

## Development of Academic Supervision Instruments to Improve the Quality of Physical Education and Sports Learning and Health

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### Abstract

Improving teacher competencies, especially in pedagogic competencies need to be academic supervision with follow-up collegial dialogical coaching so that academic supervision has an important position in improving the quality of the learning process. The purpose of this study was to provide an alternative supervision instrument as a tool to observe student learning behavior and teach students to teachers, improve teacher skills in teaching students, which develops sustainably, thus impacting the development of student behavior, and the development of teacher creativity in finding alternative solutions to problems in school infrastructure. This research was conducted with the approach/method of development research (Research and Development), developing sports physical health and education learning supervision devices which included: preliminary studies, preparation of the initial draft of the instrument, expert validation for the initial draft, small scale trial (limited), revision product, broad-scale test (large), product revision of broad-scale test, and the formation of final product model for physical education learning supervision instrument. The results of the study showed that the supervision instruments for Physical Education in Primary Schools were developed from existing classroom supervision instruments. The instrument of supervision of development results consists of two instruments namely learning planning instruments and instruments for implementing learning. Each instrument consists of indicators that are clarified with descriptors as a guide to make it easier for supervisors to supervise.

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## INTRODUCTION

The educational problems faced by the Indonesian people are the low quality of education at every level and education unit, especially primary and secondary education. The Indonesian nation is still lagging regarding the quality of human resources (HR), both at the level of Southeast Asia and in other countries in the world. From the records of Human Development Resources 2013 (2013 HDR) survey results on 187 countries in the world shows that Indonesia ranks 108<sup>th</sup>, far below Japan ranked 9<sup>th</sup>, Singapore 24<sup>th</sup>, 32<sup>nd</sup> Brunei Darussalam, Malaysia 61<sup>st</sup> and Thailand 76<sup>th</sup>, and the Philippines ranked 77<sup>th</sup>. Likewise, regarding competitiveness, the Indonesian nation also ranked very low, which is in the 46<sup>th</sup> rank below Singapore which ranked 2<sup>nd</sup>, Malaysia 27<sup>th</sup>, the Philippines at 32<sup>nd</sup> and Thailand ranked 34<sup>th</sup> (Ministry of National Education 2013). The low quality of human resources is a fundamental problem that can hinder national economic development and development.

Education is a micro issue related to the teacher's ability, teacher readiness, school readiness to support the learning process by providing necessary facilities, and the participation of the educational support community in the region accompanied by management arrangements (Musaheri, 2007). The arrangement of these resources needs to be pursued in stages and continuously through a quality education system both in the formal, informal and non-formal education pathways, starting from primary education to higher education (Mulyasa, 2004).

Sardiman (2005) suggests that teachers are one of the human components in the learning process that play a role in the effort to form potential human resources in the field of development. The teacher carries out the tasks and responsibilities required to have specific abilities and skills. These abilities and skills are part of teacher professional competence. Competence is an ability that is owned by the teacher so that his duties as an educator can be carried out well (Coimbra, 2013).

Improving teacher competencies, especially in pedagogic competencies, needs academic supervision with follow-up collegial dialogical coaching. Learning supervision aims to assess the ability of teachers as educators and instructors in their respective fields in order to help them make improvements and where necessary to show deficiencies to improve themselves. So that the quality of the work can be improved (Masaong, 2013). Furthermore, according to Sutisna in (Aswandi, 2009) defines supervision or supervision as a driver of change, as a service of advancing schools that are continuous, by fostering, leading and assessing the work of principals and teachers in their efforts to improve the quality of education provided to students with upgrading, improving the teaching-learning situation towards educational goals.

Conceptually academic supervision as expressed by Glickman cited by Sudjana (2012) that supervision is a series of activities to help teachers develop their abilities in managing the learning process in order to achieve learning objectives. Furthermore, Jerry H. Makawibang (2011) explained that supervision is a goal of gathering information or real conditions in the implementation of the duties of educators and education personnel by their basic tasks as a basis for conducting guidance and follow-up on performance improvement.

In addition, supervision as all the efforts of school officials who are appointed and directed to leadership for teachers and other education personnel in improving teaching, to see the stimulation of professional growth and development of teachers, selection and revision of educational goals, teaching materials and methods teaching and teaching evaluation (Martiyono, et al. 2014). The principal who is closer to the school directs his attention to academic supervision, while supervisors who are relatively less likely to come to school because the number of schools that become their mentors is quite a lot of directing their attention to administrative supervision (Arikunto, 2010). Therefore, academic supervision has an essential position in improving the quality of the learning

process, especially sports and health physical education teachers in Gunungpati sub-district.

From the description above, the purpose of this study is (1) to provide an alternative supervision instrument as a tool in observing student learning behavior and teaching students to teachers, (2) improving teacher skills in teaching students, which develops sustainably, thus impacting the development of student behavior and (3) the development of teacher creativity in finding alternative solutions to problems in school infrastructure.

## METHODS

This research was conducted with the approach/method of development research (Research and Development), developing sports physical health and education learning supervision devices which included: preliminary studies, preparation of the initial draft of the instrument, expert validation for the initial draft, small scale trial (limited), revision product, broad-scale test (large), product revision of broad-scale test, and the formation of final product model for physical education learning supervision instrument. To compile the initial draft is done with the steps of developing instrument development is determining the variables to be measured, looking for theories and concepts of variables to be measured, looking for theories and concepts of these variables, constructing a theory, making a conceptual definition, making a variable indicator to be measured contained in the operational definition, compiling the instrument lattice that will be developed, determining the type of instrument, and compiling instrument items.

The population of this study was all physical education teachers in the KKG sub-district of Gunungpati with a total of 33 teachers. The sample in this study was a teacher at six dab in as many as 33 teachers. The sampling technique that will be used in this research is the total sampling, that is all samples based on specific criteria, namely physical education teachers in the KKG in Gunungpati sub-district in Semarang city.

An instrument is a tool when research uses a method (Arikunto, 2006). In this study the following instruments were used: (1) Format (questionnaire) validation of experts, both expert penjasorkes (academics) and expert practitioners in the field (supervisor), (2) Format (questionnaire) for physical education teachers as input to researchers, and (3) Format (questionnaire) small scale test and wide-scale test for experts involved in the research.

This action research is carried out in each cycle covering four stages: (1) planning, (2) acting, (3) observation (observing), (4) reflecting. The activity process that includes four stages is referred to as one cycle in teaching supervision activities. The data analysis technique used is a percentage to analyze and evaluate the subject of the developer in assessing the level of feasibility, quality and acceptability of the product (usefulness and relevance) to product development (health supervision instrument).

## RESULTS AND DISCUSSION

This development research was carried out to develop a learning supervision tool for physical, physical education and health in elementary schools. There are several steps taken, namely preliminary study, preparation of the initial draft of the instrument, expert validation for the initial draft, small scale trial (limited), product revision, wide-scale test, product revision of the broad scale test, and the formation of the final product model, physical education learning supervision instruments.

From the results of the preliminary study, the supervision instrument that has been used in Penjasorkes learning at the elementary school level is still the same as the supervision instrument in other subjects, and can be said to be incompatible with the characteristics of Penjasorkes because it has not shown and aimed at psychomotor aspects without wasting cognitive aspects. Affective and physical. Therefore, development research needs to be carried out which aims to develop physical education supervision instruments in primary schools. The results of this development are

expected to be used as a supervision instrument as a control tool for the physical education learning process so that it can improve the quality of the learning process.

Drafts of the preliminary product of the primary school supervision work instrument were made by supervision instruments in other existing subjects and were developed taking into account the characteristics of Penjasorkes subjects which were later developed into draft instruments.

The initial product development of Physical Education learning supervision instruments in primary schools was expert validation before being used for small-scale trials. Expert validation is carried out by one expert from Semarang State University and one supervisor with a background in Sports Education graduates. The results of the validation by the National Examination expert obtained a score of 23 from the ideal score of 32 or reaching 72% in the interval 61-80 in the valid category, while the results of validation by the supervisor obtained a score of 28 or 88% at 81-100 intervals in very valid categories.

There are some suggestions from the Penjasorkes expert that it is necessary to note the clarity of the strategies and methods in each step of learning, the materials can be conveyed in accordance with the predetermined scenario and accordance with the characteristics of students,

while the advice of the Supervisor is in pre-observation on the review of the learning plan has not been completed in predicting students' difficulties in revealing specific notes in learning need to be detailed clearly. In pre-learning, the completeness of the learning device needs to be written in full. In the implementation of a specific learning process in the closing activities, there should be motivation. In post-learning and observation, it is necessary to increase togetherness and openness.

Small-scale trials were conducted at Public Elementary School Plalangan 4, Public Elementary School Pakintelan 3, Public Elementary School Pakintelan 1, Public Elementary School Gunungpati 2, and Public Elementary School 2 Sadeng. Subjects who supervised were principals by supervising Penjasokes teachers during learning activities. Test results on five elementary school teachers in Gunungpati Subdistrict obtained an average percentage of assessment scores of 90 in the good category. Of the five Physical Education teachers who were supervised only two teachers had a very good rating with an assessment interval of 91-100, while three of the teachers in the 81-90 interval were in a good category. The average results of supervision trials in each aspect are in Table 1.

**Table 1.** Average Supervision Test Results Reviewed from Every Aspect

Aspect	Average	Criteria
Teaching administration	93	Very good
Classroom management	84	Good
Introduction	92	Very good
Teaching content mastery	90	Good
Teaching approach/strategy	92	Very good
Teaching media utilization	82	Good
Teaching that triggers and maintains student involvement	90	Good
Health education characteristic	89	Good
Closing activity	92	Very good
Assessment of the learning process and outcome	92	Very good

A large-scale trial was conducted on 28 Physical Education teachers in public elementary schools in Gunungpati Subdistrict. The principal uses the supervision instrument to supervise the Physical Education teachers when conducting learning activities. The research data shows that out of 28 physical education teachers who were

supervised, as many as 20 teachers (71%) had good performance, the remaining eight teachers (29%) were classified as very good. Judging from each aspect, it was obtained an illustration that most aspects considered to be very good. More details can be seen in Table 2.

**Table 2.** Average Supervision Test Results Reviewed from Every Aspect

Aspect	Average	Criteria
Teaching administration	91	Very good
Classroom management	85	Good
Introduction	92	Very good
Teaching content mastery	88	Good
Teaching approach/strategy	94	Very good
Teaching media utilization	83	Good
Teaching that triggers and maintains student involvement	90	Good
Health education characteristic	90	Good
Closing activity	92	Very good
Assessment of the learning process and outcome	93	Very good

The performance of the Physical Education teacher in learning greatly influences the quality of the learning process and results because the Physical Education teacher is directly related to the students. By the characteristics of the Penjasorkes subject, it emphasizes more on the physical and psychomotor aspects than the affective and cognitive aspects, so the presence of the Physical Education teacher in the midst of the students becomes essential. To ensure the quality of Penjasorkes learning, supervision measures are needed as a form of control over the ongoing process. Supervision is not just a controller, but as a medium to improve the learning process. Learning supervision can be carried out by school supervisors and principals.

The resulting supervision instrument refers to three components, namely learning preparation, learning implementation and learning evaluation. This refers to the main task of the teacher, namely planning to learn, implementing learning and evaluating learning. Supervision in the physical education learning planning section relates to the teacher's ability to make learning administration such as syllabus making, learning implementation plan, education calendar, annual program, semester program, KKM determination criteria and other evidence related to planning such as the learning agenda and student attendance list.

Class supervision instruments that were previously used lead to classroom learning activities which consist of pre-learning, core activities, and closing activities. The instruments developed to refer to these activities and added other components, namely the management of classes, while other indicators are relatively the same, but given a clearer descriptor, making it easier for supervisors to evaluate learning

activities that are carried out specifically in Physical Education. The importance of descriptors as a reference for supervisors to make judgments so that they are not subjective. Descriptors are work sentences that describe activities that reflect the indicators being assessed.

In the classroom management section, six indicators are assessed, namely the position or seat arrangement, the teacher's voice, the language used, the classroom situation created, the teacher's appearance and the use of time. To assess the position or seating arrangement of students by the teacher, descriptors are included such as easy to see, easy to reach, according to the objectives, according to the characteristics of the learning process and placement of students with special needs. When the five descriptors are fulfilled, it gets a score of 5 because it is seen that the teacher who has classroom management is related to seating arrangements, a Penjasorkes teacher must pay attention to the ease of students to be seen, reached, adapted to the learning objectives and characteristics of the learning process and pay attention to students with special needs placed specifically too.

Penjasorkes teachers are more difficult in managing classes because the classes used are mostly open fields. Managing in the open field requires good sound management, so that in this developed supervision instrument, descriptors are given about the teacher's voice, namely whether the teacher's voice volume can be heard by all students, with the right intonation, showing enthusiasm, friendly, warm, patient and has sound colors that are comfortable to be heard by students. Teacher's voice indicator does not yet exist in the supervision instrument previously used.

The next indicator is the language used by the teacher. The instruments used previously are only written "using spoken and written language clearly, well and correctly." The results of the development are made descriptors for the indicator that are polite, straightforward, easy to understand, avoiding multi-interpretation sentences and using facial expressions and body language to ensure the meaning of sentences.

Physical education learning that tends to be outside the classroom requires better management by creating an orderly, comfortable situation, paying attention to safety, cheerfulness, and enthusiasm so that it becomes a descriptor of the created class situation indicator.

Teacher performance is an important indicator of learning. The figure of the teacher becomes a role model for students so that the teacher's teacher's clothes also need to be a supervision assessment indicator, which was not previously listed on the instrument. The clothes used by Penjasorkes teachers have different characteristics from other teachers, so the results of the development of this instrument are presented by descriptors, namely dressed politely, clean, neat, not moving the motion and by the provisions.

Time allocation is an indicator that is assessed and contained in the results of the development of supervision instruments in the class management component. Unlike the previous instrument, the time indicator is listed in the aspect of the learning strategy which reads "implementing learning by the planned time allocation." The development of this supervision instrument produces descriptors of time usage that are adapted to the characteristics of Penjasorkes learning, namely: (1) Starting learning according to the scheduled time; (2) Ending the learning process according to the scheduled time; (3) Using time at each stage of learning effectively; (4) Give students time to change clothes at the beginning of learning and (5) give students time to change clothes at the end of learning.

The supervision instrument developed contains preliminary activities consisting of indicators examining students' readiness and

apperception activities. This indicator adopts the supervision instruments that are used in general, only added with descriptors that correspond to these indicators. In the indicator checking the readiness of students developed descriptors: (1) Giving greetings and praying together; (2) Check attendance of students; (3) Checking learning tools/materials; (4) Installing teaching aids/learning media; and (5) Preparing students physically with warming up. Descriptors are adapted to the characteristics of Physical Education learning readiness.

Apperception activity is an important part that needs to be done by the teacher to link previous knowledge with the material to be studied. In connection with these activities, several descriptors were developed to uncover activities undertaken by teachers in conducting apperception activities, namely: (1) Asking questions related to prior knowledge, (2) Informing the learning objectives and their relation to the basic competencies to be achieved; (3) Inform the scope of teaching materials to realize the achievement of basic competencies; (4) Asking fishing questions to measure/know the readiness of students in learning new material and (5) Stimulate students to ask questions/problems regarding new teaching materials. This descriptor holds the principle of constructivism learning which considers the importance of students' initial knowledge to be built and developed.

Aspects assessed in the core activities are relatively similar to the aspects listed in the supervision instruments in general, namely mastery of learning material, learning approach or strategy, utilization of learning resources or learning media, learning that triggers and maintains students' order. In the supervision instrument, the results of development are added to the characteristics of the Penjasorkes.

The mastery aspect of learning material is seen from the teacher's mastery of learning material, the ability to link material with other relevant knowledge, clarity, and conformity with the learning hierarchy at the time of material delivery and the ability to relate the material to the reality of life. These indicators are the same as

the indicators in the previous supervision instruments; only descriptors are developed to clarify and guide supervisors when conducting supervision.

The development of supervision instruments successfully developed descriptors of teachers' ability to master the subject matter. Descriptors are: (1) smooth in informing teaching material, (2) clear/straightforward in informing teaching material, (3) Regular and systematic in informing teaching material, (4) providing examples relevant to teaching material and (5) regular and systematic in develop thinking processes according to the characteristics of teaching materials.

The ability of the teacher to associate material with other relevant knowledge can be seen from the leima descriptor, namely: (1) linking with knowledge from previous learning; (2) linking with knowledge from the social sciences discipline; (3) linking with knowledge from the disciplines of science and technology; (4) linking with knowledge from the humanities disciplines, and (5) linking with social phenomena and or natural phenomena that occur.

Teacher mastery of the material can be seen from the teacher's ability to deliver material to students easily and systematically, so that to measure these abilities descriptors are made: starting from concrete things to the abstract, starting from things that are easy towards which is difficult, starting from the light things to the things that are heavy and starting from simple things in a complex direction, as well as direct, tiered, straightforward and uncomplicated.

Learning approaches or strategies are important components to be assessed because the success of learning depends on the approach or strategy used. The indicator used to measure aspects of the learning strategy is still the same as the previous instrument that is carrying out learning by the competencies or objectives to be achieved and coherently implementing learning, mastering the class and carrying out learning that allows positive habits to grow.

Achievement of learning can be seen from the achievement of competencies or goals to be

achieved. To assess the feasibility of learning, it can be seen from the involvement of students to achieve broad information regarding basic competencies, actively involving students in each stage of learning, facilitating students in the elaboration of learning material, facilitating students to gain meaningful learning experiences and providing positive feedback with reinforcement.

Learning will be more effective if implemented coherently, thus facilitating the acceptance and learning process of students. To assess these indicators a descriptor is developed, namely: learning carried out in line with the preliminary, core, and closing activities, core activities starting from the low cognitive level to the high cognitive level, using time at each stage of learning appropriately/effectively, distributing stimulus questions according with the level of difficulty of the learning material and together students summarize/conclude learning.

Mastering classes is an important part of the learning strategy. A teacher should be one of the learning resources and facilitators, guide learning difficulties, provide a reference for students to solve problems, provide motivation so that students actively participate and organize and manage to learn efficiently and effectively.

The success of learning can also be seen from the implementation of learning that fosters positive habits. Sports Physical Education and Health are lessons that provide opportunities for students to practice and get used to behaving and behaving positively such as having a fighting spirit, discipline, and sportsmanship. For this reason, the development of this supervision instrument was made a descriptor about the implementation of learning that enabled the growth of positive habits, namely: providing structured independent assignments periodically, corrected, and returned to students, providing confirmation of the work of students, providing examples relevant to the topic being followed by encouraging students to practice it, facilitating students to reflect to get the learning experience that has been done, giving appropriate rewards for every achievement achieved and providing

educational punishment for the negligent in carrying out their duties.

Learning resources and learning media are needed in the learning process. This aspect has been assessed through the previous supervision instrument with indicators: the use of media effectively and efficiently and involving students in the use of the media.

Assessment of the ability of teachers to use the media effectively and efficiently can be seen whether the learning has used the media to focus the attention of students on learning material, clarify the material supporting the success of students, displaying the substance that is the items of learning material and whether the teacher is familiar enough to use the media and do not show awkwardness and whether the media and its substance are relevant to the learning methods/approaches developed.

Good media is not only used by teachers to help deliver material but must involve students in utilizing the media. To see the success of these indicators it can be seen when learning whether students are actively involved in making media, exploring the subject matter based on the media presented, facilitating students to elaborate the subject matter based on the media presented, facilitate the interaction between students in utilizing learning media and active students formulate/summarize the subject matter based on the media presented.

Quality learning must be able to trigger and maintain the orderliness of students. Still the same as the previous instrument only added descriptors to clarify supervisors in assessing the teacher. The indicator in question is to foster active participant participation in learning that fosters cheerfulness and enthusiasm and shows an open attitude towards students. By the characteristics of Penjasorkes, learning should create a sense of happiness, joy and the active involvement of students. To see whether learning has shown the active participation of students, it can be seen from the learning carried out by the teacher that it has shown the activeness of students in asking explorative questions, interacting with each other in the study group, refuting the opinion of their friends who are

deemed untrue, accepting criticism/refutation towards his opinion and students can conclude learning material together.

The teacher in implementing the learning should show an open attitude towards the students' responses. To see the openness of the teacher, it can be seen from the ability of Furu to be able to control the atmosphere of learning with calmness and patience, respond pleasantly to the various responses of students, show their maturity in responding to the disproportionate responses of students, able to throw questions that inspire excitement and be able to explore sense of humor in disbursing learning impasse.

The ability of the Physical Education teacher in coordinating training can be seen from the use of exercises that are appropriate for students, providing a variety of exercises, the suitability of the training principle from easy to difficult, simple to complex, giving positive responses to students who participate and identifying and responding to students who are not ready to take part in learning activities or ready to take part in learning activities.

The ability of Physical Education teachers to give examples of movements can be seen from the ability to give examples of movements that are appropriate for students, varying examples of movements, giving examples of movements from easy to difficult, from simple to complex, giving positive responses to participating students and identify and respond positively to students who cannot imitate examples and who can mimic examples.

The ability of teachers to guide students to make movements and correct mistakes can be seen from the ability to describe the basic concepts of movement, help students to re-do the movements they have acquired, help students correct movement errors, provide positive responses to students who can perform movements well and identify and respond to students who cannot do movements and who can make movements.

The ability of teachers to assist students can be seen from the help provided so that students can do the movements correctly, without experiencing the possibility of injury. By



providing corrections and all students are corrected and given help for those who need it. The ability of the teacher to give instructions can be seen from the giving of the command to create an orderly atmosphere, give a clear signal, count, with a whistle and vary with a whistle and count.

The closing activity in learning can be seen from the teacher's ability to carry out reflections or make summaries by involving students and carrying out follow-up by giving directions or activities or tasks as remedies or enrichment. The indicator is still the same as the indicator used in the previous supervision instrument, but in this development process only adds the descriptor.

The ability of the teacher to carry out reflections or summarize by involving students can be seen from the teacher's ability to provide opportunities for students to reflect the results relevant to the learning objectives, facilitate students to summarize the conclusions referring to reflection, provide correction and reinforcement of students' conclusions, giving students the opportunity to record the results of conclusions, giving awards for the results that have been achieved by students.

The ability of the teacher to carry out follow-up by providing direction, or activities or tasks as remedial/enrichment material that is giving feedback on the learning process, learning outcomes, giving individual or group assignments for strengthening and enriching learning outcomes, submitting lesson plans for the next meeting and giving individual assignments to prepare for further learning.

The ability of the teacher to monitor the progress of learning during the process can be seen from the availability of process assessment instruments, giving small notes about his assessment of the learning process, simultaneously monitoring and implementing the learning process proportionally and utilizing several students to participate in monitoring the learning process, and cross-checking the results of monitoring with the results of monitoring of students. The ability of the teacher to make a final assessment in accordance with the competencies or objectives can be seen from the assessment activities carried out after the teacher completes a

basic competency, cognitive assessment, affective assessment, psychomotor assessment, and physical fitness assessment.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that instruments for supervision of physical education in elementary schools are developed from existing classroom supervision instruments. The instrument of supervision of development results consists of two instruments namely learning planning instruments and instruments for implementing learning. Each instrument consists of indicators that are clarified with descriptors as a guide to make it easier for supervisors to supervise.

The planning supervision instrument is an instrument to measure the quality of learning administration which includes a syllabus, learning implementation plan, education calendar, annual program, semester program, face-to-face schedule, minimum completeness criteria, teaching agenda, list of student grades and attendance.

The instrument of supervision of the implementation of learning measures about classroom management, preliminary activities, core activities, closing activities and assessment of learning processes and outcomes. In the core part, it is measured about mastering learning materials, learning approaches or strategies, the use of learning resources or learning media, learning that triggers and maintains students' orderliness, characteristics of physical education.

The results of expert validation indicate that the supervision instruments resulting from development are considered valid and feasible to use after being tested on small groups with the subject of the principal to supervise using these instruments with good results. On the broader group trials, similar results were obtained, namely in the good category.

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