

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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Analysis of Academic Supervision of Principal to Improve Teachers' Basic Teaching Skills at SMK Swasta Harapan Mekar 2 Medan

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2020

Abstract--This study aims to determine the improvement in teaching skills of teachers at SMK Swasta Harapan Mekar 2 Medan through the academic supervision of the principal. This research was conducted at SMK Swasta Harapan Mekar 2 Medan in the period early August 2020 till September 2020. The subject of the research are those who can provide information related to the data needed in the study, the main informant is the principal and 12 teachers of SMK Swasta Harapan Mekar 2 Medan. This research is a descriptive qualitative research. This research uses data collection techniques, namely the interview method, observation, documentation and data analysis. The data analysis technique used in this study is qualitative analysis that is data has been collected, classified, and processed. The data obtained will be analyzed through qualitative data analysis techniques consisting of data collection, data reduction, data testing, conclusion and data validity test. This research resulted an improvement of basic teaching skills of teachers at SMK Swasta Harapan Mekar 2 Medan.

Keywords—*Analysis of Academic Supervision, Basic Teaching Skills*

I. INTRODUCTION

Academic supervision is one of the main functions of educational administration, namely through control guarantees that learning is carried out correctly and with quality. Therefore, teachers and principal, including school's supervisors must carry it out with full responsibility, so as to create an academic atmosphere in the classroom that is dynamic,

human, and has clear progress with a pleasant atmosphere. The implementation of academic supervision in school is an activity embodiment of the principal's sense of responsibility for one of his duties as a leader in the school, in accordance with the regulation of the Minister of National Education with number 13 of 2007 about the standards of the principal.

According to Suhardan (2010:47) Academic supervision is "to improve the learning process to improve the quality of the process and learning outcomes". Furthermore, Bafadal (2000:115) stated that academic supervision will be able to make teachers more professional if the program is able to develop dimensions of professional requirements or job skills. The implementation of supervision needs to be carried out

regularly and gradually with a clear schedule and program of supervision.

Achievement of the target value of passing students from year to year which is increasing and there are many demands to become a more advanced school, it is the obligation of the principal to carry out supervision so that teachers are more professional in teaching. The purpose of academic supervision is closely related to the goals of education in schools because supervision is basically carried out in order to help the school (teachers) in order to carry out their duties better so that the learning objectives are expected to be achieved optimally. The following are some of the goals of academic supervision according to Prasojo and Sudiyono (2011: 86) "(a) helping teachers develop their competence, (b) developing curriculum, (c) developing teacher working groups and guiding classroom action research (PTK)".

The essence of academic supervision is to foster teachers in improving the quality of the learning process. Therefore the target of academic supervision is the teacher in the learning process, compile a syllabus and lesson plan, selection of learning strategies or methods or techniques, the use of media and information technology in learning, assess learning processes and outcomes as well as classroom action research.

The implementer of this academic supervision is the principal in the professional development of teachers and the implementation of the teaching and learning process through academic supervision. According to the regulations of the Minister of National Education of the Republic of Indonesia with number 13 of 2007 regarding the competency standards of principals or Madrasah it is stated that "One of the competencies that the principal must have is being able to carry out supervision". The role of the principal is very determining the success of teachers and students in achieving an educational goal, meaning that the principal as a supervisor can foster and direct the school through the teacher.

In carrying out its function as a supervisor, the principal must be able to master his duties and carry out his duties properly, responsible for all school activities, regulate the teaching and learning process, regulate matters relating to students, personnel, facilities and infrastructure needed in learning, administration, finance, as well as regulating

relations with the community. While the role of teachers as educators has a task that is closely related to improving human resources in facing the challenge of the globalization era and increasingly advanced technology in the education sector. One of the components that plays a very important role in providing education is the teachers, because the teacher is a human element who directly interacts with students in the learning process to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy knowledgeable, independent, creative, competent, and become a democratic and responsible citizen (constitution with number 20 of 2003). In general the teacher is a very dominant determining factor in education, because the teacher plays a role in the learning process which is the core of the education process itself as a whole. In this case the teacher acts as a planner for the implementation of learning, implementer of the learning process, making scores from learning outcomes.

Based on the description above, it can be concluded that to improve teaching effectiveness it is possible to conduct training in an effort to improve teacher skills by conducting academic supervision. Supervision has meaning for teachers in carrying out their professional duties so that teachers are able to help students in learning to be better than before. Supervision becomes the main focus in education which aims to improve and foster the learning process carried out by teachers so as to produce qualified education.

Based on the results of interviews and observations with the principal of SMK Swasta Harapan Mekar 2 Medan, there are findings in the form of: (1) there are still teachers who have not mastered the subject matter to be delivered, (2) there are still teachers using the lecture method and less involving students so that they become passive, (3) teachers have not used varieties learning models according to the subject matter, (4) teachers do not use learning media when teaching, (5) teachers do not take advantage of subject teacher deliberations as a forum to increase professionalism, (6) there are still many students who take remedial because the scores are still below the minimum completeness criteria.

From the problems mentioned above, need to be held an effort to continuous improvement by carrying out academic supervision, like the opinion of Syaiful Sagala (2012:94) stated that “academic supervision is assisting and services provided to teachers in order to continue learning, improve the quality of learning, foster teachers’ creativity, improve together by selecting and revising educational goals, teaching materials, teaching models and methods, and teaching evaluation to improve the quality of teaching, education, and the curriculum in the development of teaching and learning well in order to obtain better results”.

II. RESEARCH METHODOLOGY

The methodology used in this research is descriptive qualitative, namely the research methodology used to

investigate the state of the condition or other things that have been mentioned whose results are presented in the research report (Arikunto, 2010:3)

This research was conducted in Medan at SMK Swasta Harapan Mekar 2 Medan with the consideration that there has never been conducted a similar research on the analysis of the academic supervision of principals in improving the basic teaching skills of teachers. Research subjects are parties who can provide information related to data needed in research, namely: (1) the main informant is school principal of SMK Swasta Harapan Mekar 2 Medan who will provide directions for developing research in more depth. (2) There are twelve teachers of SMK Swasta Harapan Mekar 2.

Analysis of the data in this study uses the steps of the Miles and Huberman model which describes the existing conditions in the field accompanied by the facts in several stages, namely: (1) Data reduction, namely the process of selecting, grouping, and organizing raw data, (2) Data presentation, namely the process of compiling the results of data reduction to display data clearly and easily understandable in the form of narrative, table, and graphs, and (3) Conclusion and verification.

III. RESULTS AND DISCUSSION

From the results of interviews with the principal and observation in the field, data was obtained as shown in the table below:

No	Teacher Code	Basic Teaching Skills							
		K1	K2	K3	K4	K5	K6	K7	K8
1	G1	B	K	C	K	K	C	K	K
2	G2	K	K	C	C	K	C	K	K
3	G3	K	K	B	C	C	K	K	C
4	G4	C	K	C	K	C	K	C	B
5	G5	C	K	B	K	C	K	C	K
6	G6	K	C	C	B	K	K	B	K
7	G7	K	K	C	B	K	B	K	B
8	G8	C	K	C	K	B	B	K	K
9	G9	C	K	B	C	K	B	K	C
10	G10	K	B	C	C	K	K	B	C
11	G11	K	C	C	C	B	K	B	C
12	G12	B	K	C	K	K	K	B	K

Description:

K1 = Questioning skill

K2 = Affirming skill

K3 = Variation skill

K4 = Explaining skill

K5 = Opening and closing lesson skill

K6 = Small group discussion guiding skill

K7 = Class management skills

K8 = Small group and individual teaching skill

K = Less

C = Enough
B = Well

From the conditions obtained above the researcher made a schedule for the principal's academic supervision to improve the basic teaching of teachers at SMK Swasta Harapan Mekar 2 Medan.

No	Time	Step	Supervision technique	Participants
1	Week I	Beginning	Teacher Meeting	G1 up to G12
2	Week II	Classroom Observation	Direct Observation	Every Teacher
3	Week III		Indirect Observation	Every Teacher
4	Week IV	Feedback	Private Conversation	Every Teacher
5	Week V		Internal Visitation	Every Teacher
6			Discussion	G1 up to G12

After the above schedule was implemented the result of the basic skill of teachers at SMK Swasta Harapan Mekar 2 Medan increased as seen in the table below:

No	Teacher Code	Basic Teaching Skills							
		K1	K2	K3	K4	K5	K6	K7	K8
1	G1	B	C	B	B	B	B	B	C
2	G2	C	C	B	B	B	B	B	B
3	G3	C	B	B	B	B	B	B	B
4	G4	B	B	B	B	B	C	B	B
5	G5	B	B	B	B	B	B	B	C
6	G6	C	B	B	B	B	B	B	B
7	G7	B	C	B	B	B	B	B	B
8	G8	B	B	B	B	B	B	B	C
9	G9	B	C	B	B	B	B	B	B
10	G10	B	B	B	B	C	C	B	B
11	G11	B	B	B	B	B	C	B	B
12	G12	B	B	B	C	C	B	B	B

The results of the above research indicate that the application of academic supervision can improve the basic teaching skills of teachers at SMK Swasta Harapan Mekar 2 Medan. The role of the principal as the supervisor in this academic supervision activity is focused on improving the learning process carried out by each teacher. In addition, in carrying out this supervision activity, the guidance given by the principal as a supervisor to teachers is not an instruction or command, but trying to foster human relationship and create an atmosphere that is familiar and full of openness to finally lead to changes in behavior and motivation for teachers to improve their performance.

In other words, it can be said that academic supervision is very effective in overcoming various problems faced by teachers in carrying out the learning process. This research

theme is in line with and supports the results of the research conducted by KrisnoLubis (2014), Kurnaidi (2015), and Haholongan Simanjuntak (2014) with conclusions among others: (1) The application of academic supervision in the form of academic supervision by the principal as the supervisor can increase the ability and professionalism of subject teachers in carrying out the learning process, (2) In carrying out academic supervision, the principal as a supervisor must be able to create a good, close, and collegial relationship with the teachers who will be supervised, so that teachers are motivated to always strive to develop and improve their abilities in carrying out the learning process as well as possible, (3) To carry out academic supervision properly, the principal as a supervisor must master the competence of the principal in accordance with the Minister of National Education regulation with number 12 of 2007 regarding the competency standards of principals, especially academic supervision competencies.

IV. CONCLUSION

The results showed that the teacher had carried out three stages in learning which included planning of learning, implementation of learning and learning assessment. In the planning of learning the teacher makes a learning implementation plan based on the components of the lesson plan. In the implementation of learning, there are two activities, namely teachers' activities and students' activities. The activities carried out by the teacher include three stages of activities, namely preliminary activities, core activities, and closing activities. In core activities, students' activities occur which include viewing activities, oral activities, listening activities, writing activities, moving activities, mental activities, and emotional activities. The assessment carried out by the teacher includes assessment of attitude competence with direct observation techniques, assessment of knowledge competencies with written technical tests and assessment of skills competencies with practical test techniques.

V. SUGGESTION

This research advises teachers to: Continue to hone basic teaching skills and abilities and participate in various trainings related to learning devices. Open and willing to accept updates and developments related to learning models.

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