

Improving Teacher Discipline in Preparing Learning Tools Through Academic Supervision

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Abstract

The purpose of this study was to describe efforts to improve teacher discipline in developing learning tools based on independent learning through academic supervision at Junior High School 01 Bengkulu Utara. The method used in this study is the act of supervision. Data collection techniques interview, observation and documentation. Data analysis uses average and percentage calculation techniques. Pre-cycle research showed that teachers laked discipline in preparing learning tools, so researchers carried out supervisory actions through academic supervision of class visit techniques, teacher meetings and direct approaches by school principals. The results showed that teacher discipline could increase by 80% or 8 teachers succeeded in developing learning tools based on independent learning at SMP Negeri 01 Bengkulu Utara.

Keywords: *Academic Supervision, Learning Devices, Teacher Discipline*

Introduction

Discipline is something that is important to instill respect for authority, instill cooperation, is a necessity for organization and to instill respect for others. It can be synthesized that discipline is the orderly behavior of employees in carrying out tasks and work in an organization with the following indicators of order, consistency: obedience, loyalty, and regularity (Mulyasa, 2001: 118; Hafidullah et al, 2023: 46). Furthermore, work discipline as the implementation of management to reinforce guidelines is seen as closely related to performance (Davis, 2003; Isma Rohani, 2020). The quality of education depends on teacher performance and discipline. Teacher discipline is the achievement shown by teachers in carrying out their main duties in teaching, educating and training (Sudiyono, 2000; Joko Sulistiyono, 2022). The main target of academic supervision is the teacher's ability to plan learning activities, implement learning activities, assess learning outcomes, utilize assessment results to improve learning services, create a pleasant learning environment, utilize available learning resources and develop appropriate learning interactions (strategies, methods, techniques) (Tanjung, 2021; Musyadad, 2022). The results of academic supervision serve as a source of information for developing teacher professionalism (Arafat et al, 2020; Priyanto, 202; Saputra. I. P. J, 2022).

This research was conducted based on problems in the field, namely teachers lacking discipline in preparing learning tools based on independent learning. Teachers have not compiled the Flow of Learning Objectives in accordance with applicable regulations. Teaching Modules are not in accordance with various formats. The Teaching Material has not been formulated according to the phase level, and the Activity Sheet and Assessment have not been included in the Teaching Module. With these problems, researchers took supervisory action through academic supervision with classroom visit techniques, teacher meetings and direct approaches by school principals. Supervision is seen as a very suitable approach in the world of democratic education to provide guidance and services to teachers so that with their own ability and willingness they can improve their skills and profession. (Utami et al, 2021; Kristiawan, 2019). Supervision is a planned coaching activity to help teachers and other school employees do their jobs effectively (Purwanto, 2008: 23; Joko Sulistiyono, 2022).

The purpose of this study is to improve teacher discipline in preparing learning tools in accordance with the success criteria of 80% or 8 out of 10 teachers can prepare learning tools.

Learning tools are a number of materials, tools, media, instructions and guidelines that will be used in the learning process (Suhadi, 2007: 24; Saepul Hidayat, 2020). Completeness of learning tools must be done and compiled by teachers in schools without exception as a support for school success and goal achievement (Sulaeman, 2022; Musyadad, 2022).

Several studies have shown that academic supervision can increase teacher performance motivation in making learning tools (Musyadad, 2022). In addition, through academic supervision it can improve the teacher's ability to prepare learning tools (RPPH) (Ningrum. E, 2021). Based on this, in an effort to improve the quality of learning in schools, the principal has a position or position more than the supervised, his job is to see, observe, or supervise the people being supervised. So, the purpose of this study is to describe efforts to improve teacher discipline in preparing learning tools based on independent learning through academic supervision in junior high schools. This research can provide input for teachers in preparing learning tools so that they can improve the quality of learning.

Research Method

This research design uses supervisory action research. Supervision is the process of collecting data and information to control that activities can run in accordance with established standards (Sasongko, RN: 114:2022). The supervisory action research was conducted in 3 (three cycles). The steps of supervisory action research consist of: (1) planning, (2) implementation, (3) observation and assessment, (4) reflection, Suharsimi Arikunto (2006: 16). This research seeks to describe efforts to improve teacher discipline in preparing learning tools based on independent learning through academic supervision. The research subjects were the principal and 10 teachers. Data collection techniques are interview techniques, observation and documentation . Data analysis techniques using percentage and average calculation techniques. Data analysis begins with a systematic search for data on interview transcripts, field notes, recordings, photos, documents and others to be interpreted and given meaning to increase the researcher's understanding of the research focus which is then presented as research (Sugiyono, 2012: 246).

Result and Discussion

Result

This research began with a pre-cycle observation in early September 2021 to obtain initial data on teacher discipline in preparing learning tools. The pre-cycle was carried out as a comparison for improving discipline in cycle I. The observation results showed that 10% of new teachers had learning tools. **Planning.** With this initial data, researchers planned a supervisory action through academic supervision using the technique of classroom visits and teacher meetings as well as a direct approach by the principal. **Implementation.** In cycle I, supervision activities began by holding a teacher meeting for 10 teachers. Meeting activities discuss material on how to formulate ATP, Teaching Modules, Teaching Materials, Student Activity Sheets and Assessments. Teachers and principals conducted questions and answers about the device in accordance with applicable guidelines and the use of various formats used in preparing the device. **Observation.** The next day the principal conducts classroom visits to each teacher to observe the teacher's learning process activities in applying learning tools in the classroom. . At the time of the class visit, the principal did not inform the teachers in advance, so the teachers were not ready to be supervised. The results obtained from the visit were that most teachers did not prepare learning tools. The results of the observed assessment that only 20% or 2 people succeeded in preparing learning devices in cycle I. **Reflection.** With these results, the principal held a direct approach to the teacher after the lesson was completed in class. Supervision activities by conducting questions and answers and discussions related to the constraints of teachers who have not prepared learning devices. The principal reflected on the findings of the classroom visit and provided input, direction and guidance to the teacher on the problems the teacher encountered. With these problems, researchers redesigned the next supervision activities.

Planning. In cycle II, the design carried out by the researcher was to prepare material about formulating Teaching Modules, Student Activity Sheets and Assessments according to various formats. **Implementation.** Activities by carrying out meetings with teachers who are less complete in preparing learning tools. Principals and teachers discuss teacher constraints in compiling the flow of learning objectives through impressions. The result of the discussion is that teachers can compile the tools well. Class visits are carried out the next day during their respective class hours. The principal first informs the teacher that a class visit will be

conducted. **Observation.** During the class visit, the principal observes the application of learning tools by teachers in the learning process. With the notification of the previous class visit, the results showed that 50% of teachers or 5 teachers had learning tools. This shows an increase in teacher discipline from the previous cycle, but has not yet reached the desired percentage. **Reflection.** For teachers who have not completed the learning tools, the principal approaches them again after the class visit. The principal provides reinforcement, direction and guidance so that teachers succeed in preparing learning tools. From the results of this second cycle, the researcher redesigns the next supervision activity, namely designing device material that teachers do not understand in formulating assessments.

Planning. In cycle III, the planning prepared by the researcher is how to formulate the assessment in the learning device in accordance with the teaching material. **Implementation.** Supervision activities by carrying out teacher meetings. Discussion and question and answer activities related to how to formulate assessments in the Teaching Module. The principal provides direction and guidance during the discussion. The results of the discussion teachers can understand and formulate assessments in learning tools. At the end of the activity, the principal conveyed the implementation of class visits which would be carried out according to their respective learning hours. **Observation.** The next day in accordance with the previous agreement, the principal made a class visit to observe the process of implementing learning tools in the learning process. The results of the assessment carried out in cycle III were that teacher discipline increased significantly, namely 80% of teachers or 8 teachers succeeded in preparing learning devices. This improvement has reached the success criteria, namely 80% of teachers can develop learning tools through the technique of class visits and teacher meetings and direct approaches by school principals. This improvement is inseparable from the role of the principal during supervision activities who provides assistance and guidance during supervision activities.

Discussion

Based on the results of the study, teacher discipline in preparing learning tools was successfully improved. After the lesson took place, the researcher reflected with the teacher concerned with the results of the reflection such as the learning tools used by the teacher were complete. In this action research, there was a clear increase in teacher compliance in the

teacher discipline indicator. This increase is the impact of the supervision of classroom visit techniques, teacher meetings and direct approaches by school principals that have been carried out by researchers. The principal conveyed the concept of discipline related to order, rules, or norms in a common life (involving many people). Principals in carrying out academic supervision activities really help teachers in the problems they face related to their duties as teachers. The principal as a supervisor must understand and carry out his function as a teacher's companion in finding solutions to the obstacles he encounters. In preparing learning tools, principals remind teachers in terms of timeliness in collecting and completing the administration that will be used in the learning process. Compliance with regulations is also a special concern for teachers, so that the completeness of the device cannot be separated from existing rules. Teachers as the spearhead of the success of students in their education certainly cannot be separated from their duties as teachers. Various formats make learning devices more varied in their formulation. Thus, school principals certainly need to carry out assistance to teachers through continuous and scheduled academic supervision, in order to produce educators who are able to make students successful in accordance with the objectives of national education.

Based on the results of the data analysis, it can be concluded that teacher discipline in preparing learning tools can increase according to the success indicators to be achieved, namely 80% of teachers through academic supervision of classroom visit techniques and teacher meetings as well as direct approaches by school principals succeed in preparing learning tools. All obstacles in supervision activities can be overcome with supervision solutions. Based on the findings in the field, that the increase in teacher discipline is absolutely visible in the physical form and completeness of learning devices. Discipline is important for: instilling respect for authority, instilling cooperation, is a need for organization, and to instill respect for others (Mulyasa, 2001: 118; Hafidullah et al, 2023: 46). The results of reflection are carried out directly through an approach in order to assist and foster teachers to help with their duties and carried out periodically. Guidance, assistance, advice, or feedback is carried out periodically by the supervisor (Arikunto, 2004: 19-21; Saputra. I.P.J, 2022). This increase is inseparable from the role of the principal in the implementation of academic supervision on the importance of preparing learning tools. The completeness of the learning tools must be done and prepared by teachers in schools without

exception as a support for the success of schools and the achievement of goals (Sulaeman, 2022; Musyadad. V. F, 2022).

This finding is reinforced by the results of previous research which states that supervision affects discipline in preparing learning tools, Arifah, Kunti, (2015). Improving Teacher Performance through academic supervision, Rochim, Abdul. (2022).

Conclusion

The implementation of academic supervision techniques of teacher meetings, classroom visits, classroom observations as well as direct and indirect approaches by school principals can improve teacher discipline in preparing learning tools. Teachers can prepare learning tools properly, utilize effective time, comply with regulations, be responsible for tasks and use various formats.

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