

## Improving Economy Teacher's Ability Of Applying Cooperative Learning Model Of *Make A Match* Type Through Clinical Supervision Collaboration Approach In Senior State High School Sidikalang District Dairi Regency

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**Abstract:** This research is a school action that aims to assist teachers in preparing lesson plans Economy cooperative model of make a match type and enhance teachers' ability to implement cooperative learning model Economy make a match mode through clinical supervision in Senior State High School Sidikalang District Dairi Regency. This research was conducted in two schools, namely in Senior State High School 1 and Senior State High School 2 Sidikalang District Dairi Regency. The subject of this research is economy teacher's of 5 (five) people, consisting of 3 (three) people Economy teacher's at Senior State High School 1 Sidikalang and 2 (two) teachers in Senior State High School 2 Sidikalang District. The object of this research is the ability to apply economy teacher's learning model of make a match type to the design of the study is a school conducted action research as much as two cycles. Where each cycle consists of four stages, namely: planning, implementation, observation and reflection. In the first cycle the average ability of teachers to prepare lesson plans amounted to 82.08 with good category and in the second cycle increased to 91.25 with the category very well, and the average value obtained economics teachers in the application of learning models make a match type in the first cycle of 70.40 with enough categories and the second cycle reaches increase of 88.00 with both categories. The implications of this study indicate that the implementation of clinical supervision can improve the ability of teachers economics applies cooperative learning model of make a match type in Senior State High School Sidikalang District Dairi Regency .

**Keywords:** Economy teacher's ability, Clinical Supervision

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### I. Introduction

Ambarita argues that the teacher is the most dominant figure in the effort to improve the quality of education.[1] Fundamental things that can affect the quality of education one of them can be seen through how to implementation of teaching and learning process. Quality learning is determined by how the material can be absorbed and applied in everyday life and beneficial to the life of self, family, society, nation and state. To make it happen, the learning process requires professionalism of teachers. Professional teachers are required to be able to display their skills as a teacher in front of the class, able to master the curriculum, mastering the subject matter, mastering the learning model or learning method, and making the learning more interesting so as to attract student learning interest.

Based on the interview with the school superintendent and observations that have been conducted by researchers of the 3 economics teacher at Senior State High School 1 Sidikalang and 2 teachers at Senior State High School 2 Sidikalang District Dairi Regency that the five teachers do not understand and have never implement cooperative learning model *make a match*, RPP compiled yet included learning steps model of *cooperative learning* and the researchers also found problems in Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District that during the process of economic learning, learning strategies were applied to teachers generally less innovative in which teachers are still applying the conventional learning model learning methods Which is used only lectures and students tend to get bored during the learning takes place.

Another problem that occurs is the frequency of school supervisor visits to Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District is still rare, especially against economic teachers. Visits were conducted *supervisors* only tend to complement the administration required by the school superintendent. The implementation of supervision is not yet fully a professional assistance to teachers to

improve teacher competence. The school supervisor just comes to visit and meets the principal. School supervisors rarely make observations to the class let alone provide feedback on teacher performance. The supervisory methods of school supervisors are limited to general supervision and convey information through teacher meetings. Teachers are also reluctant to express what are the weaknesses and shortcomings in teaching to the school superintendent because they think the school supervisor is not as a friendly and helpful teacher. Supervision becomes a fear for teachers so many teachers avoid being supervised by supervisors. Implementation of supervision conducted by school supervisors during this time still seem to find the mistake of teachers not to provide assistance to teachers. .

Based on the problems that have been described above then one of the alternatives that need to be done is through the activities of clinical supervision. Clinical supervision is important because learning is a very complex activity requiring careful observation, analysis, and handling. Through clinical supervision the teacher can recognize himself like a patient in need of treatment. On the other hand *supervisors* present and sincerely provide self-service to teachers who need healing so fulfilled what is required of teachers. Teachers become healthy and the students served become more eager to learn.

From some studies proving clinical supervision can help improve teachers' teaching skills. Research conducted by Luh Amani, et al titled Implementation of Clinical Supervision in Order to Improve the Ability of Teachers to Manage Learning Process In Teachers Elementary School VII Cluster Sawan Sub-district. In the results of his research that the implementation of clinical supervision can improve the ability of teachers in managing the learning process (e-Journal of Graduate Program of Ganesha University of Education, Department of Primary Education, Volume 3 of 2013). [2]

Then the approach used in this clinical supervision is a collaborative approach. Collaborative approach is chosen considering that human beings have strong potential in him but at the same time there are weaknesses/limitations. Therefore, cooperation is needed to complement each other so that it becomes more enriched. Teachers need cooperation among teachers, between teachers and principals, supervisors and teachers to help each other improve the quality of teaching skills.

Suparlan explains that the indicators of the ability of teachers in implementing the learning process are: (1) open the lesson with appropriate methods and techniques; (2) present the material systematically; (3) apply the method of learning procedure that has been determined; (4) organizing student activities in the classroom; (5) using instructional media / practicum equipment that have been determined; (6) using selected learning resources; (7) motivate students to use communicative language; (8) provide questions and feedback to identify and reinforce student acceptance in the learning process; (9) concludes lessons and (10) uses time effectively and efficiently. [3]

Rusman states that learning model *make a match* (look for the pair) are each learner gets a card (may be problems or answer), then immediately look for a suitable partner with the cards he was holding. [4] In line with the opinions Rusman that the steps *make a match* among others: (a) teachers prepare some cards that contain some of the concepts that are suitable for session review, (b) each student gets a card and think about the answer or the question of the cards are held, (c) students looking for a partner who has a card that matches the card, (d) students who can match the card before the timeout is given a point, (e) after one round of cards are shuffled back so that students get different cards than before, and so on. Then proceed with the conclusion. [4]

Lubis said that there are some strengths and weaknesses of the learning model *make a match*, namely: some of the advantages of this model are (1) joyful learning because students looking for a partner while learning about a concept or topic of learning; (2) train students in cooperating with other students because to answer questions students are required to work together; (3) raises students' creativity in thinking because through matching questions and answers will grow on their own, while the shortcomings of this model are (1) difficult to manage the class because it requires a lot of guidance of teachers in the implementation; (2) the time teachers are often exhausted and preparing cards for students and (3) are less efficient and effective for large classes and the quantity of their students. [5]

Based on the theories that have been described above, it can be concluded that the ability of economics teachers in applying the learning model *make a match* type is teachers should lead students to find a partner among the group about the group answers which the participants were divided into two parts, no one gets answers and no one gets about by implementing measures cooperative learning model *make a match* type.

According Sudjana defines that clinical supervision as a professional assistance given to a teacher who has problems in carrying out the learning so that the teacher can overcome the problems that happened related to the learning process. [6]

Mukhtar noted that clinical supervision as a guidance process aimed at assisting the professional development of teachers/prospective teachers especially in teaching appearances based on observation and analysis of data thoroughly and objectively as guidance for changes in teaching behavior. [7]

From some sense it can be concluded that clinical supervision is a professional assistance provided by the *supervisor* based on the needs of the teacher concerned with the aim of improving teaching capabilities

through a cycle of systematic planning, careful observation and analysis of the data objectively as a handle for changes in the behavior of teaching the teacher.

Sudjana also sets out the general goals and objectives of clinical supervision: the general purpose of clinical supervision is that the teacher has the ability to improve himself /herself in carrying out the learning process. While the specific objectives are: (a) the teacher has skills in diagnosing learning difficulties and finding solutions, (b) the teacher has the skills to implement the lesson using the effective strategy, and (c) the teacher has a positive and critical attitude toward the quality of learning. [6] Departing from the general goals and the specific goals described above, both share the same goals of supervision: developing better learning and teaching situations. Improvement of teaching efforts aimed at the achievement of the ultimate goal of education is the personal formation of children maximally. The current teaching and learning situation in schools illustrates a very complex situation. The complexity of this situation is due to objective factors that affect each other, resulting in decreased learning outcomes. Therefore, it is necessary to have a solution to restore the spirit and better teaching and learning situation. With the success indicators of the implementation of clinical supervision are: (1) the improvement of teachers' ability to plan, implement, evaluate the implementation of learning, (2) the quality of learning becomes better, and (3) there is a collegial relationship between school supervisors and teachers in solving learning problems. Therefore, clinical supervision is an important part of efforts to improve school performance, especially through improving the learning process.

The procedures of the school superintendent in implementing clinical supervision by Sudjana consist of (a) preliminary meetings, (b) teacher teaching observations, (c) reverse meetings and (d) follow-up.[6] In the clinical supervision of the collaborative approach, according to Sahertian said that there are specific behaviors of supervisors in supervising namely: (1) listening to problems raised by the teacher so that the solution can be fully understood, (2) present problem-solving alternatives for combined with alternative solutions performed by the teacher, (3) solve the problem in this case *supervisor* with the teachers to discuss and implement the best alternative solutions, (4) *supervisor* with the teacher entered into negotiations to divide the tasks in order to implement the chosen alternative solutions.[8]

It can be concluded that the clinical supervision of the collaborative approach is a guidance process aimed at assisting professional development of teachers especially in teaching performance based on observation and analysis of data as thoroughly and objectively as a guideline for changes in teaching behavior. The main objective of clinical supervision is to assist the teacher by making improvements, arranging learning tools, teaching and learning situations, implementing cooperative learning models and using appropriate teaching skills.

## **II. Research Methodology**

This research was conducted in two schools namely Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency. The sampling technique is determined by *purposive sampling* or intentionally by certain considerations. Subjects in this study were five teachers, consisting of three teachers who teach in Senior State High School 1 Sidikalang and two teachers who teach in Senior State High School 2 Sidikalang District precisely in class X with economic subjects.

The object of research is the ability of teachers implement cooperative learning model *make a match*. To improve the ability of the teacher, mentoring is done through clinical supervision by *supervisors* (superintendent of schools) with a collaborative approach. The school superintendent acts as a *supervisor* and researcher acting as an observer and facilitator.

This study uses qualitative research type of action (*action research*), to improve the ability of teachers to use cooperative learning model *make a match*. This study uses action research (*action research*) school. School action research is a research that uses a cycle, ie research conducted with continuous or repeated until the goal of the study is achieved. This action is planned two or more cycles depending on the achievement of the goal. Clinical supervision is done by collaborating between school supervisors, supervised teachers and researchers. The cycle stages are as follows: (1) planning; (2) implementation of activities; (3) observation; And the last stage (4) reflection. The stage of each cycle can be seen in the figure 1.

Data collection techniques are used in this study is as follows: (1) observation, (2) interviews, and documentation. The tools used to collect data include: (a) the assessment sheet study Learning Implementation Plan (RPP), (b) the observation sheet to assess the ability of teachers to implement cooperative learning model *Make a match*, and (c) observation sheet of the implementation of clinical supervision.

### III Result and Discussion

#### 3.1. Research result

The description of the research results is made in an integrated and systematic way with the cycle strategy. This research was conducted in two cycles at each school supervised, namely Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency. Each cycle consists of four stages: planning, implementation, observation, and reflection conducted between *supervisors* with teacher training with the aim of improving teachers' ability to implement cooperative learning model *make a match* through clinical supervision with a collaborative approach. In this study, the school superintendent economic subject areas as the main actor or *supervisor* in conducting the periodic review of the RPP has been prepared teachers and classroom observation to see the teachers' ability to implement cooperative learning model *make a match*.

The researcher conducted an interview with the supervisor of economic subjects in Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency about the supervision done before. Based on the results of these interviews, obtained preliminary data that the general ability of teachers is still low, especially in planning the learning and in carrying out learning activities. One of them is the teacher does not follow the procedure or the learning steps contained in the Learning Implementation Plan (RPP).

The data is reinforced by the results of observations in preliminary or pre-cycle studies conducted by researchers on economic teachers in Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency, obtained the results of the study of the RPP that has been compiled teacher is still classical. RPP compiled yet contains steps type of cooperative learning model *make a match* and during the process of learning is not in accordance with the implementation of the measures contained in the RPP.

#### 3.2. Discussion

##### a. Cycle I

Based on observation activities (observation) in the first cycle, the findings of supervisors (*supervisors*) regarding teachers' ability to implement cooperative learning type *make a match* can be described as follows:

- **Master's Ability to Prepare RPP**

Based on data from the recapitulation of the review of the RPP, the supervisor (*supervisor*) observed that in general the lesson plan drawn up by the teacher trainer who has yet to reach the indicators of success are the aspects of indicators of achievement of competencies, learning objectives, measures of learning activities yet contains steps learning model cooperative *make a match* with a complete and assessment. It can be seen from the RPP compiled by the teacher does not cover all the components listed in the instrument of study of RPP.

- **Applying Master Capability Model Cooperative learning teachings Model Make a match type**

Based on data from the recapitulation of the observation ability implement cooperative learning model *make a match*, the supervisor (*supervisor*) observed that in general the syntax unmet perfectly is the time to orient students to explore the understanding does not convey the purpose of learning, teacher training has not been able to implement cooperative learning model *make a match* with the type of good, less precise time management, and in closing the learning teachers do not make conclusions. It is based on the observation of supervisors (*supervisors*) when carrying out observations in the classroom when teachers teaching by applying cooperative learning model *make a match* where there is a syntax that is not implemented.

**Reflection (Reflection) Cycle I:** At this stage of the first cycle of this reflection, the supervisor (*supervisor*) and teachers to discuss the deficiencies found during the observation (observation) I, which in terms of the preparation of lesson plans and application of cooperative learning model *make a match* type that can be explained as follows:

- **The ability of teachers to prepare RPP**

Some of the general shortcomings that are still found in the training teacher's RPP are, among others, the indicators of competency achievement has not fulfilled the 4 elements, the learning objectives have not fulfilled the 4 elements, the core activities have not fulfilled the 4 elements, and the assessment has not fulfilled the four elements. Supervisors (*supervisor*) and teachers to discuss these shortcomings and to guide teachers to be more able to prepare lesson plans with cooperative learning model *make a match* properly.

- **Teachers' ability to implement cooperative learning model *make a match***

In the implementation of cooperative learning model *make a match*, the general shortage still to be found by the supervisor (*supervisor*) at the time of the teacher training teaching is at the time of presenting the material, to orient students to explore the understanding, guiding students in pairs to learn and work, time management, evaluation and reward (*reward*). Supervisors (*supervisor*) and teachers to discuss these shortcomings and to guide teachers trained to be more able to implement cooperative learning model *make a match* type.

However, at this stage of the cycle reflection I have already seen an increase in the ability of teachers to implement cooperative learning model *make a match* when compared to the pre-cycle stage. For example, the pre-stage of the cycle, many components of the RPP is not listed and implement cooperative learning model *make a match* is still very poor. The increase is a result of the guidance and coaching activities carried out by supervisors (*supervisors*) through clinical supervision to the teacher trainer.

Based on the above data analysis can be concluded that in the first cycle the average value of the economic ability of teachers in preparing lesson plans is 82.08 in *both* categories, and the average value of teachers' ability to implement cooperative learning model *make a match* was 70.40 in the

category *enough*. From these results it can be concluded that the first cycle of economic increase teachers' ability to implement cooperative learning model *make a match* than in the pre-cycle stage. In other words, it can be stated that clinical supervision with a collaborative approach can improve the economics teacher in implementing cooperative learning model *make a match*. However, the increase has not reached the success indicator of the action that has been set so that it needs to be done back guidance in cycle II.

#### **b. Cycle II**

Cycle II is carried out with a series of implementation actions from planning, implementation, observation and reflection.

**Reflection (Reflection) Cycle II:** At this stage of the second cycle of reflection is seen an increase in the ability of the economics teacher in the learning process both in preparing lesson plans and in implementing cooperative learning model *make a match*, there was an increase from the first cycle to the second cycle. With the guidance of clinical supervision with a collaborative approach by supervisors (*supervisors*), achieving the ability of teachers in each of these aspects in both the preparation of lesson plans and implement cooperative learning model *make a closer match* very well.

In the second cycle the average value of the ability of teachers in preparing lesson plans is a *very good* 91.25 in the category and value teachers' ability to apply learning model *make a match* was 88 in *both* categories. Based on this it can be said that the actions of clinical supervision with a collaborative approach to improve the economics teacher in implementing cooperative learning model *make a match* in the second cycle has been successful because it has reached an indicator of success has been the implementation of previous actions.

The description of the research results is made in an integrated and systematic way with the cycle strategy. This research was conducted in two cycles at each school supervised, namely Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency. Each cycle consists of four stages: planning, implementation, observation, and reflection conducted between *supervisors* with teacher training with the aim of improving teachers' ability to implement cooperative learning model *make a match* through clinical supervision with a collaborative approach. In this study, the school superintendent economic subject areas as the main actor or *supervisor* in conducting the periodic review of the RPP has been prepared teachers and classroom observation to see the teachers' ability to implement cooperative learning model *make a match*.

The researcher conducted an interview with the supervisor of economic subjects in Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency about the supervision done before. Based on the results of these interviews, obtained preliminary data that the general ability of teachers is still low, especially in planning the learning and in carrying out learning activities. One of them is the teacher does not follow the procedure or the learning steps contained in the Learning Implementation Plan (RPP).

The data is reinforced by the results of observations in preliminary or pre-cycle studies conducted by researchers on economic teachers in Senior State High School 1 Sidikalang and Senior State High School 2 Sidikalang District Dairi Regency, obtained the results of the study of the RPP that has been compiled teacher is still classical. RPP compiled yet contains steps type of cooperative learning model *make a match* and during the process of learning is not in accordance with the implementation of the measures contained in the RPP.

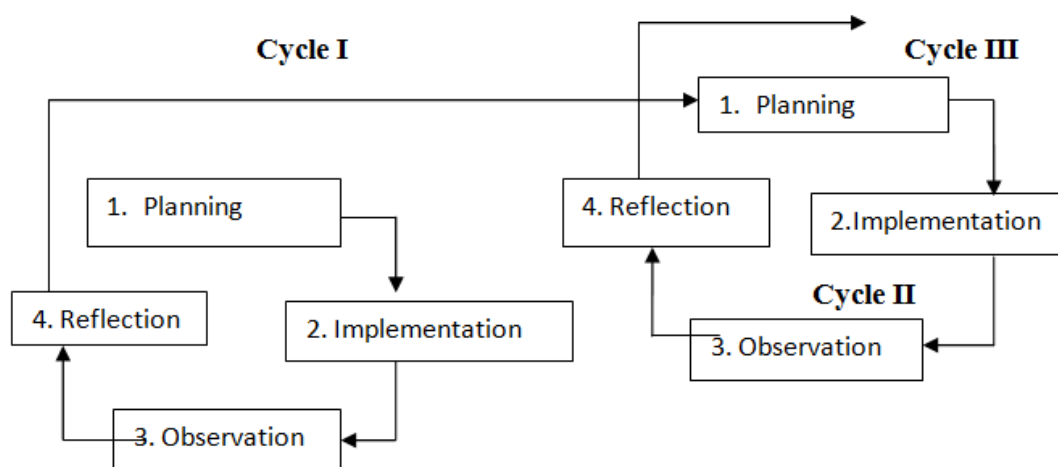
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#### IV. Figure



#### V. Conclusion and Suggestion

##### 5.1. Conclusion

1. The average value of the ability of teachers in preparing lesson plans with cooperative learning model *make a match* the increase. This can be evidenced from the results, which showed pre-cycle average value obtained was only 58,34 with *less* category, then the first cycle increased to 82.08 with *good* category and the second cycle increased to 91.25 with the category *very well*.
2. The average value obtained economics teachers in the application of learning models *make a match* also increased. This is shown by the results of research on the pre-cycle values obtained an average of 57.45 with a category *is less* then the first cycle increased from the pre cycle of the average value of 70.40 with *enough* categories and the second cycle to achieve improved, namely into 88.00 with *both* categories.

##### 5.2 Suggestion

1. Teachers that: m Enhancing the capabilities and skills in developing learning tools, carry out renewal and development in the use of learning models to improve the quality of learning in the classroom.
2. For Principal that urges teachers to implement cooperative learning models one type of cooperative learning model *make a match* that can be used as an alternative in the implementation of the learning process.
3. For School Supervisors to carry out regular guidance and guidance to their supervised teachers, one of them performs a clinical supervision in improving teachers' teaching skills.
4. For the Department of Education North Sumatra province, should provide training and supervision to supervisors (*supervisors*) to broaden the supervisor on the application of clinical supervision in a strict monitoring and continuous to teachers under its assistance in providing training on learning models so that the quality of teaching and teachers become better And supervisors together with teachers are able to improve the quality of education, especially in Sidikalang District, Dairi Regency.
5. For Other researchers, is expected to be one of the referral to conduct deeper research on learning models, especially with regard to cooperative learning model *make a match* type.

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