

Improving of Basic Skills Teaches Class X Teachers Cluster of Social Sciences Through Clinical Supervision with Collaborative Approach at SMA Negeri 1 Sultan Daulat Subulussalam Municipality

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Abstract: The purpose of this study to determine how Clinical Supervision with Collaborative approach to improve the basic skills of teaching class X teachers social science classes in SMA Negeri 1 Sultan Daulat Subulussalam Municipality. The method of this research is qualitative or action research school. The subject of this research is the teacher of class X of social science class of SMA Negeri 1 Sultan Daulat Subulussalam Municipality as many as 5 (five) people. Selection of the sample using purposive sampling. The instrument used to collect the data is an observation sheet instrument for the assessment of the application of basic teaching skills of teachers consisting of open and close learning skills, empowerment skills and variation skills. Based on the results of research on the implementation of clinical supervision of collaborative approach in SMA Negeri 1 Sultan Daulat Subulussalam Municipality is known: (1) clinical supervision with collaborative approach can improve the basic skills of teaching class X teachers of clusters Social sciences on the skills of opening and closing lessons seen from the increase in value The average of pre cycle is 50,52% in very less category, cycle I is 70,52% is in enough category and cycle II equal to 86,31% are in good category. (2) Clinical supervision with collaborative approach can improve basic teaching skill of class X teacher of social sciences on the skill of giving reinforcement seen from the increase of average value from pre cycle that is 45,33% in very less category, cycle I is 66,67 % Are in enough category and cycle II of 85.33% are in good category. (3) Clinical supervision with collaborative approach can improve the basic teaching skill of class X teacher of social sciences on the skill of variation seen from the increase of average value from pre cycle that is 44,29% in very less category, cycle I is 72,86 % Are in enough category and cycle II of 88.74% are in good category.

Keywords: Teaching Basic Skills Teacher, Clinical Supervision, Approach Collaborative.

I. Preliminary

School is a formal institution that works to help especially parents in providing education to their children. Schools provide students with knowledge, skills and attitudes to the fullest extent they need. All the school functions will be ineffective if the components of the school system are not working well, because the weakness of one component will affect the other components that will ultimately affect the course of the system itself.

Teachers are the most important pillar of education. Because without qualified qualities of a teacher, the quality of pen Upbringing in schools is also not going to make any progress. In improving the quality of learning, teachers must be professional, creative, fun, and have many concepts or ways to carry out learning activities [1]

The rapid development of technology, demanding a teacher to further increase the quality of science with a lot of learning from various sources of knowledge possessed by teachers should be taught to students with good teaching skills. One of the components that needs to be improved is

about the basic skills of teaching teachers. Basic teaching skills are indispensable for teachers to the present, especially in light of the tendency for the application of "contextual based learning".

Teaching basic skills, a charismatic general of the related knowledge and skills that are realized through action. [2]. Basic teaching skills are generic skills or basic instructional techniques skills that a teacher must master. [3]. Basic teaching skills that teachers need to master well are: (1) open and close learning skills; (2) questioning skills; (3) strengthening skills; (4) skills of variation; (5) explaining skills; (6) the skills of guiding small group discussions; (7) classroom management skills; And (8) small group and individual teaching skills [4]

Based on the results of the survey that has been done in the class X teacher of the clump Social Sciences SMA Negeri 1 Sultan Daulat Subulussalam City, found some weaknesses of teachers in terms of teaching skills such as for basic skills of teaching for questioning skills have an average percentage of 72.50%, explain skill has a flat Percentage rate of 73,33%, skill of guiding small group discussion has average 70,48% percent, classroom managing skill has average percentage 71,72% and small group and individual teaching skill has average percentage 71,30 % With the Enough category whereas for the opening and closing skills of the lessons have the average percentage of 50.52%, the skill of giving reinforcement has an average percentage of 43.33%, the skill of performing the variation has the average percentage below 44.29% with the very category Less, this means for all three skills is very low value.

Moving from the problems revealed, it is necessary to apply an attempt to improve it, one of them is by doing clinical supervision that focuses on improving teaching through a systematic cycle of planning, intensive intellectual observation and analysis of the actual learning performance with the aim of making rational modifications . Supervision is very vital in the professional development of teacher [5]. Clinical Supervision aims to improve teacher performance in the learning process and help students solve learning problems effectively. Clinical Supervision is the answer to overcome teacher problems in learning [6]

In the implementation of clinical supervision, it is necessary to apply an appropriate approach to effective clinical supervision by applying a collaborative approach. Characteristics of a collaborative approach include: (1) the supervisor acts as a partner or co-worker (2) both parties share expertise, (3) the approach used is an inquiry approach that seeks to understand what the observed person does, (4) (6) the purpose of supervision is to help teachers and principals develop into professionals through reflective activities [7].

Based on the above problems, this study focused on 3 (three basic skills of teaching class X Teachers Social Sciences Which has a category of "very less" value that is Skills open and close lesson, skills to provide strengthening and skills to hold variations.

II. Research Methods

This research was conducted for 2 (two) months in SMA Negeri 1 Sultan Daulat Subulussalam Municipality. The design used in this research is Action Research School (PTS), research is planned to take place during the second cycle of each cycle consisting of Planning, Action, observation and Reflection..

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The research instrument used in this research is observation sheet of basic teaching skill, conclusion result at discussion at reflection activity every cycle, photo and video recording. Observation is used to see the ability of teachers in mastering Skills of Opening and Closing Lessons, Skills to provide Reinforcement and Skills to provide Variation and see the process of conducting clinical supervision. Documentation is used to view photos and video recordings of learning outcomes.

III. Discussion

Implementation of Cycle I

Activity in the first cycle:

A) Planning (1) Coordinate with the school principal about the permissions that are granted to teachers to enter as a research subject, (2) Researcher (supervisor) conduct initial meeting with the

teachers, at this initial meeting built a relaxed atmosphere and researcher (supervisor) prepares equipment for documentation materials, (5) Researcher (supervisor) prepares the format of observation of basic teaching skills, (6) supervisor) establish indicators of action research, (7) Researcher (supervisor) and teachers agreed on three basic skills teachers' to be displayed, (8) Researcher (supervisor) and teachers make the contract about the basic skills teaching will be enhanced

B)Implementation (1) Researcher (supervisor) and teacher conduct analysis of RPP study, (2) Researcher (supervisor) discuss with teacher about how far teacher understand about k Basic teaching skills. In a collaborative approach, supervisors do not evaluate teachers' knowledge, but explore teachers' understanding by listening and asking and providing input in a relaxed and intimate atmosphere, (3) The researcher (supervisor) discusses the behavioral aspects to be observed in basic teaching skills to be observed, Opening and Closing Skills Lessons, Skills Giving Reinforcement and Skills Taking Variations with guidance in accordance with previously agreed contracts, (4) Researchers (supervisors) and teachers agree on supervisory behavior in the classroom as well as interactions with students, (5) Teachers doing the learning in class by applying basic skills teaching mastered

C) observation (1) Supervisor/researchers conducted observations of the teacher at the time of teaching in the classroom with a careful, thorough, complete and comprehensive, (2) Supervisor/researcher documenting the recording, and Take photo To the teacher's behavior during the learning process, (3) Filling out the assessment from teacher's observation sheet in applying 3 (three) basic skill of teacher teaching that is skill of opening and closing lesson, giving skill and skill of doing variation in the implementation of learning in class, (4)) Recording in a book things are still necessary repairs when teachers use three (3) teachers to teach the basic skills which open and close the skills lessons, skills provide reinforcement and skills held variation in the implementation of learning in the classroom.

D) Reflection (1) Researcher (supervisor) create a relaxed atmosphere, familiar with the teacher, the teacher asks the overall feeling. Supervisor only affirm what the teacher expressed, (2) Researcher (supervision) analyze the achievement of learning objectives, supervisor or with the teacher to review the planned objectives with the objectives achieved, and asked the teacher to analyze the learning outcomes through video recording, (3) Researcher (supervisor) Reminds about display contract. Supervisors and teachers identify the targeted skills and concerns that have been achieved and have not been achieved. Supervisor can show the result of recording of observation so that teacher know what have been reached and not yet reached in accordance with agreed contract that is in applying 3 (three) basic skill of teaching teacher that is skill opening and closing lesson, skill giving strengthening and skill of doing variation, (4)) The researcher (supervisor) gives time to analyze feedback to the teacher, (5) The researcher (supervisor) discusses the results of the feedback analysis to the teacher (until the teacher realizes and discloses the strengths and weaknesses shown in the teaching and learning activities), (6) Supervisor discusses Teachers of shortcomings to find appropriate actions to overcome them, (7) Supervisors provide motivation that teachers are able to overcome the problems felt by teachers when applying 3 (three) basic skills of teaching teachers that is the ability to open and close the lesson, strengthening skills and kite (8) Supervisors and teachers reappraised to observe classroom teaching using the improvements discussed.

Implementation of Cycle II

Activity in the second cycle:

A) Planning (1) The researcher (supervisor) conducted a follow-up meeting with the teachers, at the next meeting was built a relaxed and intimate atmosphere,(2) Researcher (supervision) prepares class visit schedule for each teacher, (3) Researcher (supervision) prepares equipment for documentation material, (4) The researcher (supervisor) recalls the research action indicator, (5) The researcher (supervisor) and the teacher agreed on 3 (three) basic teaching skills of teachers that need to be

improved based on cycle I reflection and input on FGD activities, (4)) And teachers make contracts on basic teaching skills to be improved.

B) Implementation: (1) During the discussion meeting with teachers after the activities of the first cycle, supervisors listen more to how teachers explain the shortcomings in the planning process of learning and applying the three (3) basic skills teachers' teaching, (2) Supervisor identify the difficulties of teachers in planning process Learning and applying 3 (three) basic skills of teaching teachers in the implementation of learning in the classroom to be upgraded to the next learning activities, (3) From the achievement of percentage value of the application of 3 (three) basic teaching skills of teachers in cycle I (first) Class, the supervisor identifies the deficiencies in the improvement of 3 (three) basic skills of teaching the teacher (the skills to open and close the lesson, the skills to provide strengthening and skill of variation) in the implementation of learning in the classroom. Furthermore, supervisors held a coaching so that teachers are able to overcome the shortcomings that happened, (4) Supervisor coaching to teachers on how to improve the three (3) basic skills teaching and teachers in the implementation of learning in the classroom from the achievement of the implementation of the teacher did in the first cycle,

C) Observation: (1) Observing teachers when teaching in the classroom carefully, thoroughly, objectively and comprehensively; (2) Supervisor/researcher performs documentation by recording or taking pictures of teacher's behavior during the learning process; (3) Supervisor conducting instrument assessment Observation sheet 3 (three) basic skills of teaching teachers in the implementation of learning in the classroom, (4) From supervisor observations when teachers teach in the classroom in terms of improvement of 3 (three) basic skills of teaching teachers on the implementation of learning in the classroom there are progress- Which teachers achieve in applying 3 (three)teaching the basic skills of teachers in the implementation of learning in the classroom compared to that at the time of execution of the cycle I.

D) Reflection: (1) Researcher (supervisor) create a relaxed atmosphere, familiar with the teacher, the teacher asks the overall feeling. Supervisor only confirmed what he had disclosed the teacher and trying to have been of reinforcement that teachers eager to improve themselves, (2) Researcher (supervisor) analyzes the achievement of learning objectives, supervisor with the teachers did a review with the aim of the planned objectives achieved. And ask the teacher to analyze the learning outcomes through video recording, (3) Researcher (supervisor) remind about display contract. Supervisors and teachers identify the targeted skills and concerns that have been achieved and have not been achieved. Supervisor can show the result of the observation record so that the teacher knows what has been achieved and not yet reached according to the agreed contract, (4) The researcher (supervisor) gives time to analyze feedback to the teacher, (5) The researcher (supervisor) discusses the analysis result back to (6) The researcher (supervisor) asks the teacher's feelings after analyzing the target skills to be achieved, (7) The researcher (supervisor) concludes the result of the discussion between the supervisor and the teacher. Teachers during the clinical supervision process

IV. Research Result

No	Master Code	% Achievement of the Basic Teaching Skills Implementation of Teachers								
		Open Skills and			Giving Skills			Skills		
		Closes Lesson			Strengthening			Holding Variations		
		Cycle			Cycle			Cycle		
		Pre	1	2	Pre	1	2	Pre	1	2
1	G 1	42,10	63,16	84,21	33,33	53,33	80,00	42,86	64,28	85,71
2	G 2	52,63	73,68	89,47	40,00	66,67	80,00	50,00	78,57	92,86
3	G 3	52,63	73,68	84,21	46,67	73,33	86,67	35,71	71,43	85,71

4	G 4	47,37	68,42	84,21	53,33	73,33	93,33	50,00	78,57	92,86
5	G 5	57,89	73,68	89,47	53,33	66,67	86,67	42,86	71,43	85,71
Average		50,52	70,52	86,31	45,33	66,67	85,33	44,29	72,86	88,74

Table 1: Data Comparison 3 (three) Basic Teaching Skills Teachers On Pre Cycle, Cycle I and Cycle II

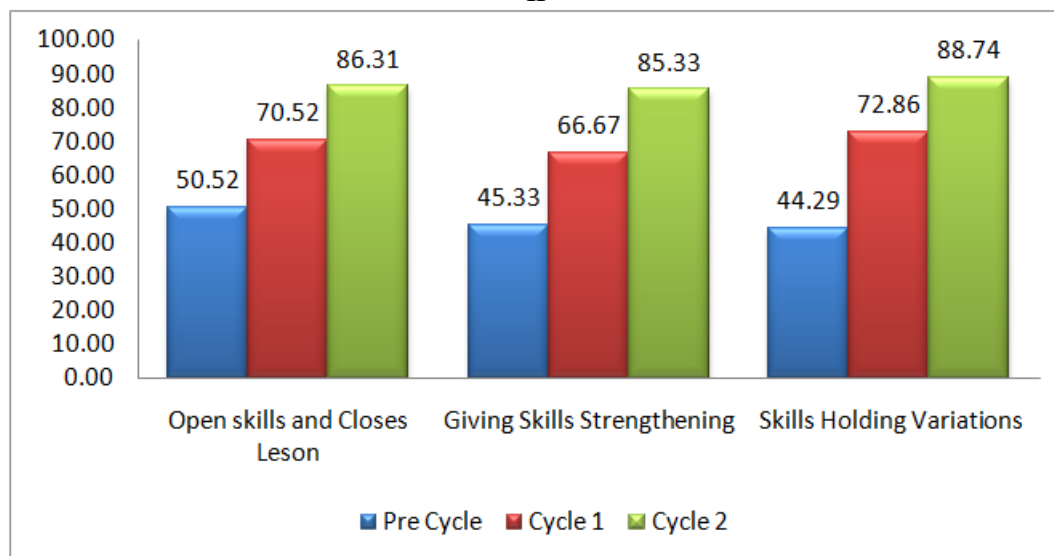


Figure 1: Comparison of three (3) Basic Skills Teaching Teachers On Pre Cycle, Cycle I and Cycle II

From the table data, it can be explained that there is an increase the basic skills of teaching teachers on the skills of opening and closing lessons, giving reinforcement and performing variations from pre-cycle to cycle I and from cycle I to cycle II obtained from five (5) class X teachers (ten) Clumps Social sciences at SMA Negeri 1 Sultan Daulat Subulussalam. The improvement of this skill indicates that the basic teaching skill of class X teacher Social Sciences at SMA Negeri 1 Sultan Daulat Subulussalam City is in the range of 80-89 score with Good category.

Based on the results of research on the implementation of clinical supervision of collaborative approach in SMA Negeri 1 Sultan Daulat Subulussalam Municipality known: clinical supervision with collaborative approach can improve the basic skills of teaching class X teachers of clusters Social sciences on the skills of opening and closing lessons seen from the increase in the average value From pre cycle that is 50,52% in very less category, cycle I is 70,52% is in enough category and cycle II equal to 86,31% are in good category. After the test t_{table} , upgrading of skills to open and close the lesson of pre cycle to the first cycle $t_{count} = 19,01$ and from the first cycle to the second cycle $t_{count} = 9,49$ when compared with $t_{table} = 2,78$ at $\alpha = 0,05$.

Clinical Supervision with Collaborative Approach can improve the basic teaching skill of class X Teachers of Social Sciences on the skill of giving reinforcement seen from the increase of average value from pre cycle that is 45,33% in very less category, cycle I is 66,67% Enough category and cycle II of 85.33% are in good category. After the test t_{table} , skills training provides reinforcement of pre cycle to the first cycle $t_{count} = 8,56$ and from the first cycle to the second cycle $t_{count} = 7.48$ when compared with $t_{table} = 2,78$ at $\alpha = 0.05$.

Clinical Supervision with collaborative approach can improve the basic teaching skill of class X teacher of social sciences on the skill of variation seen from the increase of average value from pre cycle that is 44,29% in very less category, cycle I equal to 72,86% is in Enough category and cycle II of 88.74% are in good category. After the test t_{table} , skills training provides reinforcement of pre cycle to the first cycle $t_{count} = 12.64$ and from the first cycle to the second cycle $t_{count} = 11,00$ compared with $t_{table} = 2,78$ at $\alpha = 0.05$.

V. Conclusion

Based on the discussion that has been described can be concluded that the basic skills of teaching class X teachers Social Science classes in opening and closing lessons, providing

reinforcement, variations in SMA Negeri 1 Sultan Daulat Subulussalam Municipality can be improved through the clinical supervision of collaborative approaches.

VI. Suggestion

Based on the conclusions of this study, it is necessary to suggest the following:

1. To teachers to continuously improve teaching basic skills of teachers in the learning process so that the maximum achievement of learning goals and produce better learning activities and fun.
2. To the principal so that appealed to teachers to implement teaching basic skills of teachers in the learning process and implementing clinical supervision to all teachers at a predetermined time and continuous to improve the teaching quality.
3. The school superintendent in carrying out their duties, clinical supervision with a collaborative approach as alternative in teacher guide and nurture in order to improve the quality of learning.
4. To the Head of the department of education should be able to facilitate the superintendent and principals in the provision of ongoing training in implementing the application of clinical supervision collaborative approach so that supervisors and principals in carrying out its duties are able to make changes to improve education.
5. To the other researchers, the results of this study are expected to be one of the references to conduct more in-depth research especially related to the improvement of basic teaching skills of teachers and clinical supervision by collaborative methods.

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