

Enhancing Pedagogical Competence in Developing Lesson Plans through Academic Supervision for Teachers at SMP KR. Tagari

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Abstract

The aim of this school action research is to improve the teachers' competence in developing lesson plans (RPP) through academic supervision at SMP Kr. Tagari in Tallunglipu District, North Toraja Regency. The objective is to enable teachers to create lesson plans that align with the respective subject competencies and serve as a reference for the teaching process, thereby ensuring that students can achieve the minimum proficiency criteria. The research method employed in this study is Action Research, which consists of two cycles. Each cycle includes Planning, Implementation, Observation, and Reflection. The research findings indicate the following (1) In the component of formulating learning objective indicators, there was an improvement from an initial competence level of 61.1% to 67.8% in Cycle I and further increased to 72.2% in Cycle II; (2) In the component of determining teaching materials and resources, the competence level increased from 43.3% to 71.1% after Cycle I and further strengthened to 72.2% in Cycle II, (3) In the component of selecting teaching strategies and methods, which includes learning steps and determining time allocation, a significant improvement was observed. The competence level increased from 53.3% initially to 62.2% in Cycle I and further rose to 71.1% after Cycle II; (4) Although there was not a substantial improvement, the component of selecting media and teaching aids also showed an increase from 53.3% at the beginning of the research to 61.1% after Cycle I, and ultimately reached 71.1% after Cycle II; (5) A significant improvement can be observed in the component of planning learning evaluation. It started at 45.6% and increased to 60.0% at the end of Cycle I, ultimately achieving 75.6% by the end of Cycle II. Based on the research data, it can be concluded that academic supervision can enhance teachers' competence in developing lesson plans (RPP) at SMP Kr. Tagari in Tallunglipu District, North Toraja Regency.

Keywords: *Pedagogical Competence, Academic Supervision, Lesson Implementation Plan (RPP)*

Introduction

The reform of education is not sufficient with only changes in the curriculum sector, both in its structure and writing procedures. Curriculum reform will be more meaningful if accompanied by changes in learning practices both inside and outside the school. The success of curriculum implementation is highly influenced by the ability of teachers to apply and actualize the curriculum. It is not uncommon for the failure of curriculum implementation to be caused by the lack of knowledge, skills, and abilities of teachers in understanding the tasks they must carry out. This means that teachers, as implementers of learning activities, are key to the implementation of the curriculum in schools.

In the 2006 curriculum, teachers were given the freedom to modify, adapt, and even create their own syllabus according to the school and regional conditions, and translate it into a prepared teaching guide for the formation of student competencies. The realization of syllabus development into implementable lesson plans requires comprehensive abilities. It is these abilities that can make teachers become professionals. Professional teachers must have five competencies, one of which is the

competence to develop lesson plans. However, in reality, many teachers are still unable to develop lesson plans, which automatically affects the quality of the output produced in the learning process.

Efforts to improve teachers' ability to develop lesson plans can be done in various ways, including through training, seminars, workshops, providing various guidelines and modules. However, after considering the advantages and disadvantages, planned and continuous academic supervision through group supervision techniques is considered more effective because every problem encountered can be directly addressed and solutions can be found together, and the timing can be adjusted to the abilities of each teacher. In its implementation, the school principal will be assisted by several teachers/vice principals who are considered to have sufficient knowledge and good abilities in developing lesson plans.

Method

The researcher used a qualitative research method in this study. Qualitative research is a method that describes the object or research findings naturally. The selection of data sources is obtained purposively and through snowball sampling, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2010).

Furthermore, this research also used a case study approach, as stated by Creswell (2014). A case study is a type of qualitative approach that examines a specific "case" in the context of a contemporary real-life setting. This method is descriptive, so the data collected are primarily in the form of words or images rather than numerical data.

This research was conducted in the environment of SMP Negeri 1 Tondon. The research was carried out for 3 months (from April to June 2021). The focus of this research was on the process of online learning in Pancasila and Civic Education at SMP Negeri 1 Tondon, including lesson planning, implementation of learning, delivery strategies, and media and technology.

Data collection is an important activity in research because it determines the success of a study. Therefore, careful consideration should be given to the selection of data collection techniques. The data collection techniques used in this study were: (1) Structured interviews, where researchers asked a series of systematic questions that were prepared in advance to students and teachers about the implementation of online learning in Pancasila and Civic Education. (2) Observation, using both structured and non-participant observation. Structured observation involved preparing observation guidelines, even though they were simple and developed in the field. Non-participant observation involved the researcher being an observer and not actively participating in the activities. The researcher observed the implementation of online learning by observing the learning process through platforms like Google Meet, Google Classroom, or Zoom. (3) Documentation, which involved collecting secondary data from literature or documents such as newspaper articles, books, and scholarly works to assist in the research process.

The analysis process used in this study follows the model by Miles and Huberman in Prastowo (2012), which involves data reduction, data presentation, drawing conclusions, and triangulation.

Results and Discussion

Information on the Implementation of Online Learning during the Covid-19 Pandemic for Grade VII.A Students at SMP Negeri 1 Tondon The results of this study were obtained through observation, interviews, and documentation studies, with 24 participants as research sources. To ensure data validity, source and technique triangulation were conducted. Source triangulation means obtaining data from different sources using the same technique, which includes interviewing and observing several students. Technique triangulation means using different data collection techniques to obtain data from the same sources, including observation, interviews, and documentation.

Before conducting interviews, the researcher prepared interview guidelines. The interviews were conducted using a structured interview method. The interviews about the implementation of online learning covered various aspects such as lesson planning, learning activities, delivery strategies, and media and technology in learning. The interviews aimed to gather information about how online learning was implemented at SMP Negeri 1 Tondon.

1. Information on Lesson Planning

Lesson planning is the most important step before implementing a lesson. The interview results with the research informants regarding lesson planning for online learning at SMP Negeri 1 Tondon revealed the following: "The preparation is the same as teaching offline. Before teaching, I prepare teaching materials, both written and unwritten. I have sufficient references and I send them to the students. The preparation also includes preparing online teaching media as an innovation." Similar responses were given by other subject teachers, emphasizing the importance of sufficient teaching materials and online teaching media. Based on interviews with students, it was found that the teachers' preparation for online learning was not significantly different from face-to-face learning, as they prepared teaching materials and had Semester Lesson Implementation Plans (RPP).

2. Information on Learning Activities

After lesson planning and preparation, the next aspect is learning activities. The interview results indicated that the learning process for online learning is similar to offline learning. Students' understanding varied, with some finding it easier to understand in face-to-face classes, while others believed their understanding was the same in online classes. The overall response regarding learning outcomes was relatively good. The observations conducted by the researcher, who is also a PPKn (Pancasila and Civic Education) teacher, during online learning activities at SMP Negeri 1 Tondon showed that the learning activities were not significantly different from face-to-face learning.

3. Information on Delivery Strategies

The interview results with subject teachers regarding delivery strategies indicated that the focus could either be on the students or the teacher, depending on the presented material. Similar responses were given by other teachers.

a. Information on Media and Learning Technology

Here are the results of an interview with a research informant regarding media and learning technology: "For support facilities and infrastructure, there is internet quota assistance from the government. The school has also provided assistance. However, the choice of online learning applications depends on the agreement with the students. So, I teach through applications like WhatsApp,

Google Classroom, Zoom, and Google Meet. The media used in learning include PowerPoint, voice notes, and recorded screen materials."

Based on the explanation above, it can be inferred that the government has provided internet quota assistance to both students and teachers to support online learning. Schools or universities have also prepared platforms for online learning, but teachers use applications like Google Meet, Classroom, WhatsApp, and Zoom. This is tailored to the students' ability to use the agreed-upon online learning applications. Additionally, here are some interview results with students: "There is internet quota assistance, but not all students, including myself, received it."

Based on the informant's response, it is known that not all students received internet quota assistance. A similar response was given by informant Jesen Sibanna: "There is actually internet quota assistance from the government, but only some of my classmates received it, and I didn't. I even updated my phone number for registration, but it wasn't meant to be."

Based on the interview results, it can be concluded that the internet quota assistance from the government is still inadequate. This is known because there are still some students who have not received internet quota assistance from the government.

Information on Factors Influencing Online Learning at SMP Negeri 1 Tondon a. Information on Technological Factors Here are the interview results with informants regarding technological factors in the implementation of online learning at SMP Negeri 1 Tondon: "Access is not sufficient; there are still students facing network issues, and some students have not mastered the applications used in online learning, such as Google Classroom. Some are still confused."

A similar response was given by informant Yuni Tappi, stating that some students still face challenges in participating in online learning in terms of internet access: "Not yet, as there are still many students facing difficulties in participating in online learning due to unstable network connections."

Furthermore, the statements from informant Andika Tandil Payung are further supported by several student responses: "It's not sufficient, especially regarding network issues because it's difficult to get a stable network in our village. So, there are still classmates who struggle with technology, for example, when taking attendance, some classmates are late in submitting it."

Based on the explanations from multiple informants above, it can be concluded that students complain about network issues, which are sometimes unstable, especially when they are at home. Additionally, there are still some students who haven't fully understood the use of technology or learning applications, such as Google Classroom.

b. Information on Learner Characteristics

Information regarding learner characteristics, based on interviews with teachers and students, is as follows: "In terms of attendance, it's supposed to be similar to face-to-face learning. The level of engagement differs, though. Some students who rarely spoke in class before online learning started now participate more actively and speak up. However, there are also students who used to be very active during face-to-face learning but are now less active."

From the informant's statement, it is known that the level of student attendance is almost the same as during face-to-face learning in the classroom. However, there is a difference in the level of student engagement in class, with

some students becoming less active. This is further reinforced by the statement of a PPKn (Civic Education) teacher: "The attendance rate is good. Students are more confident and active in class, but there are students who were active in face-to-face learning but are no longer active during online learning

Meanwhile, the interview results from Ms. Farida, the researcher, are as follows: "The level of student attendance is low, as well as their participation. During virtual learning, we don't know if students are actually paying attention to my explanations because, on average, no one turns on their camera."

Based on the interviews with several teachers and students, it can be observed that the level of student attendance during online learning is not significantly different from in-class learning. However, there are classes where attendance decreases for certain subjects. Additionally, there are differences in student participation or engagement in class compared to before online learning. Some students have increased their level of engagement, while others have become less active.

c. Information on Efforts to Overcome Challenges in Online Learning at SMP Negeri 1 Tondon

1) Information on the Advantages and Disadvantages of Online Learning

Here are the interview results regarding the advantages and disadvantages of online learning at SMP Negeri 1 Tondon: "The advantage is that it doesn't require much time and incur high costs to go to school. The distance and time are more flexible. The disadvantage is that it's difficult to measure students' abilities, especially their character."

Furthermore, there is an interview result from a student who complains about network issues: "The network in my village is not good, ma'am."

From the informant's statement, it is known that students complain about unstable network issues. Additionally, there is an interview result from a student who not only complains about network issues but also raises concerns about the teachers' discipline regarding the agreed schedule: "Besides the network issue, sometimes there are teachers who are inconsistent with their teaching schedule, arriving late while there are still remaining class hours."

Based on the interviews with several students and teachers, it can be concluded that online learning has its advantages, such as the flexibility to be done anywhere and anytime, but it also has disadvantages, primarily related to network issues.

2) Information on Efforts to Overcome Challenges in Online Learning at SMP Negeri 1 Tondon

Here are the interview results with an informant regarding efforts to overcome challenges in online learning at SMP Negeri 1 Tondon: "The government is preparing more or adequate internet quota facilities, and there is network equalization in remote areas, so that those in remote areas facing network challenges can be resolved."

A similar statement was also made by another teacher, emphasizing that the government should optimize the facilities for online learning: "The facilities for implementing online learning for students need to be optimized, and learning motivation should be established from the beginning of the learning process."

Furthermore, there is an interview result from a student as follows: "The network coverage should be expanded, and it would be better if teachers always

send copies of the explained materials so that students can review them repeatedly."

A similar response was given by a student, suggesting that the government should pay more attention to the quality of internet access to support online learning: "The government should pay more attention to the quality of the network, and teachers who frequently change the schedule should be more consistent."

Based on the interviews conducted with teachers and students, it can be concluded that the solutions or suggestions for online learning challenges are for the government to pay more attention to remote areas with poor internet access, ensure adequate support and infrastructure such as internet quotas, and promote discipline not only among students but also among educators.

Discussion

Implementation of Online Learning during the Covid-19 Pandemic at SMP Negeri 1 Tondon. The implementation of online learning during the Covid-19 pandemic at SMP Negeri 1 Tondon is carried out through applications such as Google Classroom, Google Meet, Zoom, and WhatsApp. The implementation of online learning at SMP Negeri 1 Tondon covers several aspects, including lesson planning, learning activities, delivery strategies, and learning media and technology. According to the principles of online learning based on the SPADA 2019 guidelines by the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), the aspects of online learning implementation include lesson planning, learning activities, delivery strategies, and learning media and technology. The discussion of these aspects based on the research results is as follows:

1. Lesson Planning In the context of online learning, lesson planning at SMP Negeri 1 Tondon includes the following preparations made by teachers:
 - a. Preparation of Lesson Implementation Plans (RPP)

Lesson planning in the SPADA context is included in the Semester Lesson Plan. The lesson plan is a SPADA program plan for one subject throughout one semester, serving as a guideline for implementing the subject. The semester lesson plan (RPS) prepared by teachers at SMP Negeri 1 Tondon includes the following information: a) Subject name, class name and code, semester. b) Learning outcomes assigned to the subject. c) Planned final abilities at each stage of learning to achieve the learning outcomes. d) Related study materials based on the planned abilities. e) Learning methods. f) Time allocated to achieve the abilities at each stage of learning. g) Student learning experiences expressed through tasks to be completed during one semester, including criteria, indicators, and assessment weights. h) List of references used.

- b. Preparation of teaching materials

Before implementing online learning, teachers at SMP Negeri 1 Tondon have prepared teaching materials to be delivered to students. The materials are created in the form of Word documents, PDFs, PowerPoint presentations, and recorded screen or video materials that can be downloaded by students. The lesson planning prepared by the PPKn (Civic Education) teacher at SMP Negeri 1 Tondon, as explained above, fulfills the meaning of planning and is in line with the Online Learning System (SPADA) by Kemenristekdikti. According to the observations, online learning has been implemented at SMP Negeri 1 Tondon

since March 2020. This aligns with the government's recommendations in the circular letter from the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020, which states that learning from home should be done through online/distance learning.

2. Learning Activities

Based on the interviews with teachers and students, it can be seen that online learning activities follow a similar structure to face-to-face learning in the classroom, including introduction, core activities, and closing activities. Before starting the learning process, teachers have made agreements with students regarding the schedule and the online learning applications to be used. Afterward, the teacher will send the code or password for the chosen application through the class representative or WhatsApp group. The students' understanding of the material during online learning varies. Some students quickly grasp the material, while others take longer to understand it. Some students have suggested that teachers always send copies of the taught material so that they can review it repeatedly.

The types of assignments given by teachers to students are similar to those in the classroom, consisting of individual and group tasks. These tasks may involve creating essays, writing summaries, practical tasks recorded through video, or answering questions by recording videos. Final exams in online learning are conducted by the teacher sending the test or quiz questions to students, who are then given a certain amount of time to answer the questions. Thus, it is difficult to assess students' character and honesty during exams as there is no supervision. Some students expressed their enjoyment of online finals because they can freely search for answers on the internet. Some teachers have replaced final exams with alternative tasks, such as having students create handwritten material summaries or other assignments.

Based on the interview results, the students' learning outcomes, on average, were reported to be good, and some students mentioned an improvement in their grades. However, a few students admitted to having difficulty understanding the material during online learning but still achieved good grades. Some students stated that if they actively participate in online learning, it guarantees good grades. This highlights one of the weaknesses of online learning, where the focus is primarily on cognitive and psychomotor aspects, making it challenging to assess the affective aspect. This is in line with Munir's (2009) view that one of the weaknesses of online learning is that it tends to focus more on training than education, with an emphasis on knowledge or psychomotor aspects and less attention to the affective aspect.

3. Delivery Strategies:

Based on the interviews conducted with the informants, the delivery strategies used by teachers in online learning at SMP Negeri 1 Tondon are a combination of student-centered and teacher-centered approaches. However, it can be seen from the research results that online learning at SMP Negeri 1 Tondon has not fully implemented student-centered teaching strategies, in accordance with the quality standards for delivery strategies mentioned in the first point, which emphasizes the application of student-centered teaching principles.

d. Learning Media and Technology

According to the interviews with informants, online learning at SMP Negeri 1 Tondon is supported by internet quota assistance from the government for both teachers and students. However, the assistance provided by the government is considered inadequate, especially considering that the applications used can consume a significant amount of internet quota. Some students even mentioned that they did not receive internet quota assistance.

The applications used in online learning include WhatsApp, Google Classroom, Google Meet, and Zoom. The selection of applications is based on agreements between students and teachers to choose applications that are easily accessible by students. The learning media used include PowerPoint presentations, instructional videos, as well as materials in Word or PDF formats. This aligns with the quality standards for learning media, as mentioned in the first point, which emphasizes the use of diverse media in various formats.

2. Factors Influencing Online Learning at SMP Negeri 1 Tondon

Based on the interviews and observations conducted with teachers and students, three factors that influence online learning at SMP Negeri 1 Tondon are identified: the technology used, teacher characteristics, and student characteristics. This aligns with a previous study by Pangondian, Santosa, and Nugroho (2019), which identified these same factors

Under the technology indicator, it is evident that many students do not have adequate access, particularly in terms of internet connectivity, as many students come from areas where internet access is still limited. This can hinder the learning process. Moreover, some students are not fully familiar with the technology used in online learning, leading to delays in attendance or submitting assignments.

Regarding teacher characteristics, the teachers at SMP Negeri 1 Tondon do not face significant challenges in using technology or online learning applications, as the school has guidelines in place for online learning that do not require the use of WhatsApp for teaching. The choice of online applications is based on agreements between teachers and students to select user-friendly applications. Therefore, teachers at SMP Negeri 1 Tondon do not use WhatsApp in the online learning process.

In terms of student characteristics, the level of student attendance varies across different subjects. Some classes have similar attendance rates for online learning compared to face-to-face learning, while others experience decreased attendance. Additionally, the level of student participation or confidence in the learning process differs between online and face-to-face learning. Some students who were active in face-to-face classes become less active in online learning, while others who were less active in face-to-face classes become more active. This change can be positive as it increases students' self-confidence, as mentioned by Yazdi (2012), highlighting one of the benefits of online learning, which transforms students from passive to active learners.

However, it is unfortunate that some students who were previously active experience a decrease in their level of participation during online learning. Therefore, educators need to pay attention to rekindling the learning interest of students who previously had a good level of activity in the classroom.

3. Efforts to Overcome Online Learning Challenges

Based on the interviews, several solutions offered by teachers and students to overcome the challenges of online learning include:

- a. Equal distribution of internet access in remote areas with limited internet connectivity.
- b. Adequate internet quota assistance from the government.
- c. The need for awareness and preparedness from both students and teachers to support the quality of online learning.

Overall, addressing the challenges of online learning requires collective efforts from various stakeholders, including the government, educational institutions, teachers, and students. Ensuring reliable internet access, providing sufficient resources, and continuously improving teaching strategies can contribute to more effective and inclusive online learning experiences.

Conclslion

Online learning at SMP Negeri 1 Tondon has been implemented since March 2020, utilizing various applications such as WhatsApp, Google Classroom, Google Meet, and Zoom. The factors influencing online learning at SMP Negeri 1 Tondon include technology, teacher characteristics, and student characteristics.

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