

Improving Basic Skills Teaching of Teachers Productive Subject through the Application of Scientific Model Supervision with Directive Approach in State Vocational High School 1 Pasie Raja South Aceh Regency

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Abstract: The purpose of this research is to know the improvement of basic skill of teaching productive subject teachers through applying scientific model supervision with directive approach in State Vocational High School 1 Pasie Raja, South Aceh Regency Indonesia. The subject of this research is productive teacher subject of 5 (five) people. The research design used is a school action research conducted two cycles. In the skill of questioning the cycle I obtained an average score of 71.25 with enough value category to be an average value of 85.63 in cycle II with good value category. In the skills of reinforcement in the first cycle I get an average score of 70.00 with enough value category to be an average value of 86.67 in cycle II with good value category. In the skill of doing the variation of cycle I get the average value 74.00 with enough value to 89.00 the average value in cycle II with good value category. In the skill of explaining the cycle I get an average grade of 70.71 with enough value category to be an average value of 86.43 in cycle II with good value category. In the skills of managing the class I cycle gets an average score of 69.44 with enough value category to be 87.22 on the average value in cycle II with good value category. In this study there is an increase of each skill from cycle I with an average value of 71.08 with enough value category to be an average value of 86.99 in cycle II with good value category. Thus this action research shows that the application of scientific supervision model with directive approach can improve the basic skills of productive teacher teaching in State Vocational High School 1 Pasie Raja, of South Aceh Regency.

Keywords: Basic Skills Teaching, Scientific Supervision, Directive, Vocational School

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I. Introduction

Teachers are an important component in the Teaching and Learning Process that plays a role in establishing human resources as a generation of potential nation in the field of development. This is supported by opinion Uno states that the teacher is a profession, where a position that requires special skills as a teacher and cannot be done by anyone outside the field of education. [1]

The government through its policy continues to strive in improving the quality of human resources in order to improve the quality of education. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2013 on teacher certification aimed at improving the professionalism of teachers in teaching and improving the welfare of their lives, thus implicating the spirit of teachers in carrying out their duties as teachers and educators at school. Although the efforts to improve the quality of teachers have been done a lot, but in fact shows that still most of the level of competence of teachers is still very low.

Early observational data conducted by researchers on 5 (five) productive teachers at State Vocational High School 1 Pasie Raja, of South Aceh Regency on 5th to 12th January 2017 found that the basic skills of teaching teachers was still low. The early observation result can be seen in Table 1. And from Table 1 shows that the average ability of teachers in applying basic teaching skills on the initial observation only reached an average value of 64.58 with less value category. This is seen in some basic skills of teaching, namely the questioning skills obtained an average score of 59.19 with the category of less value, strengthening skills obtained an average score of 57.50 with the category of less value, skills to hold the variation obtained average value 59.00 with the category of less value, the skill of explanation is got the average score 59,29 with the category of less value, the skill of opening and closing the lesson is got the average value 80,36 with enough value category, the skill of guiding small group discussion is got the average value Average score of 71.00 with value category, small group and individual teaching skill is got average value 72,00 with value category and skill of class management obtained value 58,33 with less value category.

Based on the above problems, it is necessary to make various efforts in order to improve the basic skills of teaching the teacher in the learning process activities in the classroom, as well as help teachers overcome various problems it faces. One of the efforts that must be done is the implementation of supervision by the school supervisor to improve the basic skills of teaching productive teachers.

The model of supervision that has been applied in an education is the supervision of conventional model, model artistic supervision, supervision of scientific model and supervision of clinical model. In the supervision of a conventional model, a supervisor is understood as a person who has the power to determine the teacher's fate [2]. Therefore, in the perspective of behavior, a person who applies this model always implements supervisory behavior in the form of inspection and finds fault and finds teacher's mistakes. The supervision of the artistic model is based on working for others, and working with others, and working through the others. The supervision of the scientific model has characteristics that are carried out jointly and continuously, systematically by using certain procedures and techniques, using data collection instruments, there is objective data obtained from real data. Clinical model supervision is focused on improving the learning process using systematic cycles. Clinical supervision helps teachers minimize the gap between real teaching behavior and ideal teaching behavior.

Boardman states that the directive approach is an approach born from the theory of behaviorism psychology, i.e. all deeds derived from relaxation or response to stimuli or stimulus [3]. Therefore, teachers who have deficiencies need to be given stimulation to react with reinforcement or punishment. Through the implementation of the supervision of the scientific model with directive approach, the supervisor provides direct direction with the aim that teachers who experience certain problems, especially about basic teaching skills can improve the skills so that the teacher's ability to improve in the implementation of learning in the classroom. Based on the background of the problem it is necessary to conduct action research which aims to improve the basic skills of teaching productive teachers subejct through the application of scientific model supervision with directive approach in State Vocational High School 1 Pasie Raja, of South Aceh Regency. To obtain maximum results, the basic teaching skills studied are limited: (a) questioning skills; (b) strengthening skills; (c) skills of variation; (d) explaining skills; and (e) classroom management skills.

II. method

The research design used is a school action research conducted two cycles. The subject of this research is determined by purposive method that is the technique of determining the sample with certain consideration [4]. Teachers who are the subject of this research are productive subject teachers in State Vocational High School 1 Pasie Raja, of South Aceh Regency, i.e. as many as 5 (five) people. This research uses Arikunto research model which is designed with a cycle process consisting of several phases of activity, namely: planning (planning), implementation (action), observation and reflection [5]. The place of this research is carried out in State Vocational High School 1 Pasie Raja, of South Aceh Regency. This study was conducted from April to May 2017 in the even semester of the academic year 2016/2017. . In this research writer use data collection technique these are:

- a. Interview: Technique This technique is used to get the materials or sources of the characters involved in this research orally or interviews which is the author's guidance to obtain information or data examined.
- b. Observation: Techniques A data collection is done through observation and recording of everything that has something to do with the research.
- c. Questionnaire: filling out the questionnaire is done to know the data - data directly and completely based on the things examined by the author.

III. Discussion And Results

3.1 Discussion

Hasanuddin and Nur said that to realize good learning and high quality, teachers should be able to equip themselves with various skills expected, so it can help in carrying out their duties in educational interaction [6]. One of the skills teachers must possess is basic teaching skills, where basic teaching skills must conform to the goals of National Education, since basic teaching skills are complex actions, in the sense of integrative use of a number of components contained in the teaching action to convey teaching messages. While Aljabri defined basic teaching skills is a common characteristic of a teacher who handles knowledge and skills manifested through action. So the basic skills of teaching this teacher should be mastered by the teacher as the initial capital to carry out the task of learning with the aim of improving the quality of learning conducted by teachers [7].

The same meaning comes from the author in [8] states there are eight basic skills for teaching teachers are: (a) skills to ask questions; (b) strengthening skills; (c) variation skills; (d) describes skills; (e) skills for opening and closing lessons; (f) skills to guide small group discussions; (g) small groups and individual teaching skills; and (h) classroom management skills. Thus every teacher must master the eight basic skills of teaching

the teacher to be a professional teacher and able to perform his duties as a teacher well. In line with this, Sergiovanni states that a teacher must master the skills in various teaching styles and must be able to perform various roles. So it can be concluded that, to create an effective learning process then the teacher must master the basic skills of teaching to be a professional teacher in order to perform their duties properly [9]. Ross and Mustafa noted that in the practice of educational supervision, there are several monitoring models that have been consciously or unconsciously implemented by supervisors in performing their duties. Each model has its characteristics or advantages and disadvantages. Therefore, in understanding the model of supervision has many advantages for education supervisors [10].

Based on the result of research indicate that basic skill of productive teacher teaching before done by supervision of scientific model with directive approach toward 5 (five) productive teachers still in low category. This is obtained on the results of initial observations made, that productive teachers who become the subject of research is still less able to apply 5 (five) basic skills of teaching it. So it means that all five productive teachers who are observed all get grades with less categories. This happens because the productive teacher does not pay attention to the things a teacher should do while in the learning process in the classroom, even the teacher does not know clearly what the basic teaching skills of the teacher is. This does not only happen to teachers' productive subject, but also to teachers who are not subject to this research, which comes from education, this is seen during the workshop on cycle II, and there are still teachers who do not know about basic teaching skills. And to become a professional teacher in accordance with the demands of the law, then a teacher must be able to manage the learning process is active, creative and fun, so that the learning process is active and fun then a teacher must have extensive knowledge and master the skills, namely basic skills teach. Basic teaching skills absolutely must be owned by a teacher, because with the basic skills of teaching is necessary for how the subject matter taught can be absorbed by learners.

After the implementation of scientific model supervision on the first cycle of 5 (five) productive teachers who became the subject of research, the results showed that the basic skills of teaching teachers productive subject had increased, this can be seen in the Table 2. Results of Recapitulation of 5 (five) Basic Skills of Teaching Cycle I. Where from the data which is shown in the table can be explained, G1 teachers productive subject got an average score of 70.65, G2 teachers productive subject got a value of 72.06, G3 obtained an average value of 67.27, G4 teachers productive subject obtained an average score of 69.90 And G5 teachers productive got average of 75.53. Means that the five teachers' productive subject who were observed all got enough value. This shows that the five productive teachers have already started to recognize and apply the existing components in the five basic teaching skills in the classroom learning process. From the value obtained by productive teachers who became the subject of research, researchers as supervisors in this study continue to cycle II to overcome the things that become problems for teachers in applying basic teaching skills and improve the implementation of supervision of teaching in Hope that cycle II to get which value even better. This is because there are still doubts and awkwardness of teachers when observed during the learning process took place, other than that the teachers are not accustomed to perform the components that exist in the five basic skills of teaching.

3.2 Result

Next, after observation on cycle II was done, the five examples who become the subject of this research got the value with good category, that is G1 get the average value 87,57, G2 get the average value 87,98, G3 get value 83, 85, G4 Obtained an average value of 86.19 and G5 obtained an average value of 89.35. For more details can be seen in the Table 3.

Result from the early observation and implementation model in cycle I and II can be seen that: a) on cycle I the average score of skills demanded by productive teachers obtained equal to 71.25 with enough value category whereas in cycle II to be 85.63 with good category. b) In cycle I, the average skill score to provide productive teacher strengthening was obtained at 70.00 with enough category value and in cycle II to be an average value of 86.67 with good value category, c) In cycle I, the average score of skill to accommodate productive teacher variation is obtained equal to 74,0 with category enough value become 89,00 in cycle II in good value category, d) in the first cycle the average score of skills to explain productive teachers obtained 70.71 with enough category to be an average value of 86.43 in cycle II with good value category, and e) in cycle I, the average score of skill to manage the productive teacher class is obtained at 69.44 with the enough category to be an average 87.22 in cycle II with good category.

In this study there were increaseing of each basic teaching skill from pre cycle to the average value of 64.58 with the category of less value, in the first cycle with an average value of 71.08 with the category of sufficient value and on the second cycle with the average value -86.99 with good value category. So that means an increase from pre cycle to cycle I and cycle II.

Based on the data, it can be concluded that the application of scientific model supervision with directive approach in cycle I to cycle II can improve the basic skills of teachers' productive subject teaching in Private Vocational High School 1 Pasie Raja of South Aceh Regency.

IV. Figures and Tables

Tabel 1: Preliminary Observation Result Data Basic Teaching Skills Teachers Productive SMK Negeri 1 Pasie Raja Year 2017.

.No	Code	% basic skills of teacher teaching								Average
		1	2	3	4	5	6	7	8	
1	G 1	50,00	62,50	60,00	60,71	78,57	80,00	75,00	52,78	64,95
2	G 2	65,63	50,00	60,00	64,29	80,36	65,00	70,00	66,67	65,24
3	G 3	50,00	62,50	50,00	57,14	78,57	75,00	80,00	50,00	62,90
4	G 4	65,63	50,00	60,00	53,57	85,71	75,00	70,00	55,56	64,43
5	G 5	64,71	62,50	65,00	60,71	78,57	60,00	65,00	66,67	65,39
Average (%)		59,19	57,50	59,00	59,29	80,36	71,00	72,00	58,33	64,58
Categories		Less	Less	Less	Less	Enough	Enough	Enough	Less	

Source: Teaching Skills Data Teachers States Vocational High School 1Pasie Raja

Information (Table 1, Table 2, Table 3):

- | | |
|--|----------------|
| 1 = Questioning Skill | G1 = Teacher 1 |
| 2 = Giving Strengthening Skills | G2 = Teacher 2 |
| 3 = Skills Taking Variations | G3 = Teacher 3 |
| 4 = Explaining Skills | G4 = Teacher 4 |
| 5 = Skills of Opening and Closing Lessons | G5 = Teacher 5 |
| 6 = Small Group Discussion Skills | |
| 7 = Teaching Skills for Small Groups and Individuals | |
| 8 = Manage Classroom Skills | |

Tabel 2: Results of Recapitulation of 5 (five) Basic Skills of Teaching Cycle I

No	Code	Skills					Average	Categories
		Quesntioning Skill	Giving Strengthen	Teaching Variation	Explaining	Class Management		
1	G 1	68,75	75,00	75,00	67,86	66,67	70,65	Enough
2	G 2	75,00	62,50	70,00	75,00	77,78	72,06	Enough
3	G 3	68,75	70,83	65,00	67,86	63,89	67,27	Enough
4	G 4	71,88	66,67	80,00	64,29	66,67	69,90	Enough
5	G 5	71,88	75,00	80,00	78,57	72,22	75,53	Enough
Average (%)		71,25	70,00	74,00	70,71	69,44	71,08	Enough

Source: Teaching Skills Data Teachers States Vocational High School 1Pasie Raja

Tabel 3: Recapitulation Results 5 (five) Basic Skills of the Teaching Cycle II

No	Code	Keterampilan					Average	Categories
		Quesntioning Skill	Giving Strengthen	Teaching Variation	Explaining	Class Management		
1	G 1	84,38	91,67	90,00	85,71	86,11	87,57	Good
2	G 2	90,63	83,33	85,00	89,29	91,67	87,98	Good
3	G 3	81,25	87,50	85,00	82,14	83,33	83,85	Good
4	G 4	84,38	83,33	95,00	82,14	86,11	86,19	Good
5	G 5	87,50	87,50	90,00	92,86	88,89	89,35	Good
Average (%)		85,63	86,67	89,00	86,43	87,22	86,99	Good

Source: Teaching Skills Data Teachers States Vocational High School 1Pasie Raja

V. Conclusion

Based on the results of research and discussion that has been resolved, the results of this action study found an increase in basic skills of productive teacher teaching through the application of scientific model supervision with directive approach in States Vocational High School 1Pasie Raja of South Aceh Regency from

cycle I to cycle II had increased with average - Average of 71.08 with enough category to average 86.99 with good category. As for the results of this research results can be put forward as follows:

- a. Improving the skills of productive teachers through the application of scientific model supervision with directive approach from cycle I to cycle II increased on average from 71.25 with enough category average of 85.63 with good category.
- b. Improving the skills of teachers by using the model of scientific supervision with directive approach from cycle I to cycle II increased on average from 70.00 with sufficient category average 86.67 with good category.
- c. Improving the skills of learning variation of teachers through the application of scientific model supervision with directive approach from cycle I to cycle II increased on average from 74.00 with category enough average 89.00 with good category.
- d. Improving skills to explain productive teachers through the application of scientific model supervision with directive approach from cycle I to cycle II increased on average from 70.71 with sufficient category average 86.43 with good category.
- e. Improving the skills of productive teacher class teachers through the application of scientific model supervision with directive approach from cycle I to cycle II increased on average from 69.44 with fairly average category 87.22 with good category.

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