

BASED CLINICAL SUPERVISION A LESSON STUDY MODEL IN INCREASING THE MOTIVATION AND PERFORMANCE OF TUTORS IN LEARNING ACTIVITY CENTERS

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ABSTRACT:

This study aims to (1) determine the initial conditions of the clinical supervision model in the Learning Activity Center (SKB) in Gorontalo District ; (2) Knowing the development of a lesson study -based clinical supervision conceptual model in increasing the motivation and performance of tutors in Learning Activity Centers (SKB) in Gorontalo District ; and (3) Knowing the implementation of the lesson study -based clinical supervision model in increasing the motivation and performance of tutors in Learning Activity Centers (SKB) in Gorontalo District . H acyl and floating research showed that: (1) the condition early supervision commonly performed in the LCS in Gorontalo Regency is a regular academic supervision, not clinical supervision. The supervision that is usually carried out in terms of initial planning, classroom observation, and the feedback stage that is usually carried out in SKB does not reflect clinical supervision that has been carried out. Supervision at the SKB is

usually carried out by supervisors or supervisors from the district or city level and by the head of the SKB, but is usually carried out alone without involving the teacher team to jointly observe classes and discuss together; (2) The development of the lesson study-based clinical supervision model developed through this study is basically the development and modification of Cogan's clinical supervision model. The design of a lesson study-based clinical supervision model was developed through the components of the objectives, procedures, and the Student Learning Performance Assessment (PKPB). The goals to be achieved through the lesson study-based clinical supervision model are to improve the performance of the Learning Assistants through the stages of planning (plan), implementation (do), observation (see), and follow- up; (3) The implementation of the lesson study-based clinical supervision model developed through this research is stated to have been tested objectively and on target in

increasing the motivation and performance of tutors. It can be seen from the always increasing the average value of the results PKPB (Performance Assessment of Civil Learning) on each test and the t value of the results PKPB always greater than t table in each trial, both in limited testing and trials large.

KEY WORDS: clinical supervision, lesson study, motivation, teacher performance.

INTRODUCTION:

Conditions SPNF SKB se Gorontalo Regency influence clinical supervision on the performance of tutors showed that : 1) the leadership of Chief SPNF se Gorontalo district are included in the category of a very good and well reached 56.3% and the remaining 43.7% in the category quite well, not good and not good, 2) Academic Supervision carried out by the Head of SPNF SKB which was included in very good and good reached 55.3% and the remaining 43.7% was in the quite good, not good, and bad categories, 3) SPNF Organizational Culture SKB in Gorontalo Regency which is categorized as very good and good is 55.5% and the remaining 44.5% is in the quite good, not good, and not good categories 4) The performance of the SPNF civil servants in the very good and good categories reaches 55.5% and the remaining 44.5% were in the fairly good, poor and bad categories.

Thus it shows that the leadership of the SPNF SKB head and the academic supervision carried out by the SPNF head are not yet very effective. The culture and work climate in SPNF is not yet very conducive and positive. Likewise, the performance of the Teacher has not been optimal. In the quality improvement can be implemented with emphasis on monitoring the educational process related to effectiveness and efficiency in the achievement of performance indicators.

According to Sudjana (2012 : 48) about the theory of learning supervision, it is said that the behavior of students in learning is influenced by educators, while the behavior of educators is influenced by the head of SPNF and supervisors. This is in line with the opinion of Supriadi (2014 : 32) which states that low motivation and achievements that affect the teaching profession are inseparable from the low contribution of the SPNF head in fostering educators through supervision activities. This is likely because most of the supervisor's time is spent on administrative matters.

It is hoped that the current implementation of clinical supervision can be used as an alternative solution to the difficulties and obstacles experienced by Teacher when carrying out learning activities at SPNF SKB throughout Gorontalo District. In addition to the efforts that have emerged from the head of the SPNF as the leader of the institution in order to improve the performance of the tutors, from the teacher themselves there has also been an effort to increase the ability of the profession collegially, namely through lesson study.

Lesson study triggered a motivation to develop themselves, tutors should feel that they are required to always develop as part of professional responsibility given the power NFE especially tutors hours of carrying out learning activities as well as the development of the model, the pattern of increased capacity tutors which is carried out in groups according to clusters or teaching groups through scientific discussions to get the best design of learning tools which is then practiced by one tutor and several tutors according to the agreement.

This is in line with Nur's opinion (2013: 38) that lesson study if carried out continuously and continuously is expected to help tutors to improve professionalism, including in terms of creating effective and

efficient learning activities. Both of these techniques (lesson study -based clinical supervision) are implemented with the hope of increasing their professional abilities in the process of transferring knowledge by the Tutor to students in the classroom so that learning can take place optimally. Therefore, this study reveals how the contribution of the implementation of tutoring performance guidance techniques in the form of lesson study -based clinical supervision and the integration between the two is really useful to provide solutions to the obstacles / constraints that occur.

METHODS

This study aims to develop a lesson study -based clinical supervision model to increase the motivation and performance of tutors in Learning Activity Centers (SKB) in Gorontalo District. In this connection, the appropriate method used in this research is research and

development. According to Borg and Gall, "Education research and development is a process used to develop and validate education products" (Borg, WR & Gall, 1989). In other terms, this research is also called "research based development", which emerges as a strategy and aims to improve the quality of education. In addition to developing and validating educational results, research and development also aims to discover new knowledge through 'basic research', or to answer specific questions about practical problems through 'applied research', which is used to improve educational practices. Through the research and development method, the product expected from this research is the design of an integrated clinical supervision model to increase the motivation and performance of the SPNF Learning Assistants. In schematic step-by-step implementation of the research it can be illustrated in the chart as follows:

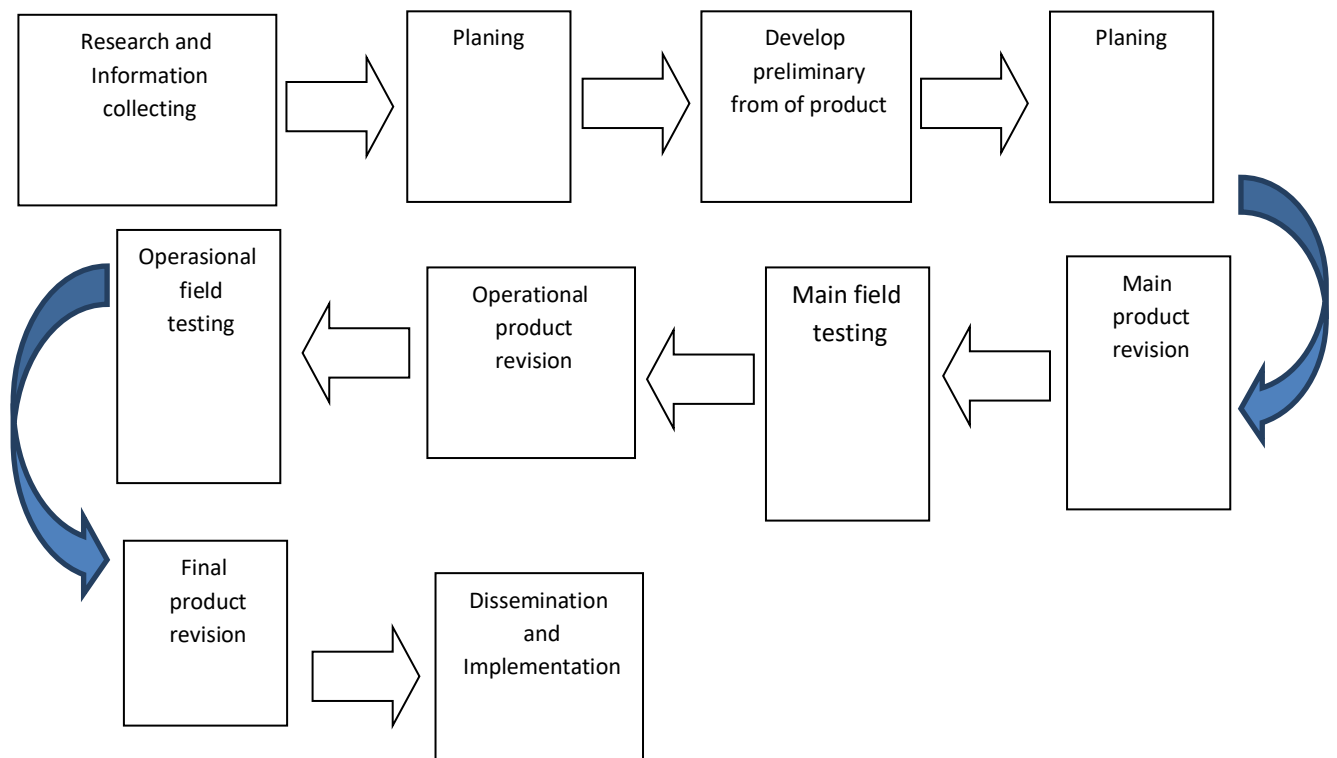


Figure 3.1 Steps for using the Research and Development Method

The research implementation steps are carried out in the following stages:

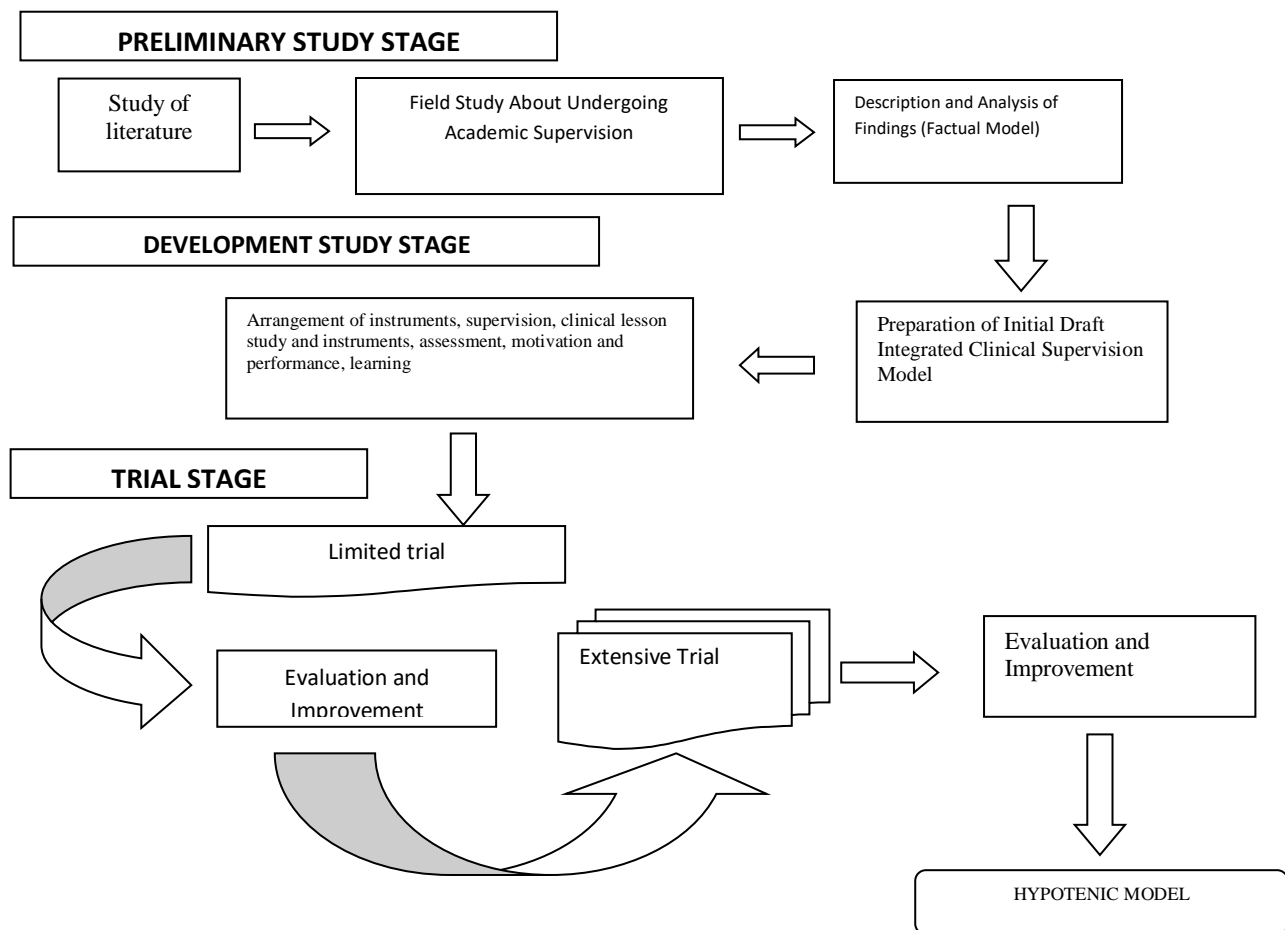


Figure 3.2 Schematic of the steps of research implementation

RESULTS AND DISCUSSION:

Model clinical supervision based lesson study (clinical supervision) developed by combining clinical supervision with lesson study. The purpose of this merger is to improve the performance of the Tutor Learning with more humane and thorough supervision by combining the concept of clinical supervision and lesson study so that the learning problems of Teacher can be analyzed together without blaming the Teacher learn concerned.

The lesson study-based clinical supervision model has a contextual nature, because this clinical supervision adapts the supervision to the diversity of the learning teachers being supervised. Because clinical supervision will occur only by making in-depth observations, either through observation or

through interviews. Only in this way can specific data on the condition of each Teacher be found. On the basis of unique data for each individual Teacher learn, new clinical supervision can be carried out. The implementation of clinical supervision is also unique for each Teacher learn, because each Teacher learn is treated differently according to their respective conditions and problems. This is what shows contextual supervision because the supervisor handles Teacher learn according to their respective contexts.

Clinical supervision was introduced by Cogan and developed by Goldhammer and colleagues (Harcourt Brace Jovanovich: 1993). The clinical supervision approach is an observation that aims to improve learning Teacher learn continuously and gradually. The

clinical supervision model emphasizes the face-to-face relationship between the supervisor and the tutor and focuses on the Teacher learn actual behavior in teaching. Acheson and Gall define clinical supervision as Teacher Centered Supervision (Longman, 1980).

The choice of a clinical supervision model that was modified with this lesson study was because it was seen that both of them had suitability starting from the goals, functions, to the implementation stage. Based on the assumption that teaching is an activity that can be controlled (controllable and manageable), can be observed (observable) and consists of components of teaching skills that can be trained on a limited basis (isolated), then the three main activities in lesson study-based clinical supervision are preliminary meetings, teaching observations and feedback meetings are used to develop learning innovations in order to improve the performance of Teacher learn. That is why clinical supervision can be modified with lesson studies.

The design of a lesson study-based clinical supervision model was developed through the components of the objectives, procedures, and performance appraisal. The goal to be achieved through this lesson study-based clinical supervision model is to improve the performance of the learning community. Teacher learn performance is the result achieved by Teacher learn in implementing quality teaching assignments. In this study, the indicators referred to in Teacher learn performance are those that are in accordance with those set by the Ministry of National Education, namely: (1) Learning Planning, (2) Active and Creative Learning which consists of preliminary activities, core activities and closing activities, (3) Learning Assessment (Mendikbud, 2010)

Procedure components were developed through a combination of clinical supervision and lesson study. A description of the model

procedure for lesson study-based clinical supervision will be presented in the model implementation section. Meanwhile, the Teacher Performance Appraisal used refers to the Student Learning Performance Assessment instrument set by the Ministry of National Education.

The inhibiting factors or challenges of this lesson study-based clinical supervision model are as follows:

First, the SKB head who does not have a high commitment in implementing lesson study-based clinical supervision is a very big inhibiting factor. If the head of the SKB as a supervisor is too busy so he cannot carry out proper supervision, this is a major obstacle in the lesson study-based clinical supervision model. Because the initial spear for the success of clinical supervision is the head of SKB as supervisor. If the head of the SKB is too busy, the supervision process can be delegated to the deputy head of the SKB for the curriculum section and form several teaching teams to be able to carry out peer supervision, but the SKB head must still monitor and provide control over ongoing supervision.

Second, the supervisors are still embarrassed to reveal the weaknesses of learning or even just blame the learning community for any learning deficiencies. Another obstacle related to Teacher learn is the Teacher learn team which is still shy in providing input on the learning that has been taking place. Many of the Teacher learn are reluctant to comment on the learning carried out by their peers. There are still those who are afraid to offend or be embarrassed, this is because they are not used to discussing learning. This can be anticipated by stating that the learning that has taken place belongs together, because the lesson plans and learning scenarios are compiled together, so there is no need to be afraid to provide comments and input on the learning that has taken place.

Third, there may be tension and fear in the Teacher learn self when observed. When in class, the supervisor and the Teacher learn team should create a comfortable atmosphere and sit in a safe place that is not too visible to the learning community, for example in the back of the class, so that learning can proceed as usual.

Third, certain supervisors do not provide time for Teacher learn to discuss. Such a relationship will hinder dynamic communication between the supervisor and the tutor. Meetings and discussions need to be carried out on an ongoing basis, not just at one stage when supervision is carried out. This communication must be well established and sustainable. Through this smooth communication, supervisors can get very meaningful benefits to improve the performance of the tutors under their guidance.

Fifth, the results of lesson study-based clinical supervision are only used as administrative reports, without any guidance and follow-up. This means that the ongoing supervision is only used as a symbol of the splendor or supremacy of an educational institution. If clinical supervision is only considered as supremacy, then it could be that the implementation only emphasizes the observation stage, the results are of course normal. Lesson study-based clinical supervision is important to be carried out continuously and continuously, and in its implementation it also needs to be supported by adequate infrastructure and resources. And it must be followed up with continuous in-service training to form a learning organization in order to achieve sustainable quality.

CONCLUSION:

Based on the results of research and discussion, the conclusions of this study are as follows:

1) Condition of Clinical Supervision in SKB throughout Gorontalo District

The supervision that is usually carried out in SKB in Gorontalo District is ordinary academic supervision, not clinical supervision. The supervision that is usually carried out in terms of initial planning, classroom observation, and the feedback stage that is usually carried out in SKB does not reflect clinical supervision that has been carried out. Supervision in the SKB is usually carried out by supervisors or supervisors from the district or city level and by the head of the SKB, but is usually carried out alone without involving the Teacher learn team to jointly observe class and discuss together. Supervision that is usually carried out is rarely carried out in the follow-up stage after the implementation of the supervision. This provides a great opportunity for researchers to try out the lesson study-based clinical supervision model in SKB in Gorontalo District / City.

2) Lesson Study-Based Clinical Supervision Conceptual Model in Improving Learning Motivation and Performance

The lesson study-based clinical supervision model developed through this study is basically a development and modification of Cogan's clinical supervision model. However, the lesson study-based clinical supervision model combines clinical supervision with the concept of lesson study, which is adjusted to the religious conditions in this area.

The design of a lesson study-based clinical supervision model was developed through the components of the objectives, procedures, and performance appraisal of the Teacher. The goal to be achieved through this lesson study-based clinical supervision model is to improve the performance of the learning community. Teacher learn performance is the result achieved by Teacher in implementing quality teaching assignments. In this study, the indicators referred to in Teacher learn

performance are those determined by the Ministry of National Education, namely: (1) Learning Planning, (2) Active and Creative Learning which consists of preliminary activities, core activities and closing activities, and (3) Learning Assessment.

Procedure components were developed through a combination of clinical supervision and lesson study. Meanwhile, the Teacher learn Performance Appraisal used refers to the PKPB (Student Learning Performance Assessment) instrument set by the Ministry of National Education.

In the implementation position, the clinical supervision model procedure based on lesson study results is designed in 4 (four) steps; namely the initial meeting stage and Plan, the teaching and doing observation stage, the feedback and see meeting stage, and the follow-up stage.

In the first step, the initial meeting stage and the Plan, at this stage the supervisor tries to explore the situation of Teacher To. The Teacher learn concerned are observed and interviewed in-depth, regarding the problems faced as Teacher learn and obstacles that hinder them when guiding citizens to learn and learn in the learning process.

In the second step, the observation stage is teaching and doing. At this stage the Teacher To is a teaching model, while the supervisor sits at the back of the class while observing the teaching and learning Teacher, while the other Teacher learn who are in the same family observe the citizens learning and learning one by one carefully.

The third step, the meeting stage back and see. After the class ends, the Teacher learn, model tutors and their supervisors end the supervision, so they enter a room that has been prepared in advance for a discussion or feedback meeting.

The fourth step, the follow-up stage. At this stage, Teacher To shows weaknesses

which are given guidance, motivation, and teaching competency. Coaching that is carried out directly through certain trainings is in accordance with the weaknesses of the Teacher To. This coaching is carried out continuously so that the Learning Teacher get in-service training and a Learning Organization is formed in the SKB until the weaknesses of the Learning Teacher can be resolved properly.

3) Implementation of Lesson Study Based Clinical Supervision Model Development to Increase Learning Motivation and Performance

The findings from the results of limited trial research and extensive trials provide an overview of lesson study-based clinical supervision can improve the performance of the Learning Assistants, this can be seen from the increasing average score of PKPB results (Assessment of Student Learning Performance) in each trial and the t value. The count of the PKPB results is always greater than the t table in each trial, both in limited trials and extensive trials.

The research also found the phenomenon that Teacher felt happy with the clinical supervision process, they carried out a specific follow-up stage depending on the weaknesses of each teacher, so that the knowledge and experience of Teacher To would be better. This has a positive impact on the improving performance of the Teacher. The Teacher also feel cared for by the head of the SKB as a supervisor so that their teaching motivation becomes even better.

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