

Indonesian Educational Administration and Leadership Journal (IDEAL)
2(1), 1-14 (2020)

Efforts to improve teacher competency in developing learning materials through collaborative academic supervision

Azwardi

School Principal, Senior High School 3 Sungai Penuh

azwardibukhari71@gmail.com

Abstract. This study aims to prove collaborative academic supervision actions to improve teachers' competence in developing learning materials as well as how collaborative academic supervision measures to achieve these goals. This research uses an action research design. This action research was carried out in the context of the school. This action research consists of cycles consisting of planning, acting, observing, and reflecting. The subjects in this study were 86 teachers in one Indonesian school of Jambi provincial. This study was conducted in 2019/2020 academic year in the odd semester. The results of the study found that individual collaborative academic supervision actions to teachers could scientifically improve teacher competence in compiling learning materials, namely syllabus and lesson plans. This result is proven by the increase in the quality and quantity of syllabus and lesson plans assessed by teachers after collaborative academic supervision in the second cycle. The second cycle of action also resulted in an increase in teacher competency in preparing syllabi and lesson plans that were both 62% and 58%. This research recommends for the school principals that the implementation of individual collaborative supervision is very suitable to be used to improve teacher competence in developing learning materials.

Keywords: Collaborative academic supervision, teacher competence, learning tools and action research

INTRODUCTION

The learning activity is a condition that is deliberately created for the teaching and learning process. In this activity, the teacher's role is needed to achieve the expected goals. Given the importance of learning activities, the teacher needs to design materials appropriately, so that the materials provided are useful for students. Planning or designing is the process of compiling something that will be carried out to achieve the determined goals. Related to this planning, it is important that a teacher has an indicator of the achievement of the teacher's performance and competence. To achieve these objectives, a learning strategy is needed. The strategy contained three main things, namely planning, implementation, and evaluation. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning

Academic Qualification Standards and Teacher Competencies states that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies. One of the pedagogical competencies is the ability of teachers to develop curricula related to subjects in the classes being taught. The pedagogical competence covers the main activities of the teacher namely planning learning activity, carrying out learning, assessing learning outcomes, guiding and training students as well as carrying out additional tasks for the implementation of basic tasks. Besides, the obligation of educators is to create an atmosphere of learning that is active, creative, effective, and fun.

Learning activities is a condition that is deliberately created for the teaching and learning process of students in the classroom; in this activity, the teacher's role is needed to achieve the expected goals. Given the importance of learning activities, the teacher needs to design as well as possible, so that the material provided is useful for students. Planning or design is the process of compiling something that will be carried out to achieve the goals that have been determined.

Planning is an important factor for learning. Through good planning, programmed content standards can be achieved as much as possible. Teacher can defend students by paying attention to the potential, character, facilities, and context of the material that is adequate and relevant. Good planning will guide the implementation of learning, making it easier for teachers to recognize their ability to teach. Students can be engineered to become subjects in learning. The role of the teachers in the class shifts to being a facilitator, manager, and learning resource. Based on the reality on the field, the implementation of learning does not go according to plan. The teacher teaches students less or even does not follow the planning. Learning with the teacher-centered concept is still very dominant in the classroom. Should be with good and realistic planning, the dominance of teachers in the classroom can be reduced in such a way, students become busy with themselves, seeking and finding knowledge for themselves through learning experiences. Classroom learning becomes student-centered learning. Students move according to the planned learning steps.

Based on available data, it still has enough and low predicate on teacher performance in planning learning. The measured performance indicators consist of 10 indicators. Instruments for the supervision of teacher performance in implementing learning can be seen in the appendix. Indicators that have sufficient performance are 1) presentation of material; 2) suitability of material; 3) development of 2013 curriculum; 4) minimal outcome targets, and 5) diversity of information types. indicators that have low performance are 1) life skills development; 2) development of students' self potential; 3) diversity of internet learning resources; 4) adoption of superior schools in the country; and 5) adoption from international superior schools (Kementerian Pendidikan Nasional, Kemendiknas, 2005). If the ten indicators above can be improved, learning will adjust to the process standard. Process standards contain about how the Education process

should take place. This standard process is expected to be a guide for teachers in managing learning. This standard process is the minimum standard. Standard process definition according to PP No. 19 of 2005 Chapter IV article 20 as follows "Planning the learning process includes a syllabus and learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes". But shifting indicators from poor to good or very good is not easy to do (Kemendiknas, 2007).

The school principal as the supervisor and director of the school trip has an important role in improving the performance of the construction school. The low performance of teachers needs to be overcome through optimization of supervision. The ten indicators that measure teacher performance are the domain of academic supervision. Academic supervision is not optimally implemented. Increasing the frequency of academic supervision in collaboration with shooting the right problems will provide opportunities for improving teacher performance in planning learning. Not only the learning implementation plan, but the overall learning tool. Since the content standard was rolled out, the teacher's understanding of competency standards and basic competence is still limited, let alone to map it. Therefore, this school action research attempted to examine the role of the principal in academic supervision activities so that problems and aspects that can improve teacher performance are in accordance with the mandate of the law.

Research question

Based on the background and limitation of the problems outlined above, the main problems in this study can be formulated as follows:

1. Is collaborative academic supervision able to improve teacher competency in developing learning tools?
2. How are the steps for providing collaborative academic supervision that can improve teacher competency in developing learning tools?

Teacher Competence in Planning Learning

The main factors affecting competence or performance are the ability and will. In general, it can be said that competence is the appearance or results displayed in the implementation of daily tasks. Bernardin, Russell, & Bernardin (2007), said that performance is a record of the results or outputs that are achieved in a function or position at a certain time. Podgursky and Springer (2007), Performance has the following meanings: (1) something is achieved; (2) achievements shown; and (3) workability. In general, performance is the result achieved by someone according to the applicable measurement. Thereby measuring the performance of the most important problem is determining job requirements or criteria. The performance will be better with the guidance of the school principal. Teacher performance is measured using the

teacher's performance instrument in question. Performance as work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on or skills, experience, and sincerity and time (Hasibuan, 2014).

Robbins and Judge (2013) refers to competency as ability, namely the capacity of an individual to do various tasks in a job. Furthermore, it is said that an individual's ability is formed by two factors, namely intellectual ability and physical ability. Intellectual ability is the ability needed to perform mental activities while the physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skills. Spencer, McClelland and Spencer (1994) say "Competency is the underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation". Teacher performance in managing learning is the ability of teachers to plan, implement and assess learning that includes four competencies, namely pedagogical competence, personality competence, social competence and professional competence in an integrated manner. Thus the quality of learning in the classroom is strongly influenced by the competence of teachers in managing to learn stating that in substance the implementation of learning activities includes the ability to understand learners, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have (Zulkifli, Darmawan & Sutrisno, 2014).

Teacher Competence in Planning Learning

The main factors affecting competence or performance are ability and will. In general it can be said that competence is the appearance or results displayed in the implementation of daily tasks. Bernardin et al. (2007), said that performance is a record of the results or outputs that are achieved in a function or position at a certain time. Podgursky and Springer (2007), Performance has the following meanings: (1) something is achieved; (2) achievements shown; and (3) work ability. In general, performance is the result achieved by someone according to the applicable measurement. Thereby measuring the performance of the most important problem is determining job requirements or criteria. Performance will be better with the guidance of the school principal. Teacher performance is measured by instrument in from of question. Performance as work performance is a result of work achieved by a person in carrying out the tasks based on skills, experience, sincerity, and time (Hasibuan, 2014).

Robbins and Judge (2013) refers competency as ability, namely the capacity of an individual to do various tasks in a job. Furthermore it is said that an individual's ability is formed by two factors, namely intellectual ability and physical ability. Intellectual ability is the ability needed to perform mental activities while the physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skills. Spencer et al. (1994) say "Competency is the underlying characteristic of an individual that is causally related to criterion-reference effective and / or superior performance in a job or

situation". Teacher performance in managing learning is the ability of teachers to plan, implement and assess learning that includes four competencies, namely pedagogical competence, personality competence, social competence and professional competence in an integrated manner. Thus the quality of learning in the classroom is strongly influenced by the competence of teachers in managing learning. Learning activities include the ability to understand learners, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have (Zulkifli et al., 2014).

The objectives of academic supervision are: (1) helping teachers develop their competencies, (2) developing curricula, (3) developing teacher work groups and guiding classroom action research (Glickman, 2002; Sergiovanni, 2001). In addition, principles of academic supervision; (1) practical, meaning that it is easy to do according to school conditions, (2) systematic, meaning that it is developed according to the planning of supervising mature programs and learning objectives, (3) Objective, meaning input is according to instrument aspects, (4) realistic, meaning based on reality actually, (5) anticipatory, which means able to deal with problems that might occur, (6) constructive, meaning developing teacher creativity and innovation in developing learning, (7) cooperative, meaning that there is good cooperation between supervisors and teachers in developing learning . Because the main aspect is the teacher, the service and activity activities must be directed more towards efforts to improve and enhance the ability of teachers to manage teaching and learning activities. For this reason teachers must have personal abilities, professional abilities and social abilities. Based on the description above, the definition of supervision can be formulated as follows "a series of efforts to provide assistance to teachers in the form of professional services provided by supervisors (school supervisors, school principals, and other supervisors) to improve the quality of teaching learning processes and outcomes".

Academic supervision is a series of activities helping teachers develop their ability to manage the learning process for the achievement of learning goals (Glickman, 2002). Academic supervision is an effort to help teachers develop their abilities to achieve learning goals. Through the academic supervision of the school principal helps the teacher in managing the learning process, and helps the teacher develop his professionalism, in this case the teacher's performance in preparing the learning tools. The use of academic supervision with a collaborative approach promotes teacher collaboration. In steps; (1) presenting the problem, the researcher can directly reveal the weaknesses that are related to the results of reflection on the performance of the teacher at the time of the third observation, (2) Then follow the steps to explain, namely to provide a description of why there is still a low performance in related teachers, (3) give opportunity to the related teacher to explain the cause of the low performance (at this stage the researcher listens to the teacher's explanation), (4) After listening to the teacher's related explanation, the researcher provides an alternative problem solving, (5)

the alternative solution to the problem is then negotiated and is associated with efforts to increase teacher performance.

Contemporary (Modern) Supervision Model

Academic supervision of the contemporary model is carried out with a clinical approach, so it is also called clinical supervision. This model supervision is academic supervision that is collaborative in nature. The implementation procedure is the same as direct academic supervision namely classroom observation but with a different approach. Clinical supervision is fostering teacher performance in managing the learning process (Sullivan & Glanz, 2013).

The steps for planning a meeting include: deciding the focus of the observation (general approach, direct information, collaborative, or direct oneself), setting the observation method and form, managing the time of observation and subsequent meetings. Observation steps include choosing observation tools, carrying out observations, verifying the results of observations with the teacher at the next meeting, analyzing the results of verification data and interpreting, choosing an interpersonal approach after the next meeting. The steps of the next meeting are to determine focus and time. The steps for reflection on collaboration include discovering what values and what your suggestions are. Clinical supervision for the teacher appears when the teacher does not have to be supervised on the wishes of the principal. But because of the awareness of the teacher who comes to the supervisor to ask for help over the problem.

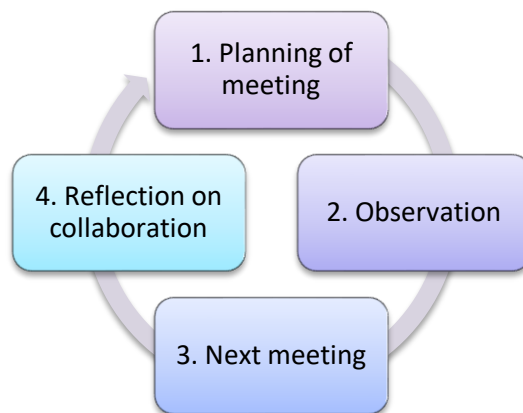


Image 1. Contemporary (clinical) Supervision Model

RESEARCH METHODS

Research Design and Participants

This research will use Sagor's (2011) action research design. This action research was conducted for a school context. School action research consists of cycles. The subjects in this study were 86 teachers in one school in Jambi Province. This study was conducted in 2019/2020 academic year. The implementation time is planned for one month in 2019. School action research aims to improve the condition and quality of

education in an education unit, namely the micro-level educational institution, namely the school. In this research, the researcher adopted a design created by Kemmis and McTaggart (2005), which consisted of planning, acting, observing, and reflecting.

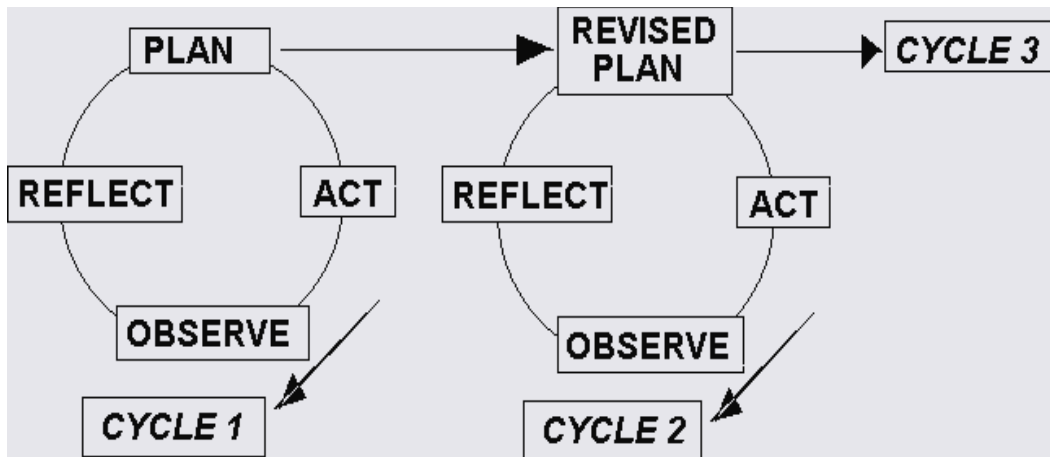


Figure 2. Classroom action research procedures (Kemmis & McTaggart, 2005)

Research procedure

This research was conducted with a classroom action research method that lasted for 2 cycles. Each cycle consists of the stages of planning, implementation, observation and reflection. The research method conducted by researchers is to carry out academic supervision which includes clinical supervision in groups and individually.

First cycle.

a. Planning

At this stage, the researcher plans the following steps: 1. Identify the number of teachers who have prepared syllabi and lesson plans, 2. ask the teacher to collect learning tools, 3. the researcher examines the administration of the teacher in a quantitative and qualitative way, 4. researchers identify the problems found, 5. develop an action plan (in the form of scheduling individual or group supervision according to the findings in the identification of the problem).

b. Implementation

At this stage, the researcher carries out an individual / group supervision plan of action to assess the teacher administration that has been collected previously. Supervision is carried out with individual office-conference meetings. This is done mainly to teachers who do not collect learning tools, to find out the causes / problems. The researchers planned to last for 2 weeks and carried out together with collaborators.

c. Observation

At this stage the researcher conducted observations of all events that occurred during the implementation phase and observed the initial results achieved in the implementation of the cycle 1 action. In addition, the researcher also identified further problems arising from the implementation of the actions in cycle 1.

d. Reflection

In the reflection stage, the researcher evaluates the actions and data obtained. Then proceed with a meeting with collaborators to discuss the results of the evaluation and preparation of steps for the second cycle.

Second cycle

a. Planning

The planning phase in this second cycle, the researchers conducted a meeting with collaborators to arrange class supervision scheduling and prepare the supervision instruments for the second cycle.

b. Implementation

At this stage, teachers who are ready for their learning planning tools are supervised by the class researchers. This is to see the suitability of learning planning with the implementation of learning.

c. Observation

In the second cycle of observation, the researcher observes the suitability of learning planning with the implementation of learning and looks at student responses in the teaching and learning process. At this stage also, researchers collect data that occurs during the implementation phase.

d. Reflection

In the second cycle of reflection phase, the researcher conducted an evaluation with the supervised teacher on the results of observations in the second cycle.

RESEARCH FINDINGS AND DISCUSSION

Teacher Competence in Preparing Learning Tools

Learning tools are very important for a teacher in making plans before implementing learning. The activities of the planning of learning carried out by the teachers, appear in the learning tools which include annual programs based on the calendar of lessons, semester programs as outlined in the learning schedule, syllabus of subjects and lesson plans that are equipped with assessment instruments, teaching materials and instruments evaluation as outlined in the grid.

Table 1.

Teachers' submission of teaching materials, 2018/2019

No	Component	Real number	total Submitted	%
1	Standard of content	86	86	100
2	Education calendar	86	86	100
3	Yearly program	86	45	52
4	Semester program	86	45	52
5	Minimal outcome	86	45	52
6	Goal analysis	86	86	100
7	Material analysis	86	30	35
8	Mapping analysis	86	86	100
9	Syllabus	86	65	75
10	Lesson plan	86	60	69
11	Daily program	86	75	87
12	Program run	86	35	41
13	Attendance list	86	86	100
14	Assessment list	86	86	100
15	Daily assessment list	86	30	35
16	Mid test analysis	86	50	58
17	Question analysis	86	15	17
18	Questions bank	86	13	15
19	Improvement program	86	10	12
20	Improvement report	86	0	0
Total		1720	1049	61%

Source: syllabus collection control sheet and lesson plan

From the table above it is clear that the teacher's basic data that compiled the lesson plans and syllabus are 69% and 75 %. From the syllabus and lesson plans that are collected, the researcher examined the quality of the learning tools that are collected primarily on the syllabus and lesson plans.

Table 2.

Quality scores

No	Scoring achievement	Syllabus	Lesson plan	Average scores
1	Highest score	80	80	80
2	Lowest score	60	60	60
3	Average	67	68	68
4	Total < 70	53 (62%)	Orang 51 (59%)	Orang 52 Orang

5	Total > 70	33 (38%)	Orang	35 (41%)	Orang	34 Orang
---	------------	-------------	-------	-------------	-------	----------

Source: Data on syllabus and lesson plan assessment

Teacher competence in compiling syllabus after the 1st cycle

The quantity of the teacher who compiles the syllabus and lesson plans after the 1st cycle

At the initial meeting of the school year, researchers instructed all teachers to make learning materials. After running for almost three months, the researcher announced to all teachers that academic supervision would be carried out on the completeness of the teacher's administration. Supervision is carried out to collaborative academic supervision jointly with teachers. In this cycle, all teachers were asked to collect these learning materials. Next, the researcher analyzed and evaluated the quantity of teachers who deposited learning materials, especially syllabi and lesson plans. From the data on the number of teachers who collected syllabus and lesson plans at the beginning of cycle 1, it can be seen that with the information of collaborative academic supervision of teachers can increase the quantity of teachers who compiled the syllabus and lesson plans that previously only 61%, increased in quantity to 80%. From these data, it can also be seen that there are teachers who only submitd syllabus without their lesson plans and some who have not yet deposited syllabus and lesson plans.

The quality of the syllabus and lesson plans after the 1st cycle

Before conducting individual collaborative supervision of all teachers, especially to teachers who have not deposited the syllabus and lesson plans. Researchers conducted a second analysis of the syllabus sample and lesson plans made by the teacher. The results of the analysis of the syllabus quality and lesson plans can be seen in the following table.

Table 3.

Recapitulation of syllabus and lesson plan assessment in cycle-1

No	Scoring	Range	f	%
A. Syllabus				
1	A : Very good	86 - 100	-	-
2	B : Good	71 - 85	7	29%
3	C : Sufficient	51 - 70	11	46%
4	D : Lesss	0 - 50	6	25%
Total			24	100%%
B. Lesson plan				

1	A : Very good	86 - 100	-	-
2	B : Good	71 - 85	7	29%
3	C : Sufficient	51 - 70	12	50%
4	D : Less	0 - 50	5	21%
Total			24	100%

From the table data above, it is found that the syllabus and lesson plan assessments with both categories were 29% for the syllabus and 29% for the lesson plan. While there are 25% of teachers showing a lack of value in preparing syllabus and 21% of categories lacking in preparing lesson plans. Meanwhile, the results of the analysis of the quality of the syllabus and lesson plans after individual collaborative supervision is conducted to all teachers, especially to teachers who have a syllabus quality assessment and lesson plans in the poor category (after revised) can be seen in the following table:

Table 4.

Recapitulation of syllabus and lesson plan assessment in cycle-1 after revision

No	Scoring	Range	f	%
A. SYLLABUS				
1	A : Very good	86 - 100	2	8%
2	B : Good	71 - 85	13	54%
3	C : Sufficient	51 - 70	9	37%
4	D : Less	0 - 50	-	-
Total			24	100%
B. LESSON PLAN				
1	A : Very good	86 - 100	3	12%
2	B : Good	71 - 85	11	46%
3	C : Sufficient	51 - 70	10	42%
4	D : Less	0 - 50	-	-
Total			24	100%

The results of the analysis of the revised syllabus and lesson plans in the table above shows an increase in the quality of the syllabus and lesson plans. Where an increase in the quality of the syllabus and lesson plans of teachers shows that the number of teachers who collected syllabus and lesson plans samples are 100%.

Teacher competencies compile syllabus and lesson plans after the second cycle

In this second cycle, the study continued with analyzing / testing the authenticity of the syllabus and lesson plans prepared by the teacher. The method used was to supervise the class. From the implementation of this learning plan, the authenticity of

the preparation can be seen. The results of the analysis of the reinforcement, showed that the syllabus and lesson plans that were collected correctly were prepared by the teacher concerned. Because there was a match between the scenario of planning and implementing learning in the classroom. The suitability data can be seen from the following table.

Table 5.

Class supervision assessment results

No	Scoring classification	Range	f	%
1	A : Appropriate	76 - 100	10	41%
2	B : Sufficient appropriate	51 - 75	14	59%
3	C : Less appropriate	26 - 50		-
4	D : Not appropriate	0 - 25		-
Total			24	100%

From the calculation results in the above table, a conclusion can be drawn that the syllabus and lesson plans collected by the teacher are original. This can be seen by the large amount of teachers that are able to carry out learning in accordance with the plans made. From the results of this study, it was found that there was an increase in the ability of the teachers to make learning materials including the preparation of syllabus development and learning implementation plans after being given collaborative guidance by the school principal.

Thus in this study, it can answer the problem formulated by the researcher that is the effort used by the headmaster so that the teacher before teaching makes learning plans is by providing guidance and the method used by the principal is a way of academic coaching with a collaborative approach, because both of them have responsibilities. Principals provide motivation so that before teaching they have arranged the development of self-made learning. Therefore, the implementation of learning is more confident, programmed and in accordance with the situation and conditions of the school and the facilities available and to meet the demands of professionalism and pedagogical competence of an educator, thus the final goal is good student achievement.

Conclusion

Based on the results of the research, collaborative individual academic supervision of teachers can scientifically improve teacher competency in preparing syllabus and lesson plans at the school. This is proven by the increasing number of good teacher syllabus after collaborative academic supervision in the second cycle. In addition, the number of good quality lesson plans has also increased. The steps that

lead to an increase in teacher competency in compiling the syllabus and lesson plans include the following steps: (1) announcement of collaborative academic supervision plans for teaching devices to educators, (2) implementation of individual collaborative supervision, where each teacher is asked to present syllabus and lesson plans to the principal, then the school principal provides individual collaborative input on the lack of syllabus and teacher's lesson plan, (3) to check the originality of the syllabus and lesson plan prepared by the teacher, the principal conducts class supervision. This is done to adjust the plans contained in the syllabus and lesson plans with their application in class. If appropriate, then it can be ascertained, the teacher's competence in compiling the syllabus and lesson plans is correct (not plagiarized or made by someone else). If there are many discrepancies, it is possible that the syllabus and lesson plans were made by someone else. With the final result that an increase in teacher competence in compiling a good syllabus and lesson plan increased by 62% and 58% (after cycle 2).

This study suggests a number of things, namely for school principals, the implementation of individual collaborative supervision is very suitable to be used to improve teacher competence in preparing syllabus and lesson plans which are still administrative matters which are still difficult to be requested from teachers. To test it, the school head can use academic supervision with class visits. Supervisors are expected to be able to provide clearer and more directed input in coaching the teacher's competence in planning learning in class.

REFERENCES

- Bernardin, H. J., Russell, J. E., & Bernardin, H. J. (2007). *Human resource management: An experiential approach*. New York: McGraw-Hill.
- Glickman, C.D. (2002). *Leadership for learning: How to help teacher succeed*. VA: Association for Supervision & Curriculum Development.
- Hasibuan, M. (2014). Pengembangan Diri Menjadi Agen Pembelajar Sejati (Urgensi Dalam Pengembangan Diri Menjadi Agen Pembelajar Sejati). *Journal Analytica Islamica*, 3(2), 296-313.
- Kartowagiran, B. (2011). Kinerja guru profesional (Guru pasca sertifikasi). *Jurnal Cakrawala Pendidikan*, 3(3).
- Kemmis, S., & McTaggart, R. (2005). Communicative action and the public sphere. *The Sage Handbook of Qualitative Research*, 3, 559-603.
- Kemendiknas (2005). *Undang-Undang nomor 14 tahun 2005, tentang guru dan dosen*. Jakarta: Depdiknas.
- Kemendiknas (2007). *Permendiknas RI Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: Balitbang.
- Podgursky, M. J., & Springer, M. G. (2007). Teacher performance pay: A review. *Journal of Policy Analysis and Management: The Journal of the Association for Public Policy Analysis and Management*, 26(4), 909-950.

- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior*. Pearson education limited.
- Sagor, R. (2011). *The action research guidebook: A four-stage process for educators and school teams*. Corwin Press.
- Sergiovanni, T.J. (2001). *Leadership: What's in it for schools?*. New Fetter Lane, London: RoutledgeFalmer.
- Spencer, L. M., McClelland, D. C., & Spencer, S. M. (1994). *Competency assessment methods: History and state of the art*. Hay/McBer Research Press.
- Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques*. Corwin Press.
- Zulkifli, M., Darmawan, A., & Sutrisno, E. (2014). Motivasi Kerja, Sertifikasi, Kesejahteraan dan Kinerja Guru. *Persona: Jurnal Psikologi Indonesia*, 3(02).