

Strategy of Teacher Pedagogic Competence Enhancement Becomes Follow Up Of Academic Supervision of Vocational Supervisor at Lubuk Pakam

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Strategy of Teacher Pedagogic Competence Enhancement Becomes Follow Up Of Academic Supervision of Vocational Supervisor at Lubuk Pakam

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Abstract: Strategy of Teacher Pedagogic Competency Improvement As Follow Up Supervision of Academic Supervisor of SMK in Lubuk Pakam This study aims to determine the strategy to increase pedagogic competence of teachers as a follow-up of supervisor supervision results in SMK Negeri 1 Lubuk Pakam. This research uses qualitative method by applying strategy of action plan development, what strategy implemented by school supervisor in realizing action plan and problem and also solution what conducted by school supervisor in implementing strategy of pedagogic competence improvement of teacher by supervisor. The focus of this research is the strategy of improving teacher competence as follow up Implementation of academic supervision by school supervisor at SMK Negeri 1 Lubuk Pakam. The strategy for the preparation of this action plan is an activity of applying the competence of supervision as the guidance effort done by the school supervisor by giving technical assistance to the teacher in the target schools in carrying out the learning process, which aim to improve pedagogic ability of teachers and improve the quality of learning. Implementation of this competence is done with appropriate supervision approach and carried out continuously through the stages of pre-observation, observation of learning, and post-observation. Based on the implementation of the strategy implemented by the school supervisor is to apply the making of modules and making LKS for productive teachers majoring in Computer and Network Engineering, this implementation is expected to improve teacher competence. Therefore, it is necessary to supervisory role to make action plan as a strategy to increase pedagogic competence of teacher through implemented strategy through module and LKS post academic supervision, the strategy have direct influence in increasing pedagogic competence of TKJ productive teacher in SMK Negeri 1 Lubuk Pakam.

Keywords: Supervision, Action Plan, Strategy, Pedagogic Competency

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I. Preliminary

According to Law no. 14 of 2005 on Teachers and Lecturers there are 4 competencies that must be mastered by a teacher that is (1) Pedagogic Competence, pedagogic competence is the ability that must be possessed by teachers regarding the characteristics of learners seen from various aspects such as physical, moral, social, emotional, and intellectual. This implies that a teacher must be able to master learning theories and educational principles that educate because learners have different characters, traits, and interes. With regard to curriculum implementation, a teacher should be able to develop a curriculum at the individual educational unit level and tailored to local needs.

The competence of qualified teachers is very important and become the basic requirement that becomes the absolute requirement for a teacher. This is because the teacher's Human Resources are potentials that are assets and function as capital (non-material / non-financial) within the school, which can be manifested into physical and non-physical real potential in realizing the school's existence. School goals and progress will be easily achieved if they have qualified and competent teacher resources. This is because there are still many teachers in TKJ who are still lacking in teaching and even make learning media, because of the 15 teachers there are only 5 teachers who have professional education teachers. Even from some teachers who are still graduated from graduate school, this is seen when the learning process occurs so that the pedagogic competence appears low.

Pedagogic competence is the ability to manage the learning of learners. Still according to Law no. 14 of 2005 on Teachers and Lecturers of pedagogic competence is a skill that concerns the understanding of learners and educational and dialogical learning managers. Substantively these competencies include the ability to understand the learners, design and implementation of learning, valuation of learning outcomes, and development of learners to actualize the various potentials they have. Pedagogic competence is also an ability to manage learning. Associated with pedagogical competency standards, Director General of PMPTK (2012: 42) stipulates that the core competencies that must be possessed by a teacher with guidance on the implementation

of teacher performance assessment include: 1) recognize the characteristics of learners, 2) master learning the 36s and principles of learning that educate , 3) curriculum development, 4) educational learning activities, 5) development of potential learners, 6) communication with learners, 7) assessment and evaluation.

Furthermore, the Director General of PMPTK (26: 71) formulates guidelines for measuring pedagogic competence, namely: 1) preparing assessment tools in accordance with the learning objectives (RPP); 2) carrying out assessments; 3) analyzing assessment results; 4) utilizing inputs from learners and reflecting, 5) utilizing the results of the 12 assessment as the preparation of the next learning design. Furthermore, Depdiknas (2004: 9) said "pedagogic competence includes professional development, insight understanding, and master 35 academic study materials". The development of the profession includes following information about the development of science and technology that supports the profession through various scientific activities, transforming the textbooks / books, developing various 12 dels of learning, writing papers, writing / composing lessons, writing textbooks, writing modules, writing scientific papers, scientific 12 esearch (action research), finding the right technology, making props / media, creating artwork, attending accredited training, attending qualification education, and following curriculum development activities.

In this case to help teachers, of course a supervisor is required to have a quality that is ideally 'beyond' the teachers he mentors. In other words, a school supervisor is required to have adequate qualifications and competencies to be able to perform its supervisory duties. Based on the above matters, the task of school supervisors plays an important role to contribute and attention to improving teacher performance in order to provide information and report on the results of supervision achieved in each supervisor's supervised schools.

Esteban, (2013) states that the development of supervisor supervision supervision competence is essentially an effort to improve, change, and / or improve the work ability of supervisor in the academic field, ranging from skills related to knowledge, skills and work attitude in carrying out related tasks with supervisory function. The highly emphasized aspect of the development process is the improvement of the previous state; a change to a better direction and; there are improvements to the deficiencies that have been held for this.

The problems faced now are the lack of supervision of school supervisors on school teachers as well as the role of supervisors in following up the supervision as a task in school after supervision is done. This causes the pedagogic competence of teachers does not increase, so it needs to be improved with the strategy of increasing the competence of the teacher. The result of this interview is also explained by Korwas SMK Deli Serdang during pre interview, he said that the declining quality of vocational education in Deli Serdang is a lack of implementation of Academic supervision conducted by a supervisor so that teacher pedagogic comp 31 ice decreased. Even supervisors have less participation in improving teacher competence after supervision. Based on data from the Ministry of Education and Culture directorate of teachers and education personnel (2014) stating that teacher pedagogic competence is low can be seen in the graph below:

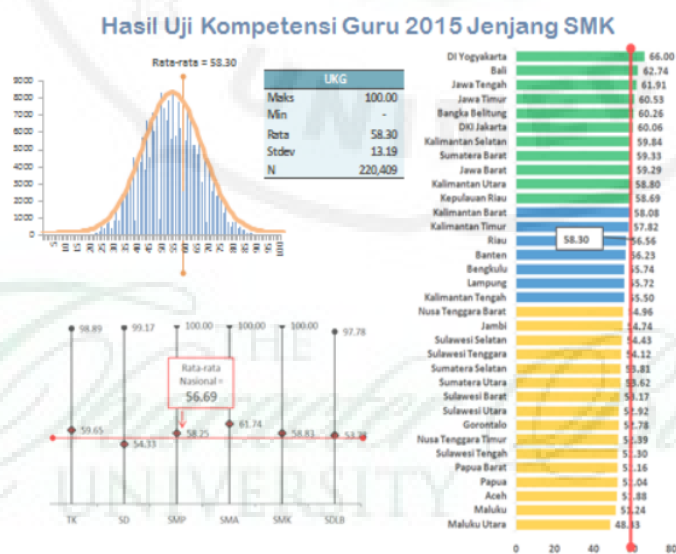


Figure 1.1 Results of the UK by 2015

Furthermore, Sumarna Supranata (2015) said that based on the results of the following UKG data can be seen the result of low pedagogic competence of teachers are:

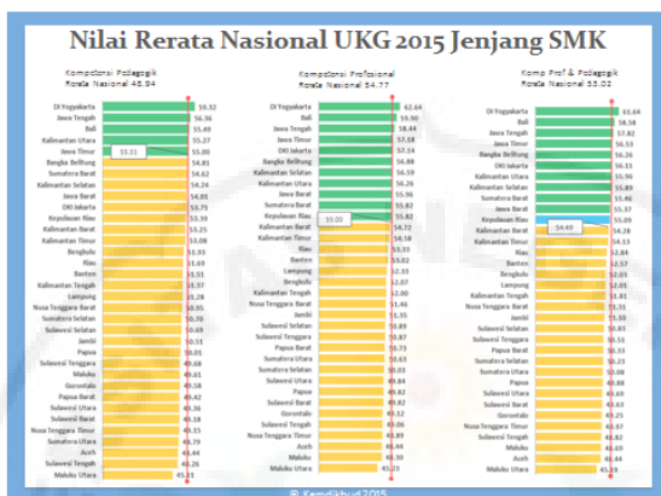


Figure 1.2 Results of UKG by 2015

On the other hand, many people expressed the need for and the importance of educational reform, but very few people are looking for a way out of the problem of the declining quality of education, especially the vocational education supervisor who is known to attend sitting and go home, besides from the teacher's opinion said that the supervisor is also confused do what when he got in school. In relation to the above issues, it is necessary to follow up the guidance and supervisory strategies implemented in the school after supervising the implementation of school programs that have been prepared by the school and the achievement of school profiles in accordance with the national standard of education. The results of supervision need to be followed up in order to give a real impact to increase the professionalism of teacher competence so that teachers can be more empowered its performance, for that a supervisor should implement what strategy should be done so that the result of evaluation Supervisi produce tangible results for the world of education in SMK especially on teacher. Because through the action plan of learning and implementation in the classroom can be known levels of ability and performance of teachers in running their profession by a school supervisor.achieving teacher competence that includes: (1) competency of learning management and educational insight, (2) programmatic academic competency according to the learning material, (3) professional development, the school must carry out the guidance to the teacher either through works shop, discussion and supervision programmed academics. Guidance on teachers should be done in a sustainable manner so that teacher performance and insight can be observed so that teacher competence is expected to increase. In this case it is necessary to examine what strategy is performed by a supervisor as a follow-up post supervision by supervisors SMK Deli Serdang District as an effort to improve the competence of teachers in monitoring the implementation of work programs and achievement of a quality school profile. From the above explanation can be seen that teacher pedagogic competence is low, hence role of supervisor of background of teacher competence to increase, hence need to look for solution of a strategy that can give improvement of teacher competence. From this research is expected to produce a good strategy after the implementation of supervision conducted by school supervisors to produce professional supervisors and competent teachers.

II. Research Methods

This research was conducted at Vocational School (SMK) Negeri Lubuk Pakam District Deli Serdang Regency, where teacher and supervisor as research object. The author chose this place based on consideration of ease in obtaining data, research location close to the researcher, and in accordance with the ability, both time and also fund limitations. This study was conducted from March to June 2017. The population in this study were all teachers of SMK Negeri Kecamatan Lubuk Pakam Deli Serdang Regency majoring Productive TKJ This research uses qualitative research method, and data collecting technique. The research data collected includes teacher activity and school supervisor in learning, activity or performance of teacher in delivering material, and follow-up of supervisor after academic supervision. The data were collected by documentation and interview. In this research, used data collection instrument in the form of interview, observation and discussion.

In this research use credibility test data or trust to data result of research done with extension of observation, improvement of perseverance in research, triangulation, discussion with colleague, negative case analysis and member check.

III. Result And Discussion

Based on the results of analysis of research data that has been done, shows that the preparation of action plans by supervisors is needed as a first step in making work programs school supervisors. Academic Supervision is a series of school supervisory activities in developing teachers' professional skills in order to improve the quality of learning by conducting coaching based on the results of the assessment of teacher teaching skills previously done by looking at what the actual teacher needs in improving the quality of learning. From this it means that the essence of academic supervision is on the guidance of supervisors to the teachers built in terms of learning. Discussion on the implementation of academic supervision by school supervisors at SMKN 1Lubuk Pakam is as follows.

Implementation strategy of action plan which carried out during activity is as follows:

- a. Collect information on educational issues about teacher competence after academic supervision and collect the results of their performance.
- b. Collecting data on strategy of teacher competency improvement after supervision of academy by supervisor of SMK Deli serdang
- c. Each teacher makes an RPP based on two basic competencies on TKJ Productive subjects then create a Module based on KD and followed by teaching materials.
- d. The teacher's work on two vocational competencies in RPP, modules and teaching materials that have been taught are collected.
- e. Evaluating the performance of teachers who follow the implementation strategy, then Waka curriculum evaluates the teacher's performance results whether good or poor.
- f. The teacher presented the work of making the RPP, Module and LKS as a feasibility study on Productive TKJ teachers.

The making of this action plan due to the need for a strategy conducted by supervisors to improve pedagogic competence of teachers. In the action plan, the discussion is always referring to the preparation of RPP as a follow-up which is expected to improve teacher pedagogic competence. Action Plan is implemented in SMKN 1 Lubuk Pakam in front of teachers of SMK Productive TKJ.

Every supervision implementation needs to be acted upon to have a real impact on improving teacher professionalism. School supervisors who are assigned to foster teachers at SMKN 1Lubuk Pakam also follow up on the results of the academic supervision that has been done. The capabilities teachers must have regarding the aspects observed in the solution of the problem are:

1. a. Mastery of the characteristics of learners from the physical, moral, social, cultural, emotional and intellectual aspects.
- b. Mastery of learning theories and principles of educational learning.
3. c. Able to develop a curriculum related to the field of development that is experienced.
- d. Organizing educational development activities.
- e. Utilizing information and communication technology for the benefit of organizing educational development activities.
2. f. Facilitate the development of potential learners to actualize various potentials.
- g. Communicate effectively, empathically, and well mannered with learners.
- h. Conduct assessment and evaluation of learning processes and outcomes, utilizing assessment and evaluation results for learning purposes.
- i. Take reflective action to improve the quality of learning. PermenPAN and RB No: 9 Year 2011 and State Minister of Administrative Reform and Bureaucratic Reform III - Consolidated Steps of Action Program and Bureaucracy Reform Program 3/2/11 6:44:10 PM State Minister for State Apparatus Empowerment states the steps in making program action plans: (1) Understanding the substance of outcomes and outputs of each program and activity; (2) Understanding the linkages between programs and activities of action plans; (3) Establishing the level of program completion and action plan activities; (4) Create an action plan for any programs and activities that have been, are being and will be implemented with a clear timeframe by the Ministries / Institutions and Local Governments; (5) Consolidating all program and activity action plans into reform roadmaps. From the above opinion can be concluded that the planning is a number of activities determined previously to be implemented at a certain period in order to achieve goals

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MEASURABLE The Action Plan Maker must be able to provide indicators of success (which can be replicated) of activities / activities to be performed. For RA Makers who choose to do the method of delivering the materials in the classroom, one example of the indicators that can be used is the number of participants and the level of absorption of the material by the participants.	MEASURABLE The Action Plan Maker must be able to provide indicators of success (which can be replicated) of activities / activities to be performed. For RA Makers who choose to do the method of delivering the materials in the classroom, one example of the indicators that can be used is the number of participants and the level of absorption of the material by the participants.
ACHIEVABLE The RA creator should be able to identify factors that can make the RA implementation achieve success indicators. Funds / finances and support from superiors are examples of factors that will affect the successful implementation of RA	ACHIEVABLE The RA creator should be able to identify factors that can make the RA implementation achieve success indicators. Funds / finances and support from superiors are examples of factors that will affect the successful implementation of RA
RELEVANT The RA creator must be able to identify the linkage between the activities / activities to be performed with the organization and work interests.	RELEVANT The RA creator must be able to identify the linkage between the activities / activities to be performed with the organization and work interests.
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set. Planning by Bintoro Tjokroaminoto in Husaini Usman (2009) is the process of preparing activities systematically to be one to achieve certain goals. Prajudi Atmosudirjo in Husaini Usman (2009) also argues that planning is the calculation and determination of something that will be executed in order to achieve certain goals, who does, when, where, and how to do it.

From these meanings it can be concluded that planning is the activities to be carried out in the future, to achieve the objectives and in the plan contains several elements, including a number of pre-determined activities, the process, the results to be achieved, and the future in a certain time. Implementation and supervision including monitoring, assessment and reporting are elements that can not be separated from planning.

Stages of action plan preparation:

1. Identify the potentials and problems associated with the managed area
2. Identification of stakeholders related to the managed area.
3. Analysis of potential issues and issues
4. Develop a regional management plan
5. Implementation Plan
6. Monitoring and Evaluation Plan.

Each filling in the action plan table is required SMART. SMART is one of the measuring tools of a planning and work plan commonly used by management practitioners. Pedagogic competence is an ability that teachers should have regarding the characteristics of learners seen from various aspects such as physical, moral, social, cultural, emotional, and intellectual. that a teacher should be able to master learning theories and principles of educational learning because learners have different characters, traits, and interes. The capabilities teachers must have regarding the aspects observed in the solution of the problem are:

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- h. Conduct assessment and evaluation of learning processes and outcomes, utilizing assessment and evaluation results for learning purposes.
- i. Take reflective action to improve the quality of learning.

IV. Conclusion

1. Planning the implementation of academic supervision at Vocational Secondary School Negeri 1 Expertise Field Computer Technology and Networks in Lubuk Pakam the organization has been done well. School supervisors' activity plan has been prepared by the research and development team of KKPS SMK Kota Lubuk Pakam. However, the process of formulating action plans by school supervisors is still not understood by school superintendents. The process of preparing an action plan is: (1). Identify potentials and issues related to the managed area, (2). Identification of stakeholders related to the managed area, (3). Analysis of potential issues and issues, (4). Develop a regional management plan, (5). Implementation Plan, (6). Monitoring and Evaluation Plan. The planning of program implementation of supervision in the form of action plan is very helpful for school supervisor performance because it is made at the beginning then supervisor can break down various goals or main objectives that answer problem statement, objective, activity, until tasks execution related activities changes we will make.
2. Follow-up of academic supervision result conducted by school supervisor is in the form of discussion discussing result of observation and assessment which have been done by supervisor. The school superintendent also provides suggestions and suggestions for future improvements. However, there is no strategy implemented by school superintendents in realizing the action plan. This strategy when implemented will have a clear direction on the beginning and end of the change. Implementation strategy Action plan can also represent dynamic change process. If necessary we can also accommodate changes as new information arises. In this case the need for a strategy that is implemented to improve the competence of teachers, so that from the field observation can be concluded the competence of the teacher increases. Solutions and problems that school supervisors have done in implementing competency improvement strategies can be made in the form of simple action plan information data. Any problems that arise during the implementation process of the teacher's competency improvement strategy can be resolved well after the teacher's supervised development record, important notes for follow-up or special treatment of teachers who have not been developed after being supervised are recorded in the information data of the problem. From this note later the school supervisor can determine the action plan of academic supervision actions that will be done on the next process and understand the problems and implementation solutions.

V. Implications

As a contribution to the success of the implementation of the strategy of improving the competence of teachers as a follow-up of the results of academic supervision conducted by the Supervisor of Schools in State Vocational High School of Computer Engineering and Networking in Pakam, the researchers put forward some suggestions as the result of this study are as follows: 1. For the Head of Office, in succeeding the implementation of academic supervision. Such support includes: (a). Conduct recruitment of school supervisor based on competence test and educational background of school supervisor. (b). Divide the scope of duties of school supervisors into supervisors of educational units and supervisors of clusters of competency skills. (c). Evaluate and follow up on academic supervision reports made by school superintendents on a regular basis. (d). Perform regular technical guidance in the form of training, training and other forms of coaching to improve the competence of school supervisors. 1. For the Supervisory Coordinator, it is better to analyze the main problems and needs of supervisors in Deli Serdang. The school supervisor should also determine a structured guidance step against the school supervisor. 2. For School Supervisors, it is better to analyze the main problems and needs of teachers in schools. The school superintendent should also determine a structured guidance step towards their supervised teachers. 3. For Teachers, material evaluation of SMK teacher performance in Deli Serdang District, so that it can improve and perfect the ability of teaching so that master the competence. 4. For the next researcher, it is expected to utilize the results of this research as a material of further study in the framework of educational science development especially in the field of education management and human resource development related to educators and education personnel in schools.

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