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Practicality of Academic Supervision Module on Distance Training for Madrasah Supervisors

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ABSTRACT

This study aims to explain the Academic Supervision Module for Madrasah Supervisors in the Ministry of Religion. Where in this study the researchers took samples at the Religious Education and Training Center. While the problems in this study are; how is the practicality of the distance learning-based madrasah supervisory education and training module using google classroom? In addition, this study uses Research Development Method with a 4 D Approach (Define, Design, Develop, and Disseminate). The results of this study indicate the level of practicality of using the academic supervision module in the education and training of madrasa supervisors based on disability learning using Google classrooms based on the Academic Supervision Module (MSA) Trial on the implementation aspect, an average score of 1.74 was obtained or it was considered to be fully implemented (1, 5 KM 2.0) which means that the aspects of the implementation of the madrasa supervisor's education and training activities are carried out entirely. Widyaiswara's (training facilitators) ability to manage to learn is obtained overall in every aspect, from the results of observations on learning activities, an average score of 3.63 is obtained or is considered very high (3.5 KM 4.0) which means that overall Widyaiswara (training facilitators) can manage learning activities academic supervision at madrasa supervisor training is in the very high category. Furthermore, participants' responses to academic supervision learning activities at madrasah supervisor training were obtained an average score of 3.56 with a percentage of 88.91, which means that participants' responses to academic supervision learning activities at madrasah supervisor training were at a very high response. While the Widyaiswara's (training facilitators) response to academic supervision learning activities in madrasah supervisory training, obtained an average score of 3.450 with a percentage of 86.25 %. Thus overall, the academic supervision module was carried out in a very practical category.

Keywords: modules, academic supervision, distance training, madrasah supervisors.

1. INTRODUCTION

The most important task of education supervisors is ideally able to provide alternative solutions to problems in learning. This is inseparable from the role of education supervisors as described by Wiles & Bondi (1986) that the role of education supervisors is "… to help teachers and other education leaders understand issues and make wise decisions affecting student education …". This opinion suggests that supervisors play a role in helping teachers understand and educational leaders in providing alternative problem solving and making appropriate and wise decisions on developing issues. Supervisors have a very strategic role in improving the quality of education with their duties including guiding, fostering, monitoring, supervising, evaluating, reporting, and following up on the results of supervision.

In recent years, the Makassar Religious Education and Training Center has produced 450 candidates for madrasa supervisors from 4 provinces spread over 65 districts/cities. Thus, the challenges of the education and training centers in the future will be even more severe with the increase in the number of supervisors which is not proportional to the capacity of the education and training budget at the Makassar Religious Education and Training Center. Meanwhile, the competence of supervisors must always be maintained and improved along with the development of science and technology.

Nowadays, the training model used in the implementation of supervisory training at the Religious Education and Training Center is the classical system model implemented on the Makassar Religious Education and Training Center campus. In each year can only train about 100 supervisors. So that the training

cycle of each supervisor is estimated to be able to attend training once in 4 years.

In these conditions, it is necessary to organize an effort that allows for providing training to supervisors. There needs to be a breakthrough in the implementation of education and training for supervisors who are more progressive with wider access with quality that is maintained, and supervisors do not need to leave their place of domicile and main duties in their place of duty.

Therefore, according to (Hardjito, 2002) a more progressive learning strategy and media are needed to adapt to the development of science and technology. Generally, the internet is used as a medium of communication, but in subsequent developments, it turns out that the internet is also very the potential to be used for educational and learning purposes. Amiroh (2012) said that: Learning Management System (LMS) or Course Management System (CMS), also known as Virtual Learning Environment (VLE) is a software application used by educators, both universities or colleges and schools as a learning medium, internet based online (e-Learning).

One alternative to implementing the training and education program to increase the competence of supervisors who have such characteristics is by utilizing the concept of distance learning and independent learning approaches via the web online.

2. PROBLEM STATEMENT

Based on the explanation of the background above, so the problem statement of this writing, "*How is the practicality of the academic supervision module in Distance training for madrasah supervisors?*"

The purpose of this research is, to test the practicality of the academic supervision module in Distance training for Madrasah supervisors.

3. METHOD

The aims and objectives of this research, the type of this research are research and development (R & D) type. The main objective is to produce practical education and training modules. The education and training module produced in this research is a module in the madrasah supervisor training that can reduce the distance between space and time and shorten the training cycle. To achieve this goal, an academic supervision module will be developed in the education and training of madrasah supervisors based on distance learning.

According to Sugyono, 2009: 297, Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products

4. RESEARCH PROCEDURE AND THE FLOW

The research and development procedure for this MSA module refers to the research model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, namely the Four D Model (1974) which consists of; define, design, develop, and disseminate.

According to Triyanto, 2010: 189, the 4D development model The application of the main steps in research is not only according to the original version but adapted to the characteristics of the subject and place origin examine.

The MSA module development method uses the Four D model, namely; define, design, develop, and disseminate. Schematically the flow of research and development can be described in Figure 1.
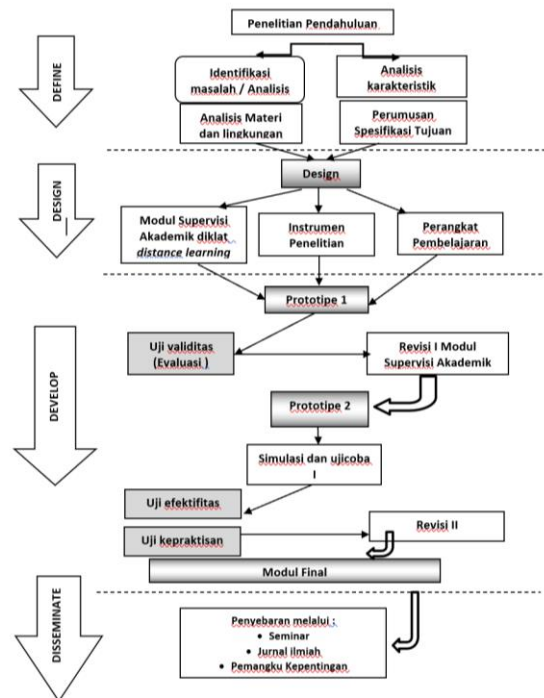

Figure 1: Module development flow

5. TEST RESULTS

The instruments used to determine the practicality of the Academic Supervision Training Module (MSA) used in madrasah supervisor training (DPM) include; (1) the instrument for the observation sheet on the implementation of the madrasah supervisor training (LOKDPM), and (2) the instrument for the observation sheet on the ability of the Widyaiswara to manage the madrasah supervisor training (LOKWMDPM), (3) the participant response questionnaire to the madrasah supervisor training (LARPTDPM) and (4) the sheet Widyaiswara's response questionnaire to madrasah supervisor training (LARPTDPM). The results of

observations from three observers during the training can be described as follows:

5.1. Figure The results of observations on the implementation of Madrasah supervisor training

The aspects observed in the implementation of the module include; aspects of preliminary activities, aspects of presentation activities, and aspects of closing activities. The results of observations on the implementation of madrasa supervisor training can be described in Figure 2.
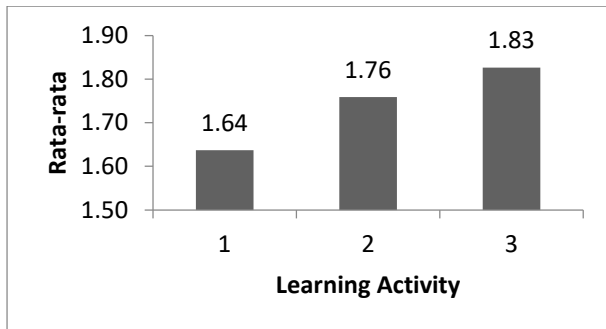

Figure 2 Diagram of the implementation of academic supervision learning activities in Madrasah supervisor training.

Based on Figure 2, it can be explained that the implementation of the preliminary activity aspect in the trial from three observers, obtained an average score of 1.64 or was assessed to be fully implemented (1.5 KM 2.0) which means that in the madrasah supervisor training for aspects the preliminaries are fully implemented. However, at the initial meeting, there were still some preliminary activity components that could be implemented. This can happen because the Widyaiswara module and new participants adjust to the training and learning activities that are being carried out for the first time using the online learning media google classroom. Furthermore, at the next meeting, on average, all components of the preliminary activities in the education and training learning activities were carried out, so the MSA used in the madrasa supervisor training was declared to meet the practicality criteria.

Aspects of presentation activities obtained an average score of 1.76 or were assessed to be fully implemented (1.5 KM 2.0) which means that aspects of presentation activities in madrasah supervisor training and education activities are carried out entirely. Thus, the MSA used in the madrasa supervisor training is declared to meet the practicality criteria.

Aspects of closing activities, obtained an average score of 1.83 or assessed as fully implemented (1.5 KM 2.0) which means that aspects of closing activities in learning activities Academic supervision at the madrasa

supervisor training program is carried out entirely, then the MSA is declared meet the criteria of practicality.

The whole aspect in the implementation of madrasah supervisors training and education activities using the academic supervision training module, obtained an average score of 1.74 or assessed as fully implemented (1.5 KM 2.0) which means that aspects of the implementation of madrasah supervisors' training and education activities fully implemented. However, in the first two meetings, namely the first meeting and the second meeting, there were still components that were partially implemented, as a result of the adjustment of the Widyaiswara module and participants who were learning for the first time using the module in the madrasah supervisor training. Furthermore, at the next meeting, on average, all components of the implementation aspects of learning activities using the module were carried out completely, so that the nodules in the academic supervision training courses used in the madrasah supervisor training were declared to meet the practicality criteria.

5.2. The results of the observation of Widyaiswara's ability to manage learning activities at the Madrasah supervisor training.

Observations on the ability of Widyaiswara to manage learning activities in the trial were carried out by three observers during the three stages of training and learning activities. The results of observations on the ability of Widyaiswara to manage academic supervision learning activities at madrasa supervisor training can be described in Figure 3.
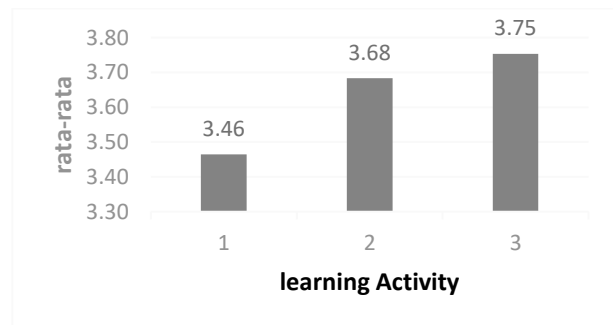

Figure 3. Widyaiswara Ability Diagram Managing learning activities Academic supervision

Based on Figure 3, it can be explained that the Widyaiswara's ability to manage aspects of preliminary activities in trials during 3 stages of learning activities from three observers, obtained an average score of 3.46 or rated very high (3.5 KM 4.0) which means that overall Widyaiswara can manage learning activities in the academic supervision and training courses for madrasa supervisors in the preliminary activity aspect with a very high category. However, at the initial meeting, Widyaiswara's ability to manage learning activities was still in the high category. This happened

as a result of the adjustment of the Widyaiswara in managing the madrasa supervisor training, the component of this ability was the component of the Widyaiswara's ability to motivate and ask participants' readiness in facing learning activities. Furthermore, at the next meeting, on average, all components of the preliminary activity aspects were on the ability of the Widyaiswara to manage learning activities was very high, so that the academic supervision module tested in the madrasa supervisor training was declared to meet the practicality criteria.

Widyaiswara's ability to manage aspects of presentation activities, obtained an average score of 3.58 or rated very high (3.5 KM 4.0) which means that overall Widyaiswara can manage academic supervision learning activities in the aspect of presentation activities with a very high category. However, at the initial meeting, Widyaiswara's ability to manage learning activities was still in the high category. This happened as a result of the adjustment of the Widyaiswara in managing academic supervision learning activities at the madrasah supervisor training, the component of the ability was the ability to ask questions and answers in improving the understanding of the module material, and the component of the ability to direct participants in compiling module summaries. Furthermore, at the next meeting, on average, all components of the presentation activity aspect were in the ability of the Widyaiswara to manage learning activities very high, so that the academic supervision module used in the madrasa supervisor training was declared to meet the practicality criteria.

Widyaiswara's ability to manage aspects of closing activities, obtained an average score of 3.65 or rated very high (3.5 KM 4.0) which means that overall Widyaiswara can manage academic supervision learning activities on aspects of closing activities with a very high category so that the academic supervision module is declared to meet the practicality criteria.

Overall in every aspect, from the results of observations on learning activities, the ability of Widyaiswara in managing academic supervision learning activities at the madrasa supervisor training in the trial, obtained an average score of 3.63 or rated very high (3.5 KM 4, 0) which means that overall Widyaiswara can manage academic supervision learning activities in the madrasa supervisor training and education category is in the very high category. Even though at the initial meeting the Widyaiswara's ability was still in the high category, this happened as a result of the adjustment of the Widyaiswara in managing academic supervision learning activities at the madrasa supervisor training. Furthermore, at the next meeting, on average, all aspects of the Widyaiswara's ability to manage learning activities were in the very high

category, so that the academic supervision training model was declared to meet the practicality criteria.

5.3. The results of the questionnaire on the participants' responses to academic supervision learning activities at the madrasa supervisor training.

The provision of questionnaires to participants is intended to obtain information about the practicality of the learning activities used following the modules that have been developed using the online learning media google classroom. The questionnaire was given at the end of the meeting, then the results were tabulated so that the average score and percentage during the trial were obtained. The aspects asked in the questionnaire, namely; the practical response of the training module participants to the material aspects, aspects of the teaching and learning process, language aspects, module display aspects, evaluation aspects, and benefits aspects. The results of the questionnaire participants' responses to the academic supervision module can be described in Figure 3.
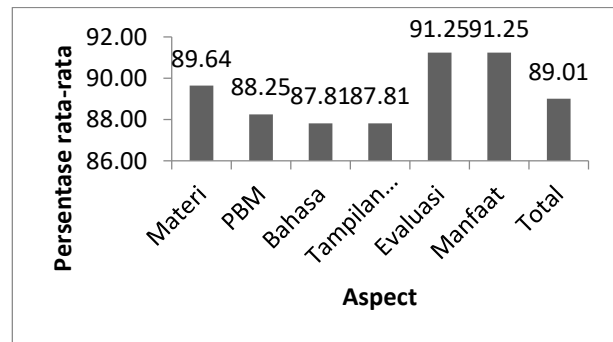

Figure 4. Diagram of participants' responses to the practicality of MSA

Based on the description in table 3, it can be explained that the response of the training participants to the trials conducted on the material aspect, obtained an average score of 3.75 with a percentage of 93.75 which means that overall the training participants responded to the material aspect with a very high category so that the MSA in the madrasa supervisor training used by using google classroom online is declared to meet the practicality criteria.

Participants' responses in aspects of the teaching and learning process, obtained an average score of 3.70 with a percentage of 92.50, which means that overall participants are interested in aspects of the teaching and learning process with a very high category so that MSA in madrasa supervisor training is carried out online with Google classroom is declared to meet the criteria of practicality.

Participants' responses in the language aspect, obtained an average score of 3.75 with a percentage of 93.75, which means that overall the participants

responded to the implementation of the training in the language aspect with a very high category so that the MSA in madrasa supervisor training conducted online was declared to meet practicality criteria.

Participants' responses in the module display aspect, obtained an average score of 3.50 with a percentage of 87.50, which means that overall the training participants gave a very high response to the module display aspect with a very high category so that the MSA in madrasa supervisor training was carried out online. The line is declared to meet the criteria of practicality.

Participants' responses in the evaluation aspect, with 2 statements obtained an average score of 3.45 with a percentage of 86.25, which means that overall participants gave statements that responded strongly to the evaluation aspect with a very high category. Likewise, in the aspect of benefits, there are 2 statement items obtained an average score of 3.60 with a percentage of 90.00 which means that overall participants are very responsive to aspects of benefits with a very high category, so that the MSA in madrasa supervisor training conducted online is stated meet the criteria of practicality.

The overall aspect of participants' responses to academic supervision learning activities at Madrasah supervisor training and education, obtained an average score of 3.56 with a percentage of 88.91, which means that participants' responses to academic supervision learning activities at Madrasah supervisor training are at a very high response, so that madrasah supervisory training for madrasah supervisors can meet the needs of increasing supervisory competence through online madrasah supervisory training. Thus, it can be said that participants gave a positive response to MSA learning activities through online madrasa supervisor training.

5.4. The results of the widyaiswara's response questionnaire on academic supervision learning activities at the madrasa supervisor training

The provision of questionnaires to Widyaiswara is intended to obtain information about the practicality of academic supervision learning activities in madrasa supervisor training. On the aspects asked in the questionnaire, namely; Widyaiswara's response to aspects of the RBPMD and RP equipment, aspects of the Academic Supervision Module equipment, aspects of the teaching and learning process, and evaluation aspects. The results of the widyaiswara's response questionnaire to MSA learning activities can be described in Figure 4.
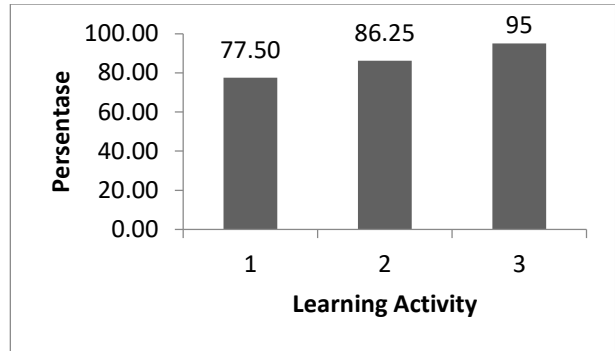
Figure 5. Widyaiswara Response Diagram about the Practicality of Academic Supervision learning activities

Based on the data in Table 4, it can be explained that the widyaiswara's response to distance learning-based training in the aspect of Syllabi (RBPMD) and Lesson Plan (RP) devices in trials for 3 learning activities, obtained an average score of 3.45 with a percentage of 86.25. This condition shows that overall the widyaiswara are interested in the aspects of the (RBPMD) and Lesson Plan (RP) equipment with a very interesting category so that the academic supervision module used in the DPMBDL is declared to meet the practicality criteria.

The widyaiswara's response to the MSA aspect of the equipment, obtained an average score of 3.42 with a percentage of 85.42, which means that overall the widyaiswara gave a good response to the MSA aspect of the device with a very interesting category, so the academic supervision education module used in the madrasa supervisor training which is done online is declared to meet the criteria of practicality.

The widyaiswara's response to the worksheet (LK) instrument aspect, obtained an average score of 3.42 with a percentage of 85.42, which means that overall the widyaiswara gave a good response or was interested in the worksheet (LK) instrument aspect with a very attractive category so that the MSA was declared to meet the very attractive criteria. So that the academic supervision module used in the madrasah supervisor training which is carried out online through google classroom is declared to meet the practicality criteria.

Widyaiswara's response to aspects of the teaching and learning process obtained an average score of 3.50 with a percentage of 86.67 which means that overall widyaiswara are interested in aspects of the teaching and learning process in a very interesting category so that the academic supervision training module used in the madrasa supervisor training is carried out online through Google Classroom is declared to meet the criteria for practicality.

The widyaiswara's response to the evaluation aspect obtained an average score of 3.50 with a percentage of 87.50 which means that overall the widyaiswara gave a good response or was interested in the evaluation aspect

with a very interesting category. So that the academic supervision training module used is declared to meet the practicality criteria.

The overall aspect of widyaiswara gives a good response to academic supervision learning activities in madrasah supervisory training, obtained an average score of 3.450 with a percentage of 86.25 which means that the aspect of widyaiswara's response to academic supervision learning activities in madrasa supervisor training is carried out online through Google Classroom is in the very interesting category. Thus, it can be said that the widyaiswara module provides a good response to academic supervision learning activities at madrasa supervisor training which is carried out online through google classroom.

6. DISCUSSION OF PRACTICAL RESULTS

To measure the level of practicality related to the development of the training module, Nieveen (1999) argues that the module is said to be practical if the experts state that theoretically that the module can be applied in the field and the level of implementation of the module is included in the category of being fully implemented or partially implemented. To measure its practicality by seeing whether Widyaiswara (and other experts) consider that the material is easy and can be used by Widyaiswara and participants.

The module is practical if it meets the practical requirements. Practical requirements of a module can be seen from practicality theoretically and practically empirically. Practical theoretically, if the validator states theoretically that the module developed is theoretically practical. Then the module is said to be practical empirically can be measured using field instruments, namely; (1) results of observations on the implementation of madrasah supervisor training, and (2) results of observations of Widyaiswara's ability to manage academic supervision learning activities at madrasah supervisors' training carried out online through google classroom.

Based on the test results, it can be seen that the level of implementation of academic supervision learning activities in madrasa supervisor training carried out online through Google Classroom is in the average category of "all components are fully implemented". The level of Widyaiswara's ability to manage academic supervision learning activities in distance learning-based supervisory training is in the "very high" average category.

Based on the results of the trial, which used the instrument of the observation sheet on the implementation of learning activities, and the observation sheet on the Widyaiswara's ability to manage learning activities, it can be concluded that the academic supervision learning activity module in madrasa supervisor training conducted online through google classroom is said to be empirically practical.

Although on average, learning activities using the academic supervision module in madrasah supervisor training carried out online through Google Classroom have been declared to meet the criteria for practicality, but at the initial meeting during learning activities, there were weaknesses in certain aspects that needed to be improved. Aspects on the implementation of learning activities that have been improved are aspects of presentation activities that are carried out partly as a result of the adjustment of the Widyaiswara module and participants who are learning for the first time using the academic supervision module at the madrasa supervisor training which is carried out online through google classroom. At the next meeting, on average, all components of the presentation activity aspect are carried out completely.

In terms of managing learning activities, the trial showed Widyaiswara's ability to manage learning activities was in the very high category. During learning activities, Widyaiswara is considered capable of carrying out learning activities ranging from preliminary activities, presentation activities to closing activities. In this case, Widyaiswara is seen as being able to create a learning atmosphere following the characteristics of the academic supervision module. The time during learning activities can be managed well, and Widyaiswara can bring the class atmosphere to be interesting so that the enthusiasm of Widyaiswara and participants is in the very high category. The results of these observations support the opinion of Russell and Johanningsmier (1981) stating that in the process of implementing the module there are things that must be considered, namely, the role of the trainer, the arrangement of the module, facilities, equipment, and the process in the assessment. So in the trial, the trainer's role in the training process includes inviting participants to be involved in the learning process, making the material presented interesting, compiling instructions to be delivered, and being able to understand the conditions of the participants. The results of the evaluation of the trainer from the observer, the trainer can convey the material well accompanied by examples that are easily understood by the participants.

The practicality of the academic supervision module used in the madrasah supervisor training carried out online through google classroom in terms of participant responses to the material aspects of the trial showed a very interesting or very positive response. Of the 12 items, the overall statement gave a very interesting response. Furthermore, the arrangement in the module according to Russel and Johanningsmier, (1981) is defined as setting the time needed to carry out the activities in the module. So it can be concluded that the

practical academic supervision module is used in madrasa supervisor training which is carried out online through google classroom.

The practicality of the academic supervision module used in the madrasah supervisor training in terms of the participant's response to the language aspect in the trial showed a very interesting or very positive response. Of the 4 statements, on average, the language aspect is of interest, which means it is very practical.

The practicality of the academic supervision module used in the madrasah supervisor training carried out online through Google Classroom in terms of participant responses in the aspect of the module display on the trial, showed a very interesting or very positive response. From the 4 statement items, the overall statement is that on average the module display aspect is of very interesting interest, which means it is very practical.

The practicality of the academic supervision module used in distance learning-based madrasa supervisor training by utilizing the google classroom in the evaluation aspect and the benefits of the trial showed a very positive response. Overall, the statement shows a positive response, which means that all of these 2 aspects meet the practical requirements.

The overall aspect of the participant's response to academic supervision learning activities obtained an average score of 3.56 with a percentage of 88.91 which means that the aspect of the participant's response to academic supervision learning activities is in a positive response which means that the module is in a very interesting category. Thus, the academic supervision module used in distance learning-based madrasa supervisor training meets the practical requirements.

Akker, et al. (1999) stated that one of the objectives of research and development is to contribute scientifically and practically to the resulting product. The level of practicality of a teaching material can be measured based on the ease of use in learning activities based on the development objectives (Nieven, et al., 2006). Based on this definition, the module's practicality assessment is carried out by experts/practitioners. The results of the validation activities by practitioners showed that the module had fulfilled the four aspects of the module according to Dikmenjur (2006), namely self-instruction, self-contained, stand-alone, and adaptive. The module was developed following the Regulation of the Head of LAN No.1 of 2006 concerning Technical Instructions for Functional Positions and Credit Scores so that they meet the criteria for classroom learning. These results are supported by implementation trials which also show that learning using modules can be carried out well.

7. CONCLUSION

Based on the trial of the Academic Supervision Module (MSA) in distance learning-based madrasa supervisor training with google classrooms. The results on the implementation aspect obtained an average score of 1.74 or were assessed as fully implemented (1.5 KM 2.0) which means that the aspects of the implementation of the madrasah supervisors' learning and training activities were carried out entirely. Widyaiswara's ability to manage to learn is obtained. Overall in every aspect, from the results of observations on learning activities, an average score of 3.63 is obtained or is considered very high (3.5 KM 4.0) which means that overall Widyaiswara can manage activities learning academic supervision at madrasa supervisor training is in the very high category. Furthermore, participants' responses to academic supervision learning activities at madrasah supervisor training were obtained an average score of 3.56 with a percentage of 88.91, which means that participants' responses to academic supervision learning activities at madrasah supervisor training were at a very high response. While the Widyaiswara's response to academic supervision learning activities in madrasah supervisory training obtained an average score of 3.450 with a percentage of 86.25 %. Thus, overall, the academic supervision module is carried out in a very practical category.

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