

Implementation of Clinical Supervision to Increase Physical Education Teachers in Using Inquiry-Based Learning Model in State Smk in Tebing Tinggi

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Abstract: This study aims to determine whether clinical supervision can improve the ability of Physical Education teachers in using inquiry-based learning model in state SMK Tebing Tinggi. The subjects of this study were physical education teachers in state SMK 1, state SMK 2, state SMK 3 and 4 Tebing Tinggi as many as ten people. The research design used here is a study of school action referring to Kemmis research model which is designed with two cycle processes. Each cycle consists of four activity phases: planning, execution, observation and reflection. The result of the research shows that clinical supervision can improve physical education Teachers' ability in preparing their lesson plans in State Senior High School Tebing Tinggi, with the result as follows: in cycle I 77.78% of the teachers are able to compose lesson plans with Fair category and 87.94% with Good category in cycle II. Meanwhile, in the first cycle of the application of inquiry learning models 74.01% of them reach Fair category, and in the second one 89.09% get Good category. The conclusion of this study is that the application of clinical supervision can increase Physical Education teachers' ability in using inquiry-based learning models in SMK Tebing Tinggi.

Keywords - Ability to prepare Lesson Plan, Inquiry learning models, clinical supervision

Date of Submission: 12-10-2017

Date of acceptance: 28-10-2017

I. Introduction

Professional teacher is a factor that determines the process of quality education. Laws Number 14 Year 2005 on Teachers and Lecturers (Article 1) states, "Teachers are professional educators with the primary tasks of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education at elementary and middle education stages". Correspondingly, Saud (2012: 49) asserts that professional teacher is a teacher who has a set of competencies (knowledge, skills and behaviors) that must be owned, lived, and mastered by the teacher in carrying out his professional duty. The success of a lesson in school is inseparable from an absolute must-have competency of teachers to support their ability in teaching as their duty. It is strengthened with the opinion of Sanjaya (2012:13) stating that no matter how nice and ideal the curriculum is, or no matter how complete the school facilities are, they are all meaningless unless they are balanced with teachers' ability in implementing them.

Based on data from Teacher Competency Exam (Uji Kompetensi Guru) in 2015 it was found that the competence of teachers are generally still below the determined KKM (Minimum Learning Mastery Standard). KKM UKG 2015 was at 5.5. "The average of national UKG 53.02, while the government is targeting average value in figure 55. In addition, the average point of professional is 54.77, while the one of pedagogy is 48.94,".

Out of the 2,414 teachers who took the Teacher Competency Exam (UKG) 2015 in Tebing Tinggi, only 610 (25%) graduated with a value above 5.5 and 1,805 people (75%) below the value of 5.5, while 234 people did not participate in Teacher Competency Exam.

This condition is quite alarming and also hints that the school superintendent has not done optimal functions and tasks related to teaching. It is not much different from what Physical Education teacher experiences. Researcher's interviews with physical education supervisors in Tebing Tinggi shows the following results:

Table 1.1. Physical Education Teachers' Capabilities Data

No	Physical Education Teacher	Frequency	Percentage
1.	Ability in operating learning media	2	20
2.	Completeness of academic administration and assessment analysis	2	20
3.	Ability in preparing task assessment instrument	2	20
4.	Copying and pasting on Lesson Plan (RPP)	4	40

5.	Clinical supervision by physical education supervisor	0	0
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Source: Author's Interview with Physical Education Supervisor on January 18, 2017

Based on the table above, the teachers' issues related to their ability to develop the curriculum related to learning is a pedagogical competence. According to the National Education Standards Agency (2006), Musfah (2011: 31) explains that pedagogical competence is the ability of teachers in the management of learners that includes: (1) understanding of knowledge or education foundation; (2) an understanding of the learners; (3) the development of the curriculum/ syllabus; (4) lesson planning; (5) implementation of dialogical and educative learning; (6) evaluation of learning outcomes; and (7) development of learners to actualize their various potentials.

Pedagogical competence of the teacher can also be seen through how he manages to apply a learning model in teaching and learning processes. One of the learning models in accordance with physical education characteristics which should integrate theories and direct practices is *inquiry-based learning* model. This model is very appropriate because the *inquiry-based learning model* can improve students' problem solving skills in new different situations that they may face in the future. In addition, this model can develop their personal talents and skills since information can be obtained from various resources relevant to the problems they face. This is in accordance with Natalina's opinion (2013: 90) saying that inquiry learning model can be used as one of the learning model alternatives that can build students' scientific attitudes and learning outcomes. Social relationship (cooperation) between students through guided inquiry model is optimal, so it can be used by teachers or education practitioners at schools. However, in fact, physical education teachers very rarely use this inquiry learning model in the field. Based on author's interviews on January 19, 2017 with the physical education teachers of vocational schools in Tebing Tinggi, none out of the 10 teachers implement inquiry learning model though this inquiry method puts emphasis on inquiry process in an attempt to answer question. Inquiry is an investigation about the ideas, questions or concerns. Investigations undertaken can be laboratory work or other activities that could be used to gather information. Processes cover information gathering, knowledge building, and comprehension development in something investigated. Inquiry-based learning includes the processes of proposing problems, getting information, thinking about the possibilities of problem-solving creatively, making decisions and drawing conclusions.

The result of researcher's observation of one of the physical education teachers in State Vocational High School 2 Tebing Tinggi shows that the physical education learners' results are still low, especially in theoretical learning. It can be seen from the students' high boredom. Furthermore, Abu Salim said that supervision at school is regularly conducted every three months. The first supervision is carried out by the vice principal of curriculum, and the next one is done by the school superintendent of physical education subjects (KN). All of the conducted supervisions used traditional supervision models. In other words, clinical supervision has never been executed in the school.

Clinical supervision is a part of various supervisions. Other supervisions are (1) cooperative professional development; (2) Individual and professional development; (3) Clinical supervision; (4) Informal supervision; and (5) Supportive supervision (Maunah, 2009: 37). From some of these supervisions, clinical supervision is to be studied in this research. It becomes interesting to study from various fundamental considerations related to the teaching supervision done by physical education teachers.

Implementation of clinical supervision puts more emphasis on the causes or weaknesses that occur in learning process. Then directly, they work on the way how to improve the weakness or lackness. Some functions of the clinical supervision for improving the learning quality have narrow scope in that they only focused on academic aspects, especially when teacher provides teaching and briefing in the classroom. Nevertheless, academic activities about teaching are in need of attention in clinical supervision due to the various aspects of uniqueness and complexity of the learning process.

Acheson and Gall (1992: 11) state that clinical supervision is a process that helps teachers minimize discrepancy between real teaching behavior and professional behavior. Technically they say that clinical supervision is supervision model that consists of three phases: planning determination, class operation, reunion. Clinical supervision is also effective to overcome the difficulties of teachers in teaching and enhance learners' enthusiasm. This is in accordance with the Margariena's opinion (2016: 2332) which says that clinical supervision can improve physical education learning effectiveness of and increase students' enthusiasm.

Some characteristics of clinical supervision implementation are that supervisor's guidance to teacher is a help, not an order or instruction; that the kind of supervised skill is proposed by the supervised teacher and agreed by both the teacher and supervisor; and that the clinical supervision goals are only on some particular skills. This Clinical supervision is focused on academic supervision. physical education supervision at school is oriented to four National Education Standards (SNP), namely content, process, graduate competence standard (SKL), and assessment (Sudjana, 2011: 28). The four SNP become the fields that teacher works on. That is why teacher's performance is a very serious concern for the principal and superintendent/supervisor. Therefore,

clinical supervision is a supervision carried out by supervisor to do coaching, developing, monitoring, and evaluating teachers' performance.

The implementation of clinical supervision of teachers should be made to seek an improvised breakthrough in learning execution. Besides, clinical supervision tries to help teachers by making close relationship with the supervisor first in order to succeed in the supervision. Problems like low teachers' quality based on the low results of teacher competency exam, teachers' lack of knowledge in the techniques of varied learning model application, and low teachers' mastery in making Lesson Plan (RPP) show the low teachers' performance in Tebing Tinggi.

Based on the description of the background above problems can be identified as the following: (1) lack of teachers' ability to plan a learning; (2) rare application of clinical supervision model; (3) teacher centered learning implementation instead of student centered one; (4) low teachers' ability to implement the inquiry learning model; (5) no discussion among physical education teachers; (6) no maximal academic supervision done by supervisors; (7) no clinical supervision implemented by school superintendent. The formulation of the problem is whether the implementation of clinical supervision can improve the ability of physical education teachers in using inquiry learning model in Vocational High Schools in Tebing Tinggi.

Based on the formulation of the problem above, the purpose of this research is to improve the ability of physical education teachers in using inquiry learning model through clinical supervision of physical education teachers in Vocational High Schools in Tebing Tinggi. Indicator of this study is 80% of physical education teachers are able to use inquiry-based learning model through the implementation of clinical supervision.

Theoretically, this research is expected to be useful for adding up knowledge treasury about the application of clinical supervision in improving physical education teacher's performance by using the inquiry learning model. Practically, this research would be useful for parties like: 1) the schools superintendents can make it as an input to the development process of supervision done by them, especially things related to clinical supervision, so as to improve the teaching and learning of physical education teachers; 2) the principal can make it as an input in giving guidance and direction to teachers so as to improve and enhance the quality of education through learning process activities in schools; 3) the teacher can use it as a reference in improving pedagogical and professional competencies as well as in evaluating himself in learning process through the clinical supervision in using inquiry learning model.

II. Methods

This study was conducted in public schools Tebing Tinggi namely SMK N 1, SMK N 2, SMK N 3 and SMK N 4. It took three months, from March until May 2017. The subjects in this study were determined by means of purposive, namely the technique of determining with certain considerations (Sugiono, 2008: 85). Those who become the subjects in this study were 10 Physical Education teachers in state SMK Tebing Tinggi. Research design used here is school action research referring to Kemmis research model and is designed with two cycle processes. Each cycle consists of four phases of activities: planning, execution, observation and reflection.

Data collection tools and techniques used in this study of school actions are as follows: 1) Data collection techniques in this study are a) interviews used for initial meeting and gathering feedback; b) observations used to see the ability of teachers in preparing lesson plan and to see what had happened during the whole session so that supervisors and teachers can properly conduct an objective analysis; c) documentation of recordings and photos of all the execution processes of clinical supervision from the first meeting to the gathering feedback; 2) data collection tools in this study are: a) print-outs of the initial meeting and feedback gathering interviews; b) study observation sheets of lesson plan (RPP); c) observation sheets of inquiry learning model application; d) field notes of clinical supervision implementation; 3) data analysis technique is by using quantitative methods with percentage techniques by the formula: $\text{final score} = \frac{\text{total acquisition score}}{\text{maximum total score}} \times 100$. 4) Success indicators are those used as a success measure of the actions taken in each study. Success indicators of this study are: 1) the ability of teachers in preparing an inquiry-modeled lesson plan (RPP) with minimum achievement of 80%; 2) the ability of teachers in implementing the inquiry learning model with minimum conformity level of learning syntax of 80%; 3) all of the teachers (100%) as the subjects reach the indicators in this study.

III. Results And Discussion

The first meeting was done to determine teachers' ability to plan lesson. The preliminary study or pre-cycle conducted by researchers from January 5 to January 9, 2017, Through the analysis of the Lesson Plans prepared by 7 physical education teachers from state SMK 1, state SMK 2, state SMK 3 and state SMK 4 Tebing Tinggi in the preliminary study or pre-cycle conducted by researchers from January 5 to January 9, 2017, it can be concluded that the average ability of teachers to prepare lesson plans in the pre-cycle only reached 59.26% with poor category. From these results it can be concluded that the ability of physical education

teachers in preparing lesson plans are still less proficient. It is seen mainly in the aspects of indicators formulation by 70.37%, of learning objectives formulation by 66.67%, of teaching materials selection by 66.67%, of learning resources selection by 62.96%, of learning media selection by 66.67%, of inquiry learning model by 42.86%, 58.33% of learning scenarios by 58.33%, and of assessment by 52.78%.

Furthermore, based on the researcher's teaching observation of teachers' ability in applying inquiry learning model in the pre-cycle, it can be concluded that the average teacher's ability in applying inquiry learning model in pre-cycle only reached 54.44% with a very poor category. This is evident at all stages, including the stage of orientation/introduction reaching 73.33%, the stage of formulating the problem 50.00%, the stage of formulating the hypothesis 46.67%, the stage of collecting data 53.33%, the stage of testing hypothesis 43.33%, and the stage of formulating conclusions 60.00%.

Cycle I was held from May 19, 2017 until May 31, 2017, with a series of systematic activities starting from planning, action, observation, and reflection. The result of the study on teachers' lesson plans in the first cycle concludes that averagely the ability of teachers in making the first cycle lesson plans reaches 77.89% in good category. From this result it can be concluded that the ability of teachers in making lesson plans in the first cycle increases compared to the one in pre-cycle stage. This is evidenced by the average ability of teachers in making lesson plans in the pre-cycle as much as 59.26% to 78.22% in cycle I.

From the observation result of teachers' ability in applying inquiry learning model in the first cycle it can be concluded that the average of teacher's ability in applying inquiry learning model in the first cycle only reaches 72.36% with fair category. From this result it can be concluded that there is an increase in teachers' ability to implement inquiry learning model in the first cycle compared to that in pre-cycle stage. This is evidenced by the average ability of teachers to apply inquiry learning model in the pre-cycle from 54.44% to 72.36% in the first cycle.

Cycle II was held from June 1 until June 17, 2017, with a series of systematic activities starting from planning, action, observation, and reflection. The result of the study of the teachers' lesson plans in the second cycle concludes that averagely the ability of teachers in making the second cycle lesson plans reaches 87.78% with good category. From this result it can be concluded that the ability of teachers in making lesson plans in the second cycle has reached the indicators of action success that were set before, that is 80%, so it does not need to be continued to the next cycle.

The observation result of teachers' ability to apply inquiry learning model in the second cycle can conclude that the average ability of teachers to implement the inquiry learning model in cycle II reaches 87.08%, with good category. That result shows that a significant increase in teachers' ability to implement inquiry learning model in the second cycle a significant increase from 72.36% in the first cycle to 87.08% in the second one. From this result it can be concluded that the ability of teachers in implementing inquiry learning model in the second cycle has reached the indicators of action success that were set before, that is 80%, so it does not need to be continued to the next cycle.

IV. Conclusion

Based on the results of research and discussions elaborated in chapter IV, the researcher can conclude as follows: 1) the application of clinical supervision can improve the ability of physical education teachers in making inquiry-modeled lesson plan (RPP) in state SMK Tebing Tinggi. It is seen from the results of research in which the average achievement percentage of teachers' ability in making inquiry modeled lesson plans in pre-cycle only reaches 59.26% with a category D (poor), in the first cycle it increases to 77.89% in category C (fair), and in the second cycle it increases significantly, to 87.78% in category B (Good); 2) the application of clinical supervision can improve the ability of physical education teachers in implementing inquiry learning model in state SMK Tebing Tinggi. This is evident from the results of research, in which the percentage of average achievement of teachers' ability to apply inquiry learning model in pre-cycle only reaches 54.44% in category D (poor), in the first cycle it increases to 72.36% in category C (fair), and in the second cycle it significantly increases to 87.08% in category B (good).

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Joko Ramadhan Sumitro. "Implementation of Clinical Supervision to Increase Physical Education Teachers in Using Inquiry-Based Learning Model in State Smk in Tebing Tinggi." IOSR Journal of Sports and Physical Education (IOSR-JSPE) , vol. 4, no. 5, 2017, pp. 27–31.