

Discriptive Study About Supervision Teaching Material On Porspective Principal Training In Gunung Kidul Yogyakarta

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ABSTRACT

The objective of this research is to explore the relevancy, adequacy, consistency and the arrangement of supervision teaching material in Gunung Kidul, Yogyakarta. This research uses the descriptive research model which is to find the facts and interpretation accurately. The descriptive research model describes the characteristic individual or group phenomenon and also determines the frequency of events to minimize the bias and to optimize the reality. The result of this research from the data analysis, the means is 2.15 classified bad. It means that the relevancy of academic teaching material is low. It is not correlated to the everyday principal task.

Keywords: supervision, teaching material, principals.

INTRODUCTION

The headmaster has main task: (a) managerial task, (b) supervision task and (c) entrepreneur task. Based on the main task, the principal has a function or a role as a manager or a supervisor. As a manager, the principal must be able to carry out the managerial task which related to the school management so all the resources can be used efficiently and effectively to reach the school objectives.

The principal as a supervisor has main task to supervise the teachers and staffs to make sure that they have worked well to maintain the process and result in the school. The main task on supervision, the principal should (a) supervision program, (b) carrying out the supervision and (c) doing the feedback. If all of the tasks have been carried out by the principal well so all of the teachers and staffs have worked well because they have been supervised and guided. The teachers have motivation to improve the learning process.

On the educational decree No. 13 year 2007 states that the principal should have five dimensions. Those dimensions are (1) personality dimension, (2) social dimension, (3) managerial dimension, (4) supervision dimension, and (5) entrepreneurial dimension. Those five dimensions can be mastered through activities which can increase principal competency. Those activities can be trainings. The headmasters should master the five competencies in the training.

In fact, the expectation of mastery of five competency is far from the hope so the principals can not master the five competencies. The result of survey of 9.105 principals in 31 provinces in 2010 carried out by the development and empowerment principal institution (DEPI) showed that the social and supervision competency were still low (Kompas, 22/3/2011). The result of the social competency is still low because the principals don't build the internal and external relationships well. The result of the supervision competency is also low because the principals don't master the concept of supervision so they can not carry out the supervision

well. In this case, the researcher paid attention on the supervision competency. The task of the supervision is related to the role and function of the principal.

The result of survey in the school showed that the principal don't master the concept of supervision so the supervision carried out by the principal is not based on the theory of supervision. So far, the principal carry out the supervision if the teachers want to promote their ranks. The headmaster supervised the teacher's teaching and learning administration. The focus of supervision is only the completeness of administration. Most of the principals don't read the content of administration given by the teachers, it is only seen the tittle of the administration and directly approved by the principals. Most of the teachers don't make the teaching and learning planning (TLP) by themselves they copied the TLP's friends. The condition of preparing the teaching and learning don't motivate the teachers to work well.

The low comprehension of supervision makes the principals don't supervise the teachers in the classroom. The supervision of teaching learning process is needed because the learning as an important factor in the school. If the supervision is not available, the teachers tend to teach without the consideration of pedagogies science. Most of the principals have supervised the teaching and learning process but they don't use the technics and approach properly, an example, they only see the TLP at glance, they don't supervise the teachers in the classroom but they only fill out the instrument in the office. Because of the low comprehension of the supervision, the principals can not do the supervision well.

One of the ways to overcome problem is to hold an education and a capacity building training of the principals before managing the schools. Related to the case, the national of educational minister declared No. 28 year 2010 about teachers appointed to be principals. The regulation prepares the teachers to be prospective principals. In in the regulation states that the teachers before being pointed to be principals should have a training. In that prospective master training, the teachers expected to be able to master five dimension competencies, one of them is an academic supervision.

In the preparation of prospective principal which needs a supported factor. One of supported factors which support the successful training is a teaching material used in the training. The development and empowerment principal institution (DEPI) has arranged the teaching material for a perspective principal training. There are a number of teaching materials which used in the training, one of them is a academic supervision. To get the information concerning supervision teaching material which developed by DEPI so the research needed to be carried out and the tittle of the research is "Descriptive study about teaching material on academic supervision in the perspective principal training in Gunung Kidul regency Yogyakarta.

Problem Identifications

1. The principals aren't able to master five principal competency dimension;
 1. The low principal supervision competency
 2. The principals comprehension on supervision is not enough
 3. The principals still have difficulties to comprehend the academic supervision.

Research question

How far the relevancy, adequacy, consistency, and the arrangement of supervision teaching material in perspective principal training in Gunung kidul regency, Yogyakarta?

Objectives

To explore the relevancy, adequacy, consistency and the arrangement of supervision teaching material in Gunung kidul regency, Yogyakarta.

Benefit

To help institution which is related to education and training principal to prepare the academic supervision teaching material.

LITARATURE REVIEW**Literature review****Teaching material**

According to Tomlinson (1998:2) teaching material is anything which is deliberately used to increase the learners' knowledge and/or experience of the language. Another opinion says that any teaching material which is used by teachers or instructors in teaching and learning process in the classroom. Winkel (2009: 342-433) teaching material is a learning material which is expected to be absorbed or transferred to the students so they have competencies. Meanwhile, Soprawoto (2010) said that teaching material is a material which is arranged systematically in written form or not so it makes learning environment to learn. Depdiknas (2006) states that instructional materials is knowledge, skill and attitudes which must be learned by the learners to reach the standard competency appointed. The meaning of learners in this research is a participant who join the training. In detail, a kind of teaching material consist of knowledge (fact, concept, principle, procedure), skills, and attitudes.

Based on the explanation before, we can draw back the conclusion that is a set of teaching material (knowledge, skill, and attitude) which is arranged systematically in printed form as well as audio visual used the teachers or instructors in teaching and learning process in the classroom. In this research, the meaning of teaching material which is consist of knowledge, skill, and attitude which arranged systematically in printed form and non printed form and used by instructors or widyaiswara (trainer) in the preparation of perspective principal training.

The forms of teaching material

Suprawoto (2010) said that there are some kinds of teaching material: (1) printed teaching material, example: work sheet, hand out, module, leaflet, wall chart, etc. (2) audio visual teaching material: film and cvd, (3) audio teaching material, example radio, cassette, compact disk, (4) visual: photo, picture, market, (5) multi media: interactive cd, computer, and internet.

The same opinion stated by Hujair AH. Sanaky (2009) teaching material can be seen from physical aspect and non physical aspect. The physical aspect of teaching material consists of printed form likes books, hand outs, module, work sheet, graphics media and teaching aids and electronic material like, television, film, radio, slide, video, DVD, LCD, computer, etc. Teaching material seen from non physical material: cognitive, affective, and psychomotor.

Based on the explanation above in this research teaching material will be arranged in physical aspect: teaching material program or syllabus, learning program unit anf teaching material, meanwhile, non-physical form can be prepensation form (slide). Non-physical material is cognitive, affective, psychomotor.

Academic supervision

Clickman, at Al (2007), academic supervision is an activity which help the teachers to manage learning process to reach the goal. Meanwhile, sergiovani (1982) focus reflection practice on teacher assessment in academic supervision seen the real teacher performance to answer the following questions: What happens in the classroom? Which activities is significant for students and teachers? What has been done by the teachers to reach academic goal? What is the deficiency and advantage of the teachers and how to develop them? Based on the answers can be gotten the teacher performance in managing classroom. After being gotten the teacher performance, headmasters should do the feedback and make the supervision program and carry out it.

Meanwhile, Lantip and Sudiyono (2011), the scope of academic supervision include: (a) school curriculum activities, (b) preparation, implementation and the teacher assessment, (c) standard competition graduate achievement, (d) enhancement of the learning quality through: (1) learning model related to the standard-process, (2) student role in learning process which is active, creative, democratic, educated, motivation, creative drive and dialogue, (3) involvement the students actively in learning seriously to reach the freedom in getting material not only from the teachers, (4) students can form character and have mindset as well as intellectual activities which creative and innovative, argumentation, questioning, inquiry and prediction, (5) responsible for quality learning program for every subject matter.

Based on the explanation above, in this research academic supervision is a set of activities include: preparation, implementation and feedback to improve competencies to manage learning to reach the learning goals.

Academic supervision goals

Glickman et al (2007) said that the academic supervision goals include: (a) helping the teachers empower competencies, (b) develop curriculum, (c) develop the teacher organization and guide the classroom action research. Supervision is a basic function in all the school program so the result of the supervision is an information resource for teacher professional development.

Based on the explanation above, the goals of this research from academic supervision to help the teachers to motivate to develop learning process and develop profession through quality supervision.

Training concept

Training definition

Based on state administration institution(2009: 3) training is learning process to change performance competency to reach the optimal carrier. Based on the government regulation No. 101/2000, training is a learning process to develop civil servant competency. Meanwhile in presidential instruction No. 15 year 1974 about main activity training is civil servant training which educate the civil servant to develop attitude, knowledge and competency related to requirement job description. Job and profession in this case is which given additional job as a headmaster. In this research training is a learning process to develop attitude, knowledge and capability of headmaster.

The goals and training target

The goals of training in government regulation No. 101 year 2000 states that the goal of training: (1) develop knowledge, expertise, skills, and attitudes to carry out the job professional based on attitude and civil servant civil servant etic based on the institution

need, (2) create the civil servants are able to be reformers and adhesive the state unity, (3) build attitude spirit devotion based on the services, caring and society empowerment, (4) create the same vision, mission and mindset in implementation the general government tasks and build the good government. Meanwhile, the training target is to make the civil servants have competencies which is required by the each job.

Based on the above explanation the goals and the targets the training in this research are (1) to develop knowledge, expertise, skills and attitude to carry out the tasks as principal in professional way with the good attitude and ethic related to the school needs, (2) to create the principals to be educational reform in Indonesia, (3) to strengthen attitude and spirit to the loyalty as headmasters who have orientations to services, caring and society empowerment, (4) to create the same vision, mission and mindset dynamic in implementation tasks as principal to realize excellent education. Meanwhile, the training target is to make the principals who have the competencies needed on line with the educational regulation No. 13 year 2007 about the standardized principals cover (a) personality competency, (b) social competency, (c) managerial competency, (d) entrepreneur competency.

Prospective principal training

In the regulation of implementation educational decree No. 20 year 2010 states education and training of prospective principal is a process of giving experience learning and theories to improve knowledge, attitude and skills on dimension of personality competency, managerial competency, entrepreneur competency, supervision competency and social competency.

The prospective principal training model

The activities of education and training is to prepare the prospective principals can be classroom learning in 70 hours and each hour 45 minutes . The training material includes: general material, core material and supported material. The general material covers (1) public policy, (2) program orientation. Core material covers (1) managerial competency development, (2) academic supervision competency development, (3) character building (personality, social, entrepreneur competency). Supported material covers (1) pre test and post-test, (2) training evaluation, (3) program for feed back leadership. Pre-test and post- test covers managerial competency and academic supervision competency. In the beginning of training, the participants are given pre-test to assess managerial and academic supervision competencies. Meanwhile, in the end of the training, the participants are given post-test to know the result of the training and also to evaluate the organization of the training, program and the trainers.

Relevancy of the research

Gregory Charles Farley (2010) in his research in tittle “Instructional Supervision: A Descriptive study Focusing on the observation and evaluation of teachers in Cyber school” A dissertation Indiana University of Pennsylvania. In that research school towards from the traditional approach to modern approach and the use of technology to support the learning. In this case, we need the different supervision which used to supervise the online learning. In this research states criterion of supervisor performance, supervision activities, impact of supervision activities. In this research states that the performance of supervisors of traditional and online supervisors are the same. The difference is only technical skill in online supervision, in the supervision and practice supervision are also the same.

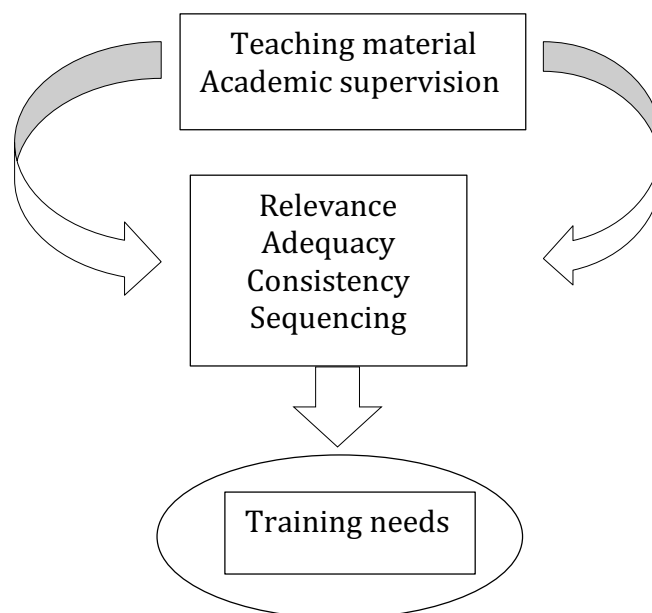
Judy McKimm (2007) in this paper in tittle “ Educational Supervision, personal support and mentoring. In this paper states a number of and guide document related to bachelor, postgraduate, and trainers. The goals of this paper is to explain the important points in supervisions like supervision principles, clinical supervision instrument, and the result of the

supervision. This paper is also to see the impact of informal and formal supervision and support the time, the need and advantages, guidance, and supervision for the students and trainees. It is also explained the different supporting likes educational inspection, accompaniment, academic guidance, counseling and consider the difference and the same of the roles. At last this paper sees how the teachers determine the limitation of supporting and the teachers must look for the supporting.

National Science Foundation (2005) in this paper in title Instructional Materials Development (IMD): Learning progressions; instructional Materials for students. The development of materials are (a) teaching and learning process is to support knowledge, technology and human resource development to improve the professionalism, (b) teaching materials to support curriculum revisions and teaching material based on the research, (c) supported assessment created an instrument to assess student learning related to national standard to develop how students learn mathematics and knowledge, (d) applied researches support IMD and also give evidence that activities strengthen the portfolio and give identification the new material and assessment.

Widjono HS (2010) in his research in title “ Research and development model on Indonesia writing material for academic purposes. Jakarta state university dissertation. This research asked how to Indonesia writing material for academic purposes (from sentences to paragraphs) which meet the need of Jakarta state university. The product of this research is teaching material developed from cohesive sentences and coherently to academic program. The last model of the research and development can meet the student needs.

Framework of thinking



Framework thinking chart

Notes:

The academic supervision teaching material is explored deeply, and investigated in descriptive research to know the degree of relevancy, adequacy, consistency, sequencing of teaching material so the characteristic of academic supervision meet with training needs and the headmaster tasks.

RESEARCH METHOD

This research uses the descriptive research model and the explanation as follow:

Research Design

Moch Nasir (1983:3), research design is all of the process used in planning and research implementation. Meanwhile, the kinds of research design according to Sell Tiz (Cited Nasir, 1983:104). There are 3 kinds of research design: (1) explorative and formulative, (2) descriptive research design, and (3) casual hypothesis testing. Moch Nasir (1983:105), descriptive research is a research to find the facts and interpretation accurately. Moch nasir (1983:105) explained that the descriptive research is also to describe the characteristic individual or group phenomenon and also study to determine the frequency of events to minimize the bias and to optimize the reality. The same opinion stated by Hasimi Arikunto (1990:309) descriptive research is a research to collect information about phenomenon happen in this study.

Based on some the opinion, the goals of descriptive study of this research is to collect information or facts about the phenomenon appear while the research is carrying out so interpretation can be gotten correctly.

Research subject

Suharsimi Arikunto (1989:190), research subject is thing, case, people where data is collected related to research variable. The research subjects in this research are participants of perspective headmaster training. The participants of the training are 18 teachers who passed from administration and academic selection in Gunung Kidul, Yogyakarta.

Research Population

Moh Nazir (1883:225) population is a collection of individual with the same characteristics. The same opinion stated by Suharsimi Arikunto (1987:115) population is all of research subjects. From those opinion can be drawn back conclusion that population are all of the research subjects with the same characteristics. From the conclusion above, population are all of the participants of perspective principal training. The place of this research is Gunungkidul, Yogyakarta.

The sample of this research is purposive sampling based on the use of teaching material used in the perspective principal training held by the regency and in collaboration with Indonesian LPPKS. LPPKS is an institution managed by the educational ministry to prepare the perspective principals.

Instrument and Data collecting

Moh. Nazir (1983:221) collecting data method is a systemic procedure to collect the data needs. Meanwhile Suharsimi Arikunto (1997: 137) in this research how to collect the data is collecting data. From two opinion, it can be drawn back conclusion that collecting data method is a systemic and standardized procedure to collect the data. The types of collecting data method are direct observation method, questioning method and special method (Nazir, 1983: 212). In this research is used observation method and questioning method. Moh Nazir (1983:212) said that questioning method can be interview and questionnaire. Suharsini arikunto (1995: 136) questionnaire method is a list of questions given to someone who wants to give response. Suharsimi Arikunto (1995: 136-137) said that there are 2 kinds of questionnaires: closed questionnaires and open questionnaires. Closed questionnaires consist of a list of questions and the respondents only give a cross in the given column. Meanwhile,

open questionnaires, the respondents can give respond freely. Based on the explanation above, this research use closed method and open method.

Data analysis

Closed questionnaire is analyzed using means analysis. The formula of closed questionnaires:

$$\bar{X} = \frac{\sum X}{n}$$

Keterangan:

\bar{X} = means

n = evaluators

$\sum X$ = total score of evaluators' answers

Criteria of means closed questionnaires

Means	Criteria
4.20 - 5,00	Excellent
3.20 - 4.19	Good
2.20 - 2.19	Enough
1.00 - 2.19	Bad

Data analysis of open questionnaires use descriptive qualitative method which collects the same response and then it is made conclusion (Suharsimi Arikunto, 1999). The result of the closed and open questionnaires analysis used to determine the degree of relevance of the academic teaching material with the principal needs.

RESULTS AND DISCUSSION

Before the researcher carried out the research, the instruments were tried out to see the validity and reliability of instrument in the perspective principal training in Magelang, Central java for 7 days.

There are 15 of 17 item instruments classified validity and critical coefficient df: 9 (N-2= 11-2=9) with the degree of significant 5%= 0.666. Instruments stated reliable with alpha coefficient 0.689. There are 2 item not validity: item number 4 and number 17. After being tried out, the instruments used to collect the data in the perspective principal training in Bima Nusa Tenggara Barat for 9 days.

From the data analysis, the means is 2.15 is classified bad (Arikunto, 2004). It can be drawn back the conclusion that the relevancy of academic teaching material is low, it is correlated to the everyday principal tasks. The teaching material used in perspective headmaster training is not correlated to the main task of headmaster so what is learned in the training is applicable. Tomlison (1998) says that anything which is deliberately used to increase the learners' knowledge and experience. What is learned in the training must be relevant to the main task of principal. The institution should plan to arrange the teaching material which relevant to the principal task at school.

CONCLUSION

Based on the research findings the perspective principal training felt difficulties to use the academic teaching material. It can be seen from the data analysis means 2.15 classified bad and the result of qualitative data showed the need of development academic teaching material so it is applied at schools.

Literature review showed that the old academic teaching material doesn't meet the principle of writing teaching material which is consistency and adequacy. The teaching material doesn't meet the consistency and adequacy because the teaching material doesn't meet competency, sub competency and indicators.

SUGGESTION

It is needed the next development of academic supervision of teaching material so the material can be used the principals to carry out the supervisions at school.

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