

## **Improving The Ability of Fiqh Teachers to Applying Problem-Based Learning Model Through Clinical Supervision in MTs**

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**Abstract:** *The aim of this research is to Determine the improvement of the ability of teachers to applying problem Fiqh -based learning through the clinical supervision models in Islamic. The Method of this research is the School Action Research, in the District of Batang Private MTs Quiz is MTs.SBustanul the which include Ulum, MTs.SDarullmi, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmalFiqh teacher with 5 as the research subjects. The object of this research is the application of clinical supervision to improve the ability of Fiqh teachers to applying problem-based learning models. The results of this reasearch shown: That on the first cycle of the implementation the clinical supervision, the average value of the ability of Fiqh teachers to planning the learning is 78.00 as enough category, to applying problem-based learning models in process of the study 66.00 is enough as a category, and evaluating the learning is 70.00 as the category enough; The second cycle, the average value of the ability of Fiqh teachers to planning the learning is 92.00 as very good category, to applying problem-based learning models is 87.00 as good category, and evaluating the learning is 92.50 as very good category.*

**Keywords:** *Problem Based Learning, Clinical Supervision*

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### **I. Introduction**

Law No. 20 of 2003 on the national education system states that "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control , personality, intelligence, noble character, and skills needed him, society, nation and state. "thus, education should really be directed to produce quality human in the sense of mastering science and be able to compete, noble character and has morals noble.

To improve the quality of education in Indonesia the government has issued Law No. 20 of 2003 on National Education System which is reflected in the formulation of national education vision and mission, and to realize the vision and mission of each organizer and education units given baseline. The basic reference is the National Standards as mandated in UUSPN (Act of the National Education System), 2003, article 35 and in Government Regulation No. 19 Year 2005 on the National Education Standards (NES) contains a minimum criteria of educational component that allows all levels and educational pathways to develop an optimal education according to the characteristics and peculiarities of the program. Scope of National Education Standards include content standards, process standards, competency standards, the standards of educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

One effort to improve the quality of education is to overcome the problems in the process of learning (PBM), which generally occurs in class where all the action is formally made. In this case the class is where all the activities that teachers and their students in implementing the learning process.

Improving the quality of education in schools, can not be separated from the role of human resources, namely teachers, principals, employee administration, other educational personnel. Teachers and principals are in direct contact on learning activities and ensure responsible learning services received by learners performed according to standards set by the government. While the principal is the person who was given the task and responsibility to provide assistance to teachers to overcome the difficulty of teaching. As educators, teachers are not necessarily able to enhance the learning process without the role of the principal as a leader and as a supervisor at the school.

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A major problem in today's formal education is still low absorptive capacity of learners. This is apparent from the average learning outcomes of students is low. The learning process in schools is generally not show learning system that invites students to actively think and act digging her existing potential. Such an attitude may be due to less varied teaching methods, as well as the subject matter is relatively more difficult. It indirectly affect poor performance of student learning. This situation is the result of learning conditions are still conventional and do not encourage students to be more active during the learning process. In a substantial sense, that the learning process until today still give dominance lack of teachers and provide access for learners to develop independently through the discovery in his thinking process.

Professional teachers are required to be able to show his skills as a teacher in front of class. Components that must be controlled is to use an assortment of varied learning model that can attract student interest and teacher is not just enough to give a lecture in front of the class. This does not mean that the lecture method is not good, but at some point the student will be bored if only the teachers themselves who spoke, while students just sit down, shut up and listen. Boredom in the dictations, teachers can kill the spirit of student learning. In addition there are subjects that are less apt to be delivered through a lecture and more effectively through other methods.

One requirement that must be held by teachers in implementing the learning is the ability to apply learning model. The ability of a master plan or selecting and applying appropriate learning models when implementing learning on learners, have a role in improving learning outcomes, particularly the achievement of learning goals in detail. Istarani (2011: 1) states that the learning model is presenting a whole series of teaching materials covering all aspects before, while and after learning that teachers and all related facilities are used directly or indirectly in the learning process.

Arends in Trianto (2011: 25) states that there are six models and practical teaching that is often used by teachers in teaching, namely: (1) presentation; (2) direct teaching; (3) teaching concept; (4) cooperative learning; (5) teaching based on problems; and (6) the class discussion. Teachers who want to implement learning in students, in choosing a model to be applied, you should consider a few things, such as the subject matter, students' level of cognitive development and infrastructure or facilities provided, so that the learning objectives have been set can be achieved.

Among the six models were expressed, problem-based learning model is an approach to learning that uses real-world problems as a context for students to learn about critical thinking and problem solving skills as well as to acquire knowledge of the essential concepts of the subject matter. The use of problem-based learning model can change the focus of learning that has been centered on the teacher becomes a student-centered (*learner-centered*) where in the learning activities of students more dominant active role.

According to Tan (2003) in Rusman (2012: 229) problem-based learning is an innovation in learning for the PBM students' thinking skills truly optimized through group work or team systematically, so that students can empower, sharpening, test and develop the ability berfikirnya on an ongoing basis. The main goal is not the problem-based learning delivery vast amount of knowledge to the students, but rather on the development of critical thinking skills and problem solving skills and also develop the ability of learners to actively construct their own knowledge. Problem-based learning also aims to develop independent learning and social skills of learners. Independent learning and social skills can be formed when students collaborate to identify the information, strategies, and learning resources that are relevant to solve the problem. The characteristics of problem-based learning is learning begins with the provision of the problem, usually have a problem with real-world context, students in groups actively formulate the problem and identify the gaps of their knowledge, learn and find your own material related to the problem and provide a solution to these problems. Meanwhile, the teacher simply act as a learning designer who designed the scenario of the problem, become facilitators and mediators in the learning process, with the problem-based learning to the teacher-centered learning can be converted into a student-centered.

Research of Ma'arif (2015) concluded that problem-based learning model applied in SMA Negeri 1 Piyungan especially 3rd grade XI and XI IPS-1 sudah implemented, according to the planning procedure systematically arranged and there is no obstacle that means , In addition, the learning routine has been made easy with the LCD projectors, laptops for those who have or mobile phone that can be used browsing and reference books from the library as a medium to solve the problems of the learning material and problem-based learning subjects PAI in class XI -3 and XI IPS-1 has been running effectively, both of process and learning outcomes. The average value of formative test results have met KKM standardization subjects PAI. Dalam effectiveness of the process, the students of class XI IPA-3 is more competitive and active in the learning process, but the results of the report is less than perfect. If a class XI IPS-1 results a more complete report, but the implementation of passive learning and group discussion activities.

From these studies it appears that the use of problem-based learning model in the field of jurisprudence studies can enhance students' critical thinking skills, improve student learning outcomes as well as the occurrence of meaningful learning in students so that values can form the character of the students as well as

the character and personality of students. Problem based learning model is ideal to use to enable students in learning activities. Student-centered learning is better than teacher-centered learning to develop students' thinking skills, to explore the potential in students and makes the students really learn to change behavior that is capable of forming character, character, character and personality of students.

Based on preliminary observations in the District of Batang Private MTs when done *prasurvei* Quiz shows that teachers in the field of study jurisprudence Private MTs District of Batang Quiz still use conventional learning models in the form of lectures. During the learning takes place, when the teacher explains the material seen students less focused attention and listen to the teacher. There are a few students who spoke with his friend when the teacher is explaining the material, some students were seen daydreaming and drowsiness during the lesson. Then, from the results of interviews with DikyHidayat and Zainal Arifin teachers of jurisprudence in the District of Batang Private MTs Quiz, revealed that they know and never apply problem-based learning model, but not to follow the steps exactly problem-based learning. These data confirmed also from the review of the teacher's RPP, RPP which found that use of problem-based learning model of learning, but the steps of problem-based learning in the RPP did not follow the steps of problem-based learning that is consistent with the theory. As a result, in the application of problem based learning in the classroom less than the maximum implemented by teachers. Another problem is the frequency of visits of school inspectors are still rare. The school superintendent just came to visit and meet with the principal. The school superintendent rarely held much less classroom observation to provide feedback on teacher performance.

Based on these descriptions is suspected that there are teachers in MTs Private District of Batang Quiz which has not been able to implement a model of problem-based learning so well that required special treatment by means of clinical supervision collaborative approach, in order to view and resolve the problems faced by teachers related to the application of the model problem-based learning in the classroom.

According Pidarta (2009: 53) that each individual teacher is growing. If this development is served certainly can be more focused and accelerate the pace of development itself and ultimately provide satisfaction to teachers working in the school. One of the actions that can be done to improve the skills of teachers in the use of problem-based learning model by the supervisor is to conduct *supevisi*. There are several models, approaches, and techniques of supervision in education according to Sahertian (2010: 34), namely: Under the supervision model is divided into four sections, among which conventional supervision, scientific, artistic, and clinical. Based approach, namely; with the approach of the directive, non-directive, and collaborative. Furthermore, based on the technique are: supervision of the individual and group supervisory nature. Diverse is expected to facilitate the supervision of supervisors in developing teachers.

Overcome these problems, the researchers need to perform remediation efforts through clinical supervision with a collaborative approach, because the collaborative approach is applied to create an association *kesejawatan* between teachers and teachers, teachers and supervisors to be discussed together what to do and learn together from what Working. In this case the teacher is not the only person who has to solve its own problems, but there are other people involved, and they are the same team position.

Clinical supervision with a collaborative approach that is a blend of approaches directive and non-directive into a new approach. In this approach both supervisors and teachers together, agreed to establish the structures, processes and criteria in the process of the conversation to the problems faced by teachers. The behavior of supervisors in the supervision are as follows: presenting, explaining, listening, problem solving, and negotiation.

Clinical supervision focused on improving the way teachers implement problem-based learning models ranging from designing a lesson plan, implement it in the classroom and evaluate learning using problem-based learning model. With so supervisors can provide quality services for teachers. Clinical supervision could be expected to determine the success of the application of problem-based learning model because the clinical supervision of teachers get the appropriate help with the problems associated with teachers' weaknesses in implementing problem-based learning model. Clinical supervision is done on an ongoing basis to improve the ability of teachers and solve the problems of teachers in implementing problem-based learning model.

Based on the above background, to assess and prove that clinical supervision can determine the success of the application of problem based learning by teachers Fiqh in the classroom is necessary to do research titled "Upgrading Teacher FiqhIn Applying Model Problem Based Learning Through Clinical Supervision in MTs private District of Batang Quiz.

"AccordingIstarani (2011: 35) is a problem-based learning model centered learning models such learners with a variety of problems encountered in life. With this model, learners from the beginning, faced with the problems of life that may be encountered later on when they have graduated from school. With the approach to the problem of authentic student learning so that students can construct their own knowledge, to develop higher skills and inquiry, the student's independence and increase self confidence. *Pembelajaran* models using real-life problems as something to be learned students to practice and improve critical thinking skills and

problem solving as well as gain knowledge of key concepts, in which the task of teachers must focus on helping students achieve self-motivating skills.

Ibrahim and Nur in Rusman (2012: 241) suggests that problem-based learning is one instructional approach used to stimulate students' higher-order thinking in a situation-oriented real-world problems, including learning how to learn. Furthermore Moffit in Rusman (2012: 241) suggests that problem-based learning is an approach to learning that uses real-world problems as a context for students to learn about critical thinking and problem solving skills as well as to acquire the knowledge and concepts that are the essence of the subject matter.

More Howard and Kelson in Amir (2009: 21) says is a problem-based learning curriculum and the learning process. In the curriculum, designed problems requires students gain important knowledge, making them adept at solving problems, and it has its own learning strategies and have the skills to participate in the team. The learning process uses a systemic approach to solve a problem or face a challenge that is later required in career and everyday life ".

Harvest in Rusmono (2012: 74) also said that the learning strategy, students are expected to be involved in the research process that required him to identify the problem, collect the data and use the data for troubleshooting. With the model of problem-based learning then students become more interested in the subject, increase knowledge and improve the ability to solve problems.

From the opinion of the experts above it can be concluded that the model of problem-based learning is a learning model that uses the problems in the real world to engage students actively in the learning process, develop students' skills in problem solving, leading students to think critically and to build knowledge new students, so the purpose of learning can be achieved with good.

Supervision clinic originally introduced and developed by Morris L. Cogan, Robert Goldhammer, and Richard Weller at Harvard University at the end of the decade of fifty years and early sixties (Krajewski) (1982). There are two assumptions underlying the practice of clinical supervision. First, teaching is a highly complex activity that requires observation and careful analysis through observation and analysis, teaching supervisor will easily develop teachers' ability to manage the learning process. Second, teachers who want to develop a more professional requires a collegial manner than the way authoritarian Sergiovanni, (1987). At first, the supervision of the clinic is designed as one model or approach to supervise the teaching of the prospective teachers who are teaching practice. Clinical supervision in the way of "give medicine" made after supervisors held direct observation of the way teachers teach, to hold a "feedback discussion" between the supervisor and the teacher concerned. What is meant by feedback discussion here is the discussion as soon as the teacher finished teaching, and aims to obtain feedback about the merits and weaknesses are for teachers to teach and how to attempt to fix it. (Purwanto, 2012: 90)

In this ditekannannya supervision at the clinic, which is manifested are shape-face relationship between a supervisor and prospective teachers who are practicing. Clinical supervision as a direct attempt to help teachers work effectively together certain groups of students through observation and analysis of the actions of students and teachers in the learning process.

Sagala (2012: 246) explains that clinical supervision is a process of guidance aimed at helping the professional development of teachers / teacher candidates, the appearance of teaching based on observations and analysis of the data closely and objectively as a handle for changes in behavior.

Clinical supervision should be carried out by a trained and qualified in performing their duties. Not everyone is able to perform clinical supervision. As said in Sahertian Swearingen (2010: 21) that there are eight clinical supervision functions, namely: (1) mengkoordinasi all business schools, such as teachers' efforts in teaching, school effort in determining policy; (2) complete the school leadership, such as directing, nurture, guide and influence others to besedia cooperate in achieving the objectives; (3) expand the experiences of teachers, such as group and individual activities; (4) to stimulate the efforts of creative schools, such as the activities of teachers and students who need to be helped and encouraged supervisors; (5) provide facilities and continuous assessment; (6) analyze the teaching and learning situation, such as improving the situation of teaching and learning; (7) provides the knowledge and skills to all staff; and (8) provide greater insight and terintegarsi in formulating objectives and improve the ability of educators to teach the teachers.

## **II. Methods**

### **Place and timestudy**

of this action research conducted MTs.S Quiz Trunk sub-district Deli Serdang regency that includes: MTs.SBustanulUloom, DarulIlmi MTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs. S YP RaudhatulAkmal. Time Action Research conducted in May and June 2017. The implementation of activities in the second semester of school year 2016-2017.

## Subjects Research

Subjects in this study were 5 teachers of jurisprudence class VII MTs Private District of Batang Quiz. The research subject is determined by *purposive*, the sampling technique with a certain consideration (Sugiyono, 2008: 85).

**Table 3.1** Subject Research

No.	Teacher responde	School
1	Muhammad Sopyan, S.Pd.I	MTs. S BustanulUlum
2	PikaFitri Lestari	MTs. S Darulllmi
3	DikyHidayat, S.Pd.I	MTs. S YPI
4	Jufriana	MTs. S Umar Bin Khattab
5	Zainal Arifin, S.Ag	MTs. S YP raudatulAkmal

## Research Design

The design used in this study is Penelitian School Measures taken to improve the skills of teachers use learning model through clinical supervision with a collaborative approach. The subjects were teachers, while acting as a supervisor is the school superintendent.

The study used research model Kemmis and Targart (1982) designed by the stage or the cycle consisting of phases namely planning activities (*planning*), action (*action*), observe (*observation*), and reflect (*reflection*). Activities conducted under clinical supervision with this collaborative approach dilakukann repeated step by step until the growing problem of teachers actually have to be resolved completely or in accordance with the expected goals.

## Techniques and Data Collection Tool

### Data Collection Techniques

Data collection techniques in this action research is interview, documentation, observation and document study assessment syllabus and lesson plans with sub themes enhance the service with an Islamic prayer.

### Data Collection Tools

data collection tool in action research is

1. the observation sheet are carried out during the implementation of learning activities that teachers and takes place in the classroom.
2. Document Assessment study review of RPP RPP is an instrument issued by the ministry of education and culture. Researchers assessed the ability of teachers write lesson plans. Aspects of assessment focused on the ability of teachers to complement the existing komqpenen-kompenen on RPP format like kompenen; (1) write down the identity of the subjects; (2) write down the standard of competence; (3) write basic competence; (4) determining the indicators of achievement of competencies; (5) lists the learning objectives; (6) includes learning materials; (7) describes the allocation of time; (8) methods of learning; (9) measures of learning; (10) the assessment of student learning outcomes; and (11) a source of learning.

## III. Results And Discussion Of Results

### Results

#### Preliminary Research(Prasiklus)

Based on data from the initial study (prasiklus) above it can be concluded that the ability of field studies teacher Fiqh fifth MTs. S District of Batang Quiz designing or preparing lesson plans using a problem-based learning model category with a value less than 58.4, implementing learning using problem-based learning model in the category of very less with a value of 49.00, and evaluate learning by using model-based problem pembelajaran category much less with the value 45.00. Therefore action needs guidance through clinical supervision.

#### Description Cycle I (First)

Based on observations made during the implementation of clinical supervision in the first cycle, the researchers reflect on the implementation of clinical supervision carried out by the supervisor for teachers to improve teacher Fiqh jurisprudence in applying the problem-based learning model MTs.S se -Kecamatan Trunk Quiz Deli Serdang regency that includes: MTs.SBustanulUloom, DarulllmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal.

At this stage of reflection which took place on May 21, 2017, investigators performed data processing and describe the development of a teacher's ability to design and implement a model-based learning masalah.Dari first cycle showed 5 teachers Fiqh ability to implement such a problem-based learning model in Table 4.8 where the average score in the teacher's ability to apply the problem-based learning model learning materials enhance the service with the sunnah prayer classified category enough.

Then the researchers together with the supervisor review the suitability of the implementation of the action if it really is going according to the plan that has been drawn up. Furthermore, researchers and supervisors together in identifying the obstacles and weaknesses faced by teachers during the process of the actions implemented. Then investigators and supervisors to identify forms of behavior change and the ability of teachers to the process of implementation of the action. From the observation in the first cycle, in getting the results that the ability of teachers of jurisprudence in applying problem-based learning model is still not achieve mastery expected value  $\geq 80$  good category.

Furthermore, researchers and supervisors also discussed the advantages and disadvantages of the implementation of clinical supervision has been done on a cycle of I. researchers explain the observations on the implementation of clinical supervision in the first cycle to the supervisor. From the observation of clinical supervision implementation also showed that the implementation of clinical supervision has not reached the value of good category value  $\geq 80$ .

Based on the above data it is recommended that it needs to be improved by continuing the implementation of clinical supervision to the second cycle.

### **Description Cycle II**

Tie the observation of researchers on the implementation of clinical supervision to improve the ability of teachers to apply problem-based learning model concluded that the results of the implementation of clinical supervision on the second cycle conducted by supervisor against teachers FiqhMTs.S Quiz Trunk sub-district of Deli Serdang which includes: MTs.SBustanulUloom, DarulIlmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal to improve the ability of teachers to implement problem-based learning model quite well.

At this stage of reflection which took place on June 7, 2017, researchers perform data processing and describes the significant development of clinical supervision of the implementation of the first cycle and the second cycle was done to improve the ability of teachers jurisprudence in applying problem-based learning model. Then, researchers assessed the suitability of the implementation of measures of supervision with those planned in advance.

On the implementation of clinical supervision in the second cycle shows that the ability of supervisors in the supervision of teachers has increased and this may have contributed to an increase in the ability of teachers Fiqh. From the second cycle showed the ability of 5 teachers Fiqh implementing problem based learning model as follows:

**Table 4.12** Results Teacher Ability FiqhIn Applying Model-Based Learning Problems In Cycle II

o.	Code Master	Aspects		
		Assessing RPP	Learning Implementation	Evaluation of Learning
	G1	90	85	87,5
	G2	95	90	100
	G3	95	80	87.5
	G4	92.5	90	100
	G5	87.5	90	87.5
	<b>average</b>	<b>92.00</b>	<b>87.00</b>	<b>92.50</b>

From Table 4.12 discovered that the average five Fiqh teachers prepare lesson plans is in excellent condition with a value of 92.00 implementing learning using problem-based learning model belonging to categories with nilai 87.00 and an evaluation of learning by using a model-based learning is in excellent condition with the problem of the 92.50 value. In this second cycle, teachers and supervisors are satisfied with the results achieved by the ability of teachers to implement problem-based learning model.

Aspects of the average value of the ability of teachers based on the data above has increased after the act of clinical supervision. The ability of teachers write lesson plans using problem-based learning model has increased from 59.00 at 78.50 prasiklus become the first cycle and 92.00 in the second cycle. The ability of teachers in implementing the learning using problem-based learning model has increased from 49.00 in prasiklus to 66.00 in the first cycle and 87.00 in the second cycle. The ability of teachers in the evaluation of learning by problem-based learning model also increased from 45.00 at 70.00 prasiklusbecome the first cycle and 92.50 in the second cycle.

Based on the analysis performed during the execution of clinical supervision in the second cycle was obtained data showing that the five Fiqhteacher is able to show its ability to use problem-based learning model. From these data it can be seen that the ability of teachers jurisprudence in applying problem-based learning model in the sub-district MTs.S Trunk Quiz Deli Serdang regency that includes: MTs.SBustanulUloom, DarulIlmiMTs.S, MTs.S YPI, MTs. S Umar Bin Khattab and MTs.S YP RaudhatulAkmal classified in the

category very well. It can be concluded that the clinical supervision should not be continued again in the next cycle.

Implementation of clinical supervision carried out by the supervisor against history teachers in sub-district MTs.S Trunk Quiz Deli Serdang regency that includes: MTs.SBustanulUloom, DarullmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal to improve the ability of teachers jurisprudence in applying problem-based learning model in this research has been successfully carried out. This is evident from the increase in the value of the ability of teachers in designing lesson plans using problem based learning model of learning materials enhance the service with extra prayer, implementing the learning in the classroom by using problem based learning and evaluating learning has increased significantly from the start to the first cycle to cycle II. In the second cycle teacher's ability to apply the model of problem-based pembelajaran have reached completeness criteria so that the cycle in this study stopped until the second cycle.

#### **IV. Discussion of Results**

Based on preliminary data collected at the stage praobservasi known that the initial capability of 5 teachers in MTs.SBustanulFiqhUloom, DarullmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal in applying problem-based learning models prior to clinical supervision pertained not been able to apply problem-based learning model. It can be seen from the average value of the Fiqh teacher's ability in preparing lesson plans using a problem-based learning model is 59.00 with relatively less category. Furthermore, seen from the average value of the result of the ability of teachers to apply the model of problem-based learning in the classroom is 49.00 which is exceptionally less. And the latter can be determined from the average value of the result of the ability of teachers in the evaluation of learning by using problem based learning model that is 45.00 also classified as very less. Third of the votes showed the average teacher Fiqh implementing problem based learning model is 51.00 with a category classified as very less. Therefore, these results can be used as a reference for action guidance through clinical supervision.

From the data pre-observation in mind that the focus of the issues examined in the first cycle is the corrective action against the ability of teachers in designing lesson plans using problem based learning model, using a model of problem-based learning in the learning process in the classroom as well as an evaluation of learning with problem based learning model , In the first cycle Fiqh teacher's ability to implement problem-based learning model has increased with the breakdown as follows: (1) the value of the ability of teachers in designing lesson plans jurisprudence is quite the value 78.50; (2) the value of the ability of teachers to use problem-based learning model in the learning process in the classroom is quite the value 66.00; and (3) the ability of teachers to evaluate learning using problem-based learning model is quite to the value of 70.00. Of these three aspects then showed the value of the ability of teachers to implement problem-based learning model of 71.5 and classified in the category enough.

To overcome the problems occurring in the first cycle, efforts have been made to improve the clinical supervision process so that the outcome is increased and teachers Fiqh increased the ability to apply problem-based learning model in the second cycle. In this second cycle action is more optimal in helping teachers.

In the second cycle, data showed an increase in the ability of teachers to implement PBL learning model with the breakdown as follows: (1) the value of the ability of teachers in designing lesson plans Fiqh quite good with a value of 92.00; (2) the value of the ability of teachers to use problem-based learning model in the learning process in the classroom is quite good with a value of 87.00; and (3) the ability of teachers to evaluate learning using problem-based learning model is quite good with a value of 92.50. Of these three aspects then showed the value of the ability of teachers to implement problem-based learning model in the second cycle is 90.50 with both categories.

Description an average ratio of teachers' ability jurisprudence MTs.SBustanulUlum, MTs.SDarullmi, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal in implementing the problem-based learning model Matei worship to enhance learning Islamic prayer at prasiklus, the first cycle and the second cycle can be seen in the following table:

**Table 4:14.** Results Upgrades Teacher In Applying Problem Based Learning Model In Prasiklus, Cycle I and Cycle II

NO	ASPECTS OF	PRE-CYCLE	CYCLE I	CYCLE II	CLASSIFICAT ION
	Prepare RPP with problem-based learning model	59.00	78.50	92.00	Increase
	Using the model-based learning problems	49.00	66.00	87.00	increase
	Evaluating learning with problem based learning	45.00	70.00	92.50	Ascending

From Table 4:14 seen an increase in the ability of teachers Fiqh MTs.SBustanulUloom, Darullmi MTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal in implementing the problem-based learning model learning materials enhance the service with extra prayer that starts from the first cycle were then increased in the second cycle. Comparison of the value stated in the diagram can be seen in the picture bar chart below:

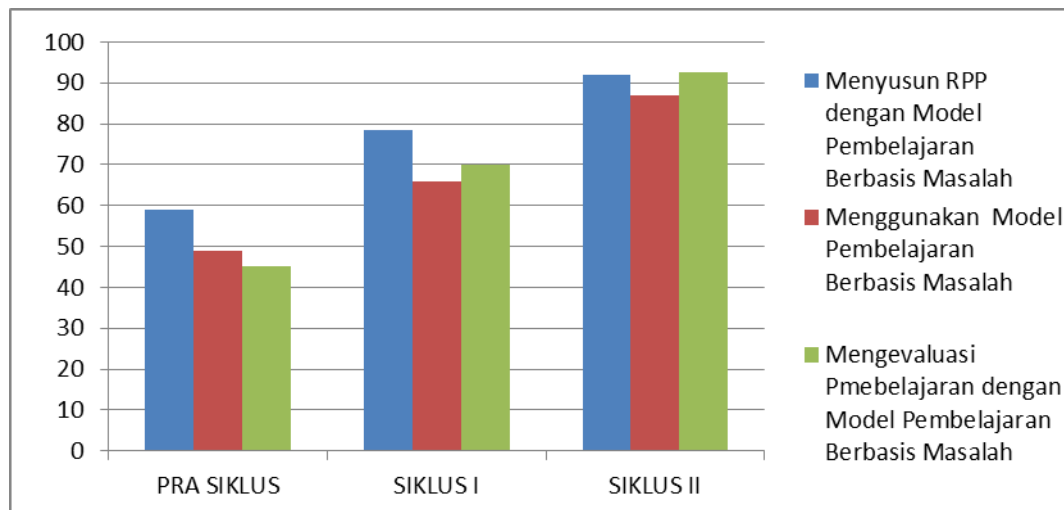


Figure 4.2 Bar Chart Comparison Upgrades History Teacher In Applying Model-Based Learning Problems

Based on Figure 4.2 can be seen an increase in the ability of teachers jurisprudence in applying the learning model of problem-based learning materials enhance the service with prayer sunna, so it can be stated that the clinical supervision can improve the ability of teachers to implement problem-based learning model.

The findings of this research showed that there was significant increase in the ability of teachers to implement problem-based learning model through clinical supervision. Implementation of clinical supervision have tended to make teachers strive more diligently to solve problems encountered in preparing, implementing and evaluating the learning using problem-based learning model. The results are consistent with the theory put forward by Cogan in Sudjana (2011: 113) that clinical supervision is an effort to direct support given supervisors to teachers by means of observing and analyzing the results of the observation time teachers teaching so that teachers become more effective in carrying out the task teaching. In cycles are carried out systematically by the supervisor showed an improvement in the ability of teachers to implement problem-based learning model. Sahertian (2010: 37) also argues that clinical supervision is a process of coaching in education aimed at helping the professional development of teachers in the introduction of teaching through observation and analysis of the data objectively, accurately as the basis for an attempt to change the behavior of teachers to teach. With the implementation of clinical supervision, it can be concluded that there has been a change in the behavior of the teachers teaching in a classroom where the behavior experienced good improvement.

Supervisor conducting clinical supervision to the teacher to approach collegial relationship of equality, *sharing experiences, sharing of ideas*, human and warmth will bring the nature of consciousness itself with the behavior of a good teacher and responsible in order to increase its capabilities in the learning process. Based on the above explanation can be concluded implementation of clinical supervision can improve the ability of teachers.

## V. Conclusion

Based on the results, the analysis conducted in this study be concluded that the ability of teachers Fiqh MTs.S Quiz Trunk sub-district Deli Serdang regency that includes: MTs.SBustanulUloom, Darullmi MTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal in applying problem-based learning model or can be enhanced through clinical supervision. It can be seen from the results prasiklus value, the first cycle and the second cycle. The results showed that at the beginning of the study (prasiklus) prior to the academic supervision of clinical models, the average value of the ability of teachers in planning lessons Fiqh is 59.00 with less category, implementing the learning using problem-based learning model is 49.00 with the category of very less and evaluate the learning is 45.00 categorized as very less. Later in the first cycle of the implementation of supervision, the average value of the ability of teachers in planning lessons Fiqh is 78.00 with enough categories, apply a problem-based learning model is 66.00 with enough categories and evaluate the learning is 70.00 with enough categories. Furthermore, in the second cycle, the average value of the ability of



teachers in planning lessons Fiqh is 92.00 with excellent category, applying the problem-based learning model is 87.00 with good category and an evaluation of learning is 92.50 with very good category. Based on the above data it can be concluded an increase in the ability of teachers FiqhMTs.S Quiz Trunk sub-district Deli Serdang regency that includes: MTs.SBustanulUloom, DarullmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and MTs.S YP RaudhatulAkmal after the act of clinical supervision. The ability of teachers write lesson plans using problem-based learning model has increased from 59.00 in prasiklus, being 78.50 and 92.00 in the first cycle in the second cycle. The ability of teachers in implementing the learning using problem-based learning model has increased from 49.00 in prasiklus, to 66.00 in the first cycle and 87.00 in the second cycle. The ability of teachers in the evaluation of learning by problem-based learning model also increased from 45.00 in prasiklus, being 70.00 and 92.50 in the first cycle in the second cycle. The findings of researchers found that clinical supervision can improve the ability of teachers FiqhMTs.S Quiz Trunk sub-district Deli Serdang regency that includes: MTs.SBustanulUloom, DarullmiMTs.S, MTs.S YPI, MTs.S Umar Bin Khattab and YP MTs.SRaudhatulAkmal in applying problem-based learning model.

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