

Improving the Use of Learning Media through the Collaborative Supervision at SMK Negeri 1 Tanah Luas North Aceh Regency

Fachrurrazi¹, Restu², Rosmala Dewi³

¹(Teacher at SMK Negeri 1 Tanah Luas/ State University of Medan)

^{2,3}(Lectures at State University of Medan, Indonesia)

Abstract: *This study aims to improve the ability of adaptive teachers in using learning media through supervision with collaborative approach in SMK Negeri 1 Tanah Luas. The hypothesis of this action is through the application of supervision with a collaborative approach can improve the ability of teachers in using learning media. This research was conducted at SMK Negeri 1 Tanah Luas. This research was conducted for 2 months from end of April to May 2017. Subjects in this research are 5 (five) teachers of adaptive SMK with Indonesian, mathematics, physics and one school supervisor. The design of this research is School Action Research (PTS). The researcher used Sujdana research model which is designed with cycle process [1]. These procedures include: (1) planning, (2) implementation, (3) observation, (4) reflection. The results that can be taken based on the results in cycle I, obtained 2 teachers (78%), and 2 teachers (71%) using learning media that are classified as highly skilled and 1 person (85%) teachers using interactive multimedia learning media Has reached the category Good or skilled. Media suitability indicator with material = 55% (less); Media acquisition convenience indicator = 40% and operational effectiveness = 55% (less); indicator of frequency of use = 55% (less); Teacher indicator = 65 (enough). The average use of teachers in using learning media is 77.14% (enough). While the results in cycle II, obtained 5 (five) teachers (90%) who use learning media with good category. Media suitability indicator with material = 70% (good); Indicator of easy media acquisition = 55% (less); Indicators of operational effectiveness = 55% (less); indicator of frequency of use = 65% (sufficient); Teacher indicator = 60%. The average value of the use of teachers in using learning media 87.14% (good). Thus the application of supervision with a collaborative approach can improve the ability of adaptive teachers in using learning media in SMK Negeri 1 Tanah Luas as evidenced by the increase from cycle I to cycle II.*

Keywords: *utilization of learning media, supervision with collaborative approach*

Date of Submission: 28-08-2017

Date of acceptance: 13-09-2017

I. Introduction

Ability to be mastered by a teacher are: (a) learning to learn, (b) teaching and learning process, (d) fostering relationships with learners. Based on Regulation of the Minister of National Education no. (A) children's learning, (b) learning, (c) assessment of learning outcomes, D) guide and train learners, e) additional tasks . The ability of teachers in learning, implementation of learning, evaluation of learning outcomes can be used as an indicator.

One of the special attention is the improvement of teacher quality. A qualified teacher will do quality learning as well. Quality learning will produce good student competence. Student competence as a good graduate of SMK will be accepted by the world of work well too. In relation to the above, teachers have a responsibility to help improve the quality of schools. Teachers should also be able to create a classroom atmosphere so that students feel comfortable to enter and study in the classroom. Teachers as educators are entitled to be role models for their students.

The relationship between instructional media with the objectives, materials, methods, and conditions of learners, should be the concern and consideration of teachers to choose and use the media in the process of learning in the classroom, so that the media used more effectively and efficiently to achieve learning goals. Because learning media cannot stand alone, and relate to reciprocity with these four aspects. Thus, the tools, facilities, or instructional media used must be adapted to these four aspects, to achieve the learning objectives effectively and efficiently.

Media is a tool that has additional functionality of messages. Learning media is a tool that works and is used to convey messages. Learning is the process of communication between learning, teachers, and teaching materials. Many understandings or understandings expressed by experts in the media, the Association of Education Technology and Communication (AECT) From the above understanding, generally speaking media is a form of learning channel, which is used to distribute messages, information or copyright. © 2011 Unicom

Center learning materials to message recipients or learners can also be said learning media is the various types of components in the learning environment that can help learners to learn.

Lovell and Wiles (1983: 46) state that "oversight is an organizational behavioral system for the purpose of improving children's learning situations". Supervision is the organizing of care aimed at improving the interaction of learning in the classroom. The treatment is in the form of guidance or aimed at improving the teaching and learning situation in the classroom. In line with Lovell and Wiles, Sagala (2011: 194) also stated that the supervision of education is professional guidance and guidance for teachers in overseeing the implementation of instructional tasks to improve learning and teaching through simulation, coordination and guidance continuously to improve teachers' ability. Position of individual or group growth. Supervisors conduct supervision activities is to provide assistance to teachers so that teachers can develop professional skills. If the teacher has improved his or her professional abilities, there will be an increase in the learning process to a better direction. Supervisors are people who are formally designated by the organization as "supervisors" to improve the curriculum and teaching to improve the quality of student learning (Lovell and Wiles, 1983: 11). Supervisors are those appointed by official organizations as supervisors to improve the curriculum and teaching to improve the quality of learning in the classroom. In supervising teachers, superiors should not do anything decisive, because superiors do not always face students (Prasojo and Sudiyono, 201: 34). The above principles are grouped Sahertian (2008: 19-20) into four namely: scientific (scientific) principles, democratic principles, principles of cooperation, and constructive and creative principles. One approach that school supervisors should avoid is the approach of strength and strength, but must address human goals and approaches. There are four goals in the application of educational supervision in teaching, namely: (1) direct service to teachers in an effort to improve its performance as an educator; (2) evaluating teacher performance for effective decision making; (3) for professional development of educators and education personnel; (4) for knowledge, implementation, and evaluation of the curriculum.

Some assumptions that led to important collaborative oversight (Willes and Lovell 1983: 33-136): (1) teachers in educational organizations can formulate and develop the curriculum; (2) teachers in educational organizations help each other; (3) teachers, school supervisors, principals help each other; (4) supervisory positions not only function in formal activities but should be able to see the strengths and weaknesses of teachers; (5) students play a role in teaching supervision activities; (6) the environment and the community play a role in assisting the supervisory activities; (7) the supervisor has authority in the educational organization but does not lead, depending on circumstances; (8) Being a boss should come from a person who has knowledge in the field of education that can provide solutions in improving the quality of teaching to learners; (9) School supervisors are public servants with advantages, who value their profession and expertise in all situations requiring increased education; (10) new developments in educational organizations have a major contribution in providing an opportunity for inspectors to develop their supervisory profession; (12) the measures to be used in supervision stem from the actions of teachers and school administration sources.

From the above opinion, supervision with a collaborative approach is predicted to increase the utilization of teachers in using learning media. To prove this prediction, it is necessary to conduct a school action research on Improving Teacher Utilization in Using Learning Media through Collaborative Supervision in SMK Negeri 1 Tanah Luas North Aceh District.

II. Method

The subjects of this research are 5 (five) adaptive teachers with ability in using learning media in SMK Negeri 1 Tanah Luas. This action research is conducted for 2 (two) months starting from April until the end of June 2017. The design used in this research is the School Action Research (PTS), which is a research which is cooperation between researchers (supervisor), head Schools and school supervisors and teachers in improving their ability to use instructional media. This study uses a research model according to Sujdana, 2012: 13 which is designed with a cycle process that consists of at least two cycles. Each cycle consists of four stages, namely plan, act, observation, reflection to get accurate data from teacher,

Technique of collecting data in this research is as follows: (1) giving instrument observation of media application analysis. (2) Observation. Observation or observation is a data collection technique performed by observing and systematically recording the symptoms investigated. Instrument of data collection in this research as follows: (1) Initial questionnaire aims to diagnose the level of ability of teachers in using learning media, especially multimedia interactive learning media. (2) Observation sheets are used to observe: (a) teachers' ability to use instructional media (b) observe supervisor actions by school supervisors in conducting supervisory actions with collaborative approaches. Criteria are used as measures of success against actions taken in each research cycle. This action research is said to be successful if the average value of teachers' ability in using interactive multimedia learning media reaches 80. The success of the participants' achievement in this research is 80% of subjects can use interactive multimedia learning media. Data analysis using percentage technique. To see the percentage of improvement is compared before and after supervision with a collaborative approach.

III. Result And Discussion

The results of the assessment of the implementation of supervision activities with a collaborative approach to improve the utilization of adaptive teachers in using learning media from the implementation of cycle I to cycle II increased value. It is seen that in cycle I the average value of supervision implementation with collaborative approach is 71.14% and increase in cycle II that is 87.14%. Likewise with the school supervisory measures that supervise with lesson study approach in the first cycle is 71.53% and increased in the second cycle is 87.50%. Thus it can be concluded that there is an increase in the skills of adaptive teachers in using learning media. Further improvements in the average scores for all assessments can be drawn on the bar chart drawing as follows at Fig 1.

Form Fig.1 can be said that the research findings in cycle I and cycle II, there is an increase of teachers' ability in using learning media through supervision with collaborative approach in SMK Negeri 1 Tanah Luas. Results of improving the ability of adaptive teachers in using learning media from cycle I and cycle II can be seen in the following diagram Fig 2. Where based on the diagram on improving the ability of teachers in using interactive multimedia learning media there is an increase between the initial observation, cycle 1 and cycle 2 with an average score of 48.81%, 71.14% and 87.14%.

The improvement that occurred in cycle I and in cycle II is caused by the implementation of supervision with collaborative approach to adaptive teachers, where in supervision activities with collaborative approach the teachers have the opportunity to discuss each other about the media used also the constraints faced in learning. This research is also in line with the research of Harwini (2011) on the application of collaborative supervision approach in improving the learning process of teachers of SMP Negeri 6 Mataram, it is concluded that the application of collaborative approach can improve the ability of science teachers, Mathematics, Islamic Education and Cultural Arts In implementing the learning process. Supervision with a collaborative approach is also able to help teachers to see their own teaching when exercising reflection on their advantages and disadvantages in using interactive multimedia learning media and getting information from other teachers how to teach them from the views of others, so that things of concern to teachers can be seen and delivered by other teachers.

Implementation of supervision with collaborative approach especially in improving teacher utilization in using learning media to adaptive teachers give new paradigm in learning. The use of learning media is rare or never used by adaptive teachers. Some teachers have used the power point media, and students have not been involved or interacted with previous learning media. With the implementation of supervision with a collaborative approach, adaptive teachers become more accustomed to using learning media, especially learning media.

IV. Figures And Tables

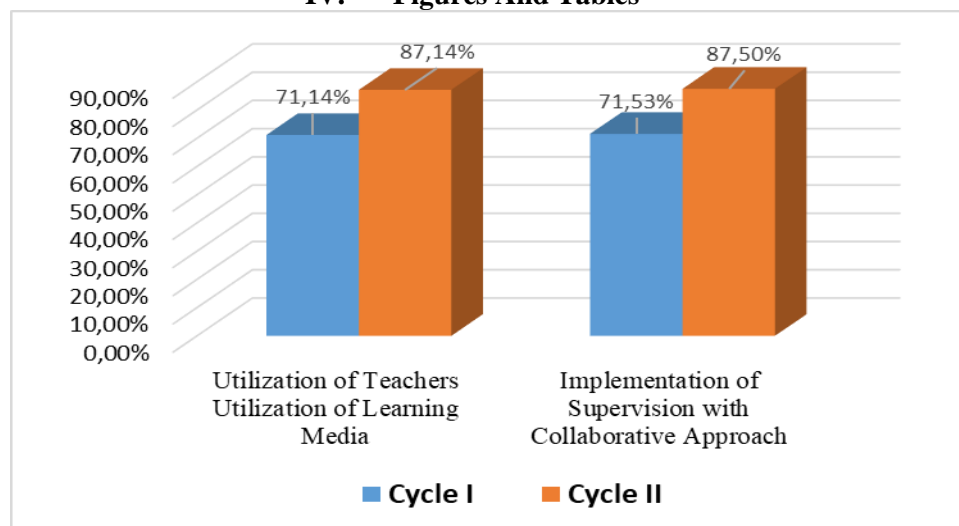


Figure 1: *productive teacher skills in using utilation of teaching and Implementation supervision on cycle I and cycle II.*

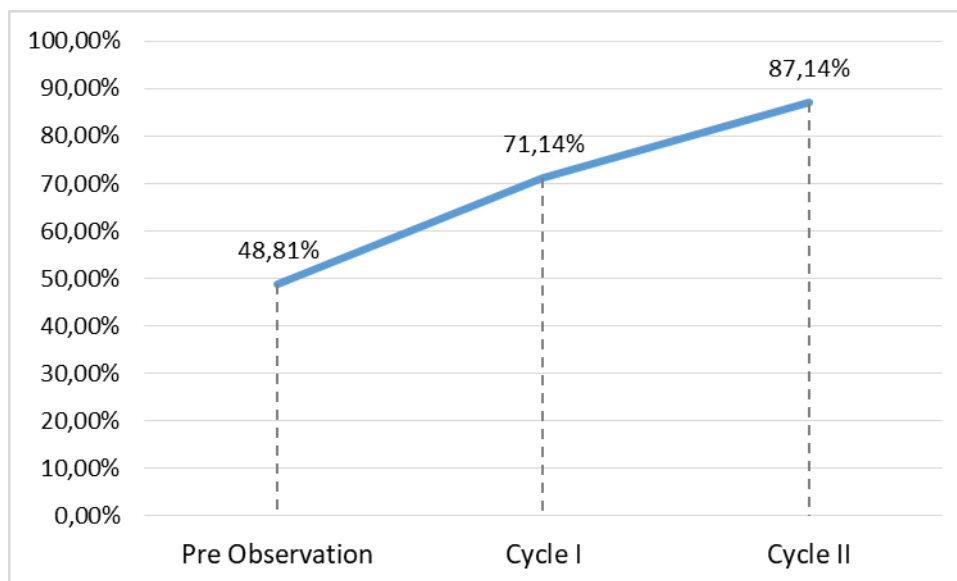


Figure 2: Result of Improving teachers' ability on Preliminary observation, Cycle I and Cycle II.

V. Conclusion

Based on the results of research and discussion of research data, it can be concluded that the application of collaborative supervision can improve the ability of adaptive teachers in using learning media in SMK Negeri 1 Tanah Luas Aceh Utara as evidenced by the increase from cycle I to cycle II.

Based on the results of research conducted, the researchers suggest: (1) Teachers are advised to use learning media in learning in the classroom. (2) The principal is advised to facilitate instructional media, especially instructional media needed by teachers in schools to support teachers' success in implementing the learning process in the classroom more optimally. (3) School supervisors should be able to continue to develop collaborative supervision in schools and supervise collaborative approaches on a regular basis in fostering teachers especially in using learning media. (4) To other researchers for the results of research on supervision with this collaborative approach can be used as material for review and reference for further research.

References

- [1] Arikunto, Suharsimi. *Research Procedures A Practice Approach*. Jakarta: Rineka Cipta 2010
- [2] Lovell, Jhon & Wiles Kimball. *Supervision for Better Schools: Fifth Edition*, New Jersey: Prentice-Hall, Inc. 1983.
- [3] Regulation of the Minister of National Education No. 41 of 2007 on Standard Processes for the Secondary Education Unit
- [4] Sudjana, Nana. *Supervision of Education, Concepts and Application for School Supervisors*. Bekasi: Binamitra Publishing, 2012
- [5] Sahertian, Piet A., *Basic Concepts and Technical Supervision of Education: In the Framework of Human Resource Development Revised Edition*. Jakarta: Rineka Cipta. 2008
- [6] Suragantara, Good, Ida. 2012. "The Influence of Collaborative Supervision Based on Self-Evaluation Teacher Ability In Managing Learning Process Viewed From Self Concept In Teacher Cluster III Sukawati District". *Journal of Post-Graduate Studies of Undiksha*. Vol 3 No.2.

Fachrurrazi. "Improving the Use of Learning Media through the Collaborative Supervision at SMK Negeri 1 Tanah Luas North Aceh Regency." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 7, no. 5, 2017, pp. 32–35.