



THE RELATIONSHIP OF THE SCHOOL CHAIRMAN'S DUTIES AS A SUPERVISOR WITH THE TEACHER'S UNDERSTANDING IN DEVELOPING THE LEARNING PLAN IN PUBLIC HIGH SCHOOL 3 SEKAYU

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Abstract: The Relationship of The School Chairman's Duties As A Supervisor With The Teacher's Understanding In Developing The Learning Plan In Public High School 3 Sekayu

One of the tasks in teaching is to make learning tools, but there are still teachers in schools who do not understand how to prepare lesson plans and sometimes find it difficult to develop lesson plans components. This study aims to determine the relationship between the principal's duties as supervisors and the understanding of teachers in the preparation of lesson plans at SMA Negeri 3 Sekayu. The population in this study were 30 teachers, so that all of them were used as research samples. The quantitative descriptive method is applied using a questionnaire instrument. Based on the results of hypothesis testing, it shows that there is a significant relationship between the duties of the principal as a supervisor and the understanding of the teacher in preparing RPP SMA Negeri 3 Sekayu. With the correlation value of person or rcount, namely $0.656 > r \text{ table}$, namely 0.361 with a significant level of 5%. So it can be concluded that there is a relationship between the principal's duties as supervisors and the teacher's understanding in preparing RPP at SMA Negeri 3 Sekayu. Suggestions to school principals and teachers to continue to improve understanding in lesson planning (RPP).

Keywords: Headmaster; Supervisor; Lesson plan

Abstract: Hubungan Tugas Ketua Sekolah Sebagai Pengawas Dengan Pemahaman Guru Dalam Menyusun Rencana Pembelajaran Di SMA Negeri 3 Sekayu

Salah satu tugas dalam mengajar adalah membuat perangkat pembelajaran, tetapi masih ada guru di sekolah yang belum memahami cara menyusun RPP dan terkadang merasa kesulitan untuk mengembangkan komponen RPP. Penelitian ini bertujuan untuk mengetahui hubungan tugas kepala sekolah sebagai pengawas dengan pemahaman guru dalam penyusunan RPP di SMA Negeri 3 Sekayu. Populasi dalam penelitian ini adalah 30 guru, sehingga semuanya dijadikan sampel penelitian. Metode Deskriptif Kuantitatif diterapkan dengan menggunakan instrumen angket. Berdasarkan hasil uji hipotesis menunjukkan bahwa terdapat hubungan yang signifikan antara tugas kepala sekolah sebagai pengawas dengan pemahaman guru dalam menyusun RPP SMA Negeri 3 Sekayu. Dengan nilai korelasi person atau r hitung yaitu $0,656 > r \text{ tabel}$ yaitu 0,361 dengan taraf signifikan 5%. Sehingga dapat disimpulkan bahwa terdapat hubungan antara tugas kepala sekolah sebagai pengawas dengan pemahaman guru dalam penyusunan RPP di SMA Negeri 3 Sekayu. Saran kepada kepala sekolah dan guru agar terus meningkatkan pemahaman dalam penyusunan rencana pelajaran (RPP).

Kata Kunci: Kepala Sekolah; Pengawas; Rencana Pelaksanaan Pembelajaran

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A. INTRODUCTION

In Law no. 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state. From the definition of education above, to realize educational goals it is not only done by students, but the role of the principal is also the most important part. Previous research conducted by Febriyanti (2017: 60) states that the main activity of education in schools is learning activities, so that all school organizational activities lead to the achievement of efficiency and effectiveness. Therefore, one of the duties of the principal is as a supervisor, namely to supervise the work performed by educators / teachers. If supervision is carried out by the principal, then he must be able to carry out various supervision and controls to improve the performance of education personnel.

An understanding of the applicable curriculum is an absolute requirement that every teacher must have, because teaching is inseparable from the curriculum that applies in schools, one of the learning tools used by the teacher, one of which is the lesson plan (RPP). The teacher plays a very important role in the preparation of the learning tools they use in teaching and learning activities. Therefore, in preparing and planning for learning the teacher must have extensive knowledge of the principles of learning, besides that the teacher must also have high creativity, have the courage to package and develop the material. Teachers must also be able to develop learning so that understanding learning concepts is easily understood by students. In line with the opinion of Aqib et al (2013; 54) that learning planning serves as a guide for teachers to carry out learning activities to be more directed, run efficiently and effectively.

Sanjaya, et al (2017; 75) argue that there are teachers who think teaching for a teacher is a routine task, thus an experienced teacher does not need to make plans, because he already knows what needs to be done in class. From the description of this understanding, it can be seen that there are some teachers who experience difficulties in making learning tools such as lesson plans because they think that experience is enough. S afitri, (2017) the results of the study recommend that:

"The lesson plans that have been compiled by the teacher are not fully in accordance with the demands of the 2013 curriculum because there are several difficulties experienced, namely not getting training, not being able to use computers, not understanding how to formulate indicators, choosing inappropriate learning methods, developing learning activities and assessment techniques and instruments".

Masnah (2015: 121) in the study also explained that in preparing RPP teachers must understand the lesson plan components and the steps in making RPP, namely 1) filling in the identity column; 2) determine the allocation of time; 3) determine the KI, KD, and indicators to be used; 4) formulating the learning objectives and indicators that have been set; 5) identify teaching materials based on the subject matter / learning; 6) determine the learning method; 7) formulating steps consisting of initial, core and final activities; 8) determine the learning tools / materials / resources; 9) compile assessment criteria, observation sheets, sample questions, scoring techniques and answer keys. So the principal must supervise the teacher in preparing the lesson plan, especially the components and systematics of the lesson plan.

From the duties of a school principal as a supervisor and how the teacher understands the preparation of RPP as explained. With some of the problems above and research previously carried out by Febriyanti (2017) in her journal entitled "The Role of the Principal as a Supervisor in Improving the Quality of Learning at MA Patra Mandiri Plaju Palembang", the researchers were interested in conducting research on the Relationship of the Principal's Duties as Supervisors with Teachers' Understanding in Preparing Learning Implementation Plans at SMA Negeri 3 Sekayu.

B. METHOD

According to Sugiyono (2011: 6) the research method is a scientific way that is carried out to obtain valid data which aims to be found, developed, and proven, a certain knowledge so that it can be used to understand, solve, and anticipate problems in the education sector. According to Siregar (2013: 8) the scientific method is a way of applying logical principles to the discovery of validation, and explanation of truth or solving problems. In this research the method used is quantitative method with descriptive approach.

1. Population and Sample

According to Sugiyono (2011: 117) Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. Menurut Siregar (2013: 30) population is the object of research which can be humans, animals, plants, air, symptoms of event value, attitude to life and so on. The population in this study were SMA Negeri 3 Sekayu teachers.

Table 1. Population teacher at SMA Negeri 3 Sekayu

1. Teachers Data		
No	Description	Teachers
1	Male	8
2	Female	22
TOTAL		30

Source: Administration of SMA Negeri 3 Sekayu

According to Sugiyono (2011: 63) The sample is part of the number and characteristics of the population. Meanwhile, according to Riduwan (2010: 70) the research sample is part of the population taken as a data source and can represent the entire population. If the subject is less than 100, it is better to take all of them, so that the research is a population study. If the subject is large it can be taken between 10% -15% or 20% -25% or more.

Guided by the opinions of the experts above, the researcher used total sampling, the researcher determined that the number of samples was all teachers at SMA Negeri 3 Sekayu which can be seen in the table 2:

Table 2. Calculation Results Per Indicator Variable X

1. Teachers Data		
No	Description	Teachers
1	Male	8
2	Female	22
TOTAL		30

C. RESULTS AND DISCUSSION

According to

Table 3. Calculation Results Per Indicator Variable X

Indicator	Total Respondent's Answers					Percentage who answered Always (%)
	S	SR	KK	J	TP	
1. Requiring teachers to prepare syllabus and lesson plans	239	74	17	-	-	74,42%
2. Encourage teacher understanding in the preparation of RPP	100	81	18	9	2	47,62%
3. Guiding and supervising teachers in preparing lesson plans	59	39	17	5	-	49,17%
4. Planning guidance for the preparation of lesson plans for teachers	50	26	12	2	-	55,56%

Based on the table 3, it can be concluded that the X variable on the indicator requires teachers to compile a syllabus and lesson plans with 11 questionnaire statements, there are 74.42% which states Always (S) with a total respondent's answer score of 239. The indicators encourage teacher understanding in the preparation of lesson plans with 7 questionnaire statements there were 47.62% who stated Always (S) with a total respondent's answer to a score of 100. On the indicators of guiding and supervising teachers in the preparation of RPP with 4 questionnaire statements there were 49.17% which stated Always (S) with a total respondent's answer score of 59. on the indicators of planning the development of lesson plans for teachers with 3 statements, there are 55.56% who say always (S) with a total respondent's answer score of 50.

After calculating, it can be concluded from the 25 questionnaire statements of variable X that the highest score on the Likert scale is Always (S)

with a total of 448 (59.73%), Often (SR) with a total score of 220 (29.33%), Sometimes with 64 (8.53%), rarely (J) with 16 (2.13%) and the lowest was Never (TP) with 2 (0.27%). So, from the overall variable X indicator that the principal's duty as a supervisor is very important because from the Likert scale score Always (S) has a high number of scores, namely 448 (59.73%) than the others.

Table 4. Calculation Results per Variable Indicator Y

Indicator	Total Respondent's Answers					Percentage who answered Always (%)
	S	SR	KK	J	TP	
1. The principles of preparing the RPP	171	48	18	2	1	71,25%
2.Components and systematics of RPP preparation	432	52	24	2	-	84,71%

Based on the calculation table above, it can be concluded that the Y variable on the indicators of the principles of preparing RPP with 8 questionnaire statements is 71.25% which states Always (S) with a total respondent's answer score of 171. While on the component indicators and systematic preparation of RPP with 17 questionnaire statements there were 84.71% who said Always (S) with a total respondent's answer score of 432.

After calculating it can be concluded from the 25 questionnaire statements of variable Y that the highest score on the Likert scale is Always (S) with a total of 603 (80.4%), Often (SR) with a total of 100 (13.3%), Sometimes - Sometimes with a total of 42 (5.6%), Rarely (J) with a total of 4 (0.53%) and the lowest is Never (TP) with a total of 1 (0.13%). So, from all indicators of variable Y has a relationship because from the Likert scale score Always (S) has a high number of scores, namely 603 (80.4%) than the other numbers.

Hypothesis test

To find out whether there is a relationship between the principal's duties as a supervisor and the understanding of the teacher in the preparation

of the learning implementation plan, the analysis is carried out using Person Product Moment Correlation.

Table 5. Correlation Results Pearson Product Moment Correlation

		Principal's duties as Supervisor	Teacher Understanding in RPP Preparation
Principal's duties as Supervisor	Pearson Correlation	1	,656(**)
	Sig. (2-tailed)		,000
	N	30	30
Teacher Understanding in RPP Preparation	Pearson Correlation	,656(**)	1
	Sig. (2-tailed)	,000	
	N	30	30

** Significant correlation at the 0.01 / 0.05 level (2-tailed).

Based on the analysis above, it shows that the variable X (the principal's duty as a supervisor) and the Y variable (teacher understanding in the preparation of lesson plans) shows the Pearson correlation value or rcount is 0.656 at the 5% level and the rtable value is 0.361. From the value of rcount and rtable, namely $0.656 > 0.361$, it shows that the correlation between variables X and Y is good, where if $rcount > rtable$ then there is a relationship.

And based on the analysis results show that the significance value is 0.000. Where if the significance < 0.05 then the relationship between the two variables is significant or H_a is accepted and H_o is rejected, however, if the significance > 0.05 then the relationship between the two variables is not significant or H_o is accepted and H_a is rejected. Judging from the Pearson correlation value or rcount, namely $0.656 > 0.361$ and the significance value obtained is $0.000 < 0.05$, it can be concluded that there is a significant relationship between the principal's duties as supervisors and the understanding of teachers in the preparation of learning implementation plans at SMA Negeri 3 Sekayu. So that it can be seen from the results of calculating two variables and testing the hypothesis that the more productive the

principal's duties as a supervisor, the better the understanding of the teacher in the preparation of learning implementation plans.

D. CONCLUSION

Based on the results of the research and discussion previously described, the researcher concluded that there is a "relationship between the principal's duties as a supervisor and the understanding of teachers in the preparation of learning implementation plans at SMA Negeri 3 Sekayu". Which means that the principal's duty as a supervisor can improve teacher understanding in the preparation of learning implementation plans at SMA Negeri 3 Sekayu. With the total score obtained from the respondents, namely 448 (59.73%) for variable X and 603 (80.4%) for variable Y which states Always (S). and the Pearson correlation value or r_{count} is $0.656 > 0.361$ with a significance value obtained that is $0.000 < 0.05$.

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