The Improvement of German Teacher Competence in Making Lesson Plan Through Academic Supervision Workshop Techniques in State Senior High School Binjai,

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Abstract: *The purpose of this study is to determine the improvement of German teachers competence in preparing the lesson plan (RPP) of the 2013 curriculum through the academic supervision of workshop techniques in the State Senior High School Binjai. The subjects of this study were German teachers in State Senior High School Binjai, as many as 5 people. Subject is determined by purposive. To achieve the purpose of this study was used a school action research with two cycles. The data were collected using a research instrument consisting of "interview guide, match list, and observation sheet". Data were analyzed using descriptive analysis techniques. The results showed that there is a significant increase on the competence of teachers in preparing the RPP Curriculum 2013 by using academic supervision workshop techniques on the first cycle that belong to enough category with the value of 74.1 and on the second cycle belonging to good category with the value 88 .. Based on the findings on the results of the study concluded that the competence of teachers in preparing the RPP will increase if supervisors provide good supervision by using the supervision of academic workshop techniques because this technique emphasis is more on the activities and skills development, and it used many principles which were related to adult learning (andragogy), proved by the increasefromcycleItocycle*
Keywords: *Teacher competence, curriculum, academic supervision, workshop techniques, Lesson Plan*

I. Introduction

To improve the quality of education in Indonesia it is necessary that educators are really professional in their field, and willing to work hard in implementing quality learning process as well. A professional teacher in his or her field must be able to design and develop a complete, systematic and appropriate lesson plan (RPP) for learners involved in the teaching and learning process in the classroom, so that they can actively participate in the teaching and learning process, and will ultimately impact on the objectives the end that you want to achieve in the learning process, which certainly would be much better than not well planned and mature at all. The main purpose of preparing the RPP itself is to find out what steps can be implemented by teachers in order to plan a complete and systematic learning, so that later created qualified graduates, as expected. Basically, the teacher has three main tasks in carrying out his duties in education, namely: (1) planning learning; (2) implementing learning; and (3) assessing learning. Of the three main tasks of the teacher, then planning learning is a very important fundamental point that must be mastered by a teacher.

Sagala (2012) said that to improve the quality of learning, begins with the preparation of learning plans by teachers embodied by the design of learning or lesson plans. Mulyasa in Fadlillah (2014) stated that RPP was a plan that described the procedures and management of learning to achieve one or more basic competencies set forth in the content standard and elaborated in the syllabus. This is in line with the opinion of Sudjana (2012) which states that it is a big mistake if at the time of execution of teachers do not bring RPP, especially if the teachers do not make RPP. But in fact it was still found in the field of a teacher who does not carry RPP while implementing the process of teaching and learning in the classroom for various reasons, especially for the RPP Curriculum 2013.

Referring to the above opinion it is clear how important the preparation of a complete and systematic RPP in learning because RPP is an activity plan that describes the procedures and management of learning that guide teachers in the learning activities as well as description of student activities related to teacher activities to achieve one or more competencies based on the standard content and syllabus that teachers will apply in learning (face-to-face) in the classroom in one or more meetings.

Based on the result of preliminary assessment survey using RPP Assessment Instrument, it is known that the RPP prepared by German language teacher in Binjai City State Senior High School is obtained by

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average score of 46,4 (62%) which is sufficient category. This indicates that the ability of German teachers in preparing the RPP is still low, it is due to the lack of understanding of teachers on the components in the preparation of RPP.

For more details, the problems faced by German language teachers of State Senior High School (SMA Negeri) in Binjai city can be categorized in several ways, among others: (1) Ineffective supervision received by German language teachers in Binjai city; (2) The supervision technique used in the preparation of the lesson implementation plan is not in accordance with the needs of the teacher; (3) The absence of supervisors who have educational background of foreign language majors, especially German; (4) The curriculum change from KTSP 2006 to the 2013 curriculum is too fast without adequate socialization so that teachers are not ready in implementing the implementation of curriculum 2013.

To help improve the ability of teachers in preparing the lesson plan, there are several things that can be done, such as through academic supervision. In the implementation of academic supervision can be done with group techniques. among others: (1) Teacher Meetings; (2) Workshop / Workshop; (3) Panel discussion; (4) Seminar / Symposium; (5) Demonstration of teaching; (6) Position library; (7) Supervising bulletin; and (8) Professional organizations. Many factors exist, so in this study selected workshop techniques as an effort to improve the skills of teachers prepare the RPP curriculum 2013. Workshop activities were selected because this technique emphasis is more on the activities and skills development, and many use principles related to adult learning (andragogy).

Some of the reasons for choosing a workshop as an appropriate academic supervision technique for teachers include: a workshop is one of the supervision techniques that gives the participants the opportunity to think about their problems, assisted by resource persons, while trying to solve them. Workshop is a learning by using the method of sharing ideas, give each other and receive. Workshop is a group learning activity that occurs from a number of educators who are solving problems through conversation and working in groups.

One function of the workshop is to enlarge, strengthen, and consider participants' skills in group work. This is in line with the statement that the workshop is a meeting of people working together in small groups, usually limited to problems that come from their own (Suprijanto, 2008).

Based on the above explanation, it is believed that the ability of German teachers in the preparation of RPP Curriculum 2013 can be improved by applying academic supervision of workshop techniques. Therefore, by referring to the problems faced by the German language teachers of State Senior High School in Binjai city as mentioned above, the researcher feels the need to conduct an action research entitled "Improving the Competence of German Teachers in Making the Lesson Plan of RPP 2013 Through Academic Supervision Workshop Techniques at State Senior High School in Binjai city ".

II. Method

This research was conducted at State Senior High School 2 Binjai. The time of study was scheduled for three months from May 2017 to August 2017. The subjects of this study are German teachersin Binjai city. The number of teachers who became the subject of this study amounted to five teachers.

The object of this study is the competence of teachers in preparing the Lesson Plans (RPP) through academic supervision workshop techniques. This study used school action research (PTS). The implementation of this study used workshop techniques. This research used research model according Kemmis & Mc. Taggart. This research was designed with a cycle process consisting of four stages: planning phase, doing the action, observation and reflection. The four stages are one cycle where each of these stages keeps repeating until the problem is resolved or the success indicator is achieved. In this study because there were still shortages and had not reached the level of success in the first cycle, so it was continued to cycle II. Data collection techniques used in this research were interviews, observation and documentation. The instruments of data collection in this study are as follows: (a) Interview Guidelines, (b) Checklist, and (c) Observation Sheet on the implementation of academic supervision workshop techniques

Data analysis techniques used in this research is mixing data (mixed data), that is quantitative data is the value of teacher ability to make RPP Curriculum 2013 which analyzed by looking for average value and percentage of success in preparing RPP Curriculum 2013.

1. Quantitative data is the value of the competence of teachers to make Classroom Action Research is analyzed by looking for the average value and percentage of success in preparing the RPP. The data has been collected in the analysis by comparing the data before the action with the data after the action, that is the data of teacher observation results in the implementation of RPP preparation. According to Endrayanto and Harumurti (2014) to determine the acquisition value in each cycle is determined by the formula:

$$Score = \frac{Total\ Rating\ Score}{Maximum\ Score} \times 100$$

With the following criteria:

90 - 100	A	very good (VG)
80 - 89	B	good (G)
79 – 65	C	enough
< 65	D	Less

2. Qualitative data is the data in the form of sentence-shaped information that gives an overview of teacher activity in preparing RPP. Sugiyono (2011: 337) suggests that data analysis can be done with the steps as follows:
   a. Data collection
   b. Grouping data by similar subject matter
   c. C. Data reduction is summarizing, choosing the essentials, focusing on the important things, looking for themes and patterns and removing unnecessary.
   d. D. Presentation of data in the form of tables and graphs.
   e. Inductive retrieval is interpreting the already grouped data.

The determination of teacher success indicator criteria is determined by the researcher herself. This action research is said to be succeed if all participants (100%) are able to develop RPP with a minimum score of 80. In accordance with the opinion of Endrayanto and Harumurti (2014) stating that the value of 80- 89 has good criteria.

III. Result and Discussion

The results of research include observation in cycle I and cycle II to know the competence of German teacher in preparing RPP Curriculum 2013 through supervision of academic technique workshop. The implementation of this activity is carried out by researchers, school supervisors, senior teachers, and vice principals as co-researchers (collaborators). The researcher acts as the main actor in the study of this action. Researchers collaborated with school supervisors, a senior teacher and assistant principal acting as observers who observed all research activities in improving teacher competence to prepare RPP curriculum 2013 through supervision of academic workshop techniques. Based on the initial ability of German language teachers found that there are 4 (four) German teachers who scored under 65 with less category. While 1 (one) person again worth more than 65 or with enough category. These results indicate that the value of initial competence (pre cycles) of German teachers in preparing the RPP of the 2013 curriculum belongs to the less category. Furthermore, academic supervision work done on cycle I workshop.

In the first cycle the obtained value is 278 and the average value is 74.1 with the highest value 81.3 and the lowest value 68. From the table it is known that there is one teacher received a score of 68 (Enough), two teachers received a score of 70 , 6 (enough), one teacher got the score 80 (good), and one person got the value of 81,3 (good). After obtaining teacher competency assessment in preparing RPP 2013 curriculum In the first cycle, the researcher undertook the implementation of the steps of academic supervision activities of workshop and mentoring techniques on the second cycle precisely and focus on detailed explanation of the procedures and appropriate steps in the preparation of RPP curriculum 2013. Cycle II is done aims to improve teacher competence in preparing the RPP 2013 curriculum by studying the difficulties faced by teachers in cycle I.

In the second cycle of the ability of German teachers in preparing the RPP 2013 curriculum through supervision of academic workshop techniques are: 1) for the indicator 1 the identity of the RPP is very good with a value of 100; 2) for indicator 2 the formulation of RPP indicator is very good with value 91; 3) for indicator 3 the formulation of learning objective is very good with value 93; 4) for indicator 4 the selection of teaching materials is good with a value of 89; 5) for indicator 5 the selection of learning resources is very good with a value of 91; 6) for indicator 6 the selection of learning media is good with a value of 87; 7) for indicator 7 the selection of learning model is very good with a value of 90; 8) for an indicator 8 the compilation of a learning scenario is quite good with a value of 82; and 9) for indicator 9 compilation of assessment is good with value 80. After carrying out cycle II, it is known that there is improvement of competence of German teacher in preparing RPP of curriculum 2013. Teacher competence can be increased because real RPP is a handbook that must be owned by a teacher in carry out the learning process so that the learning objectives can be achieved.

Based on the results of inter-cycle action can be seen the increase in the competence of German teachers in preparing the RPP 2013 curriculum in accordance with the predicted success of the action. Based on

the observation and feedback that has been made by the observer, the researcher identifies the advantages / weaknesses in the process of academic supervision action of the workshop technique that has been implemented, namely: the superiority of the process of supervision action of the academic workshop technique is because in the workshop technique is given sufficient knowledge and skill for the teacher to preparing the RPP, especially in the preparation of the curriculum RPP 2013.

The improvement of teachers' ability in preparing the RPP of the 2013 curriculum from initial ability (pre cycles) to the one-to-one cycle is different for each teacher. The highest increase in the Pre cycle to cycle I was experienced by Gr3 which had an additional value increase of 20 from the previous value, followed by Gr2 which had added value as much as 16 from the previous value, followed by Gr1 which increased the value of 13.3 from the previous value , while for Gr5 and Gr4 value added as much as 11.9 and 9.3 from the previous value. For general achievement the increase in value is 14.1 from the previous value that is from 60 to 74.1. While the highest value increase in Cycle I to Cycle II experienced by Gr4 which has value addition of 18 from the value in cycle I, followed by Gr1 which increased value as much as 17,4 from cycle value I. For Gr5 increase as much as 16,1 from value previous. While Gr2 and Gr3 have increased the same value that is as much as 12 of their value in cycle I. Achievement in general has increased as much as 13.9 from the previous value of 74.1 in the first cycle to 88 in cycle II. In general it can be concluded that there is an increase in the competence of teachers towards the better, although the increase experienced by teachers vary. Based on the results of the research, it can be seen that the preparation of the RPP 2013 curriculum, which is one of the most important activities for a teacher in developing pedagogic competence and professionalism, can be done with the help of school supervisor. Because the school supervisor, who is an expert in education, is the most appropriate person to help the teacher.

IV. Tables

Table 1 : The Values of German Teachers Competence in Making Lesson Plan (RPP) Curriculum of 2013

Code of Teacher	Cycle	Score	Notes
T1	Pra	57,3	Less (D)
	Cycle I	70,6	Enough (C)
	Cycle II	88	Good (B)
T2	Pra	65,3	Enough (C)
	Cycle I	81,3	Good (B)
	Cycle II	93,3	Very Good (A)
T3	Pra	60	Less (D)
	Cycle I	80	Good (B)
	Cycle II	92	Very Good (A)
T4	Pra	58,7	Less (D)
	Cycle I	68	Enough (E)
	Cycle II	84	Good (B)
T5	Pra	58,7	Less (D)
	Cycle I	70,6	Enough (C)
	Cycle II	86,7	Good (B)

Explaination:

90 - 100	A	very good (VG)
80 - 89	B	good (G)
79 – 65	C	enough
< 65	D	Less

V. Conclusion

a.   From the results of research and discussion that has been done, it can be concluded as follows:
1. The competence of German language teachers of state Senior High School in Binjai City has increased in the preparation of the curriculum RPP 2013 through the application of academic supervision of workshop techniques. From the average value of the competence of RPP preparation of 2013 curriculum Pre-cycle with value60 increased

2. After performing the action through the academic supervision of the workshop technique in cycle I, it can be seen that from five (5) German teachers there is no teachers (0%) who have very good grades, two (2) teachers (40%) has good grades, and three (3) German teachers (60%) have sufficient value.
3.In the academic supervision work of the second cycle workshop technique is known from 5 German teachers, all teachers (100%) have been able to prepare the RPP of the 2013 curriculum in a complete and systematic manner.

Based on the results of the study, there is an increase in the competence of German teachers in preparing the RPP of the 2013 curriculum through the supervision of academic workshop techniques. This is

due to good interaction between supervisor and teacher through the supervision of academic workshop techniques in helping teachers to identify problems faced by teachers in the preparation of the curriculum RPP 2013 and find the best solution to solve the problem. In other words if the interaction between supervisor and teacher does not occur then result in the low competence of teachers in the preparation of RPP in a complete and systematic, especially RPP curriculum 2013.

The implementation of the workshop has a positive impact on improving the competence of teachers, especially the German teachers in preparing the complete and systematic RPP of the 2013 curriculum. Implementation of this workshop course in addition to improving the skills and competence of teachers in preparing the lesson plan, also can improve the quality of learning by teachers at school.

Based on the findings of the research, the implications and conclusions can be submitted that to improve the competence of teachers in preparing the RPP 2013 curriculum can be applied academic supervision workshop techniques. In this regard, the supervisor may make the following efforts:
1. understand the stages and steps in the implementation of academic supervision techniques workshop. 2. Applying academic supervision of workshop techniques in conducting supervision because the academic supervision of workshop techniques focuses on improving the skills of teachers in preparing the lesson plan, especially the RPP of the 2013 curriculum.

The Head of Education Office of North Sumatera Province should provide more opportunities to attend training for supervisors to broaden their insight about continuous application of academic supervision of workshop techniques, which aims to make the supervisors better understand the procedures for the implementation of good academic supervision and systematically, especially by using workshop techniques . For teachers must improve the competence, especially in improving the skills in preparing the lesson plan so that there is a quality improvement in learning. For further research, it is expected to conduct more in-depth research on academic supervision of workshop technique and to study deeper problems, especially to study the problem of learning in the classroom.

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