

Improving Teachers' Ability to Apply Learning Models Through Classroom Supervision Activities by the Principal of SD Negeri Tritih Kulon 09 in Semester I of the 2018/2019 Academic Year

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ABSTRACT

In carrying out the learning process at school, a teacher should be able to choose and utilise learning models that are in accordance with the learning material. In general, teachers rarely use learning models in every learning process, due to the lack of teacher understanding of learning models that can facilitate teachers in implementing the learning process in the classroom. Actually, there are many learning models that can be used by every teacher in the learning process. By using appropriate learning models, of course, students will be motivated to learn, and this will have a positive impact on their learning outcomes. The main problem in the study, namely "Can the application of learning models through classroom supervision activities improve the quality of learning in students at SD Negeri Tritih Kulon 09?". Based on the results of this study, it is concluded that the application of learning models through classroom supervision by school principals has proven successful in improving the ability of SD Negeri Tritih Kulon 09 teachers in managing the learning process. In addition, by increasing the ability of SD Negeri Tritih Kulon 09 teachers in managing the learning process, not only the students' learning process is more meaningful but also their learning outcomes increase.

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1. INTRODUCTION

Schools are formal institutions that assist parents in providing education to their children. Schools provide knowledge, skills and attitudes to their students in full accordance with what they need. All of these school functions will not be effective if the components of the school system do not run well, because the weakness of one component will affect other components which in turn will also affect the running of the system itself. One of the school components is the teacher.

Teachers are required to be able to master the curriculum, master the material, master the method, and no less important the teacher must also be able to manage the class in such a way that learning takes place actively, innovatively, and fun. However, generally the teacher still dominates the class, students are passive (come, sit, watch, practice, ..., and forget). According to Suherman, there are things that cause students not to enjoy learning, namely most students are not prepared in advance by (at least) reading the material to be studied, students come without knowledge as if carrying an empty container. Even worse, students do not realise the real purpose of learning, do not know the benefits of learning for their future.

Based on the author's observations at SD Negeri Tritih Kulon 09, there are several obstacles to learning so far, among others:

- 1) Students have difficulty in understanding concepts.
- 2) Students are less active / passive students in the learning process.
- 3) Students are not used to working with their friends in learning.
- 4) Teachers do not relate learning materials to everyday life.
- 5) The results of students' test scores / learning outcomes in learning are low.
- 6) KKM is not achieved.
- 7) Learning is not fun for students.
- 8) Lack of student interest in learning.

As an educator, the author sees that learning becomes less effective because it only tends to prioritise the intellectual aspect and override the character building aspect. This is certainly an obstacle for teachers. However, the author wants to turn this obstacle into a strength in managing effective and efficient teaching and learning activities so that later it will get satisfactory results.

To answer this, the author tries to provide solutions to teachers to implement learning models through classroom supervision activities at SD Negeri Tritih Kulon 09 by compiling various learning tools needed such as: lesson plans, teaching aids, data collection techniques, and instruments needed to assist teachers in managing the classroom and evaluating the learning carried out.

2. RESEARCH METHODS

The subject of this research is the teacher of SD Negeri Tritih Kulon 09. The location of SD Negeri Tritih Kulon 09 is in the environment of Korwil Biddik, North Cilacap District, Cilacap Regency. The implementation time of this research, namely in the first semester of the 2018/2019 academic year, which began from 31 July to 30 November.

This research is classified as school action research, with four main steps, namely: action planning, action implementation, observation, and reflection, involving six primary school teachers of SD Negeri Tritih Kulon 09. The research was conducted continuously for 3 months. The four steps can be explained as follows.

The performance indicator set was to improve teachers' ability to apply learning models through classroom supervision activities at SD Negeri Tritih Kulon 09. The aspects measured in the observation were the enthusiasm of SD Negeri Tritih Kulon 09 teachers in applying learning models, student interaction with teachers in the teaching and learning process, interaction between students, cooperation between students in groups, and student activity in group discussion.

Data were collected through several techniques, as follows.

1. Observation Technique
2. Interview Technique
3. Documentation Technique

The data that has been collected through several data collection techniques, then analysed by describing the meaning of each data, both related to changes in the ability of teachers and students after being pursued through the treatment applied, in this case the selected learning models to overcome the existing problems.

3. RESULT AND DISCUSSION

At the beginning of the research at SD Negeri Tritih Kulon 09, the results of the initial supervision found that the teacher's performance in managing learning models in the classroom was still low. This can be seen from the non-achievement of student completeness in learning.

In each cycle the implementation process goes through the same stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

• CYCLE I

The implementation process of cycle I took four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The description of each of these stages is as follows.

a. Planning

Cycle I action planning was conducted in collaboration between researchers, teachers, and supervisors. The things that were attempted at this stage by all parties included :

- 1) Identifying problems related to the ability of SD Negeri Tritih Kulon 09 teachers to manage the learning process based on the latest learning models.
- 2) Determining appropriate efforts when carrying out classroom supervision to successfully overcome any problems experienced by teachers by providing thoughtful assistance and appropriate examples of the use of the latest learning models in context with school conditions.
- 3) Determining the timing of classroom supervision
- 4) Determining the success criteria for classroom supervision in cycle I

- 5) Developing the necessary instruments
- b. Implementation
The implementation of the action took place in accordance with the predetermined time
- c. Observation
Observations were made by the author from the beginning to the end of learning activities carried out by teachers and students. Based on the results of observations, several notes were obtained as well as the results of the assessment of the ability of each teacher.
- d. Reflection
In reflecting on the results of the implementation of cycle I actions, the teachers and supervisors held a discussion. Through this effort, an agreement was obtained regarding the successes and failures of cycle I and efforts to overcome so that there would be no failure in the same thing in cycle II.

- **CYCLE II**

As in cycle I, cycle II was also carried out with four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. With the development of good behaviours as above, there will be a change in the direction desired by each. Although it is risky to change, both the principal and the teachers of SD Negeri Tritih Kulon 09, still take this strategy. Rather than not changing at all, they felt sure it would be far more risky. The principal's expertise in choosing the level of risk, both economically and materially, can prevent unwanted things, such as waste, more time, energy, and thought.

Including complex and not easy problems in solving cases of learning process management. Especially when the problem is related to the quality of learning process management. It has become a standard formula to be able to take place it requires everything to be of high quality, both teacher human resources, materials, and the process. In order to strive for this quality, the principal's participation will greatly colour the participation of teachers and students. Supervision is an integral part of a qualified principal's professional skills. Without the ability to supervise, it is impossible for the principal of SD Negeri Tritih Kulon 09 to successfully improve the quality of teachers' ability to manage the learning process.

4. CONCLUSIONS

After conducting a series of research activities, the results were finally obtained, as described. Then the results of the research are discussed. Only then can a conclusion be drawn to answer the main problem of this research. The conclusions are as follows :

1. The application of learning models through classroom supervision by school principals has proven to be successful in improving the ability of teachers at SD Negeri Tritih Kulon 09 to manage the learning process.
2. By improving the ability of SD Negeri Tritih Kulon 09 teachers in managing the learning process, in addition to the students' learning process being more meaningful, their learning outcomes also improved.

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