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## **Improving Teaching Skills Throug Teachers by the Clinical Supervision of non-directive Approach with Individual Techniques in Smkn 1 Sidikalang District Dairi**

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### **Abstract**

This study aims to determine the effect of clinical supervision of non-directive approaches with individual techniques on improving the basic skills of teaching teachers in leading small group discussions, managing classes and teaching small groups and individuals. The subject of this research is the accounting teacher of SMK Negeri 1 Sidikalang Dairi Regency as many as 6 teachers. The type of research is the action research school of Kemmis model. The results showed an increase in the basic skills of teaching teachers in leading small group discussions, managing the classroom and teaching small groups and individuals significantly from pre-cyclus to cyclus I, but not yet fulfill the completeness criteria so that followed by cyclus II. The results of the Cyclus II calculations indicate a significant increase in the basic skills of teaching teachers in leading small group discussions, managing classes and teaching small groups and individuals with scores that have fulfilled the value of mastery.

**Keywords:** improving; skills; teaching; clinical; supervision; non-directive; approach; technique.

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## **1. Introduction**

The development of science and technology both as the substance of teaching materials and the implementation of the learning process requires teachers to be able to improve and adjust their competence in order to be able to develop and present the actual learning materials using various approaches, methods, and creative and innovative learning technology so that teachers are expected Organize successful learning, bringing the students into the world of education as needed. Educational reforms mandated by Law No. 20 of 2003 on National Education System, Law No. 14 Year 2005 on Teachers and Lecturers, and Government Regulation Number 19 Year 2005 on National Education Standards require teacher reform to have a higher level of teaching competence good. To support the implementation of teaching it is necessary to improve the basic skills of teaching teachers through the supervision of the clinic.

## **2. Review of Literature**

Djamarah states basic teaching skills is a complex act, in the sense of integrative use of a number of components contained in the teaching act to convey the message of teaching [1]. Sukirman expressed basic teaching skills regarding some skills or skills that are fundamental and actualized by every teacher, lecturer, instructor or widyaiswara in performing the task Teaching [2]. Susiwi explained about understanding basic teaching skill that basic teaching skill is a generic skill or basic instructional technique skill which must be mastered by a teacher [3]. Based on these statements indicate that teachers are able to equip themselves with various teaching skills so that it is expected to help carry out their duties in educational interaction in learning and teaching. Furthermore, Usman explains that there are eight basic skills that a teacher must possess to be a good educator, namely: (1) questioning skills, (2) empowering skills, (3) skills in variation, (4) skills (5) skills for opening and closing lessons, (6) skills leading small group discussions, (7) classroom management skills, (8) small group and individual teaching skills [4].

Clinical Supervision is one model of the implementation of academic supervision by school supervisors as an effort to assist teachers in improving the learning process systematically. Sergiovanni and Starratt argue that clinical supervision practice is based on two assumptions: (1) learning is a very complex activity requiring careful observation and analysis, (2) teachers whose professionalism is to be developed, more in need of a way of governance rather than an authoritarian way . The process of clinical supervision is done through four stages: (1) planning, (2) initial meeting, (3) observation, and (4) reflection. These stages are used to develop learning innovations [5]. Sagala stated that the application of clinical supervision can ensure the quality of continuous and consistent learning services [6].

The indirect approach (non-directive) is a way of approaching an indirect problem. Supervisor behavior does not directly indicate the problem, but actively listens to what the teacher is saying and gives as many opportunities as possible to the teacher to address the problems they are experiencing. This non-draft approach is based on humanistic psychological understanding, namely: (1) the approach pattern that departs from the psychological knowledge in particular. (2) humanistic psychology highly appreciates the person to be assisted. Supervisor's behavior in a non-directive approach is as follows: (1) listening, (2) giving reinforcement, (3) explaining, (4)

presenting, (5) solving problems. Last target desired behavior of non-directive supervisor is teacher planning Own (teacher self plan).

Yusni Siregar said there was an improvement in the performance of IPA Teachers of SMPN in Medang Deras Sub-district in arranging learning tools through the supervision of the clinic from 54.50% to 100% [7]. Irvan Wandri stated that through the supervision of clinical supervision, non-directive approach can improve the ability of economic teachers in skills to explain and ask at SMA Negeri 7 Takengon in Bintang Sub-district Aceh Tengah Regency Aceh Province. [8]. Dewi Ristiyani said the implementation of academic supervision of clinical model can improve teacher performance in Tebing Tinggi [9].

From the results of the above research can be concluded that the clinical supervision can improve the ability and performance of teachers in implementing learning. This is very supportive of research that will be conducted by researchers ssesuai with the title of research is Improved Basic Teaching Skills Teachers Through Clinical Supervision Non-Directive Approach With Individual Techniques At SMKN 1 Sidikalang Dairi Regency

### **3. Methods**

This research was conducted for 2 months at SMK Negeri 1 Sidikalang Dairi Regency. Research subjects all teachers Accounting in SMK Negeri 1 Sidikalang Dairi Distric as much as 6 people The type of research used in this research is the School Action Research (PTS) Kemmis&Mc model. Taggart, a principal investigator research school, and school superintendent. This research is designed with a cycle process consisting of at least two cycles, namely cycle I and cycle II. Each cycle consists of four stages, namely planning (plan), initial meeting (act), observation (observation), reflection (reflection) with the following explanation:

#### ***Implementation of Cyclus I***

In Cyclus I conducted activities, namely: A) Planning (plan); (1) the researcher determines the location and subject of the research, (2) the researcher asks the principal's permission to conduct the clinical supervision of the accounting teacher, (3) the researcher consults with the principal and vice curriculum to be the facilitator in the research; ) The researcher consults with the supervisor of the school as the supervisor in the research, (5) the researcher makes an agreement about the implementation of the clinical supervision of the basic skills of teaching the teacher and makes agreement on the implementation schedule of supervision, (6) the researcher prepares the observation sheet according to the type of basic teaching skill of the teacher to be supervised; B) Initial meetings: Facilitator, Supervisor and Observer: (1) create an intimate and open atmosphere, (2) identify the aspects teachers will develop in teaching, (3) translate the teacher's attention into observable behavior, ( 4) identifying procedures to improve teachers' teaching, (5) to help teachers improve their own goals, (6) assigning class observation time, (7) selecting class observation instruments, (8) clarifying the teaching context by looking at the data to be recorded; C) Observations: (1) school supervisors and researchers conduct classroom visits when teachers teach, (2) supervise schools and researchers observe teacher teaching behaviors, record teacher shortcomings and strengths, and make judgments according to skills indicators leading small group discussions, Classroom managing skills, and small group and individual teaching skills, (3) researchers create videotape and

photographs as teachers teach; D) Reflection: (1) asking teachers' feelings about the teaching, (2) analyzing the attainment of teaching objectives (3) analyzing skills targets, (4) asking teachers' feelings after analyzing teachers' teaching skills, (5) summarizing the results (7) the supervisor provides motivation and enthusiasm for the teacher to teach better and states that the teacher will be able to correct the deficiency, (8) the supervisor makes an agreement with the teacher to do on When teaching and supervisor will re-observe.

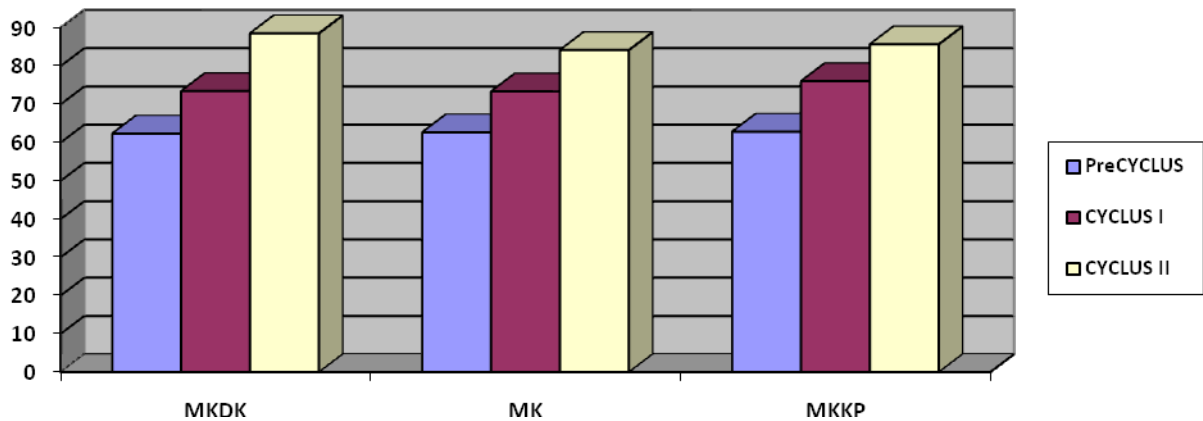
**Implementation of Cyclus II**

In Cyclus I, activities are performed, namely A) Planning (plan): (1) examine in consultation with school supervisors about the implementation of cyclus II, (2) researchers and school supervisors prepare observation sheets according to the type of basic skills teachers teach to be supervised; B) Initial meetings (act): School supervisors and researchers: (1) make agreement on the implementation of clinical supervision cyclus II with the teacher and make the implementation schedule with the familiar atmosphere, (2) identify the aspects that will be developed by the teacher, (3) identify the procedure for Improving teaching, (4) selecting class observation instruments; C) Observations: (1) school supervisors and researchers conducted classroom visits to teachers teaching, (2) teachers improved teaching weaknesses in cyclus I, (3) school supervisors and researchers made judgments according to skills indicators leading small group discussions, classroom management skills , And small group and individual teaching skills, (4) researchers create vidio recordings and photos as teachers teach; D) Reflection: (1) analyzing the results of the teacher's assessment, (2) asking the teacher's feelings after analyzing the teacher's skills, (3) summarizing the results of the research and motivating the teacher to keep.

**4. Results And Discussion**

**Table 1:** Comparison of observasional data in Cyclus I and Cyclus II

Teacher's name code	Basic Teaching Skills								
	Leading a Small Group Discussion			Manage Classroom			Teaching Small Groups and Individuals		
	Pre Cyclus	Cyclus I	Cyclus II	Pre Cyclus	Cyclus I	Cyclus II	Pre Cyclus	Cyclus I	Cyclus II
JN	64,00	76,56	92,18	64,00	80,00	92,50	64,00	81,25	90,62
MS	64,00	75,00	89,06	64,00	75,00	85,00	61,00	76,56	85,93
MSH	63,00	73,43	90,62	63,00	72,50	85,00	62,00	78,12	87,50
NUR	62,00	71,87	85,93	62,00	70,00	82,50	63,00	75,00	84,37
RB	60,00	73,43	87,50	62,00	70,00	80,00	64,00	73,43	82,81
JS	61,00	70,31	85,93	61,00	72,50	80,00	63,00	71,87	82,81
Average	<b>62,33</b>	<b>73,43</b>	<b>88,53</b>	<b>62,66</b>	<b>73,33</b>	<b>84,16</b>	<b>62,83</b>	<b>76,03</b>	<b>85,67</b>



**Figure 1:** The Histogram of Improving Precyclus to Cyclus I and to Cyclus II

From the table data can be explained that there is an increase in basic teaching skills lead small group discussions, classroom management skills, and teaching small groups and individuals from pre-cyclus to cyclus I and from cyclus I to cyclus II which is obtained to 6 (six) accounting teachers SMKN 1 Sidikalang. This skill improvement indicates that the basic teaching skills of SMKN 1 Sidikalang teachers can be declared to be good because they are in good category (80-90). From the table it can be concluded that the implementation of clinical supervision with non-directive approach of individual techniques in cyclus I and II can improve the basic skills of teaching accounting teacher at SMKN 1 Sidikalang Dairi.

## 5. Discussion

Based on the results of research on the implementation of clinical supervision with non-directive approach of individual techniques in SMK Negeri 1 Sidikalang known: Clinical supervision of non-directive approach with individual teacher accounting technique at SMKN 1 Sidikalang Dairi Regency can improve lead group discussion skill seen from increase of average score from precyclus that is 62,33 in less category, cyclus I equal to 73,43 are in enough category And cyclus II 88,53 is in good category. After  $t_{table}$  test, the improvement of skill in leading small teacher group discussion is significant from precyclus to cyclus I that is  $t_{count} = 42,69$  and from cyclus I to cyclus II with  $t_{count} = 55,93$  when compared with  $t_{table} = 2,571$  at  $\alpha = 0,05$ . Clinical supervision of non-directive approach with individual teacher accounting technique at SMKN I Sidikalang Dairi Regency can improve the class managing skill seen from the increase of average score from precyclus that is 62,66 is in less category, cyclus I equal to 73,33 are in enough category and cyclus II 84.16 is in either category. After the  $t_{table}$  test the improvement of skills leading the small group discussion of teachers is significant from precyclus to Cyclus I is  $t_{hitung} = 21,76$  and from cyclus I to cyclus II with  $t_{count} = 31,86$  when compared with  $t_{table} = 2,571$  at  $\alpha = 0,05$ .

Clinical supervision of non-directive approach with individual technique of accounting teacher at SMKN 1 Sidikalang Dairi Regency can improve the teaching skill of small group and individual seen from increase of average score from precyclus that is 62,83 are in less category, cyclus I equal to 76,03 are in category enough and cyclus II 85.67 is in good category. After the  $t_{table}$  test the improvement of skill in leading small teacher

group discussion is significant from precyclus to cyclus I that is  $t_{count} = 22,00$  and from cyclus I to cyclus II with  $t_{count} = 96,35$  when compared with  $t_{table} = 2,571$  at  $\alpha = 0,05$ .

## **6. Conclusion**

Based on the analysis and discussion that has been described it can be concluded: the basic skills of teaching teachers in leading small group discussions, managing classes and teaching small groups and individuals can be increased through the implementation of clinical supervision with non-directive approach of individual techniques in accounting teachers in SMKN 1 Sidikalang District Dairi.

## **7. Suggestion**

Based on the results of the above school action research it is necessary to suggest the following things:

1. To the teacher, would be able to take advantage of clinical supervision with non-directive approach of individual techniques as one of the media self-reflection to measure the level of basic skills of teaching.
2. To the principal of information as a clinical supervision with non-directive approach of individual techniques can improve the skills and ability of teachers in running the learning process in the classroom.
3. To the school supervisor as information in carrying out its duties and functions can improve the implementation of clinical supervision with non-directive approach of individual techniques in guiding and nurturing teachers in the target schools.
4. To the Head of Education Office as information to be able to make the policy of conducting training to school supervisors to add insight on the duties and functions of strict and continuous supervisors for school officials so that in carrying out their duties are able to make changes in improving the quality of education by referring to applicable government regulations .
5. To other researchers, the results of this study are expected to be comparative or reference material for relevant research in the future.

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