

## PKP Supervision Model Development Using the Block System Tutorial To Enhance The Teacher Professional Competence

### Abstract

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The face to face tutorial of the students of Elementary School Teachers Education Program (under graduate) has been conducted in the Medan Regional Office of Universitas Terbuka since 2005. The tutorial of the *Enhancement of Professional Competencies* Course used the block system. It was applied due to its affordability and geographic considerations. One of the districts that used the block system is West Nias Islands, yet no guidance is available. This study was conducted to develop such guidance. The design of this study was the research and development comprising nine major steps: 1) potential and problem 2) data collection 3) product design 4) validate design 5) revised design 6) test product 7) revision products 8) trial use and 9) product revision. The subjects consisted of 60 students, 5 Supervisors I, and 12 supervisors II, and 2 desainer instructional experts. The data were obtained from questionnaires, documentation, and interviews, using various modes such as: e-mail, sms, phone, and mail. The results showed that the guidance was appropriate and adequate for it was developed by combining distance learning principles and face-to face learning principles. Supervisors and students, state that the guidance model was effective as indicated by the time availability for preparing the enhancement of professional competence course report.

**Keywords:** Enhancement of Professional Competency course, face to face tutorial, block system, professional competence of teachers

### Introduction

Universitas Terbuka (UT) as one of the distance learning higher institutions promotes independence in learning to its students including to those students of the Elementary Teacher Program (Program S1 Pendidikan Guru Sekolah Dasar or Program S1 PGSD). For them, UT provides compulsory face-to-face tutorial and online tutorial for several courses. The face-to-face tutorial for the students of S1 PGSD Program and S1 PGPAUD (Early Childhood Education) Program in Medan Regional Office (UPBJJ UT Medan) has been conducted by implementing the three tutorial models including the regular system, the semi block system, and the block system with regard to considerations on geographical accessibility. With the regular system, face-to-face tutorial is conducted in eight weekly meetings, two hours per meeting. As for the semi block system, the tutorial is conducted in four weekly meetings, each meeting takes four hours. The block system tutorial is conducted in one week duration.

The block system face-to-face tutorial in Medan Regional Office has been implemented only for the students in West Nias Islands since semester 2005.1, and so has the teaching supervision of the students of *Pemantapan Kemampuan Profesional (PKP)* (Enhancement of Professional Competencies) course in semester 10 since 2007.1. West Nias Islands had the most students among other districts in Nias Islands. In 2012.1, it had 7 classes of students. Considering the importance of the supervision of PKP students and its report writing, the researcher was intended to know how the PKP block system tutorial supervision and the report writing were conducted in Nias Islands, especially in West Nias Islands.

According to the Katalog UT 2012 untuk Program Pendas (UT Catalogue of 2012 for Educational Programs), PKP course is registered in semester 10 which should be accompanied with compulsory teaching practice supervision and report writing by the student, without having to take post semester exam (UAS). This means that the student final grade will be only based on the student's grades on

PKP tutorial and its report. The materials of PKP course include topics of: (1) remedial teaching plan (rancangan perbaikan pembelajaran), (2) remedial teaching practice (pelaksanaan perbaikan pembelajaran), (3) reflection on teaching-learning process (refleksi pembelajaran), and (4) report of remedial teaching practice (laporan perbaikan pembelajaran).

Based on the researcher's preliminary observation, the previous implementation of the supervision and the report writing which applied the block system tutorial was not effective. In line with the importance of achieving PKP course objectives as well as UT's efforts to enhance the teacher student quality and professionalism, the researcher proposes that the previous teaching practice supervision and the report writing which was conducted for only a week which used the block system tutorial in tutorial centers ignored the important practicing processes in making teaching plans (RPP), in improving the teaching-learning processes, in reflecting the teaching-learning processes, and in reporting the remedial teaching-learning processes, in accordance with the PKP Manuals (Buku Panduan PKP). Therefore, attempts must be made to improve the approach, method, and strategy of the supervision so that the students would have sufficient time for practicing processes at their own classes, as well as sufficient guidance in writing the report that appropriately apply the manuals. One of the attempts conducted was by developing a new PKP supervision model which would enhance the teachers' professional competencies. It is expected that this model will facilitate the students with more real experiences in practice under the supervision of competent supervisors. In addition, this model would enable students to obtain necessary teaching competence and sufficient time for completing the report. By this way, they would be able to achieve the PKP objectives, i.e. becoming competent and professional teachers.

## **Review Of The Literature**

### **Teacher Professional Competencies**

Nowadays, much attention has been given from various stakeholders about the role of teachers and especially their professionalism in improving the quality of education in classrooms. Teacher is regarded as a determining factor which can affect the quality of education in classrooms because teachers have a strategic role in shaping the students competencies. With such a role, teachers are determinant in creating effective and efficient teaching-learning processes; therefore they are regarded as keys to educational success.

Regarding the teacher quality, Danumihardja (2001: 39) suggests that it is unlikely that education improves without innovative and professional teachers. Furthermore, according to Nursito (2002: 5), results of Bardley's study in 16 countries reveals that teacher factor contributes the highest (34%) to learning attainment compared to other factors such as management (22%), facilities (26%), and time allocation (18%).

To determine the degree of teacher professionalism, factors involved are education background of the school teacher, the teacher's competence in mastering the learning materials, in managing the teaching-learning process, in managing the students, and in conducting counseling tasks (Danim, 2002: 30).

Teachers in the current information and communication technology era are obviously not the only sources of student learning. In this era, education paradigm has shifted along with the advancement of ICT. However, the role of teacher is still very important in creating an effective and efficient teaching-learning process because teachers are responsible in planning and conducting quality teaching-learning process. In response to the shifted paradigm, Indonesian government has issued UU No. 14 (government regulation) of 2005 about teacher and higher-education teacher. Based on the regulation, teachers in elementary education must hold S1/D-IV degree. In Section 10 Paragraph 1 of the regulation, teacher's competencies include pedagogic, personality, social, and professional

competencies which are acquired through in-service professional trainings. In the clarification section of the regulation, it is explained that pedagogic competence refers to the teacher ability in managing the teaching-learning process. The personality competence is the teacher's possessing positive personality, moral, wisdom, and dignity as well as becoming a model for their students. Next, the professional competence is referred to the broad and deep mastery of the learning materials. Then, the social competence is defined as the teacher's ability to communicate and interact effectively and efficiently with the students, colleagues, parents, and the society.

Teachers are professional educators whose major responsibility is to educate, teach, guide, direct, train, and assess the students in a formal education at the levels of elementary and secondary education. Profession is an activity performed by a person to earn the life which requires certain abilities and competencies in agreement with specific standards of quality and norms, and requires certain professional education (Muchlis, 2007). To be professional, a teacher should have teaching competence. As stated in the Kepmendiknas Nomor 045/U/2002 (education department regulation), competency is a series of actions which are educated and fully responsible in accomplishing certain tasks in one's profession. On professionalism, Sarimaya (2008) puts forward that a teacher should meet certain requirements such as: 1) possessing academic qualification, 2) possessing teaching competence, 3) possessing teacher certificate, 4) physically and mentally healthy, 5) is committed to achieving the national education goals.

To acquire professional teachers, as stated PKP course objectives, students of S1 PGSD Program who are teachers of elementary schools should be trained by supervisors in such matters as designing lesson plan (RPP), conducting teaching and remedial teaching based the teacher's reflection, and solving various problems related to teacher's major task, i.e. managing teaching-learning process in a broader sense.

Based on PKP Manuals (1st edition, 2008) made by the FKIP Universitas Terbuka team, the objectives and significances of PKP course is to improve the teaching and professional competence of the teacher students. Specific objectives of PKP course include: (1) be able to locate weaknesses or problems of learning-teaching through reflections; (2) find solution to remedy the teaching-learning weaknesses or to improve the quality of teaching-learning processes by doing classroom action research, and (3) be responsible for any academic decision and action or remedial action presented orally or in writing. Due to PKP course contributions in enhancing teacher professionalism, the final minimum grade for a student to pass PKP course is B. If a student gets lower than B, he/she has to retake the course and rewrite the report. Therefore, it can be concluded that PKP course contributes the student teacher's professionalism.

### **Face-to-face Tutorial in Medan Regional Office**

Basically, face-to-face tutorial is an academic learning support service for UT students. In tutorial, the student learning activities are supervised by a tutor as a facilitator. In tutorial, the students and the tutor review and discuss materials in which students find difficulties or they find it important. Specifically, the materials or topics discussed in tutorial may include: (1) important competences or concepts in a subject/course, (2) students' problems in learning the textbook materials (BMP), (3) matters in relation to students' performance (in practice/practicum) inside and outside tutorial classroom, and/or (4) the application of knowledge or theory in daily practice (Katalog UT, 2012). There are several types of tutorial such as face-to-face tutorial, online tutorial, radio broadcast tutorial, television broadcast tutorial, dan correspondence tutorial (Katalog UT, 2012).

As for courses with practice or practicum, the tutorials should be conducted under the supervision of an instructor/supervisor/counselor, and it can be conducted individually or in groups by using such facilities as *kit*, *dry lab* ([www.ut.ac.id](http://www.ut.ac.id)), or nearby laboratory. PKP course is one of the 'practice courses'. It is one of the important courses for the students of educational programs, including the S1 Pendidikan Guru Sekolah Dasar (S1 PGSD) Program. PKP course even places the top course in the

Pendidikan Dasar (Elementary Education) Program, which is offered in semester 10 for S1 PGSD students and in semester 9 for S1 PGPAUD students. According to UT Catalogue of 2012 for Elementary Education Programs, PKP course (PDGK4501) is intended to allow the students S1 PGSD Program to acquire the classroom-related problem-solving skills in five major subjects by applying classroom action research principles in attempts to improve the teaching-learning quality. To acquire such a competency, the students are required to review the teaching-learning concepts integratively, to refer to guidelines in planning and conducting lessons and classroom action research (PTK), to practice finding problems and to analyze problems, and to plan remedial actions by designing it in an improved lesson plan (RPP), to conduct the remedial teaching, to self-assess or to learn feedback of others about the conducted plan and teaching practice as data for constructing the next cycle of improvement plans of the teaching-learning process, and to write a report on the improved teaching-learning process.

To meet PKP course objectives, according to PKP Manuals, the following topics should be discussed: (1) concept of PKP, definition of PKP, objectives and significances of PKP, the relationship of PKP and PKM, learning experiences, training procedures, assessment, PKP learning materials, (2) Administration of PKP, which includes the administration of PKP and involved personnel, PKP implementation procedures, PKP assessment method, and PKP management flowchart. The student's achievement to meet PKP objectives is measured by a performance test in remedial teaching practice and a final remedial teaching report.

PKP supervision is conducted under the supervision of Supervisor 1 and Supervisor 2. Supervisor 1 is a lecturer from a (government/private) university in Medan. Supervisor 2 is an elementary school headmaster or a senior teacher who has been certified, or an elementary school district supervisor, preferably one who holds S1 (bachelor) degree. The block system tutorial with one week duration is used in West Nias Islands due to the geographical reason. The remote location of Nias Islands can be reached by plane or boat in 24 hours from the mainland. Small planes with maximum 50 passengers fly to the island in about an hour. However, regular flying to Nias is not economical considering the number of the tutors. A great amount of money is needed for eight times flying trips in block system or four times flying trips in semi block system.

### **PKP Supervision Model Development Using the Block System Tutorial for the Students of S1 PGSD Program in Medan Regional Office**

To obtain professional teachers, as stated objectives of PKP course, elementary teacher students of S1 PGSD are guided and trained by supervisors to design RPP (lesson plan), to conduct remedial teaching based on the teacher's reflection, and to solve problems related to their main duties as teachers, such as to manage learning-teaching activities in a broad sense. The supervisor-student composition is 1 supervisor for 15 students, whereas 1 supervisor 2 guides 5 students. The supervision by supervisor 1 dan 2 currently using the block system in Nias Islands is conducted face-to-face in one-week duration in tutorial centers.

The implementation of the block system PKP course supervision fits the scheme issued by UT for all Pokjar in Nias Islands. However, the implementation is, in fact, not fully applicable, especially West Nias Island, because the supervision by supervisor 2 cannot be conducted in a week duration, meanwhile supervision is also conducted by supervisor 1 at the same time. To solve this problem, this PKP course supervision model is a necessary attempt to fit the local condition and to achieve the course objectives. Although the supervision model should refer to the Manuals issued by UT, the implementation of the model in the tutorial centers was not conducted in one-week duration, as compared to those supervisions of other courses which use the block system. Some additional time should be allocated for the PKP supervision and distance supervision through mail, email, sms, and phone communication was the chosen mode.

Distance supervision of PKP course has been started for 5 weeks before the formally scheduled opening date of the tutorials and supervision at tutorial centers. A week before the supervision, the

data of supervisor 1 and 2 were collected including phone numbers and e-mail addresses. The data of Supervisor 1 were obtained from UPBJJ-UT Medan, while the data of Supervisor 2 were collected from the Local Tutorial Administrator based on the stated criteria. Next, students are divided into classes which will be supervised by supervisor 2 and supervisor 1. When supervisor 1 and 2 has been assigned; the name, phone number, and email address of supervisor 1 is informed to the local administrator who will forward them to the students. Data collection of Supervisor 1 and Supervisor 2, student classes, and confirmation of supervisor's data to students are conducted in a week. Therefore, distance supervision can be started 4 weeks before the face-to-face tutorials. This way, when the supervisor comes to supervise on location, the students would have had the material for discussion as well as for PKP report writing. Besides, at the same time Supervisor 2 will be able to start guiding and supervising the students in designing the teaching plans (RPP) and observing the teaching practice by the students. Supervisor 2 writes observation notes in a journal which will be submitted to Supervisor 1. As a result, Supervisor 1 will be able to monitor his/her students' progress. This one-week supervision allows students not only to have sufficient feedback for PKP report writing but it also provides sufficient time for conducting remedial teaching practice according to the teaching plan (RPP) and based on classroom action research principles. Therefore, one-week face-to-face supervision, as applied to other courses without practice, is very difficult to implement. It is even unlikely to achieve the stated course objectives. Furthermore, after intensive supervision for one week duration in the tutorial center, supervision is continued with another 4 weeks up to the time when the students finish writing the PKP report. PKP supervision model is done by providing distance guidance before and after the face-to-face supervision at the tutorial center through mail, phone, SMS, and email communication. By combining the distance and the face-to-face PKP course supervision modes, the supervision becomes more efficient and more effective. It is expected that this combination gives impact on the improved skills and professionalism of the graduates.

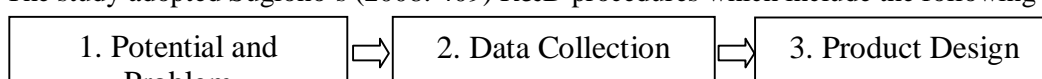
## Research Method

The study was designed as *Research and Development (R&D)*, or in another term, *research-based development* which is product-oriented. Sukmadinata (2006: 164) suggests that research-based development is a research method or strategy which is effective enough to improve practices. The output of this study will be in form of a supervision model for PKP course tutorials which applies the block system implemented in West Nias Islands. In this R&D, the researcher adopted Sugiono's R&D procedures. Because of some limitations, this R&D did not apply the whole procedures. It was stopped at product revision stage, in another words, it did not include the mass production stage and the product effectiveness evaluation stage.

The study investigated a group of students in West Nias Islands taking PKP course tutorial which used the block system. The study took six months from April to September 2012. The face-to-face PKP tutorial supervision in semester 2012.1 was conducted for a week in the tutorial center from 20 to 26 May 2012.

The population was all the students of S1 PGSD Program registered in semester 10 domiciled in West Nias Islands and followed the block system in semester 2012.1. There were seven classes of students consisting of 210 students, 34 second supervisors, and 13 first supervisors. The location was chosen because it had the most students in semester 2012.1, the readiness of the district tutorial administrators in conducting the block system PKP supervision, and other supporting factors. On the other hand, the sample of the study was 60 students, 12 second supervisors, 5 first supervisors, and 3 PKP experts. The random sampling technique was used.

The study adopted Sugiono's (2008: 409) R&D procedures which include the following stages:



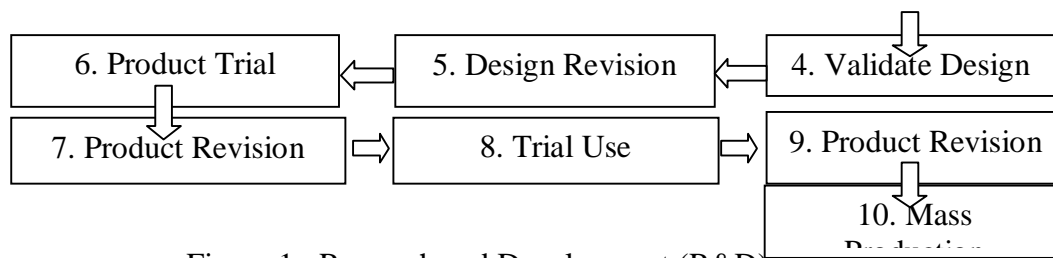


Figure 1. Research and Development (R&D) Procedure

Data were collected by using instruments such as: questionnaires, document review, and interviews. Close-ended questionnaires were given to the students and the assigned tutors to obtain data on the implementation of tutorials and their expectations towards the tutorials. Document review is needed to identify and collect documents relevant to the conventional tutorial. In-depth interviews were conducted to obtain data on the focus of the final model.

The technique of data analysis used was descriptive at the early stage. Data analysis was done to anticipate the various needs of the model development. Data obtained from questionnaires were analyzed by using categorization to show proportions of the item being analyzed.

## Results and Discussion

Preliminary study was conducted to evaluate the conditions and the processes of the presently PKP course supervision. This stage fits Sugiono's model of research and development, which includes the potentials and problems identification stage. The preliminary study was conducted by observing and interviewing the respondents; the tutors of PKP course in Semester X in West Nias Island tutorial center. Results of the preliminary study show the following:

1. The process of the block system PKP course supervision in West Nias Island tutorial center was conducted face-to-face on location. It was assumed that every student has already got the knowledge and skills of conducting remedial teaching and PKP report writing which he/she has obtained from the Classroom Action Research (PTK) course in semester 6 and Paper Writing (Penulisan Karya Ilmiah) course in semester 8. Apart from that, such information may be obtained from the graduates and the local administrators.
2. Supervision was conducted face-to-face in one week period.
3. PTK cycle and PKP practice test were conducted during the supervision.
4. Every student was required to conduct a classroom action research (PTK) in two continuous courses, which were in two different schools; i.e. science and non-science.
5. Some student respondents informed that many students found difficulties in conducting the classroom action research and in writing the PKP report. Such problems were caused by the very limited time of the two activities.
6. Some tutor respondents reported that students' PKP reports were not in accordance with the standards established by UT.
7. Some respondents argued that the current implementation of PKP supervision should be evaluated. They pointed out some of the weaknesses which gave impacts on the quality of processes and outputs of the PKP supervision.
8. Respondents suggested that the current PKP supervision be evaluated involving various aspects such as time, guidance room, PKP cycles guidance, and PKP report writing guidance.
9. Respondents suggested that it was necessary to have a new model of PKP course supervision as an attempt to solve the existing problems in PKP course supervision which will, in turn, improve the quality of PKP reports in accordance with the standards.

The next stages were to collect information and to design the product as suggested by Sugiono as the second and the third steps of the research and development. The results of these stages

would be used as materials for planning and designing the PKP supervision model as an attempt to solve the problems in PKP course supervision in Universitas Terbuka. Here is the description:

### 1. Planning

In Planning Stage, the researcher reviewed previous studies on modeling of the block system of PKP course supervision which was effective, efficient, and led to better quality of PKP reports in accordance with UT's standards. The product designed was a model of supervision of PKP course which applies the block system for the students of the Pendas Program in Universitas Terbuka.

### 2. Model Development

The Model developed in this study considered the geographical conditions (remote areas), distance learning principles, and the curriculum established by Universitas Terbuka for the students who register PKP course. The researcher designed the supervision framework with considerations on some aspects of the proposed supervision model and based on teaching model experts' recommendations and users, including:

#### a. Time

The time allocation in the model was designed by adding more time to the existing supervision duration. In the existing practice, supervision was conducted when supervisors visits the students at the tutorial center. On the other hand, in the new model, supervisions would be conducted for five weeks before the face-to-face supervision, and another four weeks after that. This means that in this new supervision model supervision was started long before the face-to-face supervision. The longer duration of supervision would give more time for students to communicate and to reduce errors in PKP report writing. The addition would impact significantly on the quality of the processes and the outputs of PKP course as expected by Universitas Terbuka.

#### b. Supervisor II

In the model, supervisor II was made available for every student group. Previously, there was only one supervisor assigned by the local Administrator. Whereas in the supervision of classroom action research (PTK), the supervisor is a student school colleague, who is an S1 or D2 PGSD graduate and a senior teacher at the same school. In this model as according to the UT Manuals, the role of a colleague is replaced by Supervisor II. The roles and functions of Supervisor II are more extended than those of a colleague. The qualification of Supervisor II is as follows:

- (1) School headmaster/ senior teacher holding teacher certificate / elementary school administrator.
- (2) Preferably having pedagogy background.

The ratio of student : Supervisor II is 1 : 5, while the ratio of student : Supervisor I is 1 : 15.

This means that 3 groups of students will have one Supervisor I, but each group will have different Supervisor II.

#### c. Roles, Functions, and Responsibilities of Supervisor II

The roles and functions of supervisor II is extended to have the responsibility of monitoring the implementation of PTK processes conducted at the student school location. Supervisor II does not only function as the assessor of the implementation of PTK but he/she also functions as a mediator and an informant of the progress of PTK implementation by the students to Supervisor I. Here are the responsibilities of Supervisor II :

- (1) Provide guidance to students at their schools in completing the PKP tasks;
- (2) Provide feedbacks on the students' remedial teaching plans;
- (3) Provide feedbacks on the students' performance in conducting the remedial teaching practice;
- (4) Provide assistance to students' reflection;
- (5) Write a journal/report of PKP supervision with the students.

#### d. Course Load

The task of PTK in PKP course has given more load to the students. Every student is required to do tasks of both schools of science and non-science at the same time and duration. Since semester 2012.1, students have had to choose one school only: either science or non-science. Apart from the two schools, science and non-science, students may choose integrated school. This was

designed so that the students will be able focus on the schools they choose and help them conduct PTK as competent and professional teachers do.

e. *Assessment*

The grading system of the PKP assessment in the model was basically the same as the previous one, that is 50% remedial teaching practice and 50% report writing. However, one difference is that in grading the PKP report, the score of the remedial teaching practice is given 70% of the total score. The rest 30% is awarded for student participation. Such proportion in the assessment will give impacts on the increased participation of the students in the remedial teaching practice.

The following table shows the proposed model of the PKP course supervision.

**Table 1. Developing the Block System PKP Course Supervision Model in West Nias Island Tutorial Center**

| NO | TIME TABLE  | DETAILS OF SUPERVISION   |
|----|---|--|
| 1  | 5 weeks before the scheduled D-Day of the face-to-face supervision with block system.                 | <ul style="list-style-type: none"> <li>- Assign Supervisor I and Supervisor II for student classes according to the given criteria.</li> <li>- Supervision orientation of Supervisor I at Medan Regional Office.</li> <li>- Supervision orientation of Supervisor II and PKP student participants by staff of Medan Regional Office at the tutorial/supervision center.</li> </ul>   |
| 2  | 4 weeks before the scheduled D-Day of the face-to-face supervision with block system by Supervisor II | <p>The supervision of the remedial teaching practice at the workplace by Supervisor II :</p> <p>Responsibilities of Supervisor II in PKP course:</p> <ul style="list-style-type: none"> <li>- Provide guidance to students at their schools in completing the PKP tasks;</li> <li>- Provide feedbacks on the students' remedial teaching plans;</li> <li>- Provide feedbacks on the students' performance in conducting the remedial teaching practice;</li> <li>- Provide assistance to students' reflection;</li> <li>- Write a journal/report of PKP supervision with the students (all activities done by the students and Supervisor II such as : Planning of PTK, teaching plans (RPP), remedial teaching plans Cycle 1, reflection, observation sheet, written in a journal)</li> </ul> |
| 3  | 4 weeks before the scheduled D-Day of the face-to-face supervision with block system.                 | Supervisor I and II, and the students communicate and conduct distance supervision through phone, SMS, and email.  |
| 4  | 30 minutes before the face-to-face supervision on D-Day   | Supervisor II submits a journal/report of supervision activities with the students to Supervisor I   |
| 5  | Supervision on D-Day (1 week)   | <ul style="list-style-type: none"> <li>- Supervisor I guides the students in writing the PKP reports according to the journal.</li> <li>- PKP practice test.</li> </ul>  |
| 6  | 3 weeks after D-Day according to the schedule of the block system supervision                         | Continue guiding the students in writing the PKP reports through distance supervision (phone, sms, email).   |
| 7  | 1 week before Examination (UAS)   | <ul style="list-style-type: none"> <li>- Finalizing the PKP report for one subject (science, non-science, integrated school)</li> <li>- Submitting the PKP reports to Supervisor 1 who will forward to Medan Regional Office, digital files are attached on CD.</li> </ul>   |

Based on the above-mentioned model development stage, the activities included in the PKP supervision may include the followings:

**Tabel 2. The Block System PKP Supervision Model in West Nias Island**



| No | Components  | Regular Block System Supervision (Year 2012) | Block System Supervision Model Development   | Description  |
|----|---|--|--|--|
| 1  | Recruitment of Supervisor 1.                              | Ratio of Supervisor I vs. student is 1 to 15 | Ratio of Supervisor I vs. student is 1 to 15   | <i>Supervisor I and II for block system should be proposed 5 weeks before D-Day of face-to-face supervision in the tutorial center.</i>  |
| 2  | Responsibilities of Supervisor 1                          | Guide students in 8 weekly meetings          | <ul style="list-style-type: none"> <li>- Guide students in 8 daily meetings in one week.</li> <li>- <i>Distance supervision starts 4 weeks before D-Day face-to-face supervision and 4 weeks after face-to-face supervision.</i></li> </ul>                    | <p>According to the Panduan PKP (Manuals) year 2007</p> <p><i>Distance supervision through SMS, phone, and email.</i></p>  |
| 3  | Recruitment of Supervisor II                              | done   | <p>done</p> <ul style="list-style-type: none"> <li>- <i>5 weeks before D-Day supervision</i></li> <li>- <i>One week for informing supervisor data to students.</i></li> <li>- <i>4 weeks supervision prior to face-to-face supervision on D-Day</i></li> </ul> | <p>Replacement of Supervisor should agree with the criteria:</p> <ol style="list-style-type: none"> <li>1. Headmaster or senior teacher holding the national teacher certificate, or elementary school administrator.</li> <li>2. Preferably holding S1 educational degree</li> </ol>  |
| 4  | Orientation   | Attended by Supervisor I and Supervisor II   | <ul style="list-style-type: none"> <li>- Attended by Supervisor I at Medan Regional Office.</li> <li>- <i>Attended by Supervisor II and the students at the tutorial center one month before D-Day of supervision.</i></li> </ul>                              | <p>Conducted at Medan Regional Office.</p> <p>Conducted by the Local Tutorial Administrator.</p> <p>Student supervision classes is based on the students' subject matters and for Supervisor I.</p>  |
| 5  | Journal Writing   | Completed by Supervisor II                   | Completed by Supervisor II   | Write all supervision activities by the students and Supervisor II (Planning of PTK, teaching plans (RPP), remedial teaching plans Cycle 1, reflection, observation sheet, written in a journal)   |
| 6  | Supervision of remedial teaching practice by the students | Supervised by Supervisor II                  | <ul style="list-style-type: none"> <li>- Supervised by Supervisor II</li> <li>- <i>4 weeks supervision prior to face-to-face supervision on D-Day</i></li> </ul>   | <p>Responsibilities of Supervisor II in PKP Course:</p> <ol style="list-style-type: none"> <li>1. Provide guidance to students at their schools in completing the PKP tasks;</li> <li>2. Provide feedbacks on the students' remedial teaching plans;</li> <li>3. Provide feedbacks on the students' performance in conducting the remedial teaching practice;</li> <li>4. Provide assistance to</li> </ol> |

|    |                                       |   |  |  |
|----|---------------------------------------|---|--|--|
|    |                                       |   |  | students' reflection;<br>5. Write a journal/report of PKP supervision with the students (all activities done by the students and Supervisor II such as : Planning of PTK, teaching plans (RPP), remedial teaching plans Cycle 1, reflection, observation sheet, written in a journal). |
| 7  | Conduct of Remedial Teaching          | <ul style="list-style-type: none"> <li>One subject matter (science, or non science, or integrated.)</li> <li>Two to three cycles</li> </ul>   | <ul style="list-style-type: none"> <li>One subject matter (science, or non science, or integrated.)</li> <li>Two to three cycles,</li> </ul>   | Supervisor II coordinates with Supervisor I through distance communication ( <i>phone, SMS, and email</i> )  |
| 8  | Scored Remedial Teaching Practice     | Once (science, or non science, or integrated) conducted at the students' own schools.   | Once (science, or non science, or integrated) conducted near the tutorial center or supervision location.  | Conducted on D-Day of supervision when Supervisor I is on location. (Supervisor I acts as Examiner 1)  |
| 9  | Report of remedial teaching practice. | One subject matter (science, or non science, or integrated)   | <ul style="list-style-type: none"> <li>One subject matter (science, or non science, or integrated)</li> <li><i>Supervision of report writing is extended to another 4 weeks after the face-to-face supervision.</i></li> </ul> | <ul style="list-style-type: none"> <li>Students complete the tasks including the reports on CDs.</li> <li><i>Students submit the reports through post mail to Supervisor I for signature and forwarded to Medan Regional Office.</i></li> </ul>  |
| 10 | PKP report review                     | Two examiners beside the student supervisors  | Two examiners beside the student supervisors   |  |
| 11 | Grading of PKP                        | <p>Two components: 50% remedial teaching practice and 50% report.</p> <p>The remedial teaching practice grade consists of 30% participation and 70% remedial teaching practice.</p> | <p>Two components: 50% remedial teaching practice and 50% report</p> <p>The remedial teaching practice grade consists of 30% participation and 70% remedial teaching practice.</p>   |  |

### 3. The Feasibility of the PKP Supervision Model

The next step, the validation of the design, was conducted as pointed by Sugiono in his Research and Development model. In this forth step, the teaching model experts reviewed the feasibility of the product.

The expert in this study was one holding S2 and S3 degrees from Education Technology Department. The result of the expert review on the proposed supervision model was basically positive. All components in the model were regarded to have fulfilled the criteria and to agree with the geographical conditions, and so do the objectives of PKP course. The expert suggested as follows: Additional credit points should be given to student participation during the supervision, journal of

supervision should be made, and increase the qualification of Supervisor II with senior teacher holding the national teacher certificate.

In this stage, the PKP Supervision Model was once modified or revised to include the expert's input as above-mentioned. Then, the PKP Supervision Model was stated as feasible and it can, therefore, be permitted to be tried-out.

#### **4. The Trial of the Supervision Model**

Stated feasible by the expert, the product of PKP Supervision Model may be tried out in the Product Trial Stage by using small and large samples. The chosen location was the tutorial center at Mandrehe in West Nias. This location was chosen because of the readiness of the location and its resources and management which are best among others in Nias Islands. Besides, it has the most students registering PKP course. These are the basic reasons for determining the location of the trial of the PKP supervision model.

##### **1) The Conditions of the Location and Samples of the Product Trial**

The tutorial center in Mandrehe can be categorized as one with a great number of students. Students registering PKP course can be divided into 7 classes. Each class can be sub divided into two classes forming a total of 14 classes of PKP course. Each class may have 25-30 students. This means that the location should have 14 supervisors. Whereas for Supervisor II, they may reach 42 supervisors, supervising 42 student groups spread in the totally 14 classes. The need for Supervisor II with mentioned criteria was fulfilled by the location. The classrooms and other facilities have fulfilled the criteria of the PKP course supervision model. These are all the reasons for choosing the location.

##### **2) Results of the Questionnaires on Product Trial**

###### **a. Supervisor I**

All Supervisor I participated in this research hold S1 and S2 degrees, they all have experiences in teaching and supervising PKP course for at least 3 years. Results of the questionnaires indicate that 100% of Supervisor I view that the PKP supervision model is very good. They suggest that this PKP Supervision Model help them learn in the process and get the outputs of PKP course as well. The rate of the student consultation to supervisor I is 5-8 times before the face-to-face supervision. 45% of the consultation are through phone, 40% through sms, and the rest 10 % through the Internet (email). On the other hand, 87% students do consultation after face-to-face supervision, 3-4 times consultation. The rest 13% students consult 5-8 times. Supervisor I finds that students' motivation and skills are still low, and the communication between Supervisor I and Supervisor II should be improved. Supervisor I suggest that tutors of PKP course are the same tutors of PTK. They also suggest an addition of time allocated for face-to-face supervision which is considered too short. They find that the facilities, the long distance of the location, and the low-signal cellular communication are among the problems they face.

###### **b. Supervisor II**

Results of the Supervisor II questionnaires show that all the students conduct supervision with Supervisor II. The PKP supervision duration is 3-4 weeks. 70% of the students conduct supervision in 3 weeks, 30% others conduct supervision in 4 weeks. The topics or materials that the students bring to supervisor II include; problem identification in PTK, formulating and analysing the problems in PTK, designing teaching plans (RPP), designing instruments (observation, questionnaire), conducting remedial teaching, reflection, writing journals. All supervisor II suggest that the block system PKP course supervision model in West Nias is very good. They actively involved in improving this learning process. They find that the long distance of the location of Supervisor II and the facilities are among their problems. They suggest that in determining the Supervisor II and the students, the distance to the location, the geographic conditions, and the road condition should be considered.

###### **c. Students**

The students were enthusiastic with the new PKP supervision model compared to the previous one. Their enthusiasms with the model was indicated with their active involvement in the distance supervision process which last in 4-5 weeks before and after the face-to-face supervision. The results show that 85% of the students conduct distance supervision with Supervisor I for 4 weeks before the face-to-face supervision. 12 % of students tell that they conduct the distance supervision for 5 weeks before the face-to-face supervision. The rest 3% students conduct distance supervision for 3 weeks before the face-to-face supervision.

Supervision through phone and sms reaches 77%, while 13% others use sms only, and 10% use *e-mail*. The communication intensity between the students and Supervisor I reaches 7 times or 62%, while those with 5-6 times of consultations reaches 35%. The rest 3% of the students conduct only 2-3 times of consultation. 40 % of the students conduct consultation with Supervisor II for 7 times. 60% of the students conduct 4-5 times of consultation with Supervisor II.

Furthermore, in estimating the roles and functions of Supervisor II, all students suggests that their roles and functions highly contributes especially in PTK report writing as assigned to Supervisor II, despite their small role in the supervision In general, the students comments towards the sample of study in this PKP supervision model is positive. Some students suggest an addition of time allocation for the supervision which is considered to short. However, this recommendation could not be implemented by the researcher due to the limitations of the study.

### 3) Product Revision

As the results of the model trial revealed that PKP course supervision was feasible, the researcher did not think it necessary to continue to the product revision stage. The research was ended at the development stage. Testing the product effectiveness may be conducted in further research.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the research and development results, it can be concluded as follows:

1. The development of PKP Supervision Model is necessary to help students optimally achieve the PKP Course objectives as stated in PKP Manuals.
2. The development of PKP Supervision Model was conducted by designing such components as: (a) time; (b) Supervisor; (c) Role, Functions, and Responsibilities of Supervisors; (d) PKP Course Load; (e) Assessment.
3. The product, the PKP Supervision Model, as the output of the research can be categorized as appropriate as expressed by both the teaching model experts and the users.

### Recommendations

Based on the results of the research and development of the block system PKP Supervision Model applied in West Nias Islands under the supervision of Medan Regional Office, it can be concluded that the model is appropriate and recommended to be implemented in supervising PKP course in Medan Regional Office. The followings are the recommendations:

1. Institutional
  - a. The model is implemented as an attempt to improve the quality of the process and the output of PKP Course.
  - b. The supervision model developed in this research is limited to the block system of PKP course supervision in one tutorial center in West Nias Island. Therefore, its implementation can be considered as temporary solution which may be substantially adjusted with curriculum changes or other reasons. Future adjustments involving experts may be required to fit certain conditions.
2. Further Research

Further research can be conducted to adopt, adapt, or improve the supervision model by including all components in the system and by measuring its effectiveness.

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