts of Cooperative Professional Development (CPD) and Teacher Working Group

1. Supervision Model Cooperative Professional Development (CPD)

Strategy that can be used so that the principal can perform the maximum academic supervision and can minimize

the problem of academic supervision through the development of an academic supervision model in accordance with local characteristics, namely Cooperative Professional Development (CPD) model. Allan Glatthorn (1984) cited (Kadim, 2013) suggests that the supervisory model of professional development cooperation in supervising teachers is a model played by teachers in a collegial manner that agrees to work together in improving professional skills. In Indonesia, the CPD model is better known as continued professional development.

This model is designed effectively to avoid the connotation that teachers supervise teachers. CPD are seen as non-evaluating and non-strict tools for teachers to help each other collegially. Professional development cooperation (CPD) is defined as a moderate process by two or more cooperating teachers to develop their professionalism, by visiting each other's classes, giving each other feedback and exploring learning problems.

On the other hand, Glatthorn (1987) mentions that: Cooperative Professional Development is a process by which teams of teachers work together for their own professional development. On the other hand, 5 (five) types of Cooperative Professional Development are proposed: (1) Professional Dialogue; (2) Curriculum Development; (3) Peer Supervision; (4) Peer Coaching; And (5) Action Research."

The above-mentioned model is able to help solve the problem of supervision that has been experienced by the principal because supervision model cooperative professional development (CPD) is a model of supervision that is only facilitated by the principal through a process that is formulated in moderation by two or more teachers Who agreed to work together to grow and develop his professional skills.

2. Basic Concepts of Teachers Working Group (KKG)

The development of teacher professionalism that is being celebrated thus provides an opportunity for supervisors (principals and supervisors) to jointly carry out sustainable teacher-building efforts through various ways including professional development of teachers by engaging in Teacher Working Group (KKG) activities.

The Teachers Working Group (KKG) is a container formed by teachers facilitated by the government for the development of a professional teacher's profession (Mulyasa, 2013: 148). Mulyasa also pointed out that KKG is a communication forum for teacher work, from teachers, by teachers, and for teachers. In addition, Teachers Working Group (KKG) can be interpreted as a forum for professional development of elementary school teachers who are members of the school cluster. Based on the above opinion it can be concluded that the KKG is a working group formed and facilitated by the government intended to enable teachers to jointly develop their abilities especially related to the learning process.

The scope of KKG activities according to Mulyasa (2006: 145) are: 1) problem solving learning, 2) problem solving related to learners' learning difficulties, 3) problem solving related to parents of learners, 4) problem solving related to the school committee, 5) problem solving related to the community, 6) problem solving faced by teachers including curriculum development, syllabus, lesson planning plan (RPP), 7) problem solving related to the implementation of learning according to Standardized processes, 8) problem solving related to simulation materials, 9) problem solving of School Management Information System (MIS) related to informative delivery is important to be known to teachers and other education personnel, and 10) problem solving related to learning evaluation.

The purpose of the KKG according to Mulyasa (2013: 140) is to solve various problems related to the main tasks and functions of teachers in

schools, is also a forum for togetherness of teachers in determining the planning, implementation, and assessment of learning. Thus it can be understood that the purpose of KKG implementation is as a forum to develop professional skills continuously in order to solve problems in improving the quality of learning as well as a forum for gathering teachers to jointly develop planning, implementation and evaluate learning outcomes

C. Some Supporting Research Results

There are several results of studies related to the implementation of supervision, especially academic supervision in order to improve the learning process, namely:

1. Duggan, Smith and Thomsen (2009) in his research entitled "A monitoring and evaluation framework for transformative change from sustainability programs in secondary schools" Results of the research concluded that it takes an effort to develop develop monitoring and evaluation in order to determine whether the performance of teachers Is good or not.
2. Lucy Steiner and Julie Kowal (2007) in his research entitled "principal as instructional leader Designing a Coaching Program That Fits." The results of these studies concluded that school leaders to focus on the managerial aspects and their supervision by the principal to the teachers to monitor Their performance.
3. Muslihah (2014) in his study entitled Contributions Supervising Principal of Professional Teacher Development Model Against National High School Banten province concluded that the supervision of the school principal development model contributes to the professionalism of teachers. Thus, the implementation of the principal's supervision of the development model becomes a factor that can determine the high level of professionalism of teachers.

4. Pratama (2014) in his research entitled Identification Benefit Teachers Working Group (KKG) In Supporting Primary Teachers Pedagogic Competence Cluster Diponegoro Pituruh In District Purworejo concluded that: KKG activities helpful in supporting the pedagogical competence of elementary school teachers in the cluster Diponegoro. Implementation of simulation learning in KKG kemampuann teachers can improve the understanding of learners, learning implementation, and overcome the difficulties of student learning.

D. The Need for the Development of KKG-Based Supervision Models

One of the factors affecting teacher professionalism is coaching by the principal through supervision. This is in line with the view that one of the extrinsic factors that contribute significantly to work motivation, achievement, and professionalism of teachers is the principal's supervisory services (Mark, Stoops and King-Stoops, 1991). Peter (1994) states, that the low motivation and achievement of teachers that affect the profession of teachers can not be separated from the low contribution of principals in fostering teachers in schools through supervision activities.

Based on the results of research conducted by Saleh (2016) in Bone regency of South Sulawesi shows that the implementation of academic supervision has not run as expected. The implementation of academic supervision, especially the assistance and guidance of the principal to teachers for aspects: (1) Learning planning is still lace or equal to 44.16%, (2) Preparation of learning is still low or equal to 43.67%, (3) Assessment of learning outcomes are still Low or equal to 45.05%, and (4) Follow-up of moderate supervision results or 50.45%).

Based on the results of the above research, it is necessary to do innovative

steps to find a solution so that the implementation of supervision can be carried out by the principal effectively, efficiently and practically. One of the efforts that the writer considers to solve the problem of supervision experienced by the principal is to develop a model of supervision Cooperative Professional Development (CPD) by making Teacher Working Group (KKG) as the basis of supervision activities.

KKG that has been formed so far that serve as a forum for teachers to develop competence assessed not running maximally. Therefore, with the involvement of school principals and supervisors as supervisors provide guidance through supervision programs, then teachers can be more focused in carrying out activities in the KKG forum.

In addition, with the involvement of supervision programs undertaken, the principal can also run the supervision effectively without disrupting other basic tasks, especially tasks in the field of school administration.

E. Development Methods to be Used

The development of the model will be done using Research and Development method which is intended to produce certain product in the form of supervision guidance and some instrument of supervision implementation by the principal, and test the effectiveness of the product. (Sugiyono, 2011) This research is developing a model of KKG-based academic supervision so that it can be applied in supervision activities for elementary school teachers. The supervisory model developed is based on the results of literature review, previous studies of relevant research results, and empirical studies on the need for academic supervision in primary schools, so that the resulting model of supervision of the development outcomes based on their activities is KKG.

In accordance with the purpose, using the method of development is a requirement analysis. To be able to

produce a product in the form of supervisory model of Cooperative Professional Development (CPD) based on KKG is used needs analysis and test the effectiveness of the product in order to function effectively in supervision activities conducted by principal or senior teacher based in KKG forum.

In field trials, participation and cooperation were undertaken by School researchers and teachers in implementing the Cooperative Professional Development (CPD) model based on KKG. This development research determines the form of academic supervision model based on KKG to develop teacher professional competence.

The method of development used refers to the stages of R & D method by Borg & Gall (1989) modified by stages: (1) preliminary investigation phase to determine potential and problem, and information gathering; (2) design design phase, (3) test phase validity / feasibility of design design (construction), (4) design phase of the design; (5) the phase of conducting a limited trial, (6) the initial product revision phase; (7) design trial use phases; (8) product revision phase after use; And (9) the design / final product design phase.

F. Conclusion

Based on the description that has been proposed, it can be concluded that academic supervision by principals and primary school supervisors has not run as expected because of the limited time that the principal has to supervise due to the amount of time spent on administrative and management tasks.

Therefore, it is necessary to solve the problem by developing a model of supervision by involving teachers to jointly develop their professional skills, namely the development of Cooperative Professional Development (CPD) based supervision of Teachers Working Group (KKG).

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