

Competence Enhancement Arabic Language Teachers In Developing A Lesson Plan Through The Technical Supervision Workshop In High School ADDIE Model Of Langsa

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Abstract

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The purpose of this research is to improve the competence of teachers Arabic in high school Langsa in preparing the curriculum 2013 Lesson Plan through supervision engineering workshop ADDIE models. Subjek this study were teachers of Arabic of 5 people from five high schools in Langsa, namely SMAS Muhammadiyah Langsa, SMA 5 Langsa, SMAs CutNyak Dien Langsa, SMAN 3 and SMAN 2 Langsa. The research instrument used to determine the competence of teachers in preparing Learning Plan (RPP) interview guides and lesson plan curriculum assessment study in 2013 issued by the Ministry of Education and Culture in 2013 by using a suitable list / check list. Meanwhile, to observe the activities of teachers during the workshop used observation sheet. This study used school action research with two cycles. Results of the study is to assess teacher competence in preparing Learning Implementation Plan as has been done supervision workshop techniques ADDIE model of the first cycle classified in category enough to score 78 and the second cycle belong in either category with a score of 85, 6. Assessment activities of teachers in the ADDIE model of supervision engineering workshop in the first cycle is in excellent condition with a value of 95, and the second cycle is also classified in the excellent category with a value of 100. Based on the analysis concluded that the application of engineering supervision workshop ADDIE models can improve the competence of teachers of Arabic in preparing Learning Implementation Plan in high school Langsa. The implication of this research is specifically addressed to the superintendent / supervisor is supervising the implementation of guidance groups using ADDIE model of engineering workshop in an effort to help teachers develop the Lesson Plans.

Keywords: *Teacher Competence, Supervising Mechanical Workshop, Lesson plan (RPP).*

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I. Preliminary

Implementation of learning is closely associated with the success of increasing the competence and professionalism of teachers and education personnel. Teachers as educators act as a major actor in the learning process which is the core of the educational process as a whole as planner of learning, the implementation of learning and learning assessors. According to Mukhtar, (2013: 124) "teacher educators as learning agent to have a role as a facilitator, motivator, boosters and inspirational learning for learners". The quality of teaching teachers directly or indirectly can affect the quality of learning in general. Therefore, teachers as professionals must have and try to improve their competence.

According to the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers states that "Competence is a set of knowledge, skills and behaviors that must be owned, lived, and controlled by teachers or lecturers in carrying out duties as professionals". In connection with this the government has formulated four types of teacher competence as stated in Government Regulation No. 19 of 2005 on National Education Standards, namely: (1) pedagogic competence; (2) personality competence; (3) social competence; and (4) professional competence. About pedagogical, Uno (2014: 38) says that, in the pedagogical competence to be possessed by the teacher is planning and implementing the learning, planning and carrying out the assessment. The real form of competence is the ability of teachers in developing learning planning and then implement it in the process of teaching and learning in class.

Sach educational units in public and private schools, a teacher obliged to prepare lesson plans for preparing a complete lesson plans and learning activities systematically in order to achieve the learning objectives and can be done according to standards and demands of the curriculum.

However, Many cases found so far that the teachers in the educational unit has not had sufficient capacity to draw up a complete and systematic RPP. This reality also occurs in guru Arabic in high school Langsa. Based on interviews and observations while the researchers did in March 2017 with several teachers of Arabic, Arabic language teacher had difficulty in planning learning, especially in preparing the RPP comprehensive and systematic compliance with standards and demands of the curriculum in 2013. Factors that caused among them are; 1) rapid curriculum changes from SBC to the curriculum 2013. At Curriculum Level of Education Units none of the Arabic language teachers have attended training, while in the 2013 curriculum only one person is sent to the training. The training that followed was not yet reached to the stage on the preparation of a complete and systematic RPP based on curriculum standards and demands; 2) The preparation of the RPP of Arabic teachers finds difficulties regarding the completeness of components in the RPP, which includes preliminary activities, core activities and closing activities. Arabic language teachers also do not understand in compiling the Competency Standards, Basic Competence with indicators, material achievement with available time allocation and making the form of assessment of curriculum 2013; 3) Teachers also rarely get guidance from supervisors / planned and on going supervisors on how to develop an RPP that fits standards and curriculum demands. Even until now there is no supervisor of the Arabic language subjects themselves, supervisor who concurrently with other subjects. Thus, the 2013 curriculum RPP improvised equipment than administration.

The results of a preliminary assessment survey conducted in March 2017 of five Arabic teachers from five schools using the assessment instrument of RPP study obtained the following data:

Table 1.1 Assessment of Competence Initial Teacher Survey Arabic Develop RPP

No	Rated aspect	Master Code / Score					Average	
		Gr1	Gr2	Gr3	Gr4	Gr5	Score	%
1	Identity of RPP	2	2	2	3	2	2.2	73
2	formulation indicator	6	6	5	6	5	5.6	62
3	Formulation of learning objectives.	3	4	3	4	4	3.6	60
4	Selection of teaching materials	8	8	7	7	5	7.0	78
5	Selection of learning resources	6	6	6	5	6	5.8	64
6	Selection of learning media	6	6	4	6	5	5.4	46
7	Learning model	4	3	4	4	3	3.6	60
8	Learning scenarios	8	7	7	8	8	7.6	63
9	Assessment	6	6	6	6	5	5.8	48
	Total score	49	48	44	49	43	46.6	
	Final score	65.3	64	58.7	65.3	57.3	62.12	
	Value category	C	K	K	C	K	K	

Based on the above data it can be concluded that the competence of teachers write lesson plans is still relatively low (enough categories) primarily on aspects of assessment (48%), media selection to learn (47%), formulation of indicators (62%), the formulation of learning objectives (60%), learning model (60%), the selection of learning resources (64%), learning scenarios (63%), the selection of teaching materials (78%) and the identity of the subjects (73%).

Related to the above problem, of course, many u marsh that can be done in overcome and foster teachers to improve the quality education is one of them by maximizing the role and function of supervision. According Sagala, (2012: 213-214) supervisors have the main functions, among others: 1) determine the problem that really urgent to be overcome; 2) conduct inspections, ie before providing services to teachers, supervisors first need to conduct inspections as an effort to survey all existing systems; 3) Provide solutions to survey results that have been surveyed; 4) Assessment; 5) Exercise; and 6) The development or expansion. Can be said function educational supervision is a service or assistance to teachers to develop teaching and learning situation.

Based on the above explanations, mainly related to the role and function and supervision techniques, the researcher intends to design a school action research as an attempt to solve some cases of teachers as described above. Efforts will researchers do to improve the competence of teachers of Arabic in high school in Langsa in the face of the same difficulties that in preparing the curriculum RPP 2013 is to hold a workshop engineering supervision activities. Researchers will collaborate with the supervisor or supervisors and instructors as speakers at the workshop.

Related to this, there are several models or instructional systems design approach can be used to design and develop the workshop, one of which is a model ADDIE (Person, 2014: 22). ADDIE Model is an

abbreviation of analysis, design, development and implementation, and evaluation that it is the stages of implementation of the workshop.

As a first step, it is important also to see the results of the study Muslim (2014) conducting workshops programmed and can improve the competence of teachers write lesson plan. Research results indicate that the ability of teachers to create lesson plan through workshops programmed from the first cycle to the second cycle in preparing the RPP has increased with very good categories and liveliness teachers also with very good category.

From the above it can be understood the importance of this workshop in the implementation of the improvement and enhancement of pedagogical competence of teachers of Arabic particularly increased competence in preparing the RPP. Increasing the competence of teachers of Arabic language will certainly support the improvement of the performance of teachers themselves as well as for schools in terms of reconstructing new plans and strategies in achieving the learning objectives effectively and efficiently in accordance with the planning of learning based on the standards and demands of the 2013 curriculum in schools.

Implementation of this research procedure using a supervision group with workshop techniques ADDIE models. The study was designed to process cycle (cyclical), which consists of four phases namely planning activities, action, observe, and reflect, these stages do with repeated until the problem can be resolved. At the initial meeting stage an action plan is undertaken which is a scenario or work program to be undertaken at the time of conducting the research. Action planning includes all steps of action in detail, and any need for action execution. In the second phase, observations are made in the implementation of previously planned actions. What strategies to use, what materials are taught or discussed. Observation serves to recognize developments that occur with the action. The third stage, that is reflection is an evaluation effort undertaken to determine the next action.

Based on the above, it is believed that by applying the technique degan group supervision workshop ADDIE models, the competence of teachers in preparing lesson plans can be improved. To that end, referring to the problems faced by high school Arabic teacher in Langsa, as mentioned above, it is necessary to research action entitled "Enhancing Teacher Competence Arabic In RPP Develop Technique Supervision Workshop Through ADDIE Model."

II. Research Methodology

This study was conducted in high school Langsa, Aceh. The study was conducted in the second half of the academic year 2016/2017 for approximately two months from April to May 2017.

The subjects were teachers of subjects Arabic numbering five people from five high schools in Langsa, the SMAs Muhammadiyah Langsa, SMA 5 Langsa, SMAs Cut Nyak Dien Langsa, SMAN 3 Langsa and SMAN 2 Langsa.

The object of this study is the competence of teachers in preparing the Lesson Plans (RPP) through ADDIE model of supervision techniques workshop. This research uses School Action Research (PTS). Implementation of this study using techniques supevisi workshop ADDIE models. Researchers will collaborate with one supervisor consisting of one senior teacher of Arabic language subjects and the National instructor as a resource person at the workshop so that the objective can be achieved. This study was designed to process cycle consists of four phases: planning phase, conducting performance / action, observation and the latter is a reflection. The fourth stage is one cycle or lap where each stage is repeated until the problem is resolved or indik ator success has been achieved. If in the first cycle there is still a shortage and has not reached the level of success, it will be implemented the next cycle.

Data collection techniques in the implementation of the Action Research School is an interview, observation and assessment study of the RPP. Data collection instrument in this study as beriku t: (a) Sheet Interview Guide, (b) Observation sheet activities of teachers during the workshop, and (c) assessment review RPP 2013 issued by the Ministry of Education and Culture in 2013 by using a suitable list / check list. .

Data analysis techniques used in this study as follows:

1. Quantitative data is the value of the results of the competency of teachers make classroom action research that analyzed by finding the average value and the percentage of success in preparing the RPP. The collected data were analyzed by comparing the data with the data before action after action, ie data on the observation gur u in formulating the RPP. According Endrayanto and Harumurti (2014: 292) to determine the acquisition value in each cycle is determined by the formula:

$$\text{Score} = \frac{\text{Total Rating Score}}{\text{Maximum Score}} \times 100$$

With the following criteria:

90 - 100 A very good (SB)

- 80 - 89 Good B (B)
- 65 - 79 Enough (C)
- 55 - 64 Less (K)
- <55 Very less (SK)

2. Qualitative data is data that contains information to form a sentence that gives an overview of the activities of teachers in preparing RPP. Sugiyono (2011: 337) suggests that data analysis can be done with the steps as follows:

- a. Data collection
- b. Grouping data by similar subject matter
- c. Data reduction is to summarize, select the essentials, focus on the important things, find the theme and pattern and remove the unnecessary.
- d. Presentation of data in the form of tables and graphs.
- e. Inductive conclusion is interpreting the data that has been grouped.

Indicator of the success criteria determined by the researcher's own teacher. This action research is successful when as many as 80% of the number of participants were able to create a lesson plan with a minimum value reached 80. In accordance with the opinions Endrayanto and Harumurti (2014: 292) states that the value of 80-89 has a good criteria.

III. Results And Discussion

Cycle I

Implementation of the action on the first cycle was conducted over three days starting 15 s / d 17th May at the High School 2017 S Muhammadiyah Langsa. This study was designed to process cycle consists of four phases: planning phase, conducting performance / action, observation and the latter is a reflection. The planning stage, researchers constructing schedules, equipment, designing a strategy, implementation, and procedures for the implementation of the workshop, prepare research instruments and berkolaborasi together national supervisors and instructors as a resource in preparing materials that will be presented at the workshop.

On the implementation / action and observation Supervision carried out using a supervision group with engineering workshop model of ADDIE which consists of several stages: analysis, design, development and implementation, and evaluation that it is the stages implementation of the workshop.

In the first phase analyzing the needs of Arabic teachers, by searching for information and identifying problems by conducting interviews and observations with Arabic teachers. In the second stage of designing workshop activities to be carried out by identifying sub-competencies and indicators to be achieved Arabic language teachers in preparing lesson plans. At this stage of development or development which is the third stage is done is provide materials workshop for Arabic language teachers in preparing lesson plans prepared by the superintendent / supervisor and instructor as a resource in the form of the material presented in the form of a power point and word. Arabic teacher only bring textbooks, laptops and flesdisk for copying and materials of narasumber. Implementasi performed at the fourth stage is the implementation of a workshop in the field. Workshop to improve the competence of teachers of Arabic in preparing the RPP carried out based on the design and development has been done before. The final stage is an evaluation conducted by observation, namely: assessment of the product resulting from the workshop in the form of lesson plans prepared by the Arabic language teacher who worked in groups dibagi into two groups.

Results dari implementation workshop engineering supervision activities ADDIE models can be seen in gambar in table 1.2. below:

	Master Code					amount	Average
	1	2	3	4	5		
amount	57	61	57	61	57		
Value	76	81	76	81	76	390	78
Ket.	B	B	C	B	C		C

From the table above it is known that the amount of value obtained was 390 and the average value was 78 with the highest value 81 and the lowest value of 76.

At the stage of Reflection compared data analysis with indicators of success of the action, to determine the activities and improvements in the next cycle. Data first cycle has been obtained that use values competence of teachers in meconstructing the RPP did not achieve success because only two teachers were able to prepare lesson plans with a value of 80, while the success criteria in this research is at least 80% (4 people) participants are able to make the RPP with the reaching value 80. Therefore, researchers feel the need to conduct improvement on the actions carried out in the workshop engineering supervision ADDIE model of the second cycle.

Cycle II

Implementation of the first cycle I held for two days from 22 s / d 23rd May, 2017 at the High School Graduate Muhammadiyah Langsa. This study was designed to process cycle consists of four phases: planning phase, conducting performance / action, observation and the latter is a reflection. The planning stage, researchers set schedule, fixtures, designing strategies, implementation, and procedures for conducting the workshop, prepare research instruments and berkolaborasi together supervisor as a resource in preparing materials and reinforcement to be presented at the workshop.

On the implementation / action and observation Supervision carried out using a supervision group with engineering workshop model of ADDIE which consists of several stages : analysis, design, development and implementation, and evaluation that it is the stages implementation of the workshop.

In the first stage of analyzing the needs of teachers b ahasa Arabic, namely in the form of RPP study data results in the first cycle in which the teacher needs to be a strengthening of the material that is considered to be less aware / able in preparing the curriculum RPP, 2013. In the second stage of designing *worskhop* activities to be carried out by identifying sub-competencies and indicators to be achieved Arabic language teachers in preparing lesson plans. At this stage of development which is the third stage is done is provide materials workshop for Arabic language teachers in preparing lesson plans prepared by the supervisor resource in the form of the material presented in the form of a power point and word. Arabic teacher only bring textbooks, laptops and flesdisk for copying and material source. Implementation is done at the fourth stage is the implementation of a workshop in the field. Workshop to improve the competence of teachers of Arabic in preparing the RPP carried out based on the design and development has been done before. The final stage is an evaluation conducted by observation, namely: assessment of the product resulting from the workshop in the form of lesson plans prepared by the Arabic language teacher who worked independently by each teacher of Arabic.

Based on observations on the second cycle using a list of suitable instruments, the data value the competence of teachers in preparing lesson plans on the second cycle can be seen in table 1 3 the following:

	Master Code					amount	Average
	1	2	3	4	5		
amount	64	66	63	68	60		
Value	85	88	84	90,7	80	427,7	85,6
Ket.	B	B	B	A	B		B

From the table above it is known that the amount of value obtained was 427,7 and the average 85,6 and value is the highest value 90.7 and the lowest value of 80.

Reflections on the first cycle of data I, which has been obtained that use values competence of teachers in me constructing the RPP have achieved success because of five teachers are able to develop lesson plans with a value of 80, while the success criteria in this research is at least 80% (5 people) participants are able to make the RPP with the reaching value 80. Therefore, the researcher felt no need to conduct improvement on the actions carried out in the workshop engineering supervision supervision ADDIE model of the next cycle.

Based on the results of the assessment conducted by researchers from prasiklus, the first cycle and proceed with the second cycle of the competence of five teachers of Arabic in preparing lesson plans, then the value of teacher competence can be described as Table 1.3 the following:

Master Code	Cycle	Value	Category
G1	Pre	65,3	Enough
	I.	76	Good
	II	85	Good
G2	Pre	64	Less
	I.	81	Good
	II	88	Good
G3	Pre	58,7	Less
	I.	76	Enough
	II	84	Good
G4	Pre	65,3	Enough
	I.	81	Good
	II	90,7	Very Good
G5	Pre	57,3	Less
	I.	76	Enough
	II	80	Good

Table overview 1.3. can be shown as in Figure 1.1. the following:

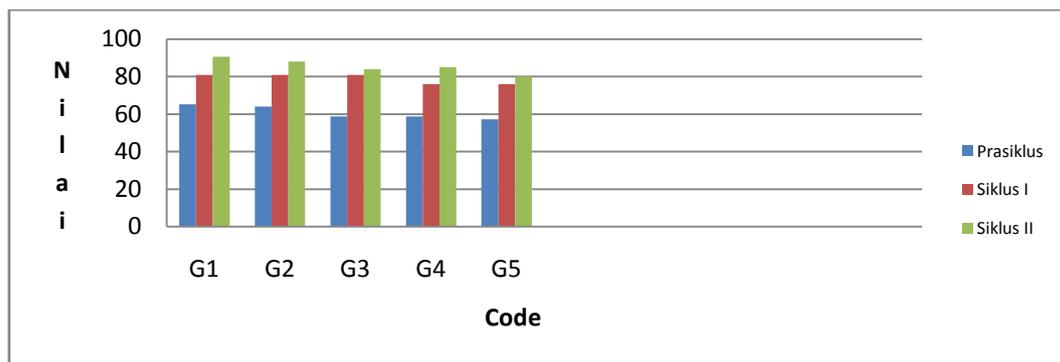


Figure 1.1 Diagram Values Arabic Teacher Competence in preparing the RPP

Based on the results of actions across the cycle can be seen increase in competence of teachers in preparing curriculum RPP 2013 in accordance with the indicators of the success of the actions that have been set.

IV. Conclude

The conclusions that can be drawn from this research are as follows:

The application of engineering supervision workshop ADDIE models can improve the competence of teachers in preparing lesson plans high school curriculum, 2013 in Langsa, Aceh. After taking action through supervision supervision workshop techniques ADDIE model of the first cycle, it can be seen that out of five teachers of Arabic there are no teachers (0%) who had a very good value, two teachers (42.54%), which has a good value, ti ga teachers (58.46%) which have considerable value, there are no teachers (0%) that have less value, and there are no teachers (0%) who have very less value. In the second cycle of action known clinical supervision of five teachers, all teachers (100%) has been able to devise a curriculum lesson plans well in 2013 with the minimum criteria.

V. Suggestion

Based on the research results, implications and conclusions can be delivered that to improve the competence of teachers in preparing curriculum RPP 2013 can be applied through ADDIE model of supervision techniques workshop. In connection with that, the supervisor can make an effort to understand the stages of group supervision with workshop techniques ADDIE model of supervision techniques and apply the ADDIE model of workshop in carrying out supervision for ADDIE model of supervision techniques workshop focuses on improving the skills of teachers.

For the Head of Aceh Education Agency, should provide training to supervisors to gain deeper insight into the application of group supervision with workshop techniques on an ongoing basis. For teachers must improve competence, especially in improving the skills of preparing RPP so that there is an increase in the quality of learning. For further research is expected to hold a more in-depth study of the supervision group with various model workshop and study the problems are deeper, mainly study the problem of learning in the classroom.

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