

## **EFFORTS TO IMPROVE TEACHERS' PROFESSIONAL COMPETENCY BY IMPLEMENTING CONTEXTUAL LEARNING STRATEGIES THROUGH WORKSHOPS AND ACADEMIC SUPERVISION AT DARUSSA'ADAH HIGH SCHOOL KEC. PANGKALAN SUSU**

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**Abstract:** This study aims to improve the professional competence of teachers in implementing contextual learning strategies through workshops and academic supervision at SMA Darussaadah Kec. Dairy Base. The method used in this research is the school action research method through 2 cycles, where each cycle has stages: (1) Planning, (2) Implementation and Observation, (3) Evaluation and (4) Reflection. The subjects in this study were teachers who teach at SMA Darussaadah Kec. Pangkalan Susu with a total of 12 teachers. The data collection techniques used were observation techniques, interviews, questionnaires and documentation studies. The data analysis technique used was to use a calculation technique for the percentage of teachers who have implemented contextual learning strategies and the percentage of teachers who have not implemented contextual learning strategies. The research results show: (1). There was an increase in the number of teachers implementing contextual learning strategies from 12 teachers, only 5 (41.67%) teachers applied DSS in cycle I then increased in cycle II to 10 (83.33%) teachers who were able to apply contextual learning strategies in the learning process in the classroom; (2) There was a decrease in the number of teachers who were unable to apply contextual learning strategies, out of 12 teachers, 7 (54.85%) teachers were not able to apply contextual learning strategies in cycle I then in cycle II there was a decrease in the number of teachers who were unable to apply contextual learning strategies, there are 2 (16.67%) teachers who have not been able to fully implement contextual learning strategies; (3) Professional competence of teachers in implementing contextual learning strategies can be increased through workshops and academic supervision.

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### **INTRODUCTION**

Professional competence is one of the competencies that must be possessed by teachers so that teachers can carry out their main tasks and functions properly. The indicators of professional competence are: 1) able to map competency standards and basic competencies, 2) able to plan lessons, 3) able to carry out active, creative, innovative and effective learning, 4) able to carry out learning evaluations, 5) able to apply learning strategies and 6) being able to carry out classroom action research.

According to Mulyasa (2008), professional competence is an ability related to the adjustment of teacher tasks. This competency is very important. Because, directly related to the performance shown. Therefore, the level of professionalism of a teacher can be seen from the following competencies: (1) Ability to master educational foundations, for example understanding the educational goals that must be achieved both national,

institutional, curricular, and learning objectives; (2) Understanding in the field of educational psychology, for example understanding of the stages of student development, understanding of learning theories; (3) Ability to master subject matter in accordance with the field of study being taught; (4) Ability to apply various learning methodologies and strategies; (5) Ability to design and utilize various media and learning resources; (6) Ability to carry out learning evaluation; (7) Ability to develop learning programs; (8) Ability to carry out supporting elements, for example school administration, guidance and counseling; and (9) Ability to carry out research and think scientifically to improve performance. Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the full involvement of students to be able to find the material being studied and relate it to real life situations so as to encourage students to be able to apply it in their lives (Wina Sanjaya, 2011).

There are five important characteristics in the learning process that uses the CTL approach.

1. In CTL, learning is a process of activating existing knowledge (activating knowledge), meaning that what will be learned is inseparable from the knowledge that has been learned, thus the knowledge that students will acquire is complete knowledge that is related to one another .
2. Contextual learning is learning in order to acquire and add new knowledge (acquiring knowledge). New knowledge is obtained in a deductive way, meaning that learning begins by studying the whole, then paying attention to the details.
3. Understanding knowledge (understanding knowledge), meaning that knowledge is obtained not to be memorized but to be understood and believed, for example by asking for responses from others about the knowledge they have obtained and based on these responses new knowledge is developed -right.
4. Putting this knowledge and experience into practice (applying knowledge), meaning that the knowledge and experience gained must be applicable in students' lives, so that changes in student behavior can be seen.
5. Reflecting knowledge on the knowledge development strategy. This is done as feedback for the process of improving and perfecting the strategy (Wina Sanjaya, 2011).

There are several differences between CTL and conventional learning, these differences include:

1. CTL places students as learning subjects, meaning that students play an active role in each learning process by finding and exploring the subject matter themselves. Meanwhile, in conventional learning students are placed as learning objects that act as passive recipients of information.
2. In CTL learning, students learn through group activities, such as group work, discussions, mutual acceptance and giving. Meanwhile, in conventional learning students learn more individually by receiving, recording, and memorizing subject matter.
3. In CTL, learning is related to real life in real terms; whereas in conventional learning, learning is theoretical and abstract.
4. In CTL, ability is based on experience; whereas in conventional learning the ability is obtained through exercises.
5. The ultimate goal of the learning process through CTL is self-satisfaction; whereas in conventional learning, the final goal is a value or number.

6. In CTL, actions or behaviors are built on self-awareness, for example an individual does not engage in certain behaviors because he or she realizes that behavior is detrimental and not beneficial; whereas in conventional learning, individual actions or behavior are based on factors from outside themselves, for example individuals do not do something because they are afraid of punishment or simply to get points or grades from the teacher.
7. In CTL, the knowledge possessed by each individual always develops in accordance with the experiences they experience, therefore each student may have differences in interpreting the nature of the knowledge they possess. In conventional learning this is not possible. The truth possessed is absolute and final, because knowledge is constructed by others.
8. In CTL learning, students are responsible for monitoring and developing their own learning; whereas in conventional learning the teacher is the determinant of the course of the learning process.
9. In CTL learning, learning can occur anywhere in different contexts and settings according to needs; whereas in conventional learning learning only occurs in the classroom.
10. Because the goals to be achieved are all aspects of student development, in CTL learning success is measured in various ways, for example by evaluating processes, student work, performances, recordings, observations, interviews, and so on; whereas in conventional learning the success of learning is usually only measured from tests.

There are several things that must be considered for every teacher when using the CTL approach.

1. Students in contextual learning are seen as developing individuals. A person's learning ability will be influenced by the level of development and breadth of experience he has. Children are not adults in small form, but organisms that are in stages of development. Learning ability will be largely determined by their level of development and experience.
2. Every child has a tendency to learn new and challenging things. Children's hobby is trying things that are considered strange and new. Therefore learning for them is trying to solve every challenging problem. Thus, the teacher plays a role in selecting learning materials that are considered important for students to learn.
3. Learning for students is the process of looking for connections or connections between new things and things that are already known. Thus, the teacher's role is to help each student be able to find a connection between new experiences and previous experiences.
4. Learning for children is the process of perfecting existing schemes (assimilation) or the process of forming new schemes (accommodation), thus the teacher's job is to facilitate (make it easier) so that children are able to carry out the process of assimilation and accommodation.

According to Suprijanto (2008) a workshop is a meeting of people who work together in small groups, usually limited to problems that come from themselves. Participation is expected to be able to produce certain products. Workshop is a meeting of experienced and responsible people and experts who can help them, to discuss problems or lessons they find difficult to solve on their own. According to Materka (1994) workshops are often seen as an arena for sharing information and helping others. Thus it can be said that the workshop is a learning activity for a group of people to jointly solve problems through group and individual discussions. Workshop is a special meeting attended by a group of people who are engaged in a similar field of work. From this description it can be concluded that the workshop is a group learning activity of a number of people who are

solving a problem through discussion and working in groups or individually to produce certain products.

According to Suprijanto (2008) that the arrangement of workshop activities includes problem identification, search and problem solving efforts by using references from sufficiently available background material. The resource person explained the purpose of the workshop and the exercises he had participated in to solve the problem. The resource persons should be people who have experience in accordance with the problems that will be discussed in the workshop. Facilities that are prepared must really help in solving problems. The purpose of the workshop is to provide knowledge and experience to teachers to improve their performance. Furthermore, Suprijanto (2008) states that the number of workshop participants is limited in order to get good results, teachers are summoned with special invitations, because researchers expect this workshop and supervision to run more intensively. According to Zaini (2002) that the workshop is designed for teachers in schools, this is based on the considerations of researchers who will see whether the existence of a clinical supervision workshop can improve teacher performance..

According to Materka (1994) the ways to ensure the success of the workshop are: (1) start with clear objectives. Know what skills and what information can be taught in the time available, (2) start planning as early as possible. Take a few days for each stage: gather information, design a presentation, refine it and practice, (3) get to know the participants. Know their background and interests, and direct your program accordingly, (4) check and double check the logistics to be used, (5) be aware of time. Come faster, start from finishing according to the specified time, follow the program that has been prepared, don't have lessons without a break if it's more than 90 minutes, (6) alternate your presentation with exercises, discussions and other activities that involve more participants. participants, (7) ask for an evaluation from the participants, so that you can do better in the next workshop, (8) don't be satisfied with learning from trial and error and making mistakes, (9) maintain your sense of humor. You will really need it if (unavoidably) something goes wrong and (10) enjoy the task.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. Academic supervision is an effort to help teachers develop their abilities to achieve learning objectives. Thus, it means that the essence of academic supervision is not at all evaluating teacher performance in managing the learning process, but rather helping teachers develop their professionalism skills. The principles of modern academic supervision that must be realized in every process of academic supervision in schools are as follows: a) Academic supervision must be able to create harmonious, open, friendly, and informal human relations. Such a relationship is not only between supervisors and teachers, but also between supervisors and other parties related to the academic supervision program, b) Academic supervision must be carried out continuously.

Academic supervision is not a side task that is only done occasionally if there is an opportunity. If the teacher has succeeded in developing himself, it does not mean that the supervisor's task has been completed, but must still be fostered continuously. This is logical, considering that problems in the learning process always arise and develop, c) Academic supervision must be democratic. Supervisors may not dominate the implementation of their academic supervision. The pressure point for democratic, active and cooperative academic supervision. Supervisors must actively involve the teachers they coach. The responsibility for improving the academic program is not only on the supervisor but also on the teacher. Therefore, academic supervision programs should be planned,

developed and implemented cooperatively with teachers, principals and other related parties under the coordination of supervisors, d) Academic supervision programs must be integral to the overall education program. In an effort to realize this principle, good and harmonious relationships are needed between supervisors and all parties implementing the education program, e) Academic supervision must be comprehensive. The academic supervision program must cover all aspects of academic development, although there may be an emphasis on certain aspects based on the results of the previous academic development needs analysis, f) Academic supervision must be constructive. Academic supervision is not to look for teacher mistakes, but to develop teacher growth and creativity in understanding and solving academic problems faced, g) In compiling, implementing, and evaluating, the success of the academic supervision program must be objective based on the needs the real god of teacher professional development.

There are 3 approaches used in carrying out academic supervision, namely: (a). Direct Approach (Directive). The directive approach is a way of approaching problems that are direct. Supervisors provide direct directions. Of course the influence of the supervisor's behavior is more dominant. Because this teacher is experiencing a shortage, it is necessary to provide stimulation so that he can react. Supervisors can use reinforcement or punishment. An approach like this can be done with the supervisor's behavior, namely: explaining, presenting, directing, giving examples, setting benchmarks, and strengthening; (b). Indirect Approach (Non-directive). The indirect approach (non-directive) is a way of approaching problems that are not direct in nature. The supervisor's behavior does not directly indicate the problem, but he first actively listens to what the teachers say. He gives as many opportunities as possible for teachers to express the problems they experience. The teacher presents the problem, the supervisor tries to listen to, understand, what the teachers are experiencing. The supervisor's behavior in the non-directive approach is: listening, giving reinforcement, explaining, presenting, and solving problems; (c). Collaborative Approach. What is meant by a collaborative approach is an approach that combines directive and non-directive approaches into a new approach. In this approach, both the supervisor and the teacher agree together to establish the structure, process and criteria for carrying out the conversation process on the problems faced by the teacher. Thus the approach to supervision relates to two directions. And top to bottom and bottom to top. The supervisor's behavior is as follows: presenting, explaining, listening, solving problems, and negotiating. There are two methods of academic supervision that supervisors can do. These methods are distinguished between those that are individual and group. Each supervision method certainly has strengths and weaknesses. The individual supervision method is the implementation of supervision given to certain teachers who have special and individual problems. The supervisor here only deals with a teacher who is seen as having certain problems.

There are various techniques of academic supervision in efforts to build teacher abilities. This includes staff meetings, supervision visits, professional bulletins, professional libraries, curriculum laboratories, teacher assessments, learning demonstrations, curriculum development, developing instructional guides, field trips, workshops, class visits, professional readings, and community surveys. school. Meanwhile, according to Gwyn, in (Abi Sujak, 2011). Supervision techniques that can be grouped into two groups, viz. individual supervision techniques and group supervision techniques.

## RESEARCH METHODS

The subjects in this study were teachers who teach at SMA Darussaadah Kec. Pangkalan Susu Langkat Regency, North Sumatra Province. The number of teachers who were the subject of the study was 12 teachers. This research was conducted at Darussaadah High School, Kec. Milk Base of North Sumatra Province. The research time is 6 months, namely in the even semester of the 2021-2022 academic year, namely from Januari 2022 to June 2022. The research procedure used in this research is school action research by applying 2 cycles with 4 steps.

## RESEARCH RESULTS AND DISCUSSION

### Results of Cycle I

1. Based on the results of implementing and observing the implementation of the Contextual Learning Strategy, the following results are obtained:
2. a. Of the 12 teachers who were guided to apply contextual learning strategies (SPK) through workshops, only 5 (41.67%) teachers applied them in the learning process in class and 7 (58.33%) teachers had not implemented all learning strategies contextual as a whole.
3. b. Of the 23 indicators of SPK, there are an average of 7 indicators that have not been implemented by 7 teachers so they are said to have not implemented SPK.
4. Based on the results of the evaluation, it was found that only 41.67% (5 people) applied the SPK. This means that the indicators of success have not been achieved, so it is necessary to carry out cycle II. Hasil Siklus II

Based on the results of the implementation and observations of cycle II regarding the application of contextual learning strategies in the learning process in the classroom, the following results are obtained:

- a. As many as 10 (83.33%) teachers have implemented contextual learning strategies in the learning process in the classroom
- b. Only 2 (16.67%) teachers have not implemented all DSS indicators in the learning process in the classroom

Based on the results of the evaluation, it was found that 83.33% (10) of the teachers had implemented contextual learning strategies. This means that this research has been sufficiently carried out in 2 cycles because the success indicator is 80% so that the performance indicators that have been set in this study have been achieved, so there is no need to continue the next cycle.

## DISCUSSION

Based on the results of implementing SPK in cycle I in the learning process in the classroom, 5 (41.67%) teachers had applied it and in cycle II it increased to 10 (83.33%) teachers who were able to apply SPK to the learning process in class. This means that there has been an increase in the number of teachers applying the SPK by 5 teachers (41.66%). The number of teachers who were unable to apply the Contextual Learning Strategy decreased with the result that in cycle I there were 7 (58.33%) teachers who were not able to apply the SPK but in Cycle II it decreased to 2 (16.67%) teachers who were unable to apply the SPK fully. intact.

From the results above, it was concluded that there was an increase in the teacher's ability to apply DSS after conducting workshops and academic supervision through Cycle I and Cycle II.

### **CONCLUSION**

Based on the results of the research and discussion above, it is concluded that the application of SPK in cycle I to the learning process in the classroom has been implemented by 5 (41.67%) teachers and in cycle II increased to 10 (83.33%) teachers who are able to apply SPK to learning process in class. This means that there has been an increase in the number of teachers applying the SPK by 5 teachers (41.66%). The number of teachers who were unable to apply the Contextual Learning Strategy decreased with the result that in the first cycle there were 7 (58.33%) teachers who were not able to apply the SPK but in Cycle II it decreased to 2 (16.67%) teachers who were unable to apply the SPK fully. intact. Professional competence of teachers in implementing Contextual Learning Strategies can be increased through Workshops and Academic Supervision

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