

Effectiveness of Education and Training Model In-On-In in the Supervision Competency Perspective of Principal Candidates

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Abstract – The results of the national school principal competence of supervision test (UKKS) indicate the fact, which is low. Efforts to improve these competencies are through education and training of prospective school principals through the In-On-In model. Form of implementation of regulations that have been set by the government, which is expected to be able to improve the competence of school principals. This comparative descriptive research design is carried out in order to compare the competence of school principals before and after attending the In-On-In model of education and training. Result of this research show differences in the competence of supervision of prospective school principals between before and after participating in the In-On-In model education and training.

Keywords – effectiveness, education and training model In-On-In, supervision competency, principal candidates.

1. Introduction

The principal has an important role in school management, and is a determining figure in decision making [1], [2].

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Meanwhile, preparing, inaugurating and developing school principals are the responsibility of the education office [3], [4]. He is a transformational leader who is able to motivate and inspire those around him [5]. The principal of the school in relation to the delivery of education in schools plays a key role in school management. Apart from that it was said by [6] in the introduction of the book “Principals and Student Achievement: What The Research Says”, the principal is the key to improving learning for all children.

The principal also has a strategic role in decision making [7], [8]. In addition, it is also said that a principal is the key to the effectiveness and quality of a school. In line with this opinion, [9] stated that the principal has a very large role and as a driving force in directing school policy in achieving the success of the institution. In fact, [10] and [11] state that leadership is the responsibility of the principal to oversee the development of teachers, students and school programs. Therefore, the government has a very strategic role in preparing competency standards that have to be possessed by school principals.

In order to improve teacher professionalism, a principal has to have the ability to supervise [12], [13]. This competence is manifested in the form of planning activities for academic supervision programs and implementing it using appropriate supervision approaches and techniques [14]. Furthermore, the principal has to be able to follow up on the results of academic supervision of teachers in order to increase teacher professionalism [15], because so far academic supervision is often not followed up. For example, if the results of academic supervision are known to many teachers who are less able to compile lesson plans, the principal can organize a workshop for preparing lesson plans.

Based on Figure 1, it can also be explained that according to the level of education and the field of competence, the acquisition of scores are as follows: (a) Primary school principal: learning leadership: 44.60, entrepreneurship: 49.86, managerial: 50.47, supervision: 37.26, and school development efforts:

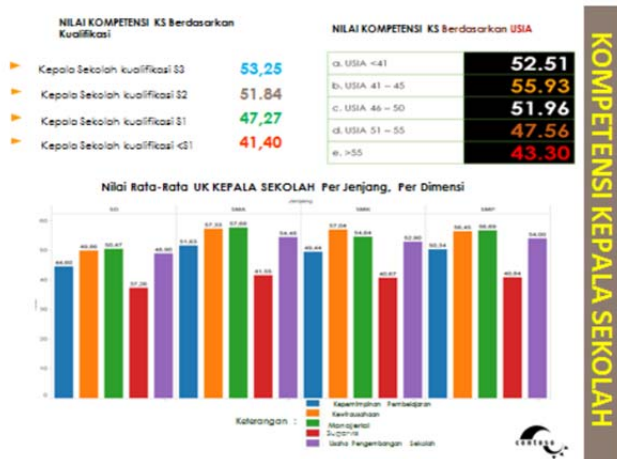


Figure 1. LPMP Strategic Plan 2015-2019 East Java Province

48.90; (b) Principals of SMP: learning leadership: 50.34, entrepreneurship: 56.45, managerial: 56.69, supervision: 40.84, and school development efforts: 54.00; (c) SMA principals: learning leadership: 51.63, entrepreneurship: 57.33, managerial: 57.68, supervision: 41.55, and school development efforts: 54.48; (d) Principal of SMK: learning leadership: 49.44, entrepreneurship: 57.04, managerial: 54.64, supervision: 40.67, and school development efforts: 52.90; The results of research in Hong Kong conducted [16] stated that the learning leadership competence of a principal has an effect on student achievement.

Based on article 7 paragraph 1 Permendiknas 28/2010, it is said that the training for prospective school principals is an effort to provide learning experiences in theoretical and practical forms that are intended to foster and develop dimensions of knowledge, attitudes and skills that refer to personality, managerial, entrepreneurial, supervisory, and social competencies. To achieve these objectives the education and training program for prospective school principals is carried out in face-to-face activities known as In-service learning 1 (In-1) for 70 hours followed by practical field experiences for a minimum period of 3 (three) months or better known as on the job learning (OJL), and the third stage of education and training ends with an assessment to determine the competency attainment of prospective school / madrasah principals or what is known as the second in service learning (In-2). The training pattern described above is known as the education and training model In-On-In.

2. Method

This research is a comparative descriptive study, which compares the competence of school principals before and after attending the in-on-in education and training model. It is said in [17] that descriptive

research is research that leads to providing facts, symptoms and events accurately and systematically related to the nature of the population and an area. But in terms of the objectives of the research carried out, it is the type of evaluative research. As [18] said, evaluation is a systematic and objective assessment of the results achieved by the program, so that in this study it is intended to reveal the effectiveness of model education and training in-on-in in fulfilling the competence of prospective school principals.

The population in this study was participants in education and training for prospective school principals carried out by LPMP East Java during 2019. Based on data obtained from the East Java LPMP training participants for prospective school principals during 2019 were 312 people who came from: Nganjuk Regency 89 people, Regency Jombang 90 people, 30 people from Sampang Regency, 31 people from Kediri Regency, and 63 people from Pasuruan Regency.

The research sample was taken randomly with a random system. The random sampling technique used to select samples because the population is considered homogeneous. The research sample in this study was 29 participants in the training of prospective school principals (teachers) in the Education Office of Nganjuk Regency. The training participants referred to as the research sample are part of the training participants for prospective school principals organized by the East Java Province Education Quality Assurance Institute.

The instrument in this research refers to Table 1 below.

Table 1. Research Questionnaire Instrument Grid

No	Competence	Indicator
1	Supervision	1. Planning supervision
		2. Implementation of supervision
		3. Follow-up supervision

3. Result and Discussion

Supervision competency data before and after participating in the in-on-in model training is shown in Table 2 below.

Table 2. Results of Supervision Competencies

Supervision Competence	Average	Standard deviation	N
Before	61.4948	12.67982	29
After	85.3438	10.33980	29

Based on Table 2, it can be said that the average competence of supervision before the In-On-In model training was 61.4948 and after following the

In-On-In model training was 85.3438. With a standard deviation of each before training is 12.67982 and after following the In-On-In model training is 10.33980.

Based on the results of data analysis, it is known that the average competence of supervision before the In-On-In Model training was 61.4948 and after attending the In-On-In Model training was 85.3438. With a standard deviation of each before training is 12.67982 and after following the in-on-in model training is 10.33980. The increase in mean is in line with the opinion of [19] the training is intended so that participants are able to increase knowledge, change attitudes and become more skilled so that they can be responsibly adjusted to standards.

In addition, the results of this study indicate that the supervisory competence of prospective school principals is increasingly capable of planning academic supervision programs (Permendiknas No. 13 of 2007) [20] in order to increase teacher professionalism. His ability has also increased in conducting academic evaluations for teachers through the correct use of approaches and methods of evaluation and in responding to the results of academic evaluations to teachers. [21] said that training can change employee behavior to achieve organizational goals.

To be effective, [21] training usually has to include learning experiences, planned activities (be a planned organizational activity), and it has to be designed to respond to identified needs. Training is often considered the most visible and common of all staffing activities. Training is also often used as a solution to organizational performance problems. Evidenced by the results of research [22], attitudes and behavior of workers that change in terms of job completion are better than before participating in education and training. Increased employee performance also occurs through education and training.

The next discussion is deemed necessary to describe the increase in the average competency of each headmaster after attending the training. Based on the results of data analysis, it was found that the average increase in supervision competence before participating in the In-On-In model training and after participating in the In-On-in model training was the highest, which was 23,849. This increase in competence is possible because prospective school principals who in fact are teachers in their duties are not required to have supervisory competencies; teachers are required to have personal, pedagogic, social and professional competencies [23].

Meanwhile, during the training, prospective school principals with the in-on-in model are required to be able to compile a supervision program, carry out supervision and carry out follow-up supervision [24].

In accordance with the in-on-in model of the training curriculum structure for prospective school principals [25], during the implementation of in-service learning 1, training participants received supervision material that was delivered face-to-face during 8 hours of meeting. During this period, apart from the theory of supervision, training participants conducted a supervision simulation by playing the role of the principal in the process of supervising teachers. Role playing [26] is effective to some extent as an educational and training tool, but more research needs to be done. Furthermore, to gain real experience in conducting supervision, during the implementation of on the job learning training participants carried out the practice of supervising junior teachers in apprenticeship schools. So it is quite reasonable if the results of this study indicate that the competence of supervision has increased quite sharply.

The second highest average increase after the supervisory competence according to the results of data analysis is the average entrepreneurial competence with an increase of 20,324. This increase can occur because after undergoing training for a period of three months the participants carry out the leadership action plan (RTK) at the apprenticeship school. In line with this, [22] stated that there was an increase in the competence achieved by training participants in a certain period.

4. Conclusions

The conclusion of this study is that there are differences in the competence of supervision of prospective school principals between before and after participating in the In-On-In model of education and training. This is indicated by a significant increase in the supervisory competence of prospective school principals before and after participating in the In-On-In model of education and training, which is indicated by an increase in competence in compiling an annual academic supervision program in order to improve teacher professionalism, applying appropriate supervision procedures, approaches and techniques, and developing relevant supervision instruments, as well as being able to follow up on the results of the academic supervision assessment.

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