

Development of Mentoring Supervision of Bible Based-Integration Curriculum at the Kalam Kudus Primary Christian School in Surakarta

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ABSTRACT

This study aims to produce a product in the form of a guidebook for school principal to supervise the implementation of Bible-based Integration curriculum in the Kalam Kudus Christian Primary School in Surakarta. This research approach only uses 7 of the 10 steps of the Borg and Gall R & D approach developed by Sugiyono, namely potential and problems, data collection, product design, design validation, design revision, product testing and product revision. Data collection from school's principal and teachers related with BBI curriculum implementation through observation, interviews, documentation study and FGD. Data analysis was performed with qualitative analysis. Triangulation is done by triangulation of techniques and sources. The results of the study were in the form of a guidebook for supervision with mentoring techniques as a development based on the context at the research site. Based on the development of the supervision model with mentoring techniques, the resulting guidebook products are: (1) The supervision guidelines that can be applied by the school principal to teachers in implementing BBI in the Kalam Kudus Christian Primary School in Surakarta; (2) Describing the application of the model instructionally so that it can become a reference in conducting academic supervision of BBI implementation.

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Keywords:

Academic supervision, bible-based integration curriculum, mentoring, principal.

INTRODUCTION

David Tjandra, chairman of the MPK (Council for Christian Education) in Indonesia, stated that there are around 5,000 Christian schools throughout Indonesia, and 60 percent are located in Eastern Indonesia. However, Christian schools, most of which are managed by certain synods of churches, are in very poor condition, some of which have even closed (pgi.or.id). Christian schools need to conduct self-evaluations, one of which is the label "Christian" they carry. Tung (2015: 53) states that Christian schools must help students develop ways of thinking, ways of seeing the realities of life and ways of seeing the world around them from a Christian perspective. There is uniqueness that needs to be expressed in the joints of education in Christian schools, one of which is at the spearhead of education, namely teachers.

Law Number 14 of 2005 concerning Teachers and Lecturers in Indonesia states that there are four competencies that must be possessed by a teacher and must be the attention of supervisors in conducting academic supervision, namely personal, pedagogical, professional, and social competencies. Good academic supervision is supervision that is able to deliver teachers to become more competent in their fields, including carrying out teaching based on the curriculum used in the school. Yao Tung (2015) states that it is time for learning in Christian schools to use a Christian curriculum that directly touches the life practices of students in accordance with the truth of God (cf. Pazmino, 2012; Pranata, 2013). Here it is important for Christian schools to apply a curriculum based on biblical integration (Bible-based Integration) and hereinafter referred to as BBI in every subject. This curriculum does not erase the national curriculum, but synergizes with the 2013 curriculum which is being intensified by the Indonesian government to instill a Christian perspective in every educator. The aim of the national curriculum based on biblical integration aims to form students who attend Christian schools to have a biblical perspective on events, concepts, ideologies around them.

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In the biblical integration-based curriculum which is an innovation in achieving the goals of Christian school education specifically at Kalam Kudus Christian Primary School in Surakarta, the implementation of this curriculum has been centered on its implementation in the classroom. The obstacles faced in the process of making a Learning Implementation Plan (RPP) are part of the responsibility of each teacher without adequate guidance. So, substantially, not all teachers have carried out the process of planning and implementing BBI in the subjects they are capable of. In terms of competence, teachers have been provided with coaching at the beginning of the implementation of this curriculum but there has been no more intensive periodic mentoring so that it is not optimal. Therefore, this is where it is important to build and develop a model of school principal academic supervision to oversee the course of the BBI curriculum so that the existing supervision actually achieves its goal of shaping students' perspectives in accordance with Bible truth.

Literature Study and Information Gathering

After obtaining information about the potentials and problems that the school has, then the next thing that needs to be done is to collect various information and literature studies that can be used as material for product planning in the form of a guidebook for school principals, which are expected to solve these problems. The solution offered through the guidebook contains technical instructions that are applied directly by the principal in carrying out his duties as a supervisor. The guidebook was made with the aim of being able to guide school principals in carrying out supervision in the mentoring model. Through this guidebook, the principal can continue to carry out its functions, one of which is to encourage teachers to continue learning. Bredeson (2000: 388) says that learning is typical of schools and principals must understand the ways in which teachers learn and teacher growth relates to student learning and development. This means that teachers become learners with the principal as a supervisor who plays the role of mentor for teachers. In the context of implementing the BBI Curriculum, school principals need to apply new methods of supervision, namely mentoring techniques as a reference for carrying out their supervisory functions. Bredeson (2000: 390) says that despite the importance of the principal's struggle to support his learning efforts and growth, it is important that teachers also have professional responsibility for their own learning. Technically, the main characteristics of mentoring and mentoring techniques are as follows: first, mentoring is built on the basis of a clear understanding that the learning process by a mentee is carried out to support its development. Mentoring cannot be built in something that is empty, but built on an understanding of how a mentee can develop. If so, several things are of concern in using this model: First, effective mentoring is not based on a generic model but rather a collection of strategies that are carried out flexibly in response to change needs. Second, mentoring is distinguished from training, it is often done on an individual basis which needs to be tailored to the needs of each individual. Third, mentoring is a dynamic process, in order to help mentees progress, which requires a combination of support and challenges.

Mentoring Model Development

In accordance with the literature study, the mentoring technique that will be used is the empirical mentoring model of Furlong and Maynard (1999) in Abiddin (2012: 11) and is technically developed following the model proposed by Moorcroft & Crick (2014). These two models were used and combined on the grounds that: first, the relationships and practices in mentoring were needed by teachers in SDKKK Surakarta during

supervision. The class visit method without the existence of a forum for specific teacher development in BBI makes teachers become constrained in implementing implementation. Second, the system proposed by Furlong and Maynard with regard to the focus, role and main strategy of mentoring is sustainable when embodied in mentoring practices according to Moorcroft & Crick. The system in it is quite simple and includes the entire process from planning to follow-up supervision so that it can be proposed as a solution to the lack of follow-up from the supervision that has been carried out by the principal. Third, the objectives to be achieved through the combination of these two methods are in line with the objectives for the development of the implementation of the BBI curriculum, namely by focusing on improving the quality of teachers as the spearhead of implementing learning for students. The strength of the mentoring model Furlong and Maynard (1999), which views that there is progress that must be made in the mentoring being carried out, is necessary to be implemented in Kalam Kudus Christian Primary School, Surakarta. There is one-to-one mentoring as a dynamic process of mentoring that combines support and challenges so that teachers are motivated to progress and develop. This can be seen in the table below:

Stage	Focus on Mentee's	Mentoring	Main Strategy of Mentoring
McKimm and Jollie (2003: 21) state that the word "mentor" has been traditionally used in the business sector to describe a strong individual who takes up an educational background under their care with the aim of	Teaching	Role	
Former Teaching	Rules, habits and routines; building authority.	Role model	Mentee observation and collaborative teaching that focuses on understanding the basic theories of the BBI curriculum.
Teaching Supervision	Teaching competencies	Coach	Observation by mentors is done by direct observation; systematic observation and feedback on mentee's performance, there is valuable input provided through supervision regarding teaching skills according to the integration of the Bible in lessons.
From Teaching to Learning	Understanding the main thing about learning that fosters effective learning, there is a process for sharing knowledge between mentors and mentees in the process of implementing the BBI curriculum.	Critical friend	Mentee observations; reviewing the lesson plan with biblical integration.
Autonomous Learning	Investigate practice, evaluate, inquire.	Questioner	Teaching in companionship, companion supervision of teachers in the framework of mentoring the implementation of the BBI curriculum.

Table 1- Furlong & Maynard Mentoring Model Development

McKimm and Jollie (2003: 21) state that the word "mentor" has been traditionally used in the business sector to describe a strong individual who takes up an educational background under their care with the aim of

using his power and influence to shape and advance that person's career. When used in the realm of education, the implication is provision of support and is a prime example. The key activity of a mentor is defined as providing academic, personal and professional support to mentees. There are three functions of a mentor. First, the mentee can learn knowledge from the mentor by doing assignments and lessons arranged by the mentor. Sharing knowledge can have an impact on a person's innovation behavior. Second, if the mentor provides social support, the mentee will feel the attention and focus that the mentor does, which will help the mentee feel psychologically secure, realize the meaning of work and gain confidence. As a result, mentees will receive intrinsic motivation and a desire to innovate. Third, if the mentor is a role model, the mentee can be motivated by the hard work of the mentor, and will encourage the mentee to work hard and think of new ideas and put them into practice (Furlong & Maynard, 1995: 252).

The practical procedure from Moorcroft & Crick (2014: 9) states that mentoring can be done in several ways / structures, namely:

A. One-to-One Mentoring (Mentoring one person to one person)

This usually involves a relationship of two people, that is, someone with more experience in the area relevant to the development needs of others. For example, a person at the intermediate academic level can become a mentor for academics at the entry level to develop their abilities in research, teaching, administration and University procedures. Or a manager who is mentored by a senior manager to build skills in managing people and resources. This is a mentoring model that is often used and fundamental to be applied in the academic supervision of the implementation of the BBI curriculum. There is one mentor who guides the mentee teacher to achieve optimal results in its development.

B. Peer mentoring with fellow colleagues (2 people)

Peer mentoring entails sharing knowledge and mutually supportive relationships between people who are at the same career level or stage. The aim of this mentoring is to support colleagues in their professional development and growth, to facilitate learning and build community. Colleagues or colleagues can provide for each other communication, mutual support and collaboration. This means that this model cannot be hierarchical, judgmental or evaluative. For example, administrators in a department meet to discuss how to deal with job challenges they are experiencing. There is an exchange of ideas, ideas, and constructive discussions with the aim of good things for the work at hand. Mentoring with this model can be done with a system built with religious teachers appointed as co-supervisors for school principals in carrying out academic supervision for the implementation of the BBI curriculum. The religious teacher became a mentor for other fellow teachers because they had a deeper understanding of the biblical integration process in each subject.

C. Group Mentoring

Group mentoring involves groups of individuals who are involved in a mentoring relationship to achieve specific learning goals. In the context of Kalam Kudus Christian Primary School in Surakarta, teachers can be divided into respective clumps, namely thematic and subject teachers. There are several ways in which group mentoring is done:

1. Facilitated mentoring group

Facilitated mentoring groups allow a number of people to participate in a study group and benefit continuously from the experience and expertise of a person or mentor. The richness of experience will be multiplied if each member brings their personal experience to the conversation. The mentor / facilitator asks questions so that the dialogue that is carried out is meaningful, shares their experiences, there is feedback from what has been shared. One model is that there is a mentor with several mentees in the group. Another alternative is that there are several mentees in the group and there are facilitators.

2. Peer-group mentoring

Peer mentoring brings together peers with similar needs. This group directs and governs itself. There is a responsibility to design the learning agenda and organize the learning process so that each member can get the most from the knowledge, skills and experiences of others. Each participant presented the problem or issue at hand. Other group members in the group respond to the problem or issue. As a result, the policies of the group are input for solving problems and improving practice and the values applied to all group members. Members of the mentoring group can vary from 2-8 depending on the goals and desired outcomes. The meeting time can be arranged as needed and there is guidance in the discussion process.

THEORY

There are a number of studies that are relevant to the development research to be carried out. First, Pujiyanto (2017) in his thesis entitled "Development of Bible-Based Integration (BBI) Module-Based Teacher Teaching Materials to Form a Christian Worldview in Christian Junior High School (SMP) Students in Surakarta" found the importance of implementing the BBI curriculum as uniqueness in schools. Christian. Second, Merukh (2016) in his research entitled "Development of Academic Supervision Model for Mentoring Techniques for Classroom Teacher Pedagogic Competency Development" found that there is a need for a solution to develop pedagogic competence, namely through the mentoring method. In supervision, this mentoring technique is carried out by the principal who plays a role such as a mentor and teacher as a mentee in its implementation. Third, Pallawagau (2018) with a research entitled "Development of Academic Supervision Model with Mentoring Method in Educating Learning at Vocational High Schools in Kupang Regency" shows that academic supervision with mentoring methods can provide solutions to problems faced by teachers so far, and become the right strategy to improve the quality of education, one of which is in its pedagogical competence.

Fourth, Wasonga, Wanzare, Dawo (2015) in their research entitled "Mentoring Beginning Teachers: Bridging The Gap Between Pre-Service Training and In-Practice Realities" shows that the mentoring process

both formally and informally will benefit the education system as a whole. Schools can ensure the quality of their teaching through improving the performance of their teaching staff. Fifth, Eda, Vula, et. al. (2015) in a study entitled "Introducing Teacher Mentoring in Kosovo Schools-Potential and Challenges for Sustainability" shows that through mentoring there is collaboration as colleagues among teachers, there are positive changes in their performance and changes in teacher behavior in building new abilities for increase their work. Sixth, Gjedia & Gardinier (2018) with a study entitled "Mentoring and Teachers' Professional Development in Albania" found that the role of teachers is very important in producing increased student learning outcomes. The article discussed the need for significant reforms in Albania: the induction and mentoring of new teacher candidates to achieve this increase. Seventh, Andriani (2010) in his journal literature study mentions the background of the problems faced by teachers in the modern era and how the method of mentoring or mentoring is a solution offered to overcome problems in the changing times. Eighth, Sudarta (2017) and Patel (2016) reveal that mentoring is needed because it has resulted in progress for the supervised party and supervisor (cf. Craven & Cooper, 2016).

The study of these previous studies shows the significance of mentoring techniques as an alternative that can be used as a method of academic supervision carried out by the principal as the supervisor. The purpose of academic supervision using mentoring techniques is to help teachers build abilities and improve quality in carrying out their roles, especially in implementing the BBI curriculum. In supervision, planning management, organizing, implementing and controlling the implementation is needed so that academic supervision achieves its goals appropriately.

METHODS

This research is a research development (Research and Development), which aims to develop a mentoring model to be applied to academic supervision for the BBI curriculum. The resulting product is a guidebook for school principals. The development model follows Borg & Gall's R&D procedures which were adapted and developed by Sugiyono (2016). The procedure consists of 10 stages of the development method, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) Product revisions, (8) test use, (9) product revisions, and (10) mass products. Based on the flow of the R&D research steps, this research only reaches the seventh step, namely product revision after product testing is carried out. The research was conducted at Kalam Kudus Christian Primary School, Surakarta, which is located on Jl. Adisucipto no. 11 (Manahan), Surakarta in January-May 2020. The research subjects were school principals, religion teachers and subject teachers. Data collection techniques and tools using questionnaires, interviews and documentation studies. The data collection technique is the most strategic step in research, because the main objective in research is to get data. In qualitative research, data collection was carried out in natural conditions (Natural setting), primary data sources, and data collection techniques using observation and in-depth interviews (in depth interviews) and documentation (Sugiyono, 2016). In collecting data, observation, interview and documentation study were used. Data analysis in research

was carried out interactively. According to Sugiyono (2016: 246) that activities in qualitative data analysis are carried out interactively and take place continuously until completion. That is, in data analysis, researchers are directly involved in explaining and concluding the data obtained by relating the theory used.

In this study, researchers used two kinds of triangulation, namely: first, triangulation of sources. This triangulation is done by comparing the truth of a phenomenon based on data obtained from various sources. Data obtained from interviews conducted with school principals, compared with data from teachers in schools. Next, the researchers concluded the data from each of these sources in order to obtain truly valid data. Second, triangulation of methods / techniques, namely through interviews, observation, documentation study, and FGD. The data obtained from interviews conducted with the principal, vice principal of the curriculum section, and the teacher were compared with the data obtained from the research using observation. Next, checking the physical evidence through documentation studies and confirmation through FGD activities. The results obtained using these techniques are then compared and summarized in order to obtain reliable data.

RESULT

Potentials and Problems

This research begins with the potential and problems that are obtained factually from the data from interviews, observations, and documentation studies. Potential data is taken from interview and observation data, while to reveal the problem is studied based on steps using the fishbone analysis method. This method is known as the Fishbone diagram (fishbone diagram), because it looks like a fishbone, it is often called the Cause-and-Effect Diagram or Ishikawa Diagram. So called because this method was introduced by Dr. Kaoru Ishikawa, a quality control expert from Japan. This method is used as one of the seven basic quality tools. The fishbone diagram is used when identifying possible causes of problems and especially when a team tends to have a routine mindset (Tague, 2005, p. 247 in http://rizal.blog.undip.ac.id/files/2009/08/2013_Fishbone-Diagram-and-Step.pdf). The elements under study are Man (humans), Methods (Methods) and Materials (Materials). From the results of the interview, it was found that the academic supervision that had been carried out at SDKKK Surakarta on the implementation of the BBI curriculum was as follows: first, academic supervision had been carried out by the principal, but not planned and focused on the implementation of BBI, carried out for general assessment. The results of the interview with the teacher obtained the following statements:

"There is no specifically BBI supervision carried out by the school principal. There are constraints in terms of time and the burden of the school principal which is too much so that it does not focus on supervision for BBI. This also has an impact on not carrying out supervision for all teachers. "

Regarding special supervision of the implementation of BBI, the teacher answers:

"The school principal has not yet specifically supervised the implementation of BBI. The supervision carried out was still the same before the BBI was implemented, namely in the form of RPP and KBM curriculum 2013 without BBI. "

Second, academic supervision is carried out by direct observation in class visits and assessment using the supervision form from the department. This problem was reflected in the results of interviews with the teacher who stated:

"The direct observation technique that was carried out during supervision was deemed insufficient to measure the achievement of teachers in implementing the BBI curriculum."

Third, the principal supervises teachers once or twice a year. The vice principal of the curriculum section stated thus:

"... Lack of control over the implementation process. With regard to time, there are constraints in the implementation time of supervision that is not scheduled for supervision. Everything is done by the principal. "

This problem was also confirmed by the teacher in the following interview excerpt:

"As far as I know, so far there has been no clear regulation regarding supervision of the implementation of the BBI curriculum."

Fourth, there has been no follow-up on classroom visit supervision, including the absence of further guidance, according to the excerpt from the interview with the teacher who said: "The implementation of the BBI curriculum has not been maximized due to a lack of tutors or assistance to teachers."

The weaknesses of the supervision practice that have been carried out are: first, with a relatively large number of teachers and limited time, the principal cannot supervise all teachers. This means that the implementation of supervision cannot yet be implemented for all teachers and only focuses on homeroom teachers, not yet on subject teachers. Thus, the initial goal of implementing the BBI curriculum, namely that every lesson can be integrated with Bible truth, has not been achieved. Second, classroom visit supervision is limited to observations made in a short time so that teachers feel the limitations of the assessments that can be made by the principal. Class visit supervision also does not provide space for teachers to be able to develop themselves and their abilities in implementing the BBI curriculum. Third, the principal has not conducted supervision that specifically assesses BBI. This results in a lack of measurement of how far the teachers have embodied BBI in learning in each class. For teachers who have not implemented it, they do not feel the urgency in implementing the BBI curriculum. Fourth, with the absence of follow-up supervision, the obstacles faced by teachers in implementing the BBI curriculum have not received adequate solutions. As a result, teachers are confused or have not been moved to implement the BBI curriculum. Therefore, here it becomes important to develop a model of academic supervision carried out by the principal so that the implementation of the BBI curriculum becomes more effective and in accordance with school goals. The development of the supervision model is expected to be a solution to overcome the obstacles that occur in the practice of implementing the BBI curriculum. As described above, the development of the existing model

needs to take into account the aspects that are lacking from the existing model and use a more targeted approach to the fundamental problems faced by teachers in implementing the BBI curriculum.

Academic Supervision Handbook with Mentoring Techniques

Based on the potentials and problems obtained through FGD with the Fishbone Analysis method and interviews, the guidebook will be practical. This guidebook contains comprehensive guidelines on the importance of the mentoring method as an alternative for school principals in carrying out their duties as supervisors. This manual will contain five chapters. In the first chapter, the background, aims and objectives, legal basis and objectives of the guidebook will be explained. In the second chapter, it is explained about the school locus where this research was held, namely SDKKK Surakarta with the vision, mission and goals of the school. The third chapter contains a specific explanation of the mentoring model in academic supervision. The existing model is a development of a model that has been carried out at Kalam Kudus Christian Primary School, Surakarta, by taking references from the Furlong and Maynard models as well as a book product on mentoring produced by the University of Auckland, New Zealand. Chapter four contains practical instructions that can be used as guidelines for school principals in applying the mentoring method. The instructions provided are about procedures, instructions for mentors, instructions for mentees and how to apply mentoring to teachers. It provides administrative completeness forms for teachers and school principals so that they can be well recorded and measured regarding supervision with mentoring techniques that have been carried out. Chapter five is the closing of this manual which contains conclusions and suggestions for using the manual.

The product design in the form of a guidebook that has been developed from a model that has been carried out in SDKKK Surakarta is then assessed by the validator using an assessment sheet in the form of a questionnaire. The validator consists of 4 (four) experts or experts, namely: (1) Prof. Dr. Slameto, M.Pd. as a supervising expert; (2) Dr. Mawardi, M.Si. as a product development expert; (3) Hendik Pujiyanto, S.Th., M.Pd. (4) and Kismanto Utomo, S.PK., M.Pd. as an education practitioner. The results of the validator's assessment of all statements are measured by referring to the Likert Scale. The questionnaire compiled in this study contains 16 statements in which the validator is asked to give a checklist (√) on the provided marking scale column. The validator's answer to each item of the statement was given a score on a scale of 1 to 5, namely 5 (strongly agree), 4 (agree), 3 (quite agree), 2 (disagree), and 1 (strongly disagree). The feasibility of a manual product design is known by calculating the percentage score of the assessment results on each statement, then calculating the average score of the expert or expert judgment. The calculation results for each of these steps are presented in the following table:

Table 2 Expertise Validation Result

o		Validator				Rata-rata	Ket.
		1	2	3	4		
	Suitability of chapter titles with the content of the material in each chapter	3	2	5	4	3,5	T
	Clarity of each chapter	3	3	5	3	3,5	T
	Clarity of content framework	4	3	5	4	4	T
	Suitability of the background with the aims and objectives of the program	3	4	5	4	4	T
	Clarity of purpose	4	4	5	5	4,5	ST
	Clarity of objectives	4	4	5	5	4,5	ST
	Compliance with basic laws	4	4	5	4	4,25	ST
	Clarity of the content of the mentoring model	3	4	5	4	4	T
	Clarity of content of types of mentoring	3	4	5	4	4	T
0	Clarity of the benefits of the mentoring model in supervision	4	4	4	3	3,75	T
1	Clarity of Mentoring Procedure	3	4	5	4	4	T
2	Clarity of Instructions for Mentors	3	4	4	4	3,75	T
3	Clarity of Instructions for Mentee	3	4	4	4	3,75	T
4	Clarity of Mentoring Instructions	3	4	4	4	3,75	T
5	The suitability of the contents of the guidebook in equipping school principals as supervisors	3	4	5	4	4	T
6	Applicative in answering the needs of the principal as a supervisor with mentoring techniques	3	3	5	5	4	T
Average		3,3	3,7	4,75	4,1	3,95	T

Information: 1.0 - 1.8 Very low (SR) 1,9 - 2,6 Low (R) 2.7 - 3.4 Enough (C) 3.5 - 4.2 High (T) 4.3 - 5.0 Very high (ST)

In general, the four validators gave an assessment of the product of the development of the mentoring model for the supervision of the implementation of the BBI curriculum in the high category with an average of 3.95, so that the guidebook product was considered feasible after revisions were made in several sections according to input from the validator. The revised draft guidebook based on suggestions from experts and practitioners is then made into a guidebook for school principals to supervise the implementation of the BBI

curriculum with mentoring techniques which are the initial product. Next, a limited trial was carried out according to the instructions in the guidebook product involving the principal, religious teachers and subject teachers to find out the application of the guidebook. The principal of the SDKK Surakarta school acts as a supervisor, five religion teachers as mentors and ten subject teachers become mentees. If it is illustrated in a chart, the implementation of supervision with mentoring techniques will have this flow:

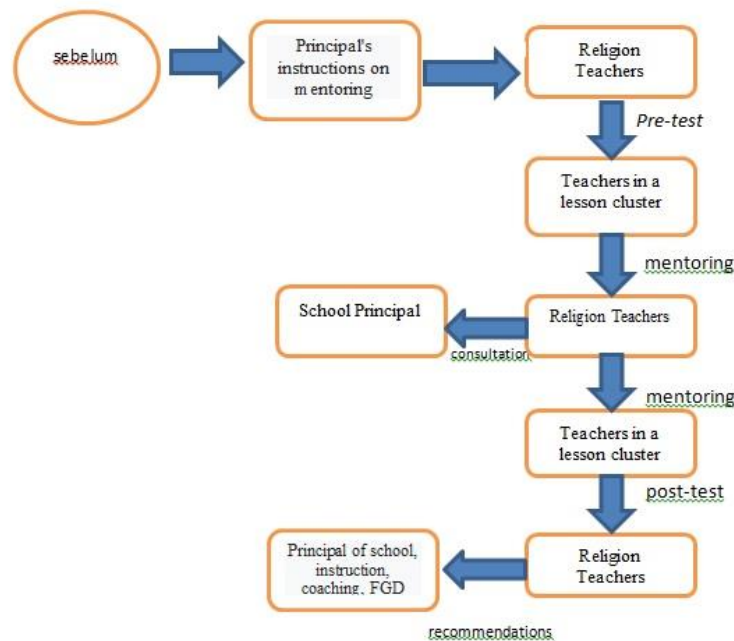


Chart 1 Supervision of Mentoring Techniques

From the results of the evaluation of the use of the guidebook with mentoring techniques, it can be seen about the respondent's assessment, namely 5 religious teachers as mentors and an average score of 4.8 so that it is classified as very feasible or very good. The assessment of subject teacher respondents as a mentee involved 10 teachers and an average score of 4.02 was obtained, including in the good or very decent classification. Therefore, it is concluded that the guidebook is feasible and can be used to guide the implementation of the supervision of the implementation of the BBI curriculum with the mentoring method. Even though it is a feasible category, it still requires improvement before the book is actually used. The results showed that the implementation of academic supervision of the implementation of the BBI curriculum that has been carried out at Kalam Kudus Christian Primary School Surakarta has been carried out by the supervisor, namely the principal. However, with the supervision technique which was carried out by direct observation through class visits, it was found that the technique was not effective enough to measure and map the implementation of the curriculum that was carried out by the teachers as implementers. With the fishbone analysis method, potentials and problems that occur in the implementation of the BBI curriculum have been found to be carried out to review the elements of Man, Materials and Methods. From the Man element (Human-implementer), the similarity of the concepts that have been owned by the teacher and the principal regarding the implementation of the BBI curriculum. Supervision is routinely carried out by the principal, but special supervision of the application of the BBI curriculum has not been the focus of deep attention to teachers during teaching activities, and there has been no specific

assessment.

From the Methods element, there is already a clear concept in the way of preparation, implementation and evaluation that must be undertaken in implementing the BBI curriculum. However, there was a problem that there was no control over evaluation or follow-up that was sufficient to provide space for teachers to make progress in implementing the BBI curriculum. From the materials element, there has been a lesson plan made that can be a reference for teachers in carrying out teaching and learning activities that are based on the truth of God's word. However, because there was no clear follow-up, the teachers experienced problems in making lesson plans and some even did not include BBI in their lesson plans.

The problem that is quite prominent is with regard to the principal as the supervisor by using the supervision method which is felt unable to help teachers to develop in implementing the BBI curriculum. With 60 teachers and a busy schedule, the supervision carried out was only limited to the homeroom teacher, not to the teachers of other subjects. The supervising model of direct observation through class visits is felt to be inadequate to map the abilities of teachers in implementing this curriculum. The absence of clear follow-up after supervision is also an obstacle to progress in implementing the BBI curriculum. Therefore, it is necessary to develop a model of academic supervision that is carried out effectively, which includes planning, implementation, organizing, evaluation and accompanied by a follow-up plan. Based on the needs of stakeholders in SDKKK Surakarta who are directly involved in implementing the BBI curriculum, it is concluded that school principals need the development of a supervision model that is manifested in a guidebook so that supervision takes place more effectively and on target. The research steps followed the development by Sugiyono until the seventh stage, namely product revision, while the development of the model used referral mentoring from the Furlong and Maynard models as well as a book product on mentoring produced by the University of Auckland, New Zealand. The mentoring technique was chosen because it needs an approach that touches the basic needs of teachers, namely continuous guidance from the results of academic supervision.

Based on the theory described, academic supervision activities are one of the duties of the principal as a supervisor which aims to achieve improvement, improvement and advancement of teachers and staff. Supervisors need to provide guidance so that the people being supervised can achieve the expected goals. Thus supervision aims not only in one direction to supervise, but requires active action that can help provide solutions so that the supervisor gets the expected progress. This is evident in research conducted at SDKKK Surakarta, where it was found that academic supervision which runs only in one direction does not lead to improvement, because what teachers need is not just supervision but assistance. Here, supervision management is needed so that the supervision is carried out to answer needs and resolve problems that occur. From research conducted among SDKKK Surakarta teachers, academic supervision with mentoring techniques fulfills six principles of supervision, namely: First, a consultative, collegial and not hierarchical relationship. Second, implemented democratically, namely upholding the principle of

deliberation, having a strong family spirit and being able to accept other people's opinions. Third, centered on the teacher. Fourth, based on teacher needs. Fifth, feedback is based on observational data. Sixth, in the form of professional assistance (cf. Daryanto and Farid, 2013; Mulyasa, 2014). In the academic supervision of mentoring techniques, there are elements in the principle of supervision. According to Priansa and Somad (2014), good supervision is supervision that is followed up to have a real impact on improving teacher professionalism. The follow-up is in the form of reinforcement and appreciation, educational warnings, and opportunities to take part in further training or upgrading. By running academic supervision of mentoring techniques, the follow-up of supervision becomes the starting point for mentoring between mentors and mentees. In the research conducted, the meetings and interactions between mentors and mentees achieve the goal of increasing teacher professionalism, in this case the implementation of the BBI curriculum on the subjects being taught.

The potentials and problems contained in the elements of Man, Methods and Materials become the basis for follow-up in the mentoring that is being carried out. There are major problems that occur within the scope of subject teachers to be able to apply the BBI curriculum. This requires continuous guidance on conceptual understanding and practical implementation into learning. Research shows that teachers get a positive impact from the mentoring process carried out. Even though it is in a short period of time, it can answer the assistance needed so that the implementation of the BBI curriculum runs smoothly. As a development of a model for academic supervision techniques using a mentoring model, the principal needs a clear and detailed benchmark so that the implementation of the mentoring technique can run well. Through the due diligence of experts including the principal of SDKKK Surakarta, it was found that the guidebook was feasible and useful to guide the implementation of supervision with mentoring techniques for the BBI curriculum. The specificity of the mentoring technique for implementing the BBI curriculum is that it involves religious teachers. The role of the religious teacher is as a mentor who can be a direct guide to help teachers carry out biblical integration in the subjects they teach. By developing a model like this, it does not eliminate the role of the principal as a supervisor because religious teachers are still responsible to the principal who also provides guidance regarding the follow-up to be carried out.

Based on previous studies, Sudarta (2017); Wasonga, Wazare, Dawo (2015); Vula (2015); and Patel (2016); The mentoring technique carried out has a positive impact on both the supervisor and the supervisee. In this study, the same thing was found, namely, there was a positive impact and mentoring techniques that were carried out helped teachers to be able to develop their abilities through mentoring techniques. In this case, namely the implementation of the BBI curriculum. The results show that the mentoring techniques used help teachers develop their abilities, this is in line with Sudarta's (2017) research results; Wasonga, Wazare, Dawo (2015); Vula (2015); and Patel (2016) who found that the mentoring techniques carried out had a positive impact on both supervisors and supervisees. This positive impact is on their personal, which is related to competence, professionalism and skill advancement in the assignment and role of the teacher as an educator. In the context of the research being carried out, this helps the progress of SDKKK Surakarta

teachers in performance and competence to apply the BBI curriculum. Gjedia & Gardinier (2018) in their research found that mentoring techniques are very suitable to be applied to new teachers in their work adaptation period. The research conducted shows that mentoring is not only suitable for new teachers, but also suitable for teachers who have long experience in their work. In the context of SDKKK Surakarta, where the BBI curriculum is relatively new, mentoring is needed for all teachers.

With the supervision instruments prepared and used, teachers get input to find out their weaknesses and strengths in the implementation carried out and the guidance provided by the mentor helps them to implement it better. In order for the implementation of the mentoring technique to be effective, a guidebook for its implementation is necessary. For the development of the guidebook, a certain stage is needed, starting from the needs analysis, the benefits of mentoring techniques for school principals, teachers and school institutions, the purpose of implementing activities, the legal basis, objectives, methods used, media, instruments and due diligence of the guidebook to used. The guidebook for principals for the implementation of mentoring techniques for implementing the BBI curriculum also contains technical instructions that must be carried out by the principal as the main supervisor, religion teachers as mentors and subject teachers as mentees. The guidebook has been arranged in such a way as to meet the characteristics of a good manual according to the steps in this research. It is hoped that by applying the instructions contained in this guidebook, the implementation of academic supervision of the implementation of the BBI curriculum will achieve optimal development in order to improve its quality.

CONCLUSION

Based on the background described, the problem formulations in this study are as follows: first, what is the model for academic supervision of the BBI curriculum at Kalam Kudus Christian Primary School, Surakarta? Second, what are the shortcomings of the BBI curriculum academic supervision model in Kalam Kudus Christian Primary School Surakarta? Third, what models can be developed in academic supervision of the implementation of the BBI curriculum at Kalam Kudus Christian Primary School, Surakarta?

Based on the description of the results of the research and development that has been carried out, it can be concluded that: first, the academic supervision that has been carried out at Kalam Kudus Christian Primary School in Surakarta has not been going well and sufficiently based on the number of supervisors and teachers that must be supervised. Academic supervision in the form of direct observation through class visits also has no follow-up so that teachers do not experience progress in implementing the BBI curriculum and academic supervision has not yet been carried out on all new teachers as homeroom teachers.

Second, the weakness of the academic supervision that has been carried out so far is the limited time that the principal has to carry out continuous supervision, considering that the principal has other tasks that must be done. The supervision technique that is carried out also does not have the follow-up steps that are actually needed by the teacher to be able to develop their abilities in implementing the BBI curriculum in the lessons being taught. The weakness of academic supervision that is carried out is also on administration with regard to the curriculum that has not yet focused on implementing the BBI curriculum.

Third, the need for the development of an academic supervision model using mentoring techniques in the form of manual products to be a solution for school principals in carrying out their supervisory roles. The product in the form of a guidebook in the supervision of mentoring techniques for the implementation of the BBI curriculum is suitable for use with validation carried out by experts. This product is produced through R & D steps by first analyzing the potential and problems faced by schools through in-depth interviews with school principals, vice principals of the curriculum and teacher representatives. Furthermore, the mapping of the mentoring model that has been carried out in SDKKK Surakarta is carried out. Next, the authors look for data about the mentoring model in supervision as a reference for the development of supervision techniques that have been implemented in schools.

Research Limitations and Advanced Research Suggestions

This research was conducted using the Borg and Gall research and development (R & D) model contained in Sugiyono (2016) to produce a product in the form of a guidebook for school principals. However, this research has a limitation, namely the time allocation of the research carried out is relatively short, whereas an ideal research and development (R & D) should take at least one year. This research was only conducted until the seventh stage because of the limitations experienced. Therefore, the next researcher is expected to be able to carry out research until stage 9 or 10 in carrying out this research, so that the analysis and research results are expected to be more detailed and in-depth.

Research is also limited to research subjects, namely the principal and the system used in research locus schools, if applied in other schools, it is necessary to consider the school context so that the method of supervision with this technique can be carried out effectively. The trials that have also been carried out are limited trials of one-to-one mentoring techniques, have not been able to provide a comprehensive picture in accordance with several types of technical supervision of mentoring techniques.

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