



# Teacher's Competence: Applying the Problem-Based Learning Model through Academic Supervision

Juni Agus Simaremare<sup>1\*</sup>  <https://orcid.org/0000-0002-4333-3409>, Nancy Angelia Purba<sup>2</sup>  
<sup>1,2</sup> Universitas HKBP Nommensen Pematangsiantar, North Sumatra, Indonesia  
e-mail: <sup>1\*</sup>[simaremarejuniagus@gmail.com](mailto:simaremarejuniagus@gmail.com), <sup>2</sup>[nancypurba27@gmail.com](mailto:nancypurba27@gmail.com)

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## ABSTRACT

*This study aimed to improve the professional competence of Indonesian language teachers in applying the Problem-Based Learning (PBL) learning model at State Senior High School 1 Muara. This research is a Classroom Action Research involving 6 Indonesian language teachers. The research was conducted in two cycles, namely: planning, implementation, observation, and reflection. Aspects measured in the observations were teacher teaching performance, teacher interaction with researchers, interaction with other Indonesian language subject teachers, collaboration with other teachers, making lesson plans, learning processes, evaluating the implementation of Problem-Based Learning (PBL). From the data analysis, it was found that there was an increase in teacher activity and competence in implementing the PBL model. In the initial condition, from 54.00 (criteria for poor score) increased to 66.00 (criteria for sufficient value) and 76.00 (criteria for good value). In the aspect of learning implementation, the average score of 55.21 (criteria for low scores) increased to 65.43 (sufficient value criteria) and 75.43 (good value criteria) in the second cycle. In the aspect of assessment of learning outcomes, from an average of 53.58 (criteria for poor scores) to 65.42 (criteria for good scores) and 77.42 (criteria for good scores). Also, in the aspect of classroom management from 54.00 enough and 75.83 (good grade criteria). From the results above, it can be concluded that the implementation of the Problem-Based Learning model with academic supervision has been proven to improve the professional competence of teachers in managing the learning process.*

## INTRODUCTION

Teachers are one of the elements of Human Resources that must be trained and developed ongoing. In addition, teachers are also an educational component in the implementation of School-Based Management. As a teacher, the teacher must develop a learning program for a certain period, make preparations in the learning process, prepare learning media, implement learning, evaluate learning outcomes, manage class, and more. Teachers, as professionals, are required to have competencies in carrying out their duties. However, the current teachers' professional competence in teaching is still diverse. Based on the results of observations, interviews, and test scores for Indonesian subjects, the implementation of classroom learning at State Senior High School 1 Muara, the methods that teachers often use in delivering class lessons are the lecture method and the question and answer method. The

teachers rarely use the discussion method or other media other than the school's textbooks. So it should be with the efforts made by the government that are so good to be applied in schools, students are expected to be able to answer the global challenges in this millennium era. However, the fact is that at State Senior High School 1 Muara, teachers are still not maximal in applying varied learning models or methods so that students get less than optimal grades. So with the condition of the teacher of Indonesian subjects, it is important to conduct school action research by researchers at the high school. By conducting this research, it is hoped that the learning process will be better, and students will be more motivated and actively participate in the teaching and learning process; the results or student absorption will increase, which will increase student learning achievement. These problems will be resolved quickly by implementing an innovative learning model, namely the active learning approach of students with the Problem-Based Learning (PBL) learning model.

For this reason, researchers need to conduct academic supervision so that teachers' teaching styles change and students' creativity is awakened, the classroom atmosphere is lively and active, student absorption increases which ultimately increases student achievement. Furthermore, by applying the Problem-Based Learning model properly, it is hoped that students will be more diligent in studying and solving daily personal problems. There are many innovative learning models to make children learn, but researchers feel that this Problem-Based Learning model is suitable for teaching material that requires problem-solving.

In addition, researchers also conduct academic supervision by conducting class supervision complete with instruments. After the routine classroom supervision is completed, the researchers, the Indonesian language teacher, discuss the obstacles that occur during the learning process. The concrete steps taken at the core of the activity are supervising regular class visits, making notes describing the process, and asking the teacher to reflect on learning using the lecture and question and answer method. Discuss the advantages and disadvantages of the lecture method in detail and explain the alternative learning models they often use. Academic supervision, also called classroom supervision, is the supervision of academic activities in teaching and learning processes, teachers' supervision, and situations that cause them ([Zahara et al., 2019](#)). Educational supervision is an activity carried out by an individual with a higher position than the teacher to see and examine the work thoroughly or supervise every work done (Rifai Ahmat, 2019). Educational supervision is guidance given to all school staff to improve their ability to develop better teaching and learning situations. The person who supervises is called a supervisor. Supervision can be interpreted as coaching.

In contrast, the target of the coaching can be for school principals, teachers, administrative staff. However, the target of supervision is also defined as teacher development ([Fitri Yulia, 2019](#)). Based on some of the opinions above, it can be concluded that educational supervision fosters and supervises human resources in academic units to increase the ability to develop better teaching and learning situations. Problem Based Learning (PBL) is a learning model that encourages teachers to know how to learn and work together in groups to find solutions to real-world problems. Problem simulation is used to activate the teacher's curiosity before starting to study a subject. Problem Based Learning (PBL) prepares teachers to think critically and analytically, as well as to be able to obtain and use learning resources appropriately ([Amir, N. F., et al. 2020](#))

Through problem-based learning, teachers can learn problem-solving activities to hone students' thinking skills ([Rahmadani, 2017](#)). Applying the Problem Based Learning model is an appropriate alternative in involving all teachers to play an active role in learning and developing thinking skills because all learning is associated with everyday problems ([Eka Eismawati et al. 2019](#)). Based on some of these opinions, Problem-Based Learning (PBL) is a learning environment where problems encourage learning. There are several ways to implement Problem-Based Learning in learning. However, the most important thing is that problems must be solved using the scientific method.

Several previous academic supervision studies were conducted, such as in Sumedang Regency by [Erni Agustina Suwartini \(2017\)](#) entitled "Academic Supervision of Principals, Teacher Professionalism and Quality of Education. The study results show that: (1) There is a positive and significant effect of the principal's academic supervision on the quality of education by 30.9%. It means that the better the academic supervision of the principal, the better the quality of education. (2) There is a positive and significant influence between teacher professionalism on the quality of education by 20.2%. It means that the better the professionalism of teachers, the better the quality of education. (3) There is a positive

and significant influence jointly between the principal's academic supervision and teacher professionalism on the quality of public elementary school education in Purwakarta Regency by 36.3%. It means that the better the academic supervision of the principal and the better the teacher's professionalism, the better the quality of education.

[Margi Purbasari's \(2015\)](#) research entitled *The Effect of Academic Supervision on Teacher Teaching Performance in Elementary Schools*. The results showed that the two research variables had a positive relationship with a value of 75.977; this positive relationship could be interpreted that the higher the quality of the implementation of academic supervision, the higher the teacher's performance in learning activities. The relationship between the influence of academic supervision on teacher performance in learning is shown by the percentage of 23.2%. Recommendations based on research results are that principals should pay more attention to implementing supervision in academic supervision. At the same time, in terms of teacher teaching performance, teachers should further improve their performance, especially in aspects of learning evaluation and follow-up on student assessment results.

[Hardono et al.'s \(2017\)](#) research entitled *Principal Leadership, Academic Supervision, and Work Motivation in Improving Teacher Performance*. The results showed the principal's leadership and academic supervision on work motivation, either partially or simultaneously. The test also shows an influence of the principal's leadership, academic supervision, and work motivation on performance either partially or simultaneously. The results of the path analysis test show that there is an influence of principal leadership and academic supervision on performance, with work motivation as a mediating variable.

Supervision is a planned learning activity at State Senior High School 1 Muara to assist teachers and other school staff in doing their jobs effectively. Supervision is defined as assistance from researchers in achieving educational goals in the form of encouragement, guidance, and opportunities for the growth of skills and abilities of teachers in efforts to reforms in education and teaching, selection of learning tools and better teaching methods, ways of a systematic way of assessing the teaching process.

Researchers carry out academic supervision to help teachers teach and achieve the supervision goals, which helps teachers in teaching preparation, learning implementation, and learning evaluation, which will also support the professionalism of teachers in the learning process. The way that is done so that the implementation of supervision can run well is by using appropriate supervision techniques and methods, supervision programs and schedules that are carried out regularly and directed, and various ways that can support teacher professionalism, for example, by involving and involving teachers in activities teacher teaching quality development activities. The target of supervision, namely increasing the professional competence of teaching teachers in planning, implementing, and evaluating learning, is also expected to be achieved in the implementation of academic supervision conducted by researchers.

## **METHODS**

This action research is State Senior High School 1 Muara, located in Muara Village, Muara District, North Tapanuli Regency. The object of this action research is to use the Problem-Based Learning model to improve the professional competence of Indonesian language teachers at State Senior High School 1 Muara. The method of data collection is done through observation, tests, and documentation. In this action research, the validity of the data is done by triangulation, namely triangulation with sources and triangulation with methods.

This action research was conducted using classroom action research which lasted for two cycles. Each cycle consists of stages of planning, implementation, observation, and reflection. The researcher's action research method is to carry out academic supervision, including traditional and academic supervision. The indicator of success in this action research is the implementation of academic supervision activities for Indonesian language teachers at State Senior High School 1 Muara. The professional competence of Indonesian language teachers in managing the Cycle I to Cycle II learning process.

The indicator of professional competence in managing the individual learning process is that if you get a minimum score of 70 in each aspect of the assessment, it can be said that the actions

implemented are successful. Therefore, classically, at least 85% of Indonesian language teachers are declared to have increased professional competence in managing learning.

The data analysis method in this action research uses qualitative data analysis. Data obtained from observations, documentation, and portfolios were analyzed in the form of descriptions. The analysis of qualitative action research data is interactive. The technique used is flexible, depending on the strategy used and the data that has been obtained (Sukmadinata: 2005). The collected data will then be analyzed. It is by the problems that will be studied from the purpose of action research. The first stage uses a descriptive percentage analysis technique. The second stage compares the recapitulation results of the first cycle's value with the second cycle's recapitulation.

**Table 1. Value Criteria for Increasing Teacher Professional Competence in the Implementation of the Learning Process**

<b>Achievement:</b>	86%-100%	=	excellent	finished
	70%-85%	=	good	finished
	55%-69%	=	enough	not finished yet
	under 55%	=	less	not finished yet

Improving the professional competence of teachers in managing the standard process of learning activities is declared successful or complete if at least it gets a score of 70% or with good qualifications.

## RESULTS

The results of observations of the initial conditions of professional competence of Indonesian language teachers at State Senior High School 1 Muara in managing the learning process at the time before the action was taken can be seen in the data below:

**Table 2. Results of Academic Supervision Aspects of Learning Implementation Plans in Initial Conditions**

Number	Teacher	Score	Qualification	Completeness		Information
				Completed	Not completed	
1	teacher -1	54,00	less	-	√	-
2	teacher -2	52,00	less	-	√	-
3	teacher -3	56,00	enough	-	√	-
4	teacher -4	54,00	enough	-	√	-
5	teacher -5	62,00	enough	-	√	-
6	teacher -6	60,00	enough	-	√	-
	<b>Amount</b>	<b>216,00</b>	-	<b>0</b>	<b>6</b>	-
	<b>average</b>	<b>54,00</b>	<b>less</b>	-	-	-
	<b>percentage</b>	-		<b>0,00</b>	<b>100,00</b>	-

From the data above, it can be explained that assessing the implementation plan of learning professional competence of Indonesian Language Subject teachers at State Senior High School 1 Muara, as many as six teachers showed unsatisfactory results because there were no teachers who obtained a minimum score of good.

There were only three teachers or 50% with a qualifying score of less and three teachers in enough criteria with an average score of 54.00 in the fewer criteria. An explanation of the assessment aspects of the learning process implementation in initial conditions is described in the table below:

**Table 3. Results of Academic Supervision in the Field of Implementation of the Learning Process in Initial Conditions**

Number	Teacher	Score	Qualification	Completeness		Information
				Completed	Not completed	
1	teacher -1	53,57	less	-	-	√
2	teacher -2	52,86	less	-	-	√
3	teacher -3	54,86	less	-	-	√
4	teacher -4	59,57	enough	-	-	√
5	teacher -5	52,86	less	-	-	√
6	teacher -6	60,57	enough	-	-	√
	<b>amount</b>	<b>220,86</b>	-	<b>0</b>	-	<b>6</b>
	<b>average</b>	<b>55,21</b>	<b>enough</b>	-	-	-
	<b>percentage</b>	-	-	<b>0,00</b>	-	<b>100,00</b>

From the data above, it can be explained that the professional competence of Indonesian language teachers in State Senior High School 1 Muara as many as six teachers in the assessment aspect of the implementation of the learning process showed unsatisfactory results because no teachers scored in the good criteria. There were only two teachers or 33.33% in enough criteria and four teachers or 66.67% in the fewer criteria, with an average score of 55.21 in the fewer criteria. An explanation of the assessment aspects of student learning outcomes in initial conditions by each teacher as described in the table below:

**Table 4. Results of Academic Supervision in the Field of Assessment of Learning Outcomes in Initial Conditions**

Number	Teacher	Score	Qualification	Completeness		Information
				Completed	Not completed	
1	teacher -1	51,67	less	-	-	√
2	teacher -2	55,00	less	-	-	√
3	teacher -3	53,67	less	-	-	√
4	teacher -4	54,00	enough	-	-	√
5	teacher -5	58,67	less	-	-	√
6	teacher -6	59,67	enough	-	-	√
	<b>amount</b>	<b>214,33</b>	-	<b>0</b>	-	<b>6</b>
	<b>average</b>	<b>53,58</b>	<b>enough</b>	-	-	-
	<b>percentage</b>	-	-	<b>0,00</b>	-	<b>100,00</b>

From the data above, it can be explained that the professional competence of Indonesian language teachers at State Senior High School 1 Muara as many as six teachers showed unsatisfactory results. Because, as with the implementation of the learning process, in the assessment of learning outcomes, there were no teachers who had good professional competence, there were only three teachers or 50% in enough criteria and three teachers in the fewer criteria with an average score of 53, 58 in the fewer criteria. The last aspect of the assessment of the implementation of the learning process, namely the aspect of classroom management in the initial conditions attended by six teachers, as shown in the table below:

**Table 5. Results of Academic Supervision in Class Management in Initial Conditions**

Number	Teacher	Score	Qualification	Completeness		Information
				Completed	Not completed	
1	teacher -1	51,67	less	-	-	√
2	teacher -2	58,33	less	-	-	√

Number	Teacher	Score	Qualification	Completeness		Information
				Completed	Not completed	
3	teacher -3	52,67	less	-	-	√
4	teacher -4	56,67	enough	-	-	√
5	teacher -5	60,67	less	-	-	√
6	teacher -6	58,67	enough	-	-	√
	<b>amount</b>	<b>219,33</b>	-	<b>0</b>	-	<b>6</b>
	<b>average</b>	<b>54,83</b>	<b>enough</b>	-	-	-
	<b>percentage</b>	-		<b>0,00</b>	-	<b>100,00</b>

From the data above, it can be explained that the professional competence of Indonesian language teachers at State Senior High School 1 Muara as many as six teachers showed unsatisfactory results because there were no teachers who were declared to have good professional competence in managing the learning process in the classroom management assessment. As a result, there were only two teachers (33.33%) in the fewer criteria and four teachers (66.67%) in enough criteria and an average score of 54.83 in the fewer criteria.

From the table above, it can be explained that the professional competence of Indonesian language teachers at State Senior High School 1 Muara in the implementation of the learning process management is still low. It is evidenced in the initial condition data where all the assessment instruments for the implementation of the learning process management show unsatisfactory results because of the professional competence of Indonesian language teachers at State Senior High School 1 Muara. Therefore, the implementation of the management of the learning process is not satisfactory. This fact indicates the need for improvement activities to improve the professional competence of teachers in the implementation of the learning process, namely by carrying out academic supervision activities with academic supervision. The academic supervision activities with academic supervision will be carried out in two cycles. Each cycle will improve the teacher's professional competence in implementing learning process management using assessment instruments determined by applicable regulations regarding standards for implementing learning process management.

### *Cycle I*

In the first cycle, the action begins with planning. The activities carried out at the planning stage are 1) preparing a pre-conference about the obstacles teachers to face in implementing the learning process management for Indonesian language teachers at State Senior High School 1 Muara. 2) arrange a schedule of supervision activities related to action research activities.

After the planning activities are carried out, then proceed with the implementation activities. The implementation of the action takes place by the specified time. The description of the implementation is as follows: At the first meeting, the researcher conducted academic supervision with the academic supervision of Indonesian language subject teachers in grades X, XI, and XII according to a predetermined schedule and carried out with the pattern of State Senior High School 1 Muara in a teacher council meeting. At the second meeting, the activities carried out during the implementation of the academic supervision of Indonesian language subject teachers with academic supervision were in principle the same for each teacher, namely by carrying out classroom observation activities during the learning process. Observation. Observation activities use observation sheets based on four aspects of the assessment. First, in the aspect of the learning implementation plan as described below:

**Table 6. Results of Academic Supervision Aspects of Cycle I Learning Implementation Plans**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	Teacher -1	66,00	Enough	-	√
2	Teacher -2	64,00	Enough	-	√
3	Teacher -3	68,00	Enough	-	√

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
4	Teacher -4	66,00	Enough	-	√
5	Teacher -5	74,00	Goog	√	-
6	Teacher -6	72,00	Good	√	-
	<b>Amount</b>	<b>264,00</b>	-	<b>2</b>	<b>4</b>
	<b>Average</b>	<b>66,00</b>	Enough	-	-
	<b>Percentage</b>	-		<b>33,33</b>	<b>66,67</b>

From the data above, the assessment of the learning implementation plan, as many as six teachers showed good enough results because there were two teachers or 33.33% who were declared to have good professional competence in managing the learning process in the assessment of the learning implementation plan and four teachers still in enough criteria and the average score of 66.00 in enough criteria.

An explanation of the assessment aspects of the learning process implementation in cycle one is described in the table below:

**Table 7. Results of Academic Supervision Aspects of the Implementation of the Cycle I Learning Process**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	61,57	enough	-	√
2	teacher -2	60,86	enough	-	√
3	teacher -3	67,86	enough	-	√
4	teacher -4	71,43	good	√	-
5	teacher -5	63,86	enough	-	√
6	teacher -6	73,57	good	√	-
	<b>amount</b>	<b>261,71</b>	-	<b>2</b>	<b>4</b>
	<b>average</b>	<b>65,43</b>	enough	-	-
	<b>percentage</b>	-		<b>33,33</b>	<b>66,67</b>

From the data above, it can be explained that implementing the learning process for 6 Indonesian language teachers at State Senior High School 1 Muara. The results showed an increase from the initial condition because two teachers, or 33.33%, declared good professional competence and four teachers or 66.67% in enough criteria with an average score of 65.43 in enough criteria.

The explanation of the learning outcomes assessment results in implementing the first cycle is as described in the table below:

**Table 8. Results of Academic Supervision Aspects of Assessment of Learning Outcomes in Cycle I**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	66,67	Enough	√	-
2	teacher -2	70,00	Good	-	√
3	teacher -3	61,67	Enough	√	-
4	teacher -4	63,33	Enough	√	-
5	teacher -5	76,67	Good	-	√
6	teacher -6	79,67	Good	-	√
	<b>Amount</b>	<b>261,67</b>	-	<b>3</b>	<b>3</b>

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
	<b>Average</b>	<b>65,42</b>	<b>Enough</b>	-	-
	<b>Percentage</b>	-		<b>50,00</b>	<b>50,00</b>

From the data above, it can be explained that the aspect of the assessment of learning outcomes showed improved results from the initial conditions because there were three teachers with GOOD criteria and three teachers in ENOUGH assessment criteria. Therefore, the average value is 65.42 with ENOUGH criteria. An explanation of the assessment of aspects of classroom management in Cycle I is as described in the table below:

**Table 9. Results of Academic Supervision Aspects of Classroom Management in Cycle I**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	61,67	enough	-	√
2	teacher -2	72,33	good	√	-
3	teacher -3	61,67	enough	-	√
4	teacher -4	71,67	good	√	-
5	teacher -5	71,67	good	√	-
6	teacher -6	84,67	good	√	-
	<b>amount</b>	<b>267,33</b>	-	<b>4</b>	<b>2</b>
	<b>average</b>	<b>66,83</b>	enough	-	-
	<b>percentage</b>	-		<b>66,67</b>	<b>33,33</b>

From the data above, it can be explained that the professional competence of Indonesian language teachers in the assessment of classroom management is four teachers in good criteria and two teachers in enough criteria with an explanation of the average score of 66.83 in enough criteria.

The next activity is discussion and reflection. Based on the results of data analysis in the first cycle, it can be concluded that the professional competence of teachers in implementing the management of the learning process. These results also indicate that academic supervision activities in the context of increasing professional competence. Implementation of the learning process management for State Senior High School 1 Muara teachers has not run optimally. The things that cause the low professional competence of teachers in the implementation of the management of the learning process

In general, the implementation of the first cycle went smoothly, although it took a long time, and from the results of the discussion, some teachers felt they were not ready and objected to preparing learning tools in just one week, but after being explained, they were able to follow and understand the purpose of the meeting.

### **Cycle II**

Based on the first cycle results, it can be seen that the specified minimum completeness criteria have not been met. Therefore, the cycle will be continued in cycle II. Although cycle II begins with planning activities based on the results of the cycle I, planning in cycle II is made by taking into account the results of reflection from cycle I. Therefore, in cycle II, the action begins with planning. The activities carried out at the planning stage were 1) preparing a pre-conference about the obstacles teachers to face in the implementation of the learning process management for Indonesian language teachers at State Senior High School 1 Muara in the first cycle, b) arranging a schedule for supervision activities related to action research activities with each Indonesian language teacher.

The next activity is the implementation of cycle II. Implementation activities in cycle II are further intensified, considering the results of the reflection of the implementation activities in cycle I. The implementation of action research in cycle II is the same as the design in cycle I. However, in cycle II, teachers will be guided more in implementing the learning process management. Then observation of learning activities was carried out to assess the improvement of teacher professional competence in

implementing the learning process using four instruments: learning implementation plans, implementation of learning processes, assessment of learning outcomes, and Principals of learning processes. In the aspect of the learning implementation plan for cycle II, the results of the assessment are based on observations on the implementation of classroom observation activities as described below:

**Table 10. Results of Academic Supervision Aspects of Learning Implementation Plans in Cycle II**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	76,00	good	√	-
2	teacher -2	74,00	good	√	-
3	teacher -3	78,00	good	√	-
4	teacher -4	76,00	good	√	-
5	teacher -5	84,00	good	√	-
6	teacher -6	82,00	good	√	-
	<b>amount</b>	<b>304,00</b>	-	<b>6</b>	<b>0</b>
	<b>average</b>	<b>76,00</b>	good	-	-
	<b>percentage</b>	-		<b>100,00</b>	<b>0,00</b>

From the data above, it can be explained that in the aspect of the assessment of the learning implementation plan in the implementation of the second cycle, six teachers or 100% were declared to have good professional competence in managing the learning process in the assessment of the learning implementation plan with an average score of 76.00 in good criteria.

An explanation of the assessment aspects of implementing the learning process in action research activities in Cycle II is described in the table below:

**Table 11. Results of Academic Supervision Aspects of the Implementation of the Cycle II Learning Process**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	71,57	good	√	-
2	teacher -2	70,86	good	√	-
3	teacher -3	77,86	good	√	-
4	teacher -4	81,43	good	√	-
5	teacher -5	72,14	good	√	-
6	teacher -6	79,29	good	√	-
	<b>amount</b>	<b>301,71</b>	-	<b>6</b>	<b>0</b>
	<b>average</b>	<b>75,43</b>	good	-	-
	<b>percentage</b>	-		<b>100,00</b>	<b>0,00</b>

From the data above, it can be explained that implementing the learning process for 6 Indonesian language teachers at State Senior High School 1 Muara showed an increase in results from the first cycle because there were six teachers or 100% declared professional competence with an average score of 75.43 in good criteria.

The explanation of the learning outcomes assessment results in implementing the first cycle is as described in the table below:

**Table 12. Results of Academic Supervision Aspects of Assessment of Learning Outcomes in Cycle II**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	78,67	good	√	-
2	teacher -2	82,00	good	√	-
3	teacher -3	73,67	good	√	-
4	teacher -4	75,33	good	√	-
5	teacher -5	86,67	very well	√	-
6	teacher -6	91,67	very well	√	-
	<b>amount</b>	<b>309,67</b>	-	<b>6</b>	<b>0</b>
	<b>average</b>	<b>77,42</b>	<b>Good</b>	-	-
	<b>percentage</b>	-		<b>100,00</b>	<b>0,00</b>

From the data above, it can be explained that the aspect of assessment of learning outcomes showed increased results from the first cycle because there were two teachers with VERY GOOD criteria and four teachers in GOOD assessment criteria. Therefore, the average value is 77.42 with GOOD criteria. An explanation of the assessment of aspects of classroom management in Cycle I is as described in the table below:

**Table 13. Results of Academic Supervision Aspects of Classroom Management in Cycle II**

Number	Teacher	Score	Qualification	Completeness	
				Completed	Not completed
1	teacher -1	70,67	Good	-	√
2	teacher -2	81,33	Good	√	-
3	teacher -3	70,67	Good	-	√
4	teacher -4	80,67	Good	√	-
5	teacher -5	83,33	Good	√	-
6	teacher -6	93,33	Very well	√	-
	<b>Amount</b>	<b>303,33</b>	-	<b>6</b>	<b>0</b>
	<b>Average</b>	<b>75,83</b>	<b>Good</b>	-	-
	<b>percentage</b>	-		<b>100,00</b>	<b>0,00</b>

From the data above, it can be explained that the professional competence of Indonesian language subject teachers in the assessment of classroom management, there is one teacher in the very good criteria and two teachers in the good criteria with an explanation of the average score of 75.83 in the good criteria.

### **Reflection**

The discussion and reflection activities in cycle II were based on the results obtained in this cycle; the professional competence of the Implementation of the Management of the learning process was declared complete because all teachers in the four aspects of the assessment were completely declared because they obtained scores both individually and classically in the minimum criteria of good.

It shows that the teacher has been able to carry out the activities of implementing the management of the learning process well, therefore in the second cycle, it can be concluded that the implementation of academic supervision with academic supervision has been proven to significantly improve the professional competence of teachers in the implementation of the management of the learning process.

Based on the second cycle results of action research, the minimum criteria for completeness that

have been set have been met. Therefore the cycle can be stopped.

## DISCUSSION

Discussion on the implementation of the principal's action research with the application of academic supervision on improving the professional competence of teachers in the implementation of the management of the learning process, including four assessment component instruments as presented below:

### *Academic Supervision Aspect: Learning Implementation Plan*

Based on the results of data analysis from the initial conditions, cycle I to cycle II, it can be seen that there is an increase in the average and criteria for teacher professional competence in preparing implementation plans. From the results of data analysis obtained the following results:

**Table 14. Recapitulation of Academic Supervision Results Aspects of Learning Implementation Plans in Initial Conditions, Cycle I and Cycle II**

Number	Indonesian Language Teacher	Cycle			Information
		Early	I	II	
1	teacher -1	54,00	66,00	76,00	
2	teacher -2	52,00	64,00	74,00	
3	teacher -3	56,00	68,00	78,00	
4	teacher -4	54,00	66,00	76,00	
5	teacher -5	62,00	74,00	84,00	
6	teacher -6	60,00	72,00	82,00	
	amount	216,00	264,00	304,00	
	average	54,00	55,00	76,00	

### *Academic Supervision Aspect: Implementation of the Learning Process*

Based on the results of data analysis from the initial conditions, cycle I to cycle II, it can be seen that there is an increase in the average and criteria for teacher professional competence in the Implementation of the Learning Process. From the results of data analysis obtained the following results:

**Table 15. Recapitulation of Academic Supervision Results Aspects of the Implementation of the Learning Process in Initial Conditions, Cycle I and Cycle II**

Number	Indonesian Language Teacher	Cycle			Information
		Early	I	II	
1	teacher -1	53,57	61,57	71,00	
2	teacher -2	52,86	60,86	70,00	
3	teacher -3	54,86	67,86	77,00	
4	teacher -4	59,57	71,43	81,00	
5	teacher -5	52,86	63,86	72,00	
6	teacher -6	60,57	73,57	79,00	
	amount	220,86	261,71	301,71	
	average	55,21	65,43	75,43	

### *Academic Supervision Aspect: Assessment of Learning Outcomes*

Second, it can be seen that there is an increase in the average and criteria for teacher professional competence in the Assessment of Learning Outcomes. From the results of data analysis obtained the following results:

**Table 16. Recapitulation of Academic Supervision Results Aspects of Learning Assessment Outcomes in Initial Conditions, Cycle I and Cycle II**

Number	Indonesian Language Teacher	Cycle			Information
		Early	I	II	
1	teacher -1	51,67	66,67	78,67	
2	teacher -2	55,00	70,00	82,00	
3	teacher -3	53,67	61,67	73,67	
4	teacher -4	54,00	63,33	75,33	
5	teacher -5	58,67	76,67	86,67	
6	teacher -6	59,67	79,67	91,67	
	Amount	214,33	261,67	309,67	
	average	53,58	65,42	77,42	

**Academic Supervision Aspect: Class Management**

Second, it can be seen that there is an increase in the average and criteria for teacher professional competence in Class Management. From the results of data analysis obtained the following results:

**Table 17. Recapitulation of Results of Academic Supervision Aspects of Classroom Management in Initial Conditions, Cycle I and Cycle II**

Number	Indonesian Language Teacher	Cycle			Information
		Early	I	II	
1	teacher -1	51,67	61,67	70,67	
2	teacher -2	58,33	72,33	81,33	
3	teacher -3	52,67	61,67	70,67	
4	teacher -4	56,67	71,67	80,67	
5	teacher -5	60,67	71,67	83,33	
6	teacher -6	58,67	84,67	93,33	
	Amount	219,33	267,33	303,33	
	average	54,83	66,83	75,83	

The results of the action research show several important things regarding academic supervision activities with academic supervision carried out by the principal in fostering teachers at State Senior High School 1 Muara, especially in the implementation of the learning process. The results of data analysis in each cycle showed an increase in the four aspects assessment, with an explanation of the improvement in the aspect of preparing the implementation plan in the initial conditions from 54.00 (less) increasing to 66.00 (enough) and 76.00 (good), in the implementation aspect. Learning from the average value of 55.21 (less) increased to 65.43 (enough) and 75.43 (good) in the second cycle, in the aspect of assessment of learning outcomes from an average of 53.58 (less) to 65.42 (enough) and 77.42 (good) and on the aspect of classroom management from 54.83 (poor) to 66.83 (enough) and 75.83 (good).

The conclusion from the implementation of academic supervision activities with academic supervision on the implementation of the learning process proves that the implementation of supervision activities with academic supervision carried out is very necessary to improve the professional competence of managing the implementation of the learning process for teachers. The increase in professional competence will positively impact increasing efficiency, quality, and expansion of performance in education.

The results of implementing school action research activities by implementing academic supervision activities with academic supervision to increase the professional competence of teachers in implementing the learning process at State Senior High School 1 Muara shows an increase in professional competence in implementing the teacher learning process in each cycle. Furthermore, it is

evidenced by the increase in the assessment results in each cycle. From this explanation, it can be concluded that, in principle, the implementation of academic supervision activities with academic supervision carried out has proven to improve the professional competence of Indonesian language teachers in the implementation of the learning process at State Senior High School 1 Muara.

## CONCLUSION

After analyzing the data from action research followed by reflection on the collected data, it can be concluded that

1. Academic supervision can improve the professional competence of Indonesian language teachers in the implementation of the learning process at State Senior High School 1 Muara. With the implementation of academic supervision, there is an exchange of thoughts or opinions about a problem to find alternative solutions. The discussion activity with each Indonesian language teacher, which was carried out at the end of the supervision activity, was one of the supervision techniques used by the principal to develop various skills in the teachers in overcoming various problems or difficulties by exchanging ideas with others. Through this technique, the principal can help teachers know each other, understand, or explore a problem so that together they will try to find alternative solutions to the problem.
2. The results of the cycle data analysis showed an increase in four aspects of assessment. First, the initial conditions from fewer value criteria as 54.00 increased as 66.00 sufficient criteria value and 76.00 with the good criteria value. The learning implementation from the average value of 55.21 with the criterion of less value increased to 65.43 with sufficient value and 75.43 with good value in the second cycle. Third, in assessing learning outcomes from 53, 58 with fewer criteria score to 65.42 with a criterion of sufficient value and 77.42 with a criterion of good value. Classroom management aspect from 54.83 with a criterion of less value to 66.83 as a criterion of sufficient value, and 75.83 with a criterion of good value.

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