The Improvement of Teacher Classy Ability Implements the Paikem Learning Model through the Applicationof Clinical Supervision in SD Rk Setia Budi Medan

[*]Tiurma Sinaga[1], Saut Purba[2] Aman Simare-Mare[3]
[1](Post Graduate State University Of Medan, Indonesia)
[2](Lecturer State University Of Medan, Indonesia)
[3](Lecturer State University Of Medan, Indonesia)
Corresponding Author: TiurmaSinaga[1]

Abstract : This study aims to determine the improvement of classroom teacher's ability to implement PAIKEM learning model through the application of clinical supervision with collaborative approach in SD RK Setia Budi Medan. The sample of 10 people is determined based on purposive sampling technique. The study was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. Data collection through interview, observation, and documentation. The results concluded: (1) In the pre cycle showed that teachers in general have not applied learning model PAIKEM. (2) In the first cycle the teacher ability scores apply the learning model PAIKEM = 52.22 (very less). In the second cycle the ability of teachers increased significantly ie 95.46 (very good). (3) Student activity on first cycle average score = 65 (less category). While in the second cycle has increased quite high with the average score = 91.67 (very good). The findings of this research, through the application of clinical supervision with a collaborative approach can improve the teaching skills of classroom teachers with PAIKEM learning model.
Keywords: Teacher class capability, PAIKEM Study Model, ClinicalSupervision, Collaborative Approach

I.   Introduction

Teacher as one of the determinants of the success of education is demanded by professionals in addition to having certain academic qualifications, he must have pedagogical competence, personality competence, social competence, and professional competence that support his duty as an educator said that Law of National Education System No. 20 year 2003.[1]. Furthermore, professional teachers should ideally master the various models of learning and able to apply them according to the condition of students. In SekolahASasar.Net disclosed a fact that the competence of our teachers nationally is still relatively low. Similarly, not all teachers are able to master learning models and apply them according to student conditions and learning objectives.[2]

The PAIKEM learning model is one of the cooperative learning models recommended by UNESCO. PAIKEM's learning according to Rusman is a translation of the four pillars of education proclaimed by UNESCO; (1) learning to know, (2) learning to do, (3) learning to be (learning to be yourself), (4) learning to life together (learning to live together-social). PAIKEM learning has advantages namely; Centered on students, creating a lively and fun learning environment, encouraging students to participate actively, students become bold and creative, students learn to create ideas and innovate, learning becomes effective and weighty. This learning model uses multi method and multimedia, students work in teams, direct practice, can use the environment as a means and learning resources, done inside or outside the classroom, appreciate the uniqueness of each student and pay attention to its development holistically (logic, skill , And ethics).[3]

Furthermore, the quality of learning is expected to increase if the teacher is able to do learning model PAIKEM. One of the efforts to improve teachers' ability is through assistance in clinical supervision. Clinical Supervision is a supervisory service to teachers to improve and improve the quality of their competence. Primarily this supervision is done by collaborative approach (Colaborative Approach) that is collegial-welfare, Sahertiansaid that In this approach the supervisor (a) in a relaxed and friendly atmosphere expresses the purpose of supervision, (b) together the teacher agrees the activities to be performed in supervision, (c) observes the teacher during the learning process, (d) helps the teacher solve the problem, (E) negotiating with the teacher for follow-up coaching in the next cycle.[4]Research thinking framework in figure I.

II. Research Methodology

This research uses school action research in order to improve the ability of classroom teachers using PAIKEM learning model. Research is carried out continuously (using cycles) until the research objectives are achieved. The research was conducted at SD RK Setia Budi located in Medan Perjuangan Sub-district, Medan City from March 2017 until April 2017. The sampling technique was determined by purposive sampling based on the criteria; Senior teachers, permanent foundation teacher status, certified educators, class I teachers up to V. Subjects were 10 subjects. The object of research is the ability of classroom teachers to apply learning model PAIKEM. This research is said to succeed if the average value of teachers' ability to use PAIKEM learning model reaches at least 80 and at least 80% of subjects can use the learning model PAIKEM. Value categories are determined as follows: Scores of 90-100 (very good), 80-89 (good), 70-79 (enough), 60-69 (less), 60 down (very less).

III. Result And Discussion

3.1. Research result

The initial condition that the teachers have not implemented the learning model PAIKEM. After the socialization of the teachers make the lesson in accordance with the model of learning PAIKEM. The results show that initially only 10% of teachers have the ability to make preparation (RPP) of PAIKEM learning model with a value of 85.42 (good). While 90% of teachers belong to enough category. The average value of the teacher's overall ability was 77.08 (enough). Supervisors give every teacher a chance to revise the RPP. In the first cycle researchers together with Supervisors make the planning and prepare things that are necessary in the implementation of the supervision is to determine the schedule of supervision, studying the instrument of observation, preparing supporting facilities such as stationery, camera, handycam.

In the conduct of the Supervisory conduct a preliminary meeting (initial dialogue) with each teacher in an intimate, friendly, empathetic communication. The teacher realizes that the learning done so far is still centered on the teacher, two-way communication only between teachers and students while communication between students almost did not happen. Learning becomes less fun and even too serious for elementary school age. Supervisors and teachers review the revised RPP. The result is that each teacher has an increase of ability to make RPP with PAIKEM learning model that is 50% of teachers able to plan learning in very good category and 50% more classified good category. Overall, the teachers succeeded in making the RPP with an average score of 90.2 (very good category).

Based on observations made by supervisors and researchers, the teacher's ability to apply learning model PAIKEM in the first cycle is as follows; Only 10% of teachers succeeded in either category with a score of 84.72. Furthermore 30% of teachers in the category of less with a score between 60-69 and the remaining 60% are very less. While the average value of the overall ability of teachers is 52.22 (very less).

Furthermore, learning atmosphere and student activity in following learning model of PAIKEM that is 10% class succeeded in creating student learning atmosphere in accordance with learning model of PAIKEM with value 91,67 (very good). Furthermore, 10% of classes with a score of 77.08 (enough), 40% of the class score between 60-69 (less) and 40% more classified in very low categories with values below 60. The overall average value is 65 (less). After the next observation is done reflection, by supervisor with teacher to analyze and discuss result of action of teacher during learning process. Some findings that teachers seem to try to make the best but still falling on the teaching of the old pattern that is still centered on the teacher, communication is still two-way, classroom including student seat position has not been arranged in such a way to support the interaction between students, And frequently asked questions, do not give students the opportunity to ask questions. Only a few have applied the method of discussion. Most teachers are so nervous that they lose learning steps. Based on the whole process in the first cycle can be concluded that the ability of teachers to apply learning model PAIKEM not been successful. Therefore researchers, supervisors, and teachers plan second cycle activities. In the second cycle the supervisor re-conducts meetings and dialogue with the teacher in a relaxed, familiar atmosphere, humanitarian communication to create good cooperation. Supervisor invites teachers to recall the first cycle reflection points. The point is a major concern of improvement in the second cycle. Based on observations made by supervisors, researchers, and third observers, the teacher's ability to apply PAIKEM model learning is as follows: 80% of teachers score 90-100 (very good category) and 20% score between 87 to less than 90 Category either). Scores of all teachers averaged 95.46 (very good). Similarly, the learning atmosphere and student activities following the learning model PAIKEM are as follows; The average of the whole class succeeded in creating an atmosphere of learning model of learning PAIKEM with score 91,67 (very good) with details 60% class got score between 90-100 (very good) and 40% class with score between 80-89 (good). The results of the second cycle reflection show improvement of teacher ability. Master seemed satisfied with the progress achieved and was grateful for this clinical supervision activity. Supervisors and researchers appreciate each teacher with all the efforts undertaken to obtain change / improvement. In this second cycle the teachers appear to be ready both mentally and the means of instructional media used. Some

teachers even use the projector as a learning medium that helps the second cycle succeed. Supervisor invites teachers not to stop there but continue to practice to develop their professionalism as a certified teacher. The results can be expressed in the table I is Recapitulation of Teacher Ability Score applied PAIKEM Learning Model at Cycle 1 and 2and Table 2 is Recapitulation of Student Activity Score in following learning of PAIKEM Model at Cycle 1 and 2

3.2. Discussion

This research gives an idea that the ability of classroom teachers to apply PAIKEM learning model in SD RK Setia Budi Medan can be improved through clinical supervision activities. Clinical Supervision is implemented as a set of collaborative guidance processes aimed at assisting the professional development of teachers, changing the behavior of teaching teachers to a better level. The increase is seen from several factors ranging from the ability of teachers to prepare lessons in the form of RPP in accordance with the learning steps model improved PAIKEM. RPP prepared by teachers at first did not reflect the atmosphere of PAIKEM. Only 10% of teachers get a good category RPP score and 90% of teachers are sufficient category. The overall average ability of teachers preparing PAIKEM model learning is 77.08 (enough). This also indicates that lessons learned prior to supervision have not generally used the PAIKEM learning model. Furthermore, when the teachers were given an opportunity to improve the RPP the results were excellent, the average score of all teachers increased significantly to 90.2 (very good). Furthermore, the results of the first cycle supervision describes the ability of all teachers to implement learning model PAIKEM very less with the average value obtained 52.22. Of all teachers only one person (10%) able to implement learning model PAIKEM with the acquisition value of 84.72 (good category). The rest 30% of teachers score 60-69 (less category) and 60% of teachers score below 60 (category very less). The second cycle clinical supervision generally takes place with great satisfaction. Teachers successfully apply the model of learning PAIKEM, the method used is not limited to lectures and question and answer but has been more varied. Even low grade teachers who are first and second class are able to guide students discussing and presenting the results of their group discussion. This action research shows that the clinical supervision conducted in SD RK Setia Budi Medan succeeded in increasing the ability of classroom teachers to apply PAIKEM learning model. This research is supported by research conducted by Amani Luh that the implementation of clinical supervision can improve the ability of teachers in managing the learning process. [5] Similarly, Rugaiyah research developed guidelines for information-based clinical supervision and technology to guide teachers to improve their teaching competencies. The activity of the students in the first cycle of only one grade received an average score of 91.67, one more grade earned an average of 77.08 and the rest under 70. While the average overall student activity score (10 classes) was 65 (less category). Student activity in the learning is in line with the ability of teachers to implement lessons with PAIKEM model is still low. In the second cycle there is an increase; Student learning atmosphere turns into relax and fun, students are more active in learning process, student opportunity creative and open innovation. Students learn to communicate group findings through presentations, students dare to discuss, multi-direction communication takes place, learning becomes effective.[6] The result of this research is in line with Nurhayati's research which found that the participation of learning and learning achievement of grade V students of SD NegeriTuri 1, Sleman of Civics Study Semester 1 Year Lesson 2013/2014 can be enhanced through Active, Creative, Effective and The results of this study also supports.[7]Astuti's findings in his research that there is improvement in learning after clinical supervision.[8]

IV.   Figure
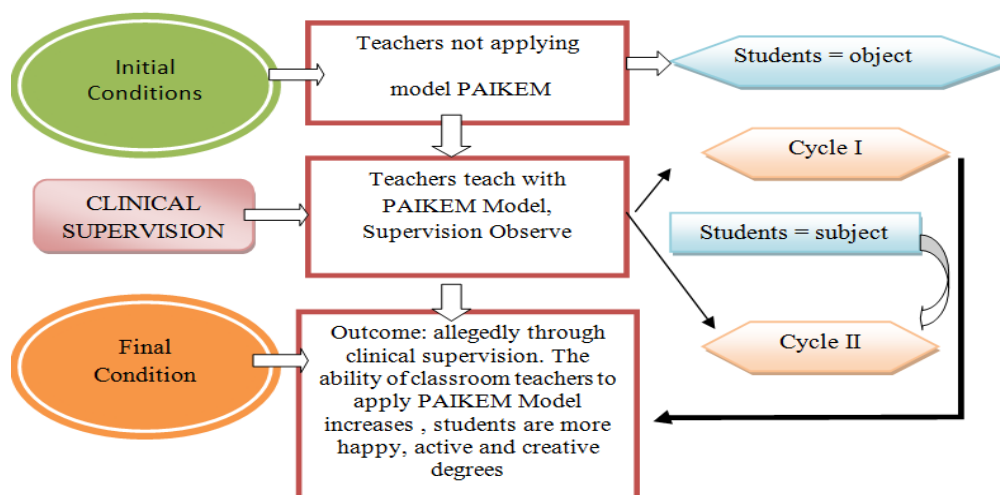
Figure 1: First Picture

Table

Table: 1 Recapitulation of Teacher Ability Score applied PAIKEM Learning Model at Cycle 1 and 2

NO	Teacher Name	Observer						
		Cycle 1		Average and Value	Cycle 2			Average and Value
		P.1	P.2		P.1	P.2	P.3	
1	Gaol	21	22	21,5=59,72	35	35	36	35,33=98,15
2	Mari	21	23	22=61,11	34	35	32	33,67=93,52
3	Bon	12	14	13=36,11	36	35	33	34,67=96,3
4	Elix	9	13	11=30,56	30	31	33	31,33=87,04
5	Elma	20	25	22,5=62,5	36	36	33	35=97,22
6	Esli	26	22	24=66,67	33	34	36	34,33=95,37
7	Lind	14	12	13=36,11	32	32	33	32,33=89,81
8	Mia	30	31	*30,5=84,72*	36	36	36	36=100
9	Meg	12	12	12=33,33	36	35	32	34,33=95,37
10	Lum	17	20	18,5=51,39	36	36	36	36=100
Score all teachers cycle 1 = 522,22:10 = 52,22 and on cycle 2 = 954,63:10 = 95,46								

Table: 2 Recapitulation of Student Activity Score in following learning of PAIKEM Model at Cycle 1 and 2

NO	Teacher Name	Observation Result						
		Cycle 1		Average Percentage	Cycle 2			Average Percentage
		P.1	P.2		P.1	P.2	P.3	
1	Gaol	66,67	70,83	68,75	91,67	87,5	91,67	90,28
2	Mari	66,67	66,67	66,67	87,5	87,5	91,67	88,89
3	Bon	54,17	62,5	58,34	95,83	95,83	95,83	95,83
4	Elix	45,83	54,17	50	79,17	87,5	87,5	84,72
5	Elma	66,67	66,67	66,67	100	100	91,67	97,22
6	Esli	70,83	83,33	77,08	87,5	100	95,83	94,44
7	Lind	58,33	66,67	62,5	83,33	91,67	91,67	88,89
8	Mia	91,67	91,67	91,67	100	100	91,67	97,22
9	Meg	45,84	41,67	43,76	75	79,17	91,67	81,95
10	Lum	62,5	66,67	64,59	100	100	91,67	97,22
Percentage of student activity→ Cycle 1 = 650,03:10=65, and on Cycle 2 = 916,66:10=91,67								

V. Conclusion And Suggestion

5.1. Conclusion
1. The ability of classroom teachers to apply PAIKEM model learning can be improved in SD RK Setia Budi Medan.
2. Clinical supervision with a collaborative approach can help classroom teachers improve their ability to apply the PAIKEM learning model
3. The ability of classroom teachers to apply learning model PAIKEM can improve the quality of student learning in SD RK Setia Budi Medan.

5.2 Suggestion
1. For all elementary school teachers at the elementary level to always improve the quality of their learning by practicing continuously using learning models especially PAIKEM model
2. For supervisors and principals to apply clinical supervision as an effort to provide maximum service to teachers who have been certified or not yet so as to improve the professionalism in teaching and create a fun and quality learning process.

References

[1]. Of the National Education System Law no. 20 of 2003 article 10.
[2]. Primary School Education Portal 2016 Certification does not AffectTeacher Competence, in http://www.sekolahdasar.net/2016/04/aniescertif-tidak-pengaruhi-kompetensi-guru.html, accessed April 2016
[3]. Rusman, 2014, Learning Models, Jakarta: PT RajaGrafindoPersada
[4]. Sahertian, PA 2010. Basic Concepts and Technical Supervision in EducationFramework for Human ResourceDevelopment. Jakarta: RinekaCipta.
[5]. Amani, Luh, et al, 2013, Implementation of Clinical Supervision in Orderto Improve Teacher's Ability to Manage Teaching Process in ElementarySchool Teachers VII Cluster SawanSubdistrict, Journal of GraduateProgram of Ganesha University of Education, Department of PrimaryEducation, Volume 3
[6]. Rugaiyah, 2016, Development of Clinical Supervision Model Based onInformation and Technology, Journal of the Horizon of Education, Th.XXXV, No. 3
[7]. Nurhayati, 2016, Increasing Participation and Achievement of CivicLearning with PAKEM Model of Elementary School Students, Journal ofPrimary School Research, Vol. 2 No.1
[8]. Astuti, EningYuniSoleh, 2016, Improving Teacher Professionalismthrough Clinical Supervision with Lesson Study Approach at MadrasahTsanawiyahBantul Kota, Journal of Madrasah Education, Vol. 1 number 1