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## Teacher Competency Improvement Efforts in the Preparation of Syllabus and Lesson Plans Through Ongoing Academic Supervision at SMP Negeri 6 Dumai

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### ABSTRACT

In teaching and learning activities, it always includes three main activities namely planning, implementation and evaluation. The same thing happened with the teaching and learning process at SMP Negeri 6 Dumai. A teacher is required to plan, implement and evaluate learning, the purpose of this research is to prove scientifically whether continuous academic supervision can increase teacher competence in preparing syllabus and lesson plans. Syllabus and lesson plans are the preparation of a teacher when he wants to teach. The research approach used in this study is a qualitative approach. Based on the results of the analysis for the 2020/2021 school year at SMP Negeri 6 Dumai. Continuous academic supervision has been scientifically proven to be able to increase teacher competence in preparing syllabus and lesson plans at SMP Negeri 6 Dumai. This is proven by the increase in the number of good teacher syllabuses from 38% to 82% after academic supervision. In addition, the number of good quality lesson plans also increased from 34% to 82%. The academic supervision generally can increase teacher competence in compiling syllabus and lesson plans.

## 1. Introduction

Education is one of the important sectors that must be handled by a nation, because in essence education is a process to develop humans in developing themselves so that they can face all the changes and problems that occur in the surrounding environment. According to Law Number 20 of 2003 concerning the National Education System states, "components of the education system that are human resources can be classified as teaching staff and managers of educational units (supervisors, researchers and educational developers). It is teachers who receive the most attention among the components of the education system. The

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amount of attention to teachers can be seen, among others, from the many special policies such as increases in teacher functional allowances and teacher certification.

Education in Greek comes from the word *pedagogic*, namely the science of guiding children. The Romans saw education as *educare*, namely issuing and guiding, the act of realizing the potential of children who were born into the world. The Germans see education as *Erziehung* which is equivalent to *educare*, namely: awakening hidden strengths or activating children's strengths or potentials. In the Javanese language, education means *pelvicawentah* (processing), processing, changing the psyche, maturing feelings, thoughts, will and character, changing the personality of the child.

Education is also a process that is needed to get balance and perfection in the development of individuals and society. The emphasis of education compared to teaching lies on the formation of awareness and personality of individuals or communities in addition to the transfer of knowledge and skills. With this kind of process, a nation or state can pass on religious values, culture, thoughts and expertise to the next generation, so that they are really ready to face a brighter future in the life of the nation and state.

Professional teachers are those who have professional abilities with various capacities as educators. Many attempts have been made to prepare teachers to become professionals. The fact shows that not all teachers have good performance in carrying out their duties. "This is shown by the fact (1) teachers often complain about the changing curriculum, (2) teachers often complain about the burdensome curriculum requirements, (3) students often complain about the unattractive way of teaching teachers, (4) they still can't guaranteeing the quality of education as it should be", Imron in Sukarya (2020).

Professional teachers are very meaningful for the formation of excellent schools. Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insights, managerial abilities, skilled, creative, have professional openness in understanding the potential, characteristics and developmental problems of students, are able to develop study plans and students' careers and have the ability to research and develop curriculum.

The growing demand for teacher professionalism is not only taking place in Indonesia, but also in developed countries. Like the United States, the issue of teacher professionalism was widely discussed in the mid-1980s. The leading journal of education management, the March 1933 edition of *Educational Leadership* published a report on the demands of professional teachers. According to the Journal, to be professional, a teacher is required to have five things, namely:

- a. Teachers have a commitment to students and the learning process. This means that the teacher's highest commitment is to the interests of his students.
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- b. The teacher masters in depth the material/subject being taught and how to teach it to students. For teachers, these are two things that cannot be separated.
- c. The teacher is responsible for monitoring student learning outcomes through various evaluation techniques, starting from observing student behavior to learning achievement tests.
- d. Teachers are able to think systematically about what they do, and learn from their experiences. That is, there must always be time for the teacher to reflect and correct what he has done. To be able to learn from experience, he must know what is right and wrong, as well as the good and bad impacts on student learning.
- e. Teachers should be part of the learning community within their professional environment, for example PGRI and other professional organizations. Writers (2016).

According to Sudin (2008) the inhibiting factors in the effectiveness of teacher development are more on personal factors; namely the inability of educational supervisors to carry out teacher professional development effectively due to limited knowledge, skills, and even personality. Based on Mardjoko's research (2019) the teacher's ability to prepare lesson plans and syllabi is still in the low category, the average competency score in lesson plans for grades one to grade six is 65%.

Learning Implementation Plan (RPP) is a planning instrument that is more specific than the syllabus. This Learning Implementation Plan is made to guide teachers in teaching so as not to stray far from the learning objectives. However, most teachers are lazy in compiling lesson plans, due to changes in the curriculum in regulating the preparation of lesson plans, thus making teachers become bored in preparing lesson plans which are different almost every year. In 2019 it is bound by a new regulation, namely Permendikbud No 14 of 2019 which is about simplification of lesson plans. Where the RPP is made into the form of one (1) sheet RPP.

Spencer in Uno (2007), competence is a characteristic that stands out for someone and becomes ways of behaving and thinking in all situations, and lasts for a long period of time. From this opinion it can be understood that competence refers to a person's performance in a job which can be seen from thoughts, attitudes, and behavior. In line with that, Finch & Crunkilton 1979, as quoted by Mulyasa (2003) defines competence as mastery of a task, skills, attitudes, and appreciation needed to support success.

Najimah (2001) refers to competence as ability, namely the capacity of an individual to carry out various tasks in a job. Furthermore, Mugara (2011) explained that competency is a set of intelligent actions full of responsibility that a person must have as a condition to be considered capable of carrying out tasks in a particular field of work. Depdiknas (2010) formulates the definition of competence as knowledge, skills, and basic values that are reflected in the habits of thinking and acting. Based on the description above teacher competence can be

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defined as mastery of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting in carrying out the profession as a teacher. Ismail (2020).

As described above, the first element in a teacher's pedagogical competence is the ability to plan teaching and learning programs. According to Oviana (2015), the ability to plan teaching and learning programs includes the ability to:

- a. Planning the organization of teaching materials,
- b. Planning the management of teaching and learning activities,
- c. planning classroom management,
- d. Planning the use of media and teaching resources; And
- e. Planning student achievement assessments for teaching purposes.

Ministry of National Education (2010) stated that the competencies for preparing lesson plans include:

- a. Be able to describe goals,
- b. Able to choose material
- c. Able to organize material.

The concept of modern supervision was formulated by Wiles (1967) as follows: "Supervision is assistance in the development of a better teaching learning situation". Supervision is an aid in developing better learning situations. This formulation implies that supervision services cover the entire teaching and learning situation (goal, material, technique, method, teacher, student, an environment). The objectives of academic supervision are:

- a. Helping teachers develop their competence
- b. Develop curriculum
- c. Developing teacher working groups
- d. Guiding classroom action research (Glickman, et al; 2007, Sergiovanni, 1987).

One of the principal's duties is to carry out academic supervision. To implement it effectively, conceptual, interpersonal and technical skills are needed (Glickman, at al: 2007). Therefore, every school principal must have technical skills in the form of the ability to apply appropriate academic supervision techniques.

Group supervision technique is a way of carrying out a supervision program aimed at two or more teachers. This supervision is carried out to groups of teachers who have the same problems or needs or weaknesses. According to Gwynn (1961) there are thirteen group supervision techniques, namely: committees, group work, laboratories, guided reading, learning demonstrations, field trips, lectures/studies, panel discussions, libraries, professional organizations, supervision bulletins, teacher meetings, group workshops or conferences.

The purpose of this research is to prove scientifically whether continuous academic supervision can improve teacher competence in preparing syllabus and lesson plans and knowing the right steps in carrying out academic supervision so as to be able to increase teacher competence in compiling syllabus and lesson

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plans, as well as measuring the percentage increase in competence. teachers in compiling syllabus and lesson plans after academic supervision.

## **2. Methodology**

This research was conducted at SMP Negeri 6 Dumai which is located at Jalan Raya Basilam Dumai Kel. Lubuk Gaung Kec. Sungai Sembilan Kota Dumai. The implementation time is planned for one month from October 1 to October 30, 2020. This research was carried out by the Principal of SMPN 6 Dumai, with the entire population of SMP Negeri 6 Dumai teachers.

### ***Research Methods and Procedures***

The research approach used in this study is a qualitative approach. Qualitative research is a type of educational research in which the researcher relies on the views of the participants, asks general and broad questions, collects data consisting mostly of words (or text) from the participants, describes and analyzes these words. into themes, and conducting research that cannot be free from Creswell's (2008) sense of subjectivity and bias.

### ***Data Analysis Procedures***

This research was conducted using classroom action research methods which lasted for 2 cycles. Each cycle consists of the stages of planning, implementing, observing and reflecting. The research method used by researchers is to carry out academic supervision which includes traditional supervision and clinical supervision.

## **3. Results and Discussion**

At the initial meeting of the 2020/2021 school year, the researchers ordered all teachers to make learning tools. After running for almost three months, the researcher announced to all teachers that in October 2020 there would be supervision of teacher administration and all teachers were asked to collect the learning materials. Furthermore, the researchers conducted an analysis and assessment of the quantity of teachers who submitted learning materials, especially the syllabus and lesson plans.

### ***The Quantity of Teachers who Compose the Syllabus and Lesson Plans after the 1st Cycle***

From the results of calculating the number of teachers who collected syllabus and lesson plans, the data was obtained as shown in Table 1.

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Table 1. Recapitulation of Syllabus and RPP Collection Calculations in Cycle 1

No	Class	Syllabus			RPP		
		Should	Collect	% Collect	Should	Colect	% Colect
1	VII	11	8	73	11	9	82
2	VIII	11	9	82	11	10	90
3	IX	11	9	82	11	8	73
<b>Average</b>			<b>9</b>	<b>79</b>	<b>11</b>	<b>9</b>	<b>82</b>
<b>Percentage Total</b>		<b>81</b>					

Source: Syllabus and lesson plan collection control sheet dated October 3, 2020

Based on the data above, the number of teachers who collected syllabi and lesson plans at the beginning of cycle-1, it can be seen that the existence of academic supervision of teachers can increase the quantity of the number of teachers who compose syllabuses and lesson plans, which were previously only 59%, increasing the quantity to 81%. From the data it can also be seen that there are teachers who only submit syllabuses, and there are also those who have not submitted syllabus and lesson plans (Classification D).

### *The Quality of the Syllabus and Lesson Plan after the 1st Cycle*

Before carrying out individual supervision of all teachers, especially those teachers who had not yet submitted their syllabus and lesson plans, the researcher conducted a second analysis of the sample syllabus and lesson plans made by the teacher. The results of the analysis of the quality of the syllabus and lesson plans can be seen in Table 2.

Table 2. Recapitulation of Syllabus and RPP Assessments in Cycle 1

No	Rating Classification	Value Range	f	%
A. Syllabus				
1	A : Very well	86 – 100	-	-
2	B : Good	71 – 85	3	27
3	C : Enough	51 – 70	7	64
4	D : Less	0 – 50	1	9
<b>Total</b>			<b>11</b>	<b>100</b>
<b>Percentage A and B</b>			<b>27</b>	
B. RPP				
1	A : Very well	86 – 100	-	-
2	B : Good	71 – 85	4	36
3	C : Enough	51 – 70	6	55
4	D : Less	0 – 50	1	9
<b>Total</b>			<b>18</b>	
<b>Percentage A and B</b>			<b>36</b>	

Source: Syllabus and lesson plan assessment sheet October 6-7 2020

Meanwhile, the results of the analysis of the quality of the preparation of the syllabus and lesson plans after individual supervision (after revision) can be seen in Table 3.

Table 3. Recapitulation of Syllabus and RPP Assessment after Revision (Cycle 1)

No	Rating Classification	Value Range	F	%
<b>A. Syllabus</b>				
1	A : Very well	86 – 100	3	18
2	B : Good	71 – 85	7	64
3	C : Enough	51 – 70	1	18
4	D : Less	0 – 50	<b>11</b>	-
<b>Total</b>			<b>11</b>	<b>100</b>
<b>Percentage A and B</b>			<b>82</b>	
<b>B. RPP</b>				
1	A : Very well	86 – 100	1	27
2	B : Good	71 – 85	<b>11</b>	55
3	C : Enough	51 – 70	<b>27</b>	18
4	D : Less	0 – 50	-	-
<b>Total</b>			18	
<b>Percentage A and B</b>			<b>82</b>	

Source: Syllabus quality assessment sheet dated October 13, 2020

The results of the analysis of the revised syllabus and lesson plans in the table above show an increase in the quality of the syllabus and lesson plans, where the quality of A and B increased from 27 and 36% to 82 and 82%. From the table it can also be seen that the number of teachers who collected syllabus and lesson plans samples became 100%.

### *Teacher Competency in Compiling Syllabus and Lesson Plans after the 2nd Cycle*

In this second cycle, the research is continued by analyzing/testing the authenticity of the syllabus and lesson plans prepared by the teacher. The method used is to supervise the class. From the implementation of this lesson plan, it can be seen the authenticity of the preparation. The results of this analysis show that the syllabus and lesson plans collected were actually prepared by the teacher concerned. Because, there is a suitability scenario between planning and implementation in class. The suitability data can be seen from Table 4.

Table 4. Class Supervision Assessment Results

No	Rating Classification	Value Range	F	%
1	A : Suitable	76 - 100	27	93
2	B : Quite Suitable	51 - 75	2	7
3	C : Less Suitable	26 - 50	-	-
4	D : Not Suitable	0 - 25	-	-
<b>Total</b>			<b>29</b>	<b>100</b>

Source: Assessment sheet for the implementation of the syllabus and lesson plans

Based on the results of the calculations in the table above, there has been an increase from the previous cycle, this can be seen in the table, that the frequency of teachers supervised by the principal is already 29 people or a total of teachers with a total range of A values of 93% and B of 7%. then it can be concluded that the syllabus and lesson plans collected by the teacher are original. This can be

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seen from the large number of teachers who are able to carry out learning according to the plans made.

#### 4. Conclusion

The results of the research on Efforts to Increase Teacher Competence in Preparing Syllabus and Lesson Plans through Continuous Academic Supervision at SMP Negeri 6 Dumai have gone well. Continuous academic supervision has been scientifically proven to be able to increase teacher competence in preparing syllabus and lesson plans at SMP Negeri 6 Dumai. This is proven by the increase in the number of good teacher syllabuses significantly after academic supervision. In addition, the number of good quality lesson plans also increased totally. As well as the increase in teacher competence in compiling syllabus and lesson plans in the good category increased, so good things like this need to be constantly improved.

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