

Implementation of Academic Supervision of Artistic Model in Improving the Role of English Teacher as Learning Agent in SMA Negeri 5 Binjai.

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Abstract: *The purpose of this study was to determine the steps of academic supervision of artistic model that could improve the role of the teacher as a learning agent and see the improvement form . This research was a school action research. The subjects of this research were English teachers in SMA Negeri 5 Binjai. The results of this action study presented through statistical data calculations. Statistical data obtained from the scores of instrument observation sheet observation of academic supervision of artistic model and the role of the teacher as a learning agent. The results of pre-cycle research indicated that the role of teachers as learning agents was still low and required improvement. The role of teachers as learning agents increased significantly after the implementation of academic supervision of artistic model. The implication of this research is if we want to improve the role of English Teacher as a learning agent, we can use academic supervision of artistic model by using following steps. Supervisor will start the supervision without pretensions. Supervisors assume as will see art / music performances, observations done carefully and repetitive. Supervisors feel the soul of learning, construct interpretation results in narrative form. The narrative interpretation results must be submitted to the teacher.*

Keywords: *Academic Supervision, Artistic Model, Teacher Role, Learning Agent.*

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I. Introduction

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, primary education and secondary education. The role of teachers varies greatly. One of the teacher's role is as a learning agent. The role of teachers as learning agents in improving the quality of education through improving the quality of learning, among others, as a facilitator, motivator, spur, learning engineers and inspiration learners for learners. [1] (Law on Teachers and Lecturers, 2005). In learning the role of teachers will not be able to be replaced by the great technology that allows people to find and obtain information and knowledge. Teachers as learning agents will have a direct impact on learners in changing attitudes, behaviors, and knowledge to be mastered. [2] (Sanjaya, 2014). Teachers are able to play their roles as educators and teachers if teachers have emotional stability, have a great sense of responsibility to advance learners, be realistic, be honest, be open and sensitive to progress, especially in learning innovation. The role of teachers is needed to support the creation of a learning atmosphere that is fun, active and allows children to excel maximally. While the level of participation in question is the involvement of students in addressing, understanding, digesting the material presented in the learning process. However good the means of education if the teacher does not perform their duties properly then the learning outcomes will not give satisfactory results. A teacher must be able to overcome the simple things in the learning. In order for teachers to overcome these simple things, teachers must recognize the character of learners. Teachers must be able to teach well. Teaching is the process of delivering learning materials to students. In order for the delivery process to be effective, the atmosphere and the classroom environment must also be managed in such a way that students can learn according to their abilities, potential, and characteristics. Since each student is a unique and distinctive person, each of them has different interests, talents, characters and intelligence. The diversity of potential, talents, interests, and life background of the students certainly has a variety of patterns, models, strategies, and learning methods. Therefore, teachers should have the ability and skill in designing and applying various models, strategies, or methods of learning in accordance with the diversity of student characteristics. the role can be done by teachers among others as a facilitator, motivator, accelerator, innovator, and inspiration for learners.

Based on the results of interviews with the supervisor of English teacher in Binjai obtained information there are 47% of teachers who use teaching techniques by explaining the subject matter regardless of differences in student character, differences in attitudes and behaviors, different interests and talents, differences in understanding, lack of discipline, passive students, not quiet in the classroom, students do not trust teachers, and lack of praise. The results of the initial survey conducted on 10 teachers in SMA Negeri 5 Binjai found 60% of teachers have not done their role as learning facilitators, 50% have not done their role as learning motivator, 60% have not done their role as learning motivator, 70% have not done their role as engineer learning and 60% have not performed their role as inspiration for learners. Teachers have not been maximal in applying their role as learning agents. The role of teachers as a learning agent is needed so that learners feel motivated to learn without feeling compelled. Learners feel excited about learning because they feel the role of teachers as learning agents that are able to facilitate, motivate, spur, innovate, and inspire. To cultivate the potential of the learners that one with the other has the uniqueness, then the teacher in the face of learners must be able to realize its role as a learning agent. As a learning agent, teachers can make it happen through their role as facilitators, motivators, pedagogues, learning engineers and inspiring learners for learners. In accordance with Law No. 14 of 2005 article 4: The role of teachers as learning agents in improving the quality of education through improving the quality of learning, among others, as a facilitator, motivator, encouragement, learning engineer and inspiration learners for learners. With the increased role of teachers as learning agents we expect learning to be done with the right intention, well implemented, and achieve outstanding results or achievements. Academic supervision is a series of activities to help teachers develop their ability to manage learning to achieve learning goals (Glickman in Faturrohman and Ruhyananni, 2015: 49). With the supervision activities, teachers as the spearhead in educational activities are expected to have a good performance in realizing quality character-based learning, so as to develop the potential of learners to be human beings who believe and cautious to God Almighty, morals, healthy, have knowledge, capable, creative, independent and become a democratic and responsible citizen. School supervisors who carry out academic supervision are required to have academic competence. According to Alfonso in Masaong (2013: 71) this is because the supervisory competence of supervisors is directly related to the professional competence of teachers. The professional ability of teachers will affect the student's learning behavior. According to Sahertian (2002: 57), supervision is divided into four models, namely: (1) conventional supervision, (2) supervision of scientific model, (3) supervision of clinical model, (4) supervision of artistic model. Conventional model supervision tends to apply authoritarian powers. This will affect the supervisory behavior. Visible behavior usually is to find fault and find error. The supervision of the scientific model is implemented in a planned, sustainable, and systematic manner using certain procedures and techniques, using data collection instruments, there is objective data obtained from the actual state. Clinical model supervision focuses on improving the learning process using systematic cycles. Clinical supervision helps teachers minimize the gap between real teaching behavior and ideal teaching behavior. The supervision of the artistic model has characteristics that require attention, listening, requiring special skills to listen to someone, demanding to pay more attention to the classroom life process observed over a period of time, requiring reports indicating that dialogue between supervisor and supervised teacher. Field supervisors generally use conventional supervision. The supervision of the conventional model is authoritarian and does not assist the teacher in solving the problem and improving the learning process. Supervisors are expected to listen to the teacher's problems and pay attention to the learning process in the classroom, more diligent and painstaking in observing the learning process, able to communicate well, courteous in behaving, having interpersonal skills and sensitive to the feelings of others. The proper model of supervision to fulfill the teacher's wishes is the artistic model. Supervision of the artistic model has the nature of the supervisor approach with a particular art. The status of supervisors and teachers align and cooperate with each other in overcoming the problems encountered in learning. Supervision of artistic model is expected to be able to improve the role of teacher as a learning agent especially to English teachers. English Lessons is actually a fun lesson because it can be conveyed with a particular art such as through songs, poems, motivational sentences, inspiring sentences, sentences that make the students feel encouraged to learn more enthusiasm. Based on the background exposure, in order to improve the performance of teachers of SMA Negeri 5 Binjai, it is necessary to conduct an academic supervision of the artistic model in the implementation of the role of the teacher as the learning agent. The academic supervision of the artistic model is done in the classroom to find out the extent to which teachers perform their role as learning agents.

Research on the supervision of academic artistic model in implementing the role of learning agent in SMA Negeri 5 Binjai has never been done. Therefore, the implementation of academic supervision of the artistic model in improving the role of the learning agent in SMA 5 Binjai is very important to be studied.

II. Method

This research was a school action research design. The subject of this research were 6 of English teachers in SMA Negeri 5 Binjai. The action reserach model used in this study is a model developed by Kemmis

and Mc Taggart. This model is an enhancement of the model developed by Kurt Lewin, where the action and observing components serve as a single unit. All these stages are one cycle or round where from each of these stages continue to repeat until the problem is resolved or the success indicator is achieved. This research consists of two variables, namely the implementation of teacher role as the learning agent and academic supervision of the artistic model. Implementation of the role of teachers as learning agents is to carry out the task as a facilitator, motivator, learning engineer, and inspiration for learners. The academic supervision of the artistic model is the activity of assisting teachers who emphasize sensitivity, perceptivity, supervisor's knowledge to appreciate all aspects of the classroom, using expressive, poetic and metaphorical language to influence teachers to perform the teacher's role as a learning agent. Data collection tool used in this research on the implementation of academic supervision of artistic model by implementing teacher role as learning agent and observation instrument. This research is conducted in a series of action research conducted through academic supervision of the artistic model to carry out the role of the teacher as a learning agent. The stages of artistic supervision consist of clarifying purpose, carrying out activities, reviewing and ending artistic supervision. The academic supervision of the artistic model is carried out individually on 6 subjects of the research subjects. The data collected was analyzed by comparing the data before the action with the data after the action, ie the data of the teacher observation results in the implementation of the role of the teacher as the learning agent measured the improvement by using the percentage of conformity achievement. The criteria used to determine the success of artistic supervision actions towards teachers in the process of improving the role of teachers as a learning agent of at least 75% have fulfilled the value of mastery over or equal to 80 about the implementation of the role of teachers as learning agents.

III. Result

The treatment that the supervisor gives to the teacher to improve the role of the teacher as a learning agent is to supervise the academic artistic model. The academic supervision of the artistic model is an approach that concerns the sensitivity, perception and knowledge of the supervisor as a means of appreciating subtle (subtle) learning events and highly meaningful events in the classroom. Learning is seen expressively, poetically and using symbolic language and figurative. Factors affecting the learning activities were observed closely. The artistic approach puts the supervisor as an observation instrument to obtain data in order to take supervisory steps. Supervisors come to school without any pretension. Supervisors make observations like watching the performance of music and art. The improvement of teacher's role as a learning agent is assessed based on aspects, namely (1) learning facilitator; (2) learning motivators; (3) learning boosters; (4) learning engineers; (5) the inspiration of learning, and seen its improvement starting from pre cycle, cycle I and cycle II.

Pre cycle. The situation that is often experienced by teachers as a whole during the initial observation of the role of teachers as learning agents in learning in pre cycles are as follows: The teachers defend his or her opinions and beliefs in excess, do not listen to aspirations and feel the feelings of learners, have not been willing and able to accept innovative and creative learner ideas, have not paid attention to teacher and student relationships, can not receive feedback both positive and negative and accept it as a constructive view of themselves and their behavior, less tolerate the mistakes made by learners, have not clarified the goals to be achieved when explaining the lesson, have not aroused the interests of learners by relating the lessons to the needs of learners, and using varied learning models and strategies, have not created a fun atmosphere in learning, have not given reasonable praise to every student's success, have not provided an objective assessment, have not created competition and cooperation, have not played as a loving parent to the students, have not acted as facilitators who are always ready to provide convenience and provide services to students according to their interests and abilities, have not strengthened students' attention to lesson, do not consider individual differences among students, do not provide a choice for students who are slow or fast in doing learning tasks.

Cycle I. Action Planning 1. The things planned in Phase I include the following activities: (a) Preparing materials for guidance on the difficulties faced by teachers in the pre-cycle of giving material about the concepts of teacher's role as a learning agent (b) Arranging the schedule of activities of academic supervision of the artistic model that focuses on providing guidance and training to carry out the role of the teacher as a learning agent (c) Preparing documentation tool, teacher role assessment instrument as learning agent and instrument of academic model supervision process implementation model. Implementation of action 1. Implementation of this action is done for each supervised teacher. Constraints faced by teachers generally stem from the lack of knowledge of teachers in knowing the concept of the role of teachers as learning agents. Activities that occur during the implementation process of action I are as follows: (a) Supervisors (supervisors) and researchers provide information and explanations of the role of the teacher as an agent of learning and provide the steps of implementation in learning. The supervisor then assigns the teacher to apply the learning activity plan according to the teacher role concept as the learning agent. (b) The supervisor makes an agreement with the teacher that the material of the supervisor's evaluation is the indicators that become obstacles during the pre cycle.. (c) The

researcher prepares the tool used for the documentation and observation sheet. Observation 1. The class observation stage is performed by two observers: Supervisor (Appraiser I) and Researcher (Assessor II). The observation process is carried out as follows: (a) The teacher carries out the lesson according to the RPP made. (b) Supervisors and Researchers observe teachers who are learning in the classroom and fill in the teacher's role observation sheet as a learning agent. (c) Supervisors and Researchers closely observe teachers in the classroom carefully to identify teachers' strengths and weaknesses. (d) The researcher performs the documentation. (e) Supervisors and Researchers note the weakness that still occurs in the learning so that it can be improved in the next cycle. (f) Supervisors and teachers hold meetings after the lesson is completed to discuss the observation results. Reflection 1. In this stage of reflection, the supervisor and researcher do reflection or reversal to the observation result that has been done before. The activities of supervisors and researchers conducted are as follows: (a) Supervisors and researchers again create a comfortable atmosphere and eliminate the rigidity that occurred. (b) Supervisors, researchers and teachers perform an analysis of academic supervision supervision and conduct feedback (c) Supervisors and teachers exchange opinions about the implementation of learning that has been done before. (d) The supervisor provides interpretation results in the form of narratives that the supervisor has written during the observation period in the class. (e) Supervisors provide feedback to teachers, this feedback is in the form of awards in the form of praise to teachers who have proven to have applied the role of teachers as learning agents quite well. In addition, supervisors provide opportunities for teachers to express their feelings and weaknesses faced when teaching, so that supervisors provide solutions or input to the problem.

Cycle 2. Action planning II. The things planned in phase II include the following activities: (a) Preparing materials for guidance on obstacles faced by teachers in cycle I is the material about the concept of the role of teachers as learning agents, especially about the spur of learning, learning engineers and inspirator learning. (b) Arranging schedule of activities of academic supervision of the artistic model that focuses on providing guidance and exercises on implementing the role of the teacher as a learning agent. (c) Preparing documentation tool, teacher role assessment instrument as learning agent and instrument of academic model supervision process implementation model. (d) Make a meeting between supervisor and teacher to discuss the points to be observed. Implementation of Action II. Implementation of this action is done for each supervised teacher. The meeting was held after the supervisor held a reflection on the observation result of cycle I done. Teachers are also directed to bring the results of reflection in cycle I. The constraints faced by teachers generally stem from the lack of teacher insight in understanding the concept of teacher's role as a learning agent. Activities that occur during the implementation process of action II are as follows: The supervisor and the researcher provide information and explanations about the teacher's instructor, engineer and inspirator to the trainer and provide the implementation steps in the lesson, gives an explanation of the concept of the learning agent by approaching the teacher one by one in order to better understand the constraints faced by the teacher, assigns the teacher to apply the learning plan according to the chosen learning method / strategy, makes an agreement with the teacher that the material of the supervisor's evaluation is the indicators constraining when the cyclic reflection, the researcher prepares again the tools used for the documentation and observation sheet. Observation II. The observation stage in cycle II is still done by two assessors, Supervisor, and Researcher with the following steps: (a) The teacher carries out the lesson with the lesson that has been made. (b) Supervisors observe teachers who are learning in the classroom and pay attention to the assessment indicators that are improving whether they are well implemented or not. (c) The researcher performs the documentation (d) Supervisors, and Researchers fill the teacher's role instrument as a learning agent. (e) The supervisor records the teacher's observations during the lesson so that further improvements can be made if there are still obstacles. Observations made by the researcher submitted to the supervisor to be a reflection at the meeting after the observation completed with the teacher. (f) Supervisors and teachers conduct follow-up meetings to discuss the results of observation. Reflection II. the supervisor and researcher do reflection or reversal to the observation result that has been done before. The activities undertaken at this stage include: (a) Supervisors and Teachers conduct discussions and feedback (b) Supervisors establish good communication and start discussions in an atmosphere of friendship, intimate, trusting, respecting, and understanding. The supervisor asks the teacher's feelings after being supervised and gives the teacher a chance to correct himself in the ongoing lesson. So the teacher knows the location of the shortcomings in the learning that has been done. Through the academic supervision of this artistic model, Supervisor has been able to create a comfortable state so that teachers are more daring to express the shortcomings and advantages. Teachers do not feel overwhelmed by the supervision process. Teachers are happy to have been helped to improve their role as a learning agent. (c) Supervisors provide observation results supervisor (Supervisor and Researcher) who has been narrated to the teacher. (d) Furthermore the supervisor provides motivation, guidance and encouragement in the form of solution / solution of the problems that have been faced by the teacher. So teachers increasingly confident to correct the shortcomings in implementing the role of teachers as learning agents. In this second cycle the teacher's shortcomings and weaknesses have decreased. Teachers' learning atmosphere is getting better and interesting compared to cycle I. (e) Supervisors provide feedback to the Teacher, this feedback is in the form of awards in

the form of praise to teachers who have fulfilled the criteria of completeness, and giving feedback to Master on how to overcome problems in learning. The activity of providing this feedback has been done in an intimate and objective atmosphere so that Master finds it helpful and happy to be supervised again on the upcoming occasion. Teacher role scores as learning agents ranging from pre cycle, cycle I, and cycle II have increased. The increase in the score that occurs can be seen in detail in the following table 1:

Table 1. Percentage of Values The role of teachers as learning agents in Pre-Cycle, Cycle I, and Cycle II

| No | RESPONDENT | FACILITATOR | | | MOTIVATOR | | | BOOSTER | | |
|----|-------------------|-------------|---------|----------|-----------|---------|----------|-----------|---------|----------|
| | | PRE CYCLE | CYCLE I | CYCLE II | PRE CYCLE | CYCLE I | CYCLE II | PRE CYCLE | CYCLE I | CYCLE II |
| 1 | GR 1 | 1,5 | 2,5 | 4,0 | 2,0 | 4,0 | 4,0 | 1,0 | 2,0 | 3,0 |
| 2 | GR 2 | 1,5 | 2,0 | 3,0 | 2,0 | 3,0 | 4,0 | 2,0 | 3,0 | 4,0 |
| 3 | GR 3 | 1,0 | 2,5 | 3,0 | 2,0 | 3,0 | 4,0 | 2,0 | 3,0 | 4,0 |
| 4 | GR 4 | 1,0 | 2,0 | 3,0 | 1,0 | 2,0 | 3,0 | 1,0 | 2,0 | 3,0 |
| 5 | GR 5 | 1,5 | 2,0 | 3,0 | 2,0 | 3,0 | 4,0 | 1,0 | 2,0 | 4,0 |
| 6 | GR 6 | 2,0 | 3,0 | 3,5 | 2,0 | 3,0 | 4,0 | 2,0 | 2,5 | 3,0 |
| | TOTAL | 8,5 | 14 | 19,5 | 11 | 18 | 23 | 9 | 14,5 | 21,0 |
| | PERSENTASE | 35.41% | 58.33% | 81.25% | 45.83% | 75.00% | 95.82% | 37.50% | 60.00% | 87,50% |

| No | RESPONDENT | ENGINEERS | | | INSPIRATOR | | |
|----|-------------------|-----------|---------|----------|------------|---------|----------|
| | | PRE CYCLE | CYCLE I | CYCLE II | PRE CYCLE | CYCLE I | CYCLE II |
| 1 | GR 1 | 1,0 | 2,0 | 3,0 | 2,0 | 3,0 | 4,0 |
| 2 | GR 2 | 1,0 | 2,0 | 3,0 | 2,0 | 3,0 | 4,0 |
| 3 | GR 3 | 1,0 | 2,0 | 3,0 | 1,0 | 2,5 | 3,0 |
| 4 | GR 4 | 1,0 | 2,0 | 4,0 | 2,0 | 3,0 | 4,0 |
| 5 | GR 5 | 1,0 | 2,0 | 3,0 | 2,0 | 2,0 | 3,0 |
| 6 | GR 6 | 1,0 | 2,0 | 4,0 | 2,0 | 3,0 | 3,0 |
| | TOTAL | 6 | 12 | 20 | 11 | 16,5 | 21 |
| | PERSENTASE | 25.00% | 50.00% | 83.33% | 45.83% | 68.75% | 87.50% |

Based on the above table, there is an increase in the role of teachers as facilitators, motivators, boosters, engineers and inspirators of learning through the implementation of academic supervision of the artistic model.

The percentage of the learning facilitator has increased as indicated by the results of the assessment for 6 teachers, namely 35.41% in the pre cycle, 58.33% in Cycle I, and 81.25% in cycle II. The value of learning motivator percentage has increased indicated from the assessment result for 6 teachers that is 45,83% in pre cycle, 75,00% in cycle I, and 95,82% in cycle II. The percentage of learning boosters showed improvement from the assessment for 6 teachers, 37.50% in pre cycle, 60.00% in cycle I, and 87.50% in cycle II. The percentage of learning engineers has increased as indicated by the results of the assessment for 6 teachers, namely 25.00% in pre cycle, 50.00 in Cycle I, and 83.33% in cycle II. The percentage of inspirator of learning has increased indicated from the result of assessment for 6 teachers that is 45,83% in pre cycle, 68,75% in cycle I, and 87,50% in cycle II.

Based on the results of actions performed between cycles (pre cycle, cycle I, and cycle II), it can be seen that there is a significant increase in the value of the ability of the teacher role as a learning agent as a facilitator, motivator, spur, engineer and inspirator learning.

Furthermore, from the observations that have been done by the researcher on the implementation of the academic supervision process of the artistic model. which conducted supervisors during the supervision conducted on the teacher field of English studies then can be seen in table 2 below:

Table 2. Percentage of Assessment of Academic Supervision of Artistic Model on Pre-Cycle, Cycle I, and Cycle II

| NO | THE ACADEMIC SUPERVISION OF ARTISTIC MODELS BY THE RESEARCH ON SUPERVISORY | | | | | |
|----|--|---------------|-------------------|------------|-------|------------|
| | STAGE | EARLY MEETING | CLASS OBSERVATION | REFLECTION | TOTAL | PERCENTAGE |
| 1 | Pre Cyle | 3 | 3 | 3 | 9 | 75% |
| 2 | Cycle I | 4 | 4 | 3 | 11 | 92% |
| 3 | Cycle II | 4 | 4 | 4 | 12 | 100% |

Based on observations made by researchers on the supervisors on pre cycle, cycle I and cycle II can be seen that the academic supervision artistic model by supervisor has been done well. It can be seen from the percentage of table 2 where the initial meeting value is 75%, class observation is 92% and 100% reversal meeting. The result proves that the academic supervision of the artistic model is done well, so the role of teacher as the learning agent from cycle I to cycle II get significantly improved result.

The results of the implementation of the academic supervision of the artistic model in improving the role of teachers as learning agents provide significant and increasing results. This is based on data obtained in the field. The data can be seen in table 3 below :

Table 3. Total Score Data The role of teachers as learning agents in Pre-Cycle, Cycle I, and Cycle II

| NO | RESPONDENT | PRE CYCLE | CYCLE I | CYCLE II |
|-------------------|------------|----------------|---------------|---------------|
| 1 | GR 1 | 7,5 | 13,5 | 18 |
| 2 | GR 2 | 8,5 | 13,0 | 18 |
| 3 | GR 3 | 7,0 | 13,0 | 17 |
| 4 | GR 4 | 6,0 | 11,0 | 17 |
| 5 | GR 5 | 6,5 | 11,0 | 17 |
| 6 | GR 6 | 9,0 | 13,5 | 17,5 |
| TOTAL | | 44,5 | 75,5 | 104,5 |
| AVERAGE | | 7,42 | 12,5 | 17,41 |
| PERCENTAGE | | 37.10 % | 62.50% | 87.08% |

Based on table 3 above, it can be seen that the average and percentage of teachers' role scores as learning agents from pre cycle, cycle I, until the second cycle experienced a significant increase. The table above shows the percentage of teacher role as learning agent at pre cycle is 37,10% with average score of 7.42. Percentage of teacher role as learning agent in cycle I was 62,5% with average score 12,5. Percentage of teacher role as learning agent of cycle II is 87,08% with average score 17,41.

IV. Discussion

4.1. The Steps of Academic Supervision of Artistic Model that could Improve The Role of The Teacher as a Learning Agent

The result of this pre-cycle research explains that teachers have not been able to run the role of teachers as facilitators, motivators, motivators, learning engineers and inspiration learners for learners or in other words have not implemented the role of teachers as learning agents.

The result of the implementation of cycle I, supervisors approach the academic supervision of the artistic model to see teacher constraints in more detail then supervisor provides guidance on the importance of implementing the role of teachers as learning agents.

This cycle I action results in the improvement of the role of the teacher as a learning agent. The six teachers have begun to be able to implement the learning well enough. In cycle I they appear more confident and eager in doing the learning, thus positively impacting the more active classroom atmosphere. The obstacles they still face are the teacher has not created competition and cooperation, has not acted as a loving parent to the students, has not acted as a facilitator who is always ready to provide convenience and provide services to students according to their interests and abilities, not yet strengthened students' attention to the lesson, not taking into account individual differences among students, does not provide the choice of both slow and fast learners in performing learning tasks.

This constraint is then improved by performing cycle II. Supervisor conducts advanced approach through academic supervision of artistic model to provide guidance in determining model / learning strategy and guide teacher to design learning strategy so that student become happy and active in class and class condition can be well controlled. Supervisors approach teachers in a directive to more easily understand the constraints faced by teachers in learning. Supervisors listen carefully to the problems conveyed by the teacher. When performing academic supervision the artistic model of the supervisor has no pretensions whatsoever. Supervisors assume as will see the art show. Observations are done by the supervisor carefully, thoroughly, whole, thoroughly and repeatedly. Supervisors participate feel and capture the soul of learning. Supervisor compiles interpretation results in narrative form. The results of interpretations made in the form of both written and oral narrative are conveyed to the teacher. Supervisors and teachers discuss the lessons learned.

The result of this cycle II action is that teachers become the spirit to teach and are able to apply varied learning models so that classroom conditions are more fun and make students more passionate and motivated.

The data obtained from the observation class cycle II that 100% or 6 people have achieved good category with the percentage of achievement score 87.08% so that academic supervision artistic model is declared thoroughly.

The things planned include the following activities: (a) Preparing materials for guidance on obstacles faced by teachers in cycle I is the material about the concept of the role of teachers as learning agents, especially about the spur of learning, learning engineers and inspirator learning. (b) Arranging schedule of activities of academic supervision of the artistic model that focuses on providing guidance and exercises on implementing the role of the teacher as a learning agent. (c) Preparing documentation tool, teacher role assessment instrument as learning agent and instrument of academic model supervision process implementation model. (d) Make a meeting between supervisor and teacher to discuss the points to be observed. Implementation of Action . Implementation of this action is done for each supervised teacher. The meeting was held after the supervisor

held a reflection on the observation result of cycle I done. Teachers are also directed to bring the results of reflection in cycle I. The constraints faced by teachers generally stem from the lack of teacher insight in understanding the concept of teacher's role as a learning agent. Activities that occur during the implementation process of action are as follows: The supervisor and the researcher provide information and explanations about the teacher's instructor, engineer and inspirator to the trainer and provide the implementation steps in the lesson, gives an explanation of the concept of the learning agent by approaching the teacher one by one in order to better understand the constraints faced by the teacher, assigns the teacher to apply the learning plan according to the chosen learning method / strategy, makes an agreement with the teacher that the material of the supervisor's evaluation is the indicators constraining when the cyclic reflection, the researcher prepares again the tools used for the documentation and observation sheet. Observation . The observation stage is still done by two assessors, Supervisor, and Researcher with the following steps: (a) The teacher carries out the lesson with the lesson that has been made. (b) Supervisors observe teachers who are learning in the classroom and pay attention to the assessment indicators that are improving whether they are well implemented or not. (c) The researcher performs the documentation (d) Supervisors, and Researchers fill the teacher's role instrument as a learning agent. (e) The supervisor records the teacher's observations during the lesson so that further improvements can be made if there are still obstacles. Observations made by the researcher submitted to the supervisor to be a reflection at the meeting after the observation completed with the teacher. (f) Supervisors and teachers conduct follow-up meetings to discuss the results of observation. Reflection, the supervisor and researcher do reflection or reversal to the observation result that has been done before. The activities undertaken at this stage include:(a) Supervisors and Teachers conduct discussions and feedback (b) Supervisors establish good communication and start discussions in an atmosphere of friendship, intimate, trusting, respecting, and understanding. The supervisor asks the teacher's feelings after being supervised and gives the teacher a chance to correct himself in the ongoing lesson. So the teacher knows the location of the shortcomings in the learning that has been done. Through the academic supervision of this artistic model, Supervisor has been able to create a comfortable state so that teachers are more daring to express the shortcomings and advantages. Teachers do not feel overwhelmed by the supervision process. Teachers are happy to have been helped to improve their role as a learning agent. (c) Supervisors provide observation results supervisor (Supervisor and Researcher) who has been narrated to the teacher. (d) Furthermore the supervisor provides motivation, guidance and encouragement in the form of solution / solution of the problems that have been faced by the teacher. So teachers increasingly confident to correct the shortcomings in implementing the role of teachers as learning agents.

4.2. Form of Improving The Role of Teachers as Learning Agents by Implementing Academic supervision of Artistic Model

The improvement of teachers' role scores as learning agents in each cycle, below is presented graph of teacher role scores as learning agent starting from pre cycle stage, cycle I, and cycle II.

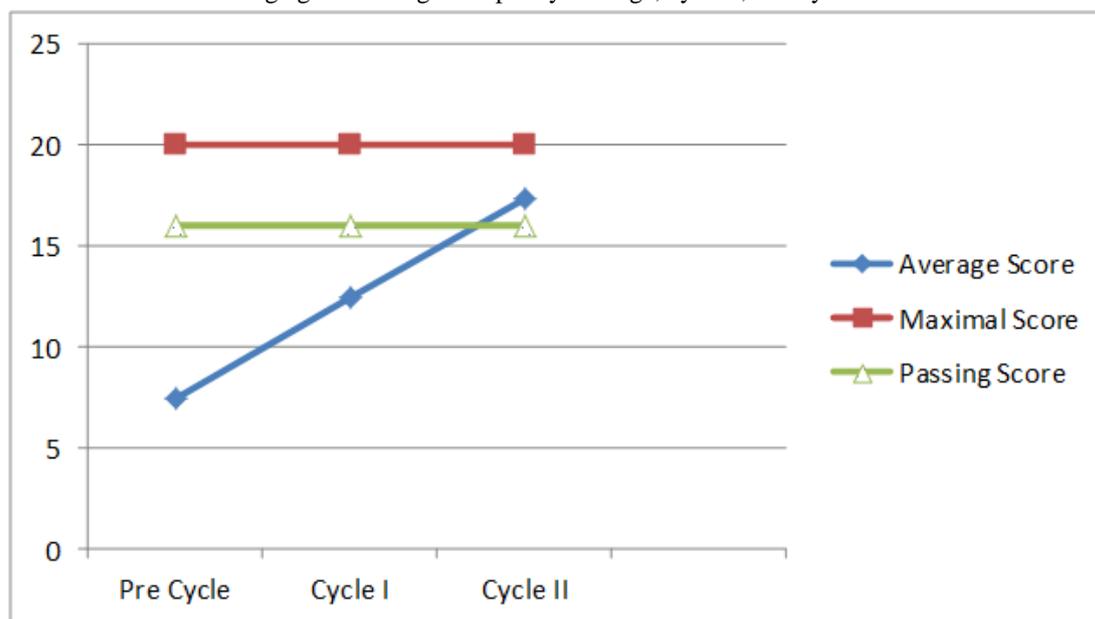


Figure 1. Graph of The improvement of teachers' role scores as learning agents in pre cycle, cycle I, cycle II

Figure 1 shows that the teacher's role score as a learning agent increases and exceeds the minimum score. This means that the implementation of the academic supervision of the artistic model can improve the role of the teacher as a learning agent.

V. Conclusions

Based on the results of analysis and discussion, it was obtained some conclusions as the following:

1. The steps of academic supervision of the artistic model is : 1. When the supervisors will start the task of supervision has no pretension whatsoever. 2. Supervisors assume as will see art / music performances. 3. Observations done carefully, thoroughly, whole, thorough and repetitive. 4. Supervisors should be able to feel and capture the soul of learning. 5. Supervisors construct interpretation results in narrative form. The narrative does not have to be written. But it would be easier for teachers to understand and re-read if the narrative in writing. 6. The interpretation results that have been made in the form of narrative both written and oral must be submitted to the teacher.
2. The form of improving the role of teacher as learning agent by implementing academic supervision of artistic model is teacher's role score as a learning agent increases and exceeds the minimum score.

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