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Judul : The Relationship Between Artistic Supervision Approach With
Pedagogic Competence Of Elementary School Teachers

Penulis : Nafiah, Munif Chatib

Identitas : International Conference on Technopreneurship and Education
(ICTE) 2018 Vol. 1 No.1 November 2018

No. Pemeriksaan : 2019.10.30.495

Dengan Hasil sebagai Berikut:

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Paper 3

by Munif Chatib 3

Submission date: 30-Oct-2019 09:14AM (UTC+0700)

Submission ID: 1203224735

File name: ionship_Between_Artistic_Supervision_Approach_With_Pedagogic.pdf (211.65K)

Word count: 2870

Character count: 16760

THE RELATIONSHIP BETWEEN ARTISTIC SUPERVISION APPROACH WITH PEDAGOGIC COMPETENCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract

The purpose of this research is to analyze the supervision relationship of the artistic approach with the improvement of pedagogic competence of elementary school teachers. The research method used in this study is quantitative with correlational type. This research was conducted in Surabaya Elementary School namely Islam Raden Patah, Tropodo II Elementary School, Margorejo VI Elementary School, and Taquma Elementary School with a population of 100 teachers, and a total sample of 80 teachers. Data collection techniques in this study were questionnaires, sampling techniques random. The data analysis technique in this study was using Pearson Product Moment using SPSS version 23. The results showed the correlation value of between X and Y variables was 0.631 with a significant value of $0.000 < 0.01$. The working hypothesis (H_1) of the researcher is accepted and the null hypothesis (H_0) is rejected, meaning that there is a significant relationship between the implementation of the Supervision of the Artistic Approach and the improvement of the pedagogic competence of elementary school teachers.

Keywords: Supervision, Artistic Approach, Competence, Teacher's Pedagogic.

Introduction

Supervision competence is one of the competencies that must be mastered by the principal. Supervision in schools is used to improve teacher competencies. The low pedagogical competence of teachers in Indonesia is evidenced by the results of the teacher competency test (UKG) in 2015 with a national average of 53.02, which is still below the minimum completeness criteria (KKM) targeted for government regulation of 55. The problem of improving teacher competency, a lot of efforts that can be done by the government to improve it one of them by conducting education supervision. According to Acheson and Gall in (Mantja, 2000, p. 1) "supervision ... to help the teacher improve his or her instructional performance". The pressure in supervision is assistance in terms of improving teacher performance in teaching.

Supervision of education can also be interpreted as a process or action to see policies, principles, and determine methods to achieve educational goals well.

In the world of education, supervision always refers to improving the quality of learning, according to Albuquerque (2015 : 15) *A component of supervised teaching practice is a vital feature for teachers*. The component of teaching supervision practice is important to examine the skills needed for the quality of teaching from each teacher. The quality of teaching and learning is an important condition for successful learning in schools and institutions around the world.

Supervision in schools is accepted as a general function of leadership to emphasize the teacher's appearance in teaching and learning. Good supervision includes activities that help, direct and provide information to the teacher what should be done and not always look for the mistakes of the teachers in teaching (Sarlo and Cudjoe, 2016: 87). The school principal is a leader in the school, one of the duties of the principal is to guide educators to improve teacher competency. In carrying out its duties as a supervisor, the principal must be able to: Plan a supervision program to improve teacher professionalism, carry out supervision using appropriate supervision approaches and techniques, follow up the results of supervision of teachers in order to improve teacher professionalism.

An artistic supervision approach is an approach that emphasizes sensitivity, perceptivity, and supervisor's knowledge to appreciate all aspects that occur in the classroom, and then uses expressive, poetic and sometimes metaphoric language to influence teachers to make changes to what has been observed inside the class. In this supervision, the main instrument is not a measuring instrument or observation guide, but a human being who has a feeling for what is happening, (in Sergiovani, 1982: 59).

The results of the previous research from the dissertation entitled Artistic Teaching Supervision in State Islamic Elementary Schools in Bumigora Regency (Multisite Study on Superior MIN 1, MIN Unggul 2, MIN Unggul) showed that the implementation of artistic-oriented teaching supervision is very appropriate, can stimulate learning, keep passion and seriousness in teaching, enhancing creativity and achievement motivation, enhancing a sense of responsibility towards the task. In addition to that, the supervision of teaching with an artistic approach is able to create a good and conducive working atmosphere and relationship, respect in self-understanding, able to control emotions. the impact of the implementation of the supervision of the teaching of the Artistic approach such as the teacher's performance in making learning planning, the implementation of learning, the task discipline.

The Approach is how to get closer to the object or steps toward the object. artistic supervision is a supervision that departs from the view that teaching is solely due to knowledge but also teaches as art. Teaching as art can be interpreted as an activity that involves aspects of emotion, creativity, improvisation, appreciation, especially in practice must be adapted to the existing conditions and conditions.

The definition of an artistic approach in the supervision of learning is an approach that realizes the sensitivity, perception, and knowledge of supervisors as a means to appreciate the occurrence of learning events that are subtle and very meaningful in the classroom (Imron: 2011: 51). From the above opinion, it can be concluded that the definition of supervision of artistic concentration teaching is a process of implementing teaching supervision that uses sensitivity, perceptivity, and knowledge of supervisors to see everything that happens in the classroom, then the results of these observations are conveyed to the teacher with expressive language and even metaphoric tendencies to influence teachers to make better changes in learning in class.

According to Achecon, Keith A, at all (in the Ministry of Education and Culture, 2016: 85-86) Steps of the artistic approach, namely:

1. When going to the field, the principal cannot have any pretensions about the teaching to be observed.
2. Make observations of the teacher carefully, thoroughly, intact, thoroughly and repeatedly.
3. Providing an interpretation of the observations formally, after the teaching is complete.
4. Arrange the results of interpretation in the form of narratives.
5. Deliver the results of interpretations that have been narrated to the teacher.
6. Receive feedback from the teacher on observations that have been made.

Based on the background above, the researcher wants to see whether there is a relationship between the implementation of supervision of the teaching of the artistic approach and the improvement of elementary school teacher competence. Researchers conduct quantitative research so that the results of the conclusions will be general.

The statistical hypothesis in this study is:

H₀ = There is no significant relationship between the variables of the Implementation of Artistic Supervision

Approach (X) with the Pedagogic Competency Improvement of Primary School Teachers (Y).

H₁ = There is a significant relationship between the variables of the Implementation of Artistic Supervision

Approach (X) with the Improvement of Pedagogic Competencies of Primary School Teachers (Y).

Research Results and Discussion

In this research hypothesis testing using test *Pearson Product Moment*, which requires several assumptions above. Considering that the requirements have been met, the *Pearson Product Moment* can be continued. The hypothesis testing is intended to determine the relationship between independent variables (X), namely the implementation of artistic approach supervision variables and improvement of pedagogic competence of elementary school teachers (Y) in Tropodo II Elementary School, Margorejo VI Elementary School, SDI Raden Patah, SD Taquma. The test results *Pearson Product Moment* can be seen in table 1 below

Table 1. Correlations

		Supervision Artistic Teaching Approach	Competency Pedagogic Elementary School Teachers
Supervision Teaching with Artistic Approach	Pearson Correlation	1	.631 **
	Sig. (2-tailed)		.000

	N	80	80
Pedagogic	Pearson	.631 **	1
Competencies Teacher	Correlation		
Elementary			
Sig. (2-tailed)		.000	
N		80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 1 it is known that the correlation coefficient between variables X and Y is 0.631 and is included in the high or correlated category because there are between the numbers 0.60-0.799. The variables X and Y also have a significant value of 0,000, which means that the variables X and Y are very significant. Thus it can be concluded that the null hypothesis reads: There is no significant relationship between the variables of the Implementation Artistic Supervision Approach (X) with the Pedagogic Competency Improvement of Primary School Teachers (Y) rejected and the working hypothesis (H1) which reads: There is a significant relationship between variables of Supervision Implementation An Artistic Approach (X) with Increased Pedagogic Competencies of Primary School Teachers (Y) is accepted.

According to Muhson (2013: 2) correlational analysis is a statistical analysis that seeks to find a relationship or influence between two or more variables. The correlational analysis used by researchers is *Product Moment Correlation* developed by Karl Pearson popularly also called Pearson Correlation. In this study, a significant level of 1% was used ($\alpha = 0.01$). If the significance level of the research results is < 0.01 , then the correlation of the two variables is significant if the significance value of the research results is > 0.01 , then the correlation of the two variables is insignificant.

The results of the correlational data analysis in the study with the title "Supervision of teaching relations through supervision of the artistic approach to improving the pedagogic competence of elementary school teachers" can be seen in table 1 which shows the correlation coefficient *Pearson* of 0.631 **.

Great correlation between variables Supervision Artistic approach with pedagogical competence of primary school teachers are at .631 or higher correlation with have significant value 0.000 < 0.01 so that the working hypothesis (H1) researchers received and nil hypothesis (H0) rejected it means no significant association execution Supervision Artistic Approach by improving pedagogic competence of elementary school teachers in Tropodo II Elementary School, Margorejo V1 Elementary School, SDI Raden Patah, SD Taquma.

Based on the analysis it can be concluded that there is a positive relationship between the implementation of the Supervision of the Artistic Approach and the improvement of pedagogic competence of primary school teachers in Tropodo II Elementary School, Margorejo V1 Elementary School, SDI Raden Patah, SD Taquma. So, if the principal carries out the supervision of the artistic approach, then the pedagogic competence of primary school teachers will increase and vice versa.

The improvement of teacher's pedagogic competence by using the artistic approach in this study occurs because the implementation of the artistic approach supervision is not carried out directly on the teacher's problems. In carrying out supervision of the principal, it is not rigid and more humanistic. This is in line with the opinion of Achecon, Keith, et al (in the Ministry of Education and Culture, 2016: 85-86) which states "Artistic approach, carried out indirectly on the issue (*to the point*) but the principal uses certain arts, artistic approaches recommend so that the principal participates in observing, feeling, and appreciating the teaching carried out by the teacher. With the use of an artistic approach, the teacher will feel comfort and supervision is considered not to be a frightening thing for the teacher because the teacher is looking for mistakes, but supervision of the artistic approach is more helpful for teachers to improve competencies that are still low.

Conclusions and recommendations

The relationship between the implementation of artistic supervision with the improvement of teacher's pedagogical competence in Raden Patah Islamic Primary School and Tropodo II Elementary School, Margorejo V1 Elementary School is high with a correlation value of 0.631 with a significant value of 0.000 < 0.01 . The working hypothesis (H₁) is accepted and the null hypothesis (H₀) is rejected, meaning that there is a significant relationship between the implementation of the Supervision of the Artistic Approach and the improvement of pedagogic competence of primary school teachers in Tropodo II Elementary School, Margorejo V1 Elementary School, SDI Raden Patah, SD Taquma.

Based on the conclusions described, the suggestions that can be given by the researcher are related to the results of the study entitled "The Relationship between Supervision of Artistic Approach and Enhancement of Pedagogic Competencies in Primary School Teachers", among others:

1. For Researchers: the school principal and the book of pedagogic competence of elementary school teachers to be used as further research.

2. For School Principals: Can use the supervision of artistic approaches to improve teacher's pedagogical competence because with the artistic approach the teacher is more comfortable than with scientific models.
3. For Supervisors: can be used in the supervision of teachers to improve teacher's pedagogic competence.

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