Development of Education Supervision Model by High School Supervisor in Indonesian Teaching Teachers in *Kota Medan*

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Abstract: The problems in this study are: 1) How is the implementation of educational supervision by high school supervisors in Indonesian subject teachers in planning learning in the Medan? 2) How is the implementation of educational supervision by high school supervisors in Indonesian subject teachers in carrying out the learning process in Medan? this study aims to: 1) describe the implementation of educational supervision by high school supervisors on Indonesian subject teachers in planning learning in Medan. 2) describe the implementation of educational supervision by high school supervisors in subject teachers in Medan. This stutudy uses qualitative methods. The researcher is the main instruments.Observation, interview, and document study are the techniques to collect data from high school supervisors and Indonesian subject teachers. The results of ths study are: 1) The implementation of academic supervision in planning learning is done by individual and group techniques. Individual techniques are carried out in a personal way. The teacher meets the school supervisor in the principal's office or in the teacher's room. Supervision by initiating school visits through the principal. Coaching is given if there are deficiencies or problems in the planning of learning made by the teacher. Group discussion technique is done by gathering sub-rayon teachers to be given guidance, but if the supervisor who fosters in the school is an Indonesian supervisor, coaching is given individually. 2) The implementation of educational supervision by high school supervisors in implementing learning using conventional models with an innovative approach. Supervision is done by making visits to the class by assessing how to teach the teacher. This is the reason why the school supervisors does not fully used the principles of proper supervision such as scientific discipline.

1   INTRODUCTION

Teachers are an important key in the success of improving the quality of education. The problem of education quality basically concerns the quality of teaching carried out by the teacher. A teacher is said to have good teaching quality, meaning he has worked professionally because if the teacher has adequate competence. This means that the competencies must be intact. A person cannot work professionally if the teacher fulfills one of the competencies among the many competencies required. Those competencies are pedagogical, personal, social, and professional competencies. However, the competencies that are very calculated as a teacher in the learning process are pedagogical competencies and professional competencies. Teachers are an important key in the success of improving the quality of education. The problem of education quality basically concerns the quality of

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Talking about teachers is inseparable from regulations that protect them. This is regulated in the regulation of the Minister of National Education (*Permendiknas*) Number 16 of 2007 concerning the standards of academic qualifications and teacher competency. Inside it asserted that every teacher must meet the standards of academic qualifications and teacher competencies that apply nationally.

Teacher's academic qualifications have at least a bachelor degree (S1) or four Diploma (*D-IV*) education. Whereas pedagogic competence, competence, personality, social competence, and professional competence. But in reality teacher competence is still low. Teacher competency is still far from the standard set. How the quality of education will increase if the competence of the teacher is still less than expected. The importance of teacher competence in the city of Medan is very low. Based on data from the North Sumatra Education Quality Assurance Agency (*LPMP*), the 2013 Teacher Competency Test (*UKG*) score for high school teachers averaged 53,635 with details of 55.48 for public teachers and 51.79 for private teachers, and in 2014 *UKG* scores were obtained with an average of 56,355 with details of 57.81 for public high school teachers and 54.90 for private high school teachers. In particular, the UKG value for clump teachers in language subjects is also low. The UKG value of Indonesian language subjects can be averaged to 60.75. But actually if traced deeper, UKG participants in 2012 and 2013/2014 were different teachers. Most of the participants who joined UKG in 2012 were still teaching but probably were teachers who had longer teaching periods than teachers who joined UKG in 2013/2014.

The above is a description of the competence of Indonesian Language teachers who are still low. The low competence of Indonesian language teachers is actually a scourge for the world of education, especially learning Indonesian in schools. Indonesian language subjects are very important because language is a means of thinking for humans. The importance of Indonesian can also be known in the Indonesian book by (Mahsun in the Ministry of Education and Culture, 2013) which says that the preservation of Indonesian is on the list

School lessons because of the importance of the existence of Indonesian as a unifier and bearer of knowledge. In addition, Indonesian Language is also regulated in the 1945 Constitution. This indicates that Indonesian Language teachers must have adequate competence so that the objective of the Indonesian Language subject in the list of subjects in the School can be achieved.

The problem of Indonesian language teacher competence in addition to government responsibility is the duty and obligation of school supervisors, especially supervisors in the family of language subjects. It was as stipulated in the Minister of Education Regulation No.12 of 2007 recognizing the competencies that school supervisors must have, namely Educational Supervision. Some of them are guiding teachers in preparing learning implementation plans (*RPP*) for each subject in relevant subject groups in similar secondary schools and guiding teachers in carrying out learning / guidance activities in classrooms, in laboratories and in the field for each subject in the clump relevant subjects in similar Middle Schools.

Therefore school supervisors must master teacher competencies. The shortcomings and advantages of teachers in carrying out their main tasks must be overcome through training/ guidance by the school supervisor. The activity of fostering a teacher is part of academic supervision. This means that teacher competence becomes the main goal for school supervisors in supervising Education. In supervising education, school supervisors must at least master the dimensions of educational scientific substances that are indispensable for improving teacher professional abilities, especially in implementing effective learning. Effective learning characterizes a quality or quality of education and learning. If learning is quality it means learning has succeeded. Learning success can be seen from the dimensions of the process and results. What is meant by the dimension of the process in this case is the activity of the teacher in managing the learning component so that it can change the behavior of students in learning better. While the dimensions of the results in this case are the characteristics of students after following the learning process which can be seen from their mastery of understanding the teaching material and being able to apply the material teach in solving problems that are all contained in the value of cognitive (knowledge), affective, (attitude), and psychomotor (skills).

However, in order to create the quality of prior learning, good learning planning is also needed. Because with good learning planning, the learning process is focused, directed, and makes it easier for students to receive learning material. Learning planning is done by arranging a learning implementation plan (*RPP*) after the lesson plan is made, then the teacher conducts learning and evaluating it. Due to the fact that not all Indonesian Language subject teachers are able to prepare lesson plans properly. Forthis reason, the role of the school supervisor as supervision of education is needed as a learning supervisor who should be able to foster teacher skills.

All expectations in creating quality or the success of learning above are not in accordance with reality. If viewed from the dimensions of results, not all high school students / students have mastered and understood teaching materials or not all students

have mastered the graduation standard. Meanwhile, the value of the National Examination (UN) of Indonesian Language subjects of high school students is on average low compared to other subjects, such as biology, mathematics, or physics. Ironically, students who get low scores are mostly from the Department of Language.

The success or failure of students cannot be separated from the role of the teacher, the success of the teacher in teaching and educating is also inseparable from the Education Supervisor who in this case is the school supervisor. For this reason, Education Supervision is an activity that must be carried out by the school supervisor. Keywords in education supervision are not supervision, but assistance to teachers to improve learning. Can also dikatan what is meant by supervision of education is not as an inspection of people who feel versatile (Superior) to people who are considered to know nothing at all (inferior), but Supervbisi education in the form of guidance and assistance provided to all teachers / school staff to develop teaching and learning situations for better work. So that teachers always make improvements in terms of their teaching a subject and increasing the effectiveness of teaching and learning. In line with that Sahertian (Sahertian, 2008, p. 19) explains Supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching. Aedi (Aedi, 2014, p. 16) explains that academic supervision itself is focused on observing supervisors about problems related to academic activities, including things that are directly in the learning activities. Basically academic supervision is not measuring teacher performance but rather as an effort to help teachers develop their professional capabilities. But in its implementation, it is first necessary to conduct an assessment of the teacher's ability, so that aspects can be developed and how to develop them.

The reason for the importance of supervising education is to improve the professional abilities of teachers and improve the quality / quality of learning through a learning process that is good in terms of quality and quantity. This is in line with the results of Glanz et al. (Glanz et al. 2007, p. 2) in the presentation of the Annual Paper Conference of the American Educational Research Association (AERA) in Chicago. He and several researchers concluded that education supervision had an impact on changing teacher teaching behavior and improving student achievement. Therefore this educational supervision activity should be routinely carried out in schools as one of the activities that are

seen as positive in improving the learning process which can ultimately improve student achievement. If the ideal concepts are implemented, it can be expected that the quality of education will increase significantly. Through supervision of education, the teacher's teaching ability to change the behavior of students both in planning, process, and assessment of learning must always be improved considering the development of science and technology (science and technology) requires people to continue learning. If a little is careless in learning, it will miss the development, including students who are taught

Supervision of teachers needs to be carried out continuously in order to update the teacher's professional abilities. The need for this is done not only conceptually justified, but empirically has been proven by the government through the Ministry of National Education which once made guidelines for learning supervision as one of the tools in the guidelines for implementing the curriculum.

1.1 Problem Formulation

The focus of this research was revealed to be the formulation of research problems as follows:
1. How to develop a model for implementing academic supervision by high school supervisors on Indonesian language subject teachers in planning learning in the city of Medan.
2. How is the development of a model for implementing academic supervision by high school supervisors in Indonesian language subject teachers in carrying out the learning process in Medan.

1.2 Research Purposes

From the description of the Problem Formulation above, the objectives of this study are:
1. to find the development of an academic supervision implementation model by high school supervisors on Indonesian Language subject teachers in planning learning in the city of Medan.
2. to implement the development of an implementation model of academic supervision by high school supervisors in Indonesian subject teachers in carrying out the learning process in Medan.

1.3 Definition of Educational Supervision

The history of the emergence of the term supervision began around 1800 in American school schools with the visit of school committee members in order to examine and supervise the learning process, but many teachers were fired on the basis of the examination. This is explained by Neagly and Evans (Neagly and Evans, 1980, p. 2)

The superintendent process began in the American School with a visit of the school committee for "Inspection", starting about 1800. It was improved significantly because of these visits, as the lay persons were main concerned, but many teachers were fired on the basis of these inspections.

The emergence of the term academic supervision in Indonesia is actually in line with the provision of educational administration courses in several IKIP in Indonesia, which are then followed by the administration

Education runs as a student and exam material at SGA/ SPG in the academic year 1965-1966. Before the term supervision appeared, the inspection term first appeared. The word Inspection comes from the Dutch "*inspectie*" which means inspection. This activity was inherited by the Dutch when colonizing Indonesia for approximately 3.5 centuries. In the Dutch colonial era the people who examined the Elementary School called School opziener "which is tasked with examining all subjects in elementary schools that use the Dutch language introduction. While other subjects were examined by the officer they called the inspector.

Supervision like the old model above reflects the notion of supervision in terms of etymology, super interpreted as above, while vision is interpreted as seeing. Thus supervision means looking from above. This indicates that supervision practices lead to more inspection, owners, and supervisors.

The supervision carried out by inspecting was not only found in Indonesia. In foreign literature, supervision with an understanding of inspection is also found. As stated by Gwyn in Imron (Imron, 2012, p. 9) as follows: "Supervision is originating from the inspection of school and its major emphasis on about 1920".

Imron gives an understanding that supervision of old-style learning (inspection) can make teachers feel afraid, not burdened in carrying out their duties and feel threatened by security when meeting with supervisors, not encouraging teachers to advance. This resulted in all educational renewal activities, including curriculum renewal, which was carried out with the direction of time, costs, and energy can be in vain.

1.4 Supervision Function of Education

Implementation of supervision does not just happen. Therefore, in each supervision activity contained certain intentions are desired to be achieved and it is accumulated in the purpose of supervision. The purpose can function as a direction or guide in carrying out supervision. In addition, it can also be used as a benchmark in assessing the effectiveness of supervision. Sahertian (Sahertian, 2010, p. 19) explains that the purpose of supervision is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn increases the quality of student learning. In line with that, Glickum in Sudjana (Glickum in Sudjana, 2012, p. 56) reveals that the purpose of academic supervision is to help teachers develop the ability to achieve learning goals that must be achieved by students. In this case the meaning implies that the expectation of doing academic supervision is the increase in academic quality carried out by the teacher, namely increasing the knowledge and skills of teaching teachers.

However, it is different from Sergiovanni in Sudjana (Sergiovanni in Sudjana, 2012, p. 56) who considers the purpose of supervision not only to increase the knowledge and skills of teaching teachers but also to increase the commitment and motivation of teachers, because by increasing teachers' abilities and motivation, the learning quota will increase. Clearly the purpose of supervision according to Sergeovanni in Sudjana (Sergeovanni in Sudjana, 2012, p. 56-57) as follows.

1.5 Principles of Educational Supervision

Participation is something that must be guided in an activity. Academic principles are things that must be guided by a supervisor in carrying out guidance to the teacher in improving the quality of learning. The principles of academic supervision according to Sudjana (Sudjana, 2012, p. 59) are as follows:

1. Academic supervision/ supervisor must be able to create harmonious human relations.
2. Academic supervision/ supervisor must be programmed and continuous.
3. Academic supervision/ supervisor must be carried out democratically.
4. Academic Supervision/ Supervisory Program must be integral to other education programs at

school.

5. Supervision/ academic supervisor must be comprehensive.
6. Supervision/ academic supervisor must be constructive.
7. Supervision/ academic supervisor must be objective

In more detailed management, Djajadisastra in Imron (Djajadisastra in Imron, 2011, p. 13) proposes the principles of the supervision of learning to be a fundamental principle is that supervision of learning is seen as part of the whole process of education which is inseparable from the fundamentals of Indonesian national education, namely Pancasila. Starting from the first to fifth precepts must inspire the operation of activities

1.6 Educational Supervision Model

What is meant by the model in this description is a pattern, a reference example of the supervision of applied learning. Asf and Mustofa (Asf and Mustofa, 2013, p. 19) say that understanding supervision models has many advantages for anyone who proposes as an education supervisor. Supervision models include the following:

1.6.1 Conventional (Traditional) Models

The conventional model is a model that is applied to regions that are traditions and cultures of authoritarian and feudal societies. Supervision of schools as supervisors is understood as people who have the power to determine the fate of teachers. Therefore the model is applied by showing supervision behavior in the form of inspections to find fault and find faults, and even often spying on the teacher

1.6.2 Artistic Supervision Model

Aedi (Aedi, 2014, p. 61) says that the artistic supervision model assumes that education is not all scientific which can be run mechanically structured and follows certain procedures this model assumes that education is art. The supervisor in this case wants to make the teacher to be himself invited to work together to exchange contributions to ideas and determine how to make teachers teach well.

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1.6.4 Scientific Supervision Model

The Scientific supervision model in its implementation is super-disseminating questionnaires to students and teachers. After the questionnaire is filled out or answered by students and or peer teachers are collected and processed as well as analyzed until finally the results are used as material for the supervisor's assessment of the performance of the principal, teacher, and school staff.

1.6.5 Clinical Supervision Model

Asf and Mustofa (Asf and Mustofa, 2013, p. 98) say that the clinical supervision model aims to make changes to the behavior, ways and quality of teaching systematic teachers. Some reasons why clinical supervision

2 RESEARCH METHODS

2.1 Location and Time of Survey

The approach used in this study is a qualitative approach with a phenomenological type. As expressed by (Hadi and Haryanto, 2005, p. 13) that qualitative research is often also called ethnographic methods, or impressionist methods, and other similar terms.

Richie in Moleong, (Richie in Moleong, 2012, p. 6) argues that qualitative research is an attempt to present the social world, and its perspective in the world, in terms of concepts, behaviors, perceptions, and problems about the human being studied. Moleong (Moleong, 2012, p. 6) censuses the definition of qualitative research is research that intends to understand phenomena about what is experienced by the subject of research such as behavior, perceptions, motivations, actions, and others. Holistically and by way of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods

Researchers in the phenomenological view according to Moleong (Moleong, 2012, p. 17) try to understand the meaning of events and their relation

to people who are in certain situations. Phenomenology does not assume that the researcher recognizes the meaning of the person being studied by them. Phenomenological inquiry begins with silence. Silence is an action to capture the understanding of something that has been studied. What is emphasized by phenomenologists is the subjective aspect of the perpetrators of people.

This research is intended to find out how the implementation of high school academic supervising teachers at home teaching teachers in Medan city high school. By that, researchers used a qualitative research method to find out the meaning of an action and events that occurred in the background of Medan city high school and the Education Office where the school supervisor was. The actions in question are activities of supervisors in carrying out academic supervision starting from making a program of planning, implementation, and follow-up supervision based on an analysis of the teacher's teaching ability assessment and its inhibiting factors. In the implementation of the program, we will see how supervisors develop the professional abilities of teachers in planning learning. Then see what techniques are used by high school supervisors in fostering teachers as a follow-up to the results of academic supervision.

This research was conducted in the Medan city, namely the environment of the Medan City Education Office and several high schools in the city of Medan which were assisted by high school supervisors in Indonesian language subjects.

3 RESULTS AND DISCUSSION

3.1 Data Exposure

1) Profile of Senior High School Supervisors / Indonesian Language Subjects in Medan City
   a. Medan High School Supervisor Room.
   The Medan High School Supervisory Room is in the Education Office office, namely Jalan Pelita IV No. 77 Medan. The Medan High School Supervisory Room is combined with the elementary, junior and vocational supervisory offices with a small size, not enough to accommodate the number of supervisors, amounting to 67 (six recovered seven). Therefore, the supervisory working group meeting was held at the Education Office Hall located on the second floor.

b. The state of high school supervisor of Indonesian classes in Medan is very limited. The one who became an informant as a supervisor on this mini research was Ms. Dra. Derhana Ida Siregar and Masrida Pasaribu, S.Pd. Both of the Supervisors in their history did not immediately serve as supervisors, but were previously teachers. Ibu Derhana Ida served as Supervisor in 2006. That means she has served as a supervisor for 12 years. Ms. Masnida Pasaribu S.Pd served as the new supervisor at the beginning of 2015. She replaced Mr. Drs. Salmi Efendi, M.Pd, who has retired in sub rayon 04, 09 and 19 Medan city. However, because it is still new, he still changes in the target teachers, namely sub rayon 09 and 20. This means that it still means there are still six months compared to Ibu Derhana Ida Siregar.

c. Supervisory Code of Ethics
   1. In carrying out the task, it is always based on faith and piety and follows the development of fan technology science.
   2. Feel proud to carry out the duties as a school supervisor.
   3. Having high service in pursuing his duties as head of school.
   4. Work with full responsibility in their duties as school supervisors.
   5. Maintain the image and good name as the coach in carrying out the duties as the school supervisor.
   6. Have high discipline in carrying out professional duties as a school supervisor.
   7. Able to display his presence as an officer and a figure that is exemplified.

d. Supervisor's Vision and Mission.
   Vision:
   Faithful and devoted to God, the Almighty, insightful, and knowledgeable, integrity, professional and responsible.
   Mission:
   1. Increasing the knowledge of fellow supervisors through discussion activities that collaborate with other education, principals and teachers on rules and regulations regarding the implementation of education in the Republic of Indonesia.

2. Carrying out monitoring/ supervision of the effectiveness of the implementation of education for the creation of quality education.
3. Carrying out monitoring and guidance for education personnel through a discussion system to encourage the realization of accountable education services.
4. Carrying out supervision on subject teachers, improve professional supervisors and subject teachers.
5. Encouraging the creation of moral, ethical, and responsible supervisors for fellow supervisors, education providers, and managers of education in schools and communities.

e. Supervisory Work Program
   1. Compile the annual program, supervisor of the Medan high school education unit level.
   2. Carry out teacher/ or principal education.
   3. Monitor the implementation of the *US/ UN*.
   4. Carry out a teacher/ or principal's performance assessment.
   5. Carry out evaluation of the results of the implementation of the supervision program.
   6. Compile reports

f. Carry assignment for high school supervisors/ Indonesian language subjects.
   Each working group of the Medan High School Education Supervisors Office works in several sub-rayons. Each group has a *KKPS* chair. Mrs. Dra. Derhana Ida siregar is on duty at the sub-rayon 06 which are consisting of SMAN 6, SMA WR. Suprapman 1 and 2, Medan 1 Muhammadiyah High School, Medan Al Ulum High School, Indonesian Nurul Islamic High School.
   Ms. Masnida Herawati Pasaribu served in sub rayon 09 and sub rayon 20 consisting of SMAN 9 SMAN 20, APIPSU private high school, Darus High School SMA PGRI greetings, Amir Hamzah High School, HangTuahBelawan High School and High School Brigadier General Katamso Medan.

g. The state of the subject for Indonesian Language in Medan City.
   Indonesian Language Teachers in Public High Schools in Medan City consist of 112 teachers while private high school teachers in Medan City consist of 201 teachers. It means that all Indonesian Language subject teachers in Medan city are 313 teachers. It is very different from the number of language supervisors that is only 4 people.

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