

CLINICAL SUPERVISION AS AN ALTERNATIVE TO IMPROVE THE CAPABILITY OF CLASS III TEACHERS IN THEMATIC LEARNING IN TAMBUSAI UTARA DISTRICT

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***Abstract,** This research is motivated by the results of academic supervision in the second semester of the 2019/2020 school year for 36 low-grade teachers in 11 target schools in implementing thematic learning. This is due to (1) the lack of assistance and guidance from school supervisors, (2) the implementation of academic supervision has not used appropriate supervision techniques, (3) the teacher's low understanding of using themes to relate several subjects, (4) the lack of teachers in developing network's themes, and (5) in developing the syllabus and lesson plans, it does not begin with mapping of basic competencies. The problem studied is the low ability of teachers in thematic learning in class III and the purpose of this research is to improve third grade teacher's ability in thematic learning. This research is school action research conducted in 2 cycles. Each cycle refers to on the objectives and research problems. Actions in cycle 2 depend on the results of reflection in the previous cycle and so on until the expected goals are achieved. The results of this study turned out to be a significant increase in the ability of third grade teachers in thematic learning, namely from 41.3 or 58.8% category enough in the cycle 1, to 55.7 or 78.4% in cycle 2 thus there is an increase of 13.8 or 19.6%. The implementation of supervision with clinical supervision techniques changes the teacher's view from feeling afraid when being supervised to feeling happy and comfortable because clinical supervision aims to provide services and assistance.*

Keywords : Clinical supervision, thematic learning.

I. INTRODUCTION

One dimension of competence that must be mastered by supervisors is the dimension of academic supervision. Of the eight competencies in the academic dimension that supervisors must possess, these are competencies related to a complete understanding of the learning and learning process. Because supervisors are required to be able to provide professional guidance on learning and learning problems that occur in the classroom. This is in line

with Acheron and Gall (1987) who said that the purpose of supervision is to increase face-to-face interaction and build relationships between teachers and supervisors.

Academic supervision is a coaching activity by providing technical assistance to teachers in carrying out the learning process which aims to improve the professional abilities of teachers and improve the quality of learning. According to Blumberg (1980) and Cogan (1973) improving the quality of

teacher learning will improve the quality of student learning. So that coaching and giving continuous assistance carried out by supervisors will improve the quality of the learning process in the classroom and have an impact on the quality of learning outcomes.

The results of academic supervision carried out by researchers in the second semester of the 2019/2020 school year on low-grade teachers in 11 target schools in the UPTD of the Education, Youth and Sports Office of North Tambusai District. Of the 36 teachers in lower classes who apply thematic learning 40%, the rest carry out learning with a subject approach. This shows that the ability of low grade teachers in implementing thematic learning is still a concern. Even though a good teacher is a teacher who carries out the learning process in accordance with the learning implementation plan, it is not only limited to carrying out the obligation to deliver teaching materials to students. This mistake is contrary to the Regulation of the Minister of National Education No. 22 of 2006 concerning content standards which mandates that learning in lower classes, namely classes I, II, and III, is carried out through a thematic approach, while for high classes, namely classes IV, V, and VI, is carried out through a subject approach. The low ability of teachers in thematic learning may be due to the lack of technical

assistance and guidance by supervisors to low-grade teachers.

Besides that, the teacher's low understanding (1) uses themes to relate several subjects and explain teaching materials, (2) management of students classrooms and learning resources and learning media application of learning strategies, (3) provision of reinforcement and implementation of evaluation. Other possibilities in developing a syllabus and learning implementation plan does not begin with mapping basic competencies and establishing a theme network. As a result, the process thematic learning that should use themes in linking several subjects is not implemented. According to Muslich (2006) thematic learning is in accordance with the stages of child development, the characteristics of the child's way of learning learning, the concept of learning and meaningful learning, then learning activities for lower grade children in elementary school should be done with thematic learning. Thematic learning is integrated learning that uses themes to link several subjects so that they can provide experience meaningful to students.

The lack of teachers in thematic learning if left unchecked will have an impact on ongoing difficulties both for students and for schools. For schools, this problem will affect learning outcomes which will have an impact on grade

promotion, moreover this problem occurs in low grades which results in high numbers of repeating classes. For this reason, it is necessary to make improvements and improvements to improve the ability of low-grade teachers in thematic learning, academic supervision. with clinical supervision technique is an alternative solution.

Based on the description of the problem above, the researcher formulates the problem as follows: "Can academic supervision with clinical supervision techniques improve the ability of third grade teachers in thematic learning in North Tambusai District in the second semester of the 2019/2020 academic year?"

This problem solving plan is carried out through school action research which is estimated to be carried out in 2 cycles. Each cycle refers to the objectives and research problems. Actions in cycle 2 depend on the results of reflection in the previous cycle and until the expected goals are achieved. While the purpose of this school action research is to improve the ability of third grade teachers in thematic learning. The results of this research are expected to be useful for teachers, namely teachers can improve the quality of performance or improve thematic learning processes in accordance with process standards and can develop skills in dealing with real problems in the learning process in the classroom.

Learning is an activity carried out to initiate, facilitate, and increase the intensity and quality of learning in students. Therefore, learning is a systematic and systemic effort to initiate, facilitate and improve the learning process. Learning is a process of change in personality in the form of skills, attitudes, habits, and intelligence. According to Bell-Gredler (1986) which states that learning is a process carried out by humans to obtain various competencies, skills and attitudes. This change is permanent in behavior that occurs as a result of practice or experience. The term learning is a new term used to indicate the activities of teachers and students. Previously we used the terms teaching and learning process and teaching. The term learning is a translation of the word instruction. According to Gagne, Briggs, and Wager (1992) learning is a series of activities designed to enable the learning process to occur in students. Then according to Law No. 20 of 2003 concerning the National Education System, learning is a process of interaction between children and children, children with learning resources and children with educators.

From the description above, the authors conclude that learning is a systematic and systemic effort to create a learning environment that has the potential to produce a learning process that leads to

the development of individual potential as students. In accordance with the stages of child development, the characteristics of the way children learn, the concept of learning and meaningful learning, learning activities for early grade elementary school children should be carried out with thematic learning. According to Muslich (2007) thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students.

Thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process, so that students can gain direct experience and are trained to be able to find out for themselves the various knowledge they have learned. Through direct experience students will understand the concepts they are learning and relate them to other concepts that they have understood. This learning theory was driven by the figures of Gestalt Psychology, including Piaget, who emphasized that learning must be meaningful and oriented to the needs and development of children.

With the implementation of learning using this theme, several benefits will be obtained, namely: (1) by combining several basic competencies and indicators as well as the content of the subject there will be savings, because overlapping material can be reduced or even eliminated, (2) students

are able to see meaningful relationships because learning materials play more of a role as a means or a tool, not an end goal, (3) learning becomes whole so that students will get an understanding of processes and materials that are not fragmented, and (d) with the integration between subjects, mastery of concepts will be increasingly good and improving.

The implementation of thematic learning is carried out in several stages which include the planning stage which includes the following activities: (1) mapping of basic competencies, (2) developing a theme network, and (3) developing a syllabus and preparing a lesson plan. This mapping activity was carried out to obtain a comprehensive and complete picture of all competency standards, basic competencies and indicators of various subjects that were combined in the chosen theme. The activities carried out are the elaboration of competency standards and basic competencies of each subject into indicators. In developing indicators, it is necessary to pay attention to the following: (1) indicators are developed according to the characteristics of students, (2) indicators are developed according to the characteristics of the subjects, and (3) are formulated in measurable and/or observable operational verbs.

In setting the theme, it is necessary to pay attention to several principles, namely: (1) paying attention to the environment closest to students, (2) from the easiest to the difficult, (3) from the simple to the complex, (4) from the concrete to the abstract, (5) the theme chosen must allow the thinking process to occur in students, and (6) the scope of the theme is adjusted to the age and development of students, including their interests, needs, and abilities.

The stages of thematic learning implementation activities according to BSNP (2007) are carried out every day using three stages of activities, namely opening activities, core activities, and closing activities. The time allocation for each stage is the opening activity is approximately one hour lesson (1 x 35 minutes), the core activity is 3 lesson hours (3 x 35 minutes) and the closing activity is one hour lesson (1 x 35 minutes).

Etymologically, supervision comes from the words *super* and *vision*, each of which means above and vision. So etymologically, supervision means seeing from above. This understanding is a figurative meaning that describes a position that sees a higher position than what is seen. According to Pidarta (2009) supervision is all assistance from school leaders, which is aimed at the development of the leadership of other school personnel teachers in

achieving educational goals. Meanwhile, according to Satori (2004) supervision is coaching given to all school staff so that they can improve their ability to develop better teaching and learning situations good. The key word of providing supervision in the end is providing services and assistance (Suhertian, 2000). Referring to some of the opinions above, supervision can be interpreted as a service and coaching activity planned by school supervisors which is carried out systematically to assist teachers and employees, either individually or in groups to improve learning or perform their duties effectively.

In general, educational supervision is more focused on classroom supervision. This supervision tends to prioritize classroom visits to observe learning in the classroom. According to the KKPS Independent Learning Materials (2009) there are two types of supervision, namely: (1) general managerial supervision, and (2) academic supervision. There are two models of academic supervision, namely the traditional supervision model and the contemporary supervision model. Contemporary model of academic supervision is carried out with a clinical approach, so it is often referred to as the clinical supervision model.

Clinical supervision is a professional service from parties who are competent in their fields (in this case school supervisors),

so that they can make teachers and schools able to solve the problems they face. Clinical supervision is supervision whose implementation procedures are more emphasized on finding the causes or weaknesses that occur in the teaching and learning process, and then directly trying how to improve these weaknesses or deficiencies. This means that clinical supervision is a form of professional guidance given to teachers and schools based on their needs through a systematic cycle.

According to Acheson and Gall (1997) the purpose of clinical supervision is to remind the teacher's teaching in the classroom. This goal is further detailed into more specific goals, namely: (1) providing objective feedback to teachers regarding the teaching they are implementing, (2) diagnosing and helping to solve teaching problems, (3) helping teachers develop skills using strategies teaching, (4) evaluating teachers for promotions and other decisions, and (5) helping teachers develop a positive attitude toward ongoing professional development.

The clinical supervision procedure according to Pidarta (2009) takes place in a cyclical process consisting of four stages, namely (1) the initial preparation stage, (2) the initial meeting stage, (3) observation, and (4) the feedback meeting stage. In the initial preparation stage, the supervisor and

teacher together discuss plans for the observation material to be carried out. At the initial meeting stage the supervisor and teacher design the learning design and agree on the aspects to be observed. In the observation stage, the supervisor observes and records or records the teacher's behavior when teaching based on the skill component that the teacher asked to record and record student behavior in class as well as the interaction between teacher and student. The supervisor feedback meeting stage shows the data on the learning outcomes that have just been carried out.

II. RESEARCH METHODS

This research design uses action research which is estimated to be carried out in 2 cycles which is essentially used in order to solve problems that arise in supervisory tasks at the target schools. Each cycle refers to the objectives and research problems.

Pidarta (2009) stated that in addition to being simple and easy to do, the clinical supervision cycle has 4 stages. The stages of each cycle are (1) the initial preparation stage, (2) the initial meeting stage, (3) teaching observation, and (4) return meeting stage. The subjects of this school action research were 13 elementary school grade III teachers consisting of 4 women and 9 men with a diploma II educational background of 12 teachers and 1 teacher

undergraduate. The object of this school action research is the ability of third grade teachers in thematic learning. The aspects observed were (1) apperception and motivation, (2) explaining teaching materials, (3) managing learning resources and learning media, (4) determining strategies learning, and (5) providing reinforcement and evaluation.

This research was carried out in 11 elementary schools in the North Tambusai sub-district, which is the research school. This school action research consisted of 2 cycles with four series of stages carried out in each cycle, namely planning, action, observation, and reflection. The time of this research was carried out in semester 1 in September and November 2019. Cycle 1 began in September 2019 then cycle 2 was carried out in October 2019.

The data analysis used in this research is descriptive statistics. According to Arikunto (2003) descriptive statistics are used to analyze data by describing or describing the data that has been collected as it is in general. The implementation of actions in cycle 1 and cycle 2 is divided into 4 stages, namely (1) initial preparation, (2) meeting initial, (3) the process of supervision (observation), and (4) meeting back or reflection.

To determine success or failure in this research, success indicators are needed as guidelines. The indicator of success in this

research is an increase in the ability of teachers in thematic learning categories both in aspects (1) apperception and motivation, (2) explaining the material, (3) managing learning resources and media, (4) choosing learning strategies (5) providing strengthening and evaluation.

III. RESULTS AND DISCUSSION

The results of the research in cycle 1, the ability of third grade teachers in thematic learning, which was revealed through clinical supervision of 5 aspects and 14 indicators, was generally in the sufficient category with an average ability of 41.3 or 58.8%.

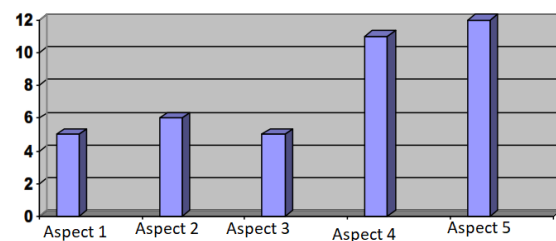


Figure 1. Graph of Teacher Ability in Thematic Learning Cycle 1

The data above shows that the teacher's ability in thematic learning is sufficient. The explanation is as follows:

1. In the aspect of apperception and motivation, the teacher's ability to explore initial knowledge and motivate and respond to students in asking questions about something turns out that the teacher is still

having difficulties in developing this activity so that the results are sufficient, namely an average of 5.5.

2. The ability of the teacher in explaining the average teaching material, namely in explaining teaching material that links several subjects in the theme and the relationship between learning and the reality of life, the environment and knowledge others are still low with an average value of 6.1.
3. Ability in the aspect of managing learning resources, namely teacher skills in utilize and manipulate learning media and build interactions students with teachers, learning resources and learning media are still lacking with an average value of 5.9
4. In the aspect of learning strategies, the learning process is still classical, participants students are still confused about following the flow of learning activities, low ability teacher in providing directions that encourage students to actively ask questions and think with an average score of 11.12,
5. Ability in the aspect of providing reinforcement and evaluation in learning, namely in providing reinforcement by reviewing, summarizing or making the

conclusion is still concerned. The teacher is limited to giving homework and how to do it the teacher conducts an evaluation, the questions asked have not varied yet make students to think. In this aspect the average value is 12.3.

While in cycle 2 there is a significant increase in every aspect the results of the implementation of academic supervision with clinical supervision technical.

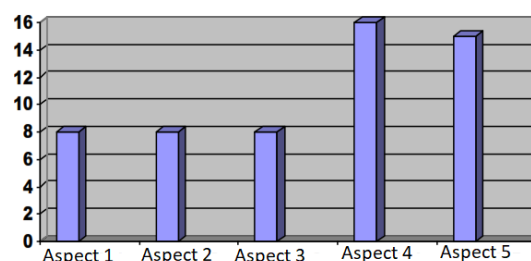


Figure 2. Graph of Teacher Ability in Thematic Learning Cycle 2

Based on the data above, it can be explained that the teacher's ability in thematic learning in cycle 2 is as follows.

1. The teacher's ability to provide apperception and motivation to explore prior knowledge and student responses in asking questions was good on average 8,
2. The ability to explain teaching material by linking subjects and one The theme is good, starting with initial activities, core activities and ending closing activity. The teacher has linked the

teaching material with real life students in their environment the average value achieved is 8,

3. The ability to manage learning resources and media is good because of the teacher use the environment as a source of learning and be able to manipulate learning media. Interaction is multi-directional so that students feel active and happy. So the score obtained in this aspect is an average of 8.2.
4. The teacher is able to develop learning strategies that are in accordance with the theme planned, students feel comfortable, happy and motivated to be active think. So the value of the observations on the good aspects with an average of 16.1.
5. The teacher's ability to provide reinforcement and evaluation is in good category, because the teacher is able to provide which at the end of the lesson makes a summary of a conclusion..in this aspect the average is 15.7. In general, the results of the implementation clinical supervision in cycle 2 on thematic learning in the good category with a score of an average of 55.7 or 78.4%. With the above results, the implementation of supervision Clinical trials are considered successful because the results are good and are in accordance with the indicators determined success.

The benefits of academic supervision in general with supervision techniques clinical principal who stated it was useful 66 and very useful 55. The benefits of supervision for school principals can be seen in the image below this.

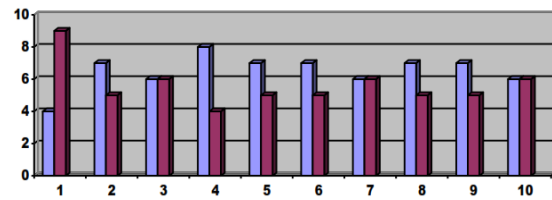


Figure 3. Graph of the usefulness of clinical supervision for school principals.

IV. CONCLUSION

The results showed that academic supervision with technical supervision Cycle-based clinical practice was able to improve the ability of grade III teachers in thematic learning.

1. In the aspect of apperception and motivation, the teacher's ability to explore knowledge initial and motivating as well as student responses in asking questions, turned out to increase from an average of 5.5 in cycle 1 to 8 in cycle 2
2. The ability of the teacher in the aspect of explaining the average teaching material, namely in explain teaching materials that link several subjects in the theme and its relationship with the realities of life, the environment and

- knowledge increases from the average value is 6.1 in cycle 1 to 8 in cycle 2.
3. Ability in the aspect of managing learning resources, namely teacher skills in utilizing and manipulating learning media and student interaction with teachers, students with learning resources, and student interactions with students media increased by an average of 5.9 in cycle 1 to 8.2 in cycle 2
 4. In developing learning strategies that are in accordance with the theme, planned, students feel comfortable in participating in learning so that students are motivated to actively think. This aspect increased from 11.1 in cycle 1 to 16.1 in cycle 2.
 5. The teacher's ability to provide reinforcement and evaluation is in good category, because: teachers are able to provide reinforcement at the end of learning with techniques summarize a conclusion and in the evaluation varies. On this aspect increased from 12.3 in cycle 1 to 15.7 in cycle 2. In general, the results of the implementation of academic supervision with clinical supervision techniques there is a significant increase, namely from 41.3 or 58.8% in the moderate category at cycle 1, becomes 55.7 or 78.4% in cycle 2, thus there is an increase of 13.8 or 19.6%..

6. The usefulness of clinical supervision for teachers with 66% useful category and very useful 54%. Meanwhile, the principal stated that supervision clinically useful 66% and very useful 55%

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