



TEACHER COMPETENCE IMPROVEMENT THROUGH SUPERVISION OF COOPERATIVE PROFESSIONAL DEVELOPMENT MODEL AT HIGH SCHOOL IN BONE BOLANGO DISTRICT

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Article history:	Abstract:
Received 4 th September 2022	The purpose of this study was to find and describe: (1) the implementation of the supervision of the Cooperative Professional Development CPD model in high schools throughout Bone Bolango Regency. (2) increasing the professional competence of teachers through the supervision of the Cooperative Professional Development (CPD) model in high schools throughout the Bone Bolango district. This research is school action research with cyclical flow of activities, namely: action planning, action implementation, observation, reflection which is carried out in two cycles. The subjects of this study were teachers in high schools throughout Bone Bolango Regency, totaling 180 people. The data collection technique used was observation.
Accepted: 4 th October 2022	From the implementation of the action, it was found that through the supervision of the CPD model in high schools throughout Bone Bolango, it was possible to improve the professional competence of teachers through the supervision of the CPD model, namely: (1) the average score of the implementation of the CPD model supervision cycle I showed an achievement of 89.37% or was in the category good and the professional competence of the CPD model teacher achieves 84.77% or is in the good category. In cycle II (2) the average score for the implementation of the CPD model supervision cycle II showed an achievement of 97.37% or was in the very good category and the professional competence of the CPD model teacher obtained an achievement of 98.63% or was in the very good category. This is done to show that the supervision of the Cooperative Professional Development model that is carried out can improve teacher competence. This shows that the implementation of Cooperative Professional Development (CPD) in high schools throughout Bone Bolango has been running optimally. From the findings it is suggested that; (1) It is hoped that the increase in the professional competence of teachers in learning activities can be carried out through CPD model supervision services, so that teachers can develop their abilities according to the problems they face in learning, (2) CPD model supervision needs to be carried out consistently by following the procedures or stages of CPD supervision starting from from the initial meeting, conducting classroom observations, and conducting feedback meetings, (3) Schools need to optimize the implementation of the CPD model supervision by preparing a follow-up program for the CPD model supervision, as well as conducting an analysis to assess the success of the CPD model supervision implementation.
Published: 8 th November 2022	

Keywords: Flash Mob, Digital Technology, Learning Activity, Activate The Language Performance, Teaching English,

INTRODUCTION

Teachers in carrying out their professional duties must have an understanding of mastery of learning materials, mapping of competency standards and basic competencies. Development of learning materials, use of information and communication technology in teaching and learning activities. Mastery of learning materials in question is teacher activities to master the material to be taught in accordance with competency standards and basic competencies so that they can develop more interesting teaching materials and can take advantage of the use of ICT so as to improve the quality of learning.

Based on the results of initial observations, the researchers focused on cooperation in improving the

professional competence of teachers through the supervision of the cooperative professional development model in high schools throughout Bone Bolango Regency. This supervision model is a supervisory model for increasing teacher professional competence, it can be carried out by every teacher / colleague, so that teachers can know their professional competence in teaching in class.

From the results of this class visit, it can be seen the weaknesses and strengths of the teacher in carrying out teaching learning and the level of mastery of the competence of the teacher concerned. Furthermore, certain solutions and follow-up efforts are sought so that teachers can correct existing deficiencies while maintaining their advantages in carrying out learning. It is natural for teachers to expect continuous advice and guidance from their supervisors/co-workers in facing challenges, many of which include a curriculum that contains considerable changes in the objectives of teaching methods and evaluation. The principal as a leader must have good professional competence and master the school curriculum, and the principal can provide advice and guidance to teachers.

The cooperative relationship that is built in cooperative professional development groups can provide significant results and provide solutions to various problems in teaching and learning activities. Glathorn states that the notion of cooperative professional development is as follows. "cooperative professional development is a process by which teams of teachers work together for their own professional development". (Cooperative professional development is the process of a team of teachers working together for their own professional development).

Other things that make researchers interested in carrying out research in State Senior High Schools throughout Bone Bolango Regency as research objects are: (1) schools that physically have complete facilities and high achieving schools, (2) the strong desire of teachers to be able to improve professional competence in learning activities. teaching (3) a strong desire from the principal about an improvement in school management, especially from the aspect of teacher competence in developing the potential of qualified students.

RESEARCH METHODS

This research was carried out in high schools throughout Bone Bolango Regency. This study uses a school action research (PTS) approach. The implementation of school action research is carried out through the stages of preparing instruments, implementing actions in the context of data collection, data analysis and discussion of research results and preparation of PTS reports. The subjects involved in this school action research were teachers at SMA Se-Bone Bolango. Primary data sources come from the results of the measurement of the following school action research variables: 1) the teacher's ability score in mastering the material, structure, concept, and mindset, 2) the teacher's ability score in mastering the competency standards and basic competencies of the subjects taught, 3) the score teacher's ability to develop creatively guided learning materials, (4) teacher's ability score in utilizing technology and communication to develop themselves.

RESEARCH RESULT

Supervision is carried out by teachers or peers. The principal as the leader of the educational institution carries out its function as a companion and supporter of the activities of the teachers in carrying out the supervision of the CPD model. In practice, supervision is carried out by teachers or peers.

The results of the analysis conducted by researchers on the average professional competence of teachers through the supervision of the CPD model are shown as follows:

Table 4.1: Average Implementation of Supervision on the CPD Model for Teachers in Senior High Schools Bone Bolango

No	Average Implementation of CPD model supervision	Average
1	Supervision of the CPD model for teachers of SMAN 1 Suwawa Timur	87,71 %
2	Supervision of the CPD model of SMAN 1 Suwawa	91,66 %
3	Supervision of the CPD model for high school teachers Integrated Wira Bhakti	84,86%
4	Supervision of the CPD model for SMAN 1 teachers Kabila	85,96 %
5	Supervision of the CPD model of SMA Negeri 1 Tapa	96,70 %
	Average	89,37 %

Table 4.2: Average professional competence of teachers in SMA in Bone Bolango Cycle I

No	The average professional competence of teachers through the supervision of the CPD model	Average
1	Professional competence of teachers through the supervision of the CPD model, SMA Negeri 1 Suwawa Timur	75,38 %
2	Professional competence of teachers through supervision of the CPD model of SMA 1 Suwawa	87,71 %
3	Professional competence of teachers through supervision of the CPD model, high school is on wira bhakti	78,10 %

4	Professional competence of teachers through the supervision of the CPD model of SMA Negeri 1 Kabila	87,6 %
5	Professional competence of teachers through supervision of the CPD model of SMA Negeri 1 Tapa	95,06
	Average	84,77 %

Table 4.3 : Average Implementation of Supervision of the CPD Model for High School Teachers in Bone Bolango Cycle II

No	Average Implementation of CPD model supervision	Average
1	Supervision of the CPD model for teachers of SMAN 1 East Suwawa,	97,78 %
2	Supervision of the CPD model of SMAN 1 Suwawa	99 %
3	Supervision of the CPD model for Wira Bhakti Integrated Senior High School teachers	98,33 %
4	Supervision of the CPD model for SMAN 1 Kabila teachers	98,16 %
5	Supervision of the CPD model of SMA Negeri 1 Tapa	96,6 %
	Average	97,37%

Table 4.4: Average Teacher Professional Competence through the CPD Model Survey in SMA in Bone Bolango in Cycle II

No	The average professional competence of teachers through the supervision of the CPD model	Average
1	Professional competence of teachers through the supervision of the CPD model, SMA Negeri 1 Suwawa Timur	97,66 %
2	Professional competence of teachers through supervision of the CPD model of SMA 1 Suwawa	99 %
3	Professional competence of teachers through supervision of the CPD model, high school is on wira bhakti	97,83 %
4	Professional competence of teachers through the supervision of the CPD model of SMA Negeri 1 Kabila	98,66 %
5	Professional competence of teachers through supervision of the CPD model of SMA Negeri 1 Tapa	100 %
	Average	98,63 %

DISCUSSION

Implementation of the supervision of the CPD model on the CPD team in improving the professional competence of teachers in high schools throughout Bone Bolango.

Based on the results of research carried out for two cycles, it shows that the identification process carried out by supervision of the CPD model at the high school level on teacher difficulties in learning is carried out in 2 ways, namely a) the teacher makes an agreement to improve professionalism, b) each CPD team agrees to carry out the learning program that has been prepared, the CPD team discusses how to use the right method in effective learning. The CPD team discussed the media that would be used in teaching, as well as asked the problems faced in making lesson plans, using learning media, using learning models and problems in implementing the learning process. The process for the CPD team's agreement on the implementation of the CPD model supervision was obtained after the CPD team communicated with the principal about the CPD model supervision CPD program after going through a monthly evaluation meeting that discussed obstacles in learning. The results of the identification of these problems then resulted in an agreement about the problems faced by the teacher to be specifically guided through the stages of supervision of the CPD model.

The results of other studies show that the instrument model for improving teacher competence through supervision of the CPD model, focused on professional competence, is the supervisory instrument model for CPD activities that has been agreed upon by the supervisor. The instrument has just been used and is in accordance with the stages of implementing CPD supervision. However, the CPD team continues to design the CPD supervision instrument according to the problems faced by teachers in learning.

Improving teacher professional competence through supervision of the CPD model at the high school level

The results showed that the professional competence of teachers through the supervision of the CPD model in high school had increased after the action was carried out through two research cycles. The results of this study

indicate that the implementation of supervision on CPD activities is able to improve the professional competence of teachers in terms of teaching. The results of the research for two cycles showed that the CPD team carried out the supervision of the CPD model through stages, namely the initial planning stage, the observation implementation stage, and the final stage (back discussion). At the initial planning stage the teacher agrees to form a CPD team, the teacher determines who is a partner in the supervision of the CPD model, the CPD team develops a learning program and submits it to the principal, the team communicates with the principal about the CPD program, the school principal allocates the necessary resources for the team CPD is working effectively. From the results of the study, an agreement was obtained that the supervision of the CPD model would be carried out. At the class observation stage, the CPD team enters the classroom and occupies a seat in the back or occupies a place on the side so that students are not disturbed by their presence in class. As for what was done in the classroom observation process, among others, observing a teacher while teaching, noting things that needed improvement/suggestions for the teacher, but focused on mutual agreement with the teacher at the initial meeting. The CPD team records or fills out the agreed instruments. The observations made are not assessing the teacher's weaknesses.

The results of this study also show that the final stage process (back discussion) is carried out after the learning process is carried out. In the process, the CPD team asked the teacher's feelings in general or his impression of the teaching being carried out, then provided reinforcement on several aspects that the teacher had done well.

The CPD team, together with the teacher, conducts an analysis of the achievement of the teaching objectives by inviting the teacher to identify the differences between the planned teaching objectives and the achieved teaching objectives. Together with the teacher, the CPD team analyzed the target skills and the main concern of the teacher which became the initial agreement, namely improving the professional competence of teachers in teaching students whether the implementation had been achieved or not. In the final stage of the feedback meeting the CPD team asked how he felt after analyzing his target skills and main concerns. Teachers are also given the opportunity to conclude the results of what they have obtained during the process of supervising the CPD model. The CPD team provided improvements to the teacher's learning process so as to motivate teachers to plan exercises as well as to set further plans.

Supervision of Cooperative Professional Development (CPD) can be interpreted as a supervisory model that is facilitated by the principal or school supervisor through a moderately formulated process by two or more teachers who agree to work together to grow and develop their professional abilities. Masaong (2013: 75) argues that the supervision of Cooperative Professional Development (CPD) has characteristics, namely in the form of activities to plan and implement the supervision of cooperative teacher professional development. Therefore, the principal can choose his own form of professional development cooperation, according to the character and culture of the local school.

Imron (2009: 12), in general suggests that supervision of Cooperative Professional Development (CPD) activities is carried out to provide assistance in developing better teaching and learning situations through efforts to improve teaching professionals to assess the ability of teachers as educators and teachers in their respective fields in order to help them make improvements and where necessary by pointing out deficiencies to be corrected themselves.

Professional competence can be interpreted as knowledge, skills, and attitudes in the form of intelligent and responsible actions in carrying out tasks. teacher and lecturer law no. 14 of 2005, and government regulation No. 19 of 2005 states that professional competence includes personality, pedagogic, professional and social competencies.

Professional competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and actualized in carrying out professional duties. Based on government regulation (PP) Number 18 of 2007 concerning teachers, it is stated that the competencies that must be possessed by teachers include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. These professional competencies are comprehensive and form a single entity that are interconnected and mutually supportive.

Another form of professional competence that teachers need to demonstrate is the ability to develop creatively taught subject matter. In every development of learning materials, it is necessary to pay attention to whether the material to be taught is in accordance with the objectives and competencies that are formed. In some situations, the teacher may find that there is a lot of material available, but it is not directed directly at the goals to be achieved. For this reason, if the available material is felt to be insufficient, the teacher can add it himself by paying attention to learning strategies and effectiveness.

The results of the research carried out related to increasing the professional competence of teachers through the supervision of the CPD model showed that the implementation of CPD supervision experienced a significant increase after the action was carried out through two cycles. In the first cycle, the implementation of the CPD model supervision obtained an achievement rate of 89.37% or was in the good category, and the professional competence of teachers through the CPD model supervision obtained an achievement rate of 84.77% in the Good category. Then proceed to the next cycle. In the second cycle, the implementation of CPD model supervision obtained an achievement rate of 97.37% in the very good category, and the professional competence of teachers through the CPD model supervision obtained an achievement rate of 98.66% in the very good category. Then the next cycle is not continued because the achievement has been fulfilled. The results of the research on the implementation of this school action research were carried out at the level of high school teachers, the professional competence of teachers

was found to increase in the second cycle so that the next cycle was not continued.

CONCLUSION

Based on the results of the research that has been discussed, there are several conclusions, namely: 1) Supervision of the CPD model to improve teacher professional competence through the supervision of the CPD model is carried out in 3 stages, namely, planning, observation and feedback discussion. 2) Increasing the professional competence of teachers through the supervision of the Cooperative Professional Development model in high schools throughout the Bone Bolango district can be improved through the implementation of the supervision of the CPD model. This is indicated by the increase in the professional competence of teachers through CPD supervision with a very good average achievement.

From the results of the study, it is suggested that 1) it is highly expected that an increase in teacher professional competence in learning can be carried out through the supervision of the CPD model, so that teachers can develop their abilities according to the problems they face in learning, 2) the supervision of the CPD model needs to be carried out consistently by following the procedures or stages of activities CPD starts from the initial meeting, conducts class observations, and conducts feedback meetings, 3) schools need to optimize the implementation of CPD model supervision by preparing a follow-up program for CPD supervision, as well as conducting analysis to assess the success of the implementation of CPD activities.

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