

# DEVELOPING THE CAPACITY OF SOCIAL SCIENCES TEACHERS IN BRINGING LIFE TO THE CLASS THROUGH INTENSIVE CLINICAL

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## ABSTRAK

### ABSTRACT

The purpose of this study is to: a) Improve the ability of physics teachers in living the classroom learning atmosphere; b) Improving the ability of social studies teachers in developing lesson plans by applying learning models that enliven the learning atmosphere in the classroom; and, c) Improving the ability of social studies teachers in increasing student activity in classroom learning activities. Data collection techniques are carried out with documentation in the form of the work of KTSP preparation, interviews and assessment analysis instruments. The results showed that there was an increase in the competence of teachers in reviving the atmosphere of learning activities in the classroom, and preparing lesson plans for the application of learning models that delight students. In cycle I, the average value of the RPP component of the application of complete learning models that can enliven the atmosphere of learning activities in the classroom, received an average score of 27.33 (good), in the second cycle the average value of the RPP component of the application models complete learning that can liven up the atmosphere of learning activities in class get a score of 32.67 (very good), an increase in the score of 5.34 is quite significant.

**Keywords:** Lesson Plan, Intensive Clinical, Students

### INTRODUCTION

Professional teachers are teachers who have the necessary competencies according to the teaching field. Competencies that must be possessed by teachers are further stated in RI Law Number 14 of 2005 concerning Teachers and Lecturers contained in Chapter IV Article 10 paragraph (1), which states that "Teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competence obtained through professional education. The law above explains that one of the competencies that must be possessed by teachers is pedagogical competence. This competency is a competency that reflects a teacher's teaching ability. This

was confirmed by Yamin, in ([www.pmptk.net](http://www.pmptk.net) 12 February 2015: 12) reported that in the Draft Government Regulation (PP) of the Republic of Indonesia concerning Teachers in 2007, in Chapter II article 3 paragraph 4 which stated that: Pedagogic competence as referred to in Paragraph (2) is the ability of the teacher in the management of student learning which at least includes:

- a. Understanding of insight or educational foundation;
- b. Understanding of students;
- c. Curriculum / syllabus development;
- d. Learning Design;
- e. Conducting educational and dialogical learning;
- f. Utilization of learning technology;
- g. Evaluation of learning outcomes; and

h. Development of students to actualize the various potentials they have.

Based on the above statement, it can be concluded that to be able to teach well the teacher must master pedagogical theory and practice well, such as understanding the character of students, being able to explain subject matter well, being able to provide an evaluation of what has been taught, and being able to develop potential owned by students, because this is what can make teachers become skilled in carrying out tasks in daily teaching.

But in reality on the ground, the teacher is still far from what is expected, sometimes the teacher teaches improperly, does not prepare lesson material properly. This is as stated by Mulyasa (2005: 19-32) which states there are seven mistakes that are often made by teachers, especially in the teaching and learning process which include: 1) Taking shortcuts in learning (Not making written preparations in teaching), 2) Waiting for students to behave negatively (Teachers do not give proper attention and appreciation to students who behave well, so students have conclusions if they want to get attention from teachers must behave negatively), 3) Using destructive discipline (Teachers use discipline that can damage development students), 4) Ignoring student differences, 5) Feeling the smartest, 6) Unjust (Discriminative), 7) Forcing students' rights.

From the results of the above study, it can be seen that the professional abilities of teachers in Indonesia are still inadequate and one of the factors that causes the low professional ability of teachers is the poor teaching skills of teachers in the class, even though it can be seen from the explanation above it appears that there are a lot of skills that must be possessed by teachers, and to master these skills teachers need intensive guidance and coaching that

can improve their skills in teaching. Lack of guidance and guidance for teachers can cause teachers to make mistakes in teaching. It can also be interpreted that the mistakes made by the teacher while teaching are caused by the lack of guidance from the principal as the highest authority in the school.

The principal as a supervisor has the burden of the role and responsibility of monitoring, fostering, and improving teaching and learning in class or at school. This responsibility is known as supervision responsibility. As a leadership element in the school organization system, the principal confronts the teacher directly as an element of the teaching-learning process (Lasut, 1989). From the concept of supervision as a process of helping teachers to improve and enhance learning and curriculum (Oliva, 1984) implies that the principal is a supervisor who helps teachers, individually or in groups, to improve teaching and curriculum and still has one supervisory area added, namely the development aspect teacher. While Neagly and Evans (1980) put more emphasis on the aspect of assistance in teacher teaching and student learning, in addition to curriculum improvement. For principals to succeed in improving teaching, the principal needs to understand and use models and techniques that are considered appropriate in carrying out supervision. Strictly speaking, the principal role of the principal is also as a teaching supervisor.

The principal is one of the most instrumental components in improving the quality of education in schools. In its development there are several roles that must be owned by the school principal. The principal's role is as Manager, Educator, Supervisor, Innovator, and Motivator. The principal's role as a supervisor is certainly directed to improve the quality

of learning, because the essence of education is the teaching and learning process. Sah understanding and Mataheru (1992: 56) state that the activities of school supervisors as educational supervisors, especially those directed towards teaching and learning activities are as follows:

1. Assessing educational outcomes bearing in mind the agreed education goals
  - a. Cooperatively determining and analyzing goals
  - b. Data analysis to find the strengths and weaknesses of educational results
  - c. Selection and determination of ways of assessment
2. Study the teaching-learning situation to determine the factors that influence student growth and achievement.
  - a. Study the guidelines teaching areas of study and curriculum in implementation
  - b. Learn teaching tools, equipment and physical social environment
  - c. Factors found in students such as ability, interest, motivation, study habits and intellectual development.
3. Improve the teaching-learning situation
  - a. Improve guidelines for teaching areas of study and develop instructional materials, including developing subject frameworks, supplementary books and other printed books
  - b. Improve teaching tools, equipment and physical social environment.

## **METHOD**

This research was conducted in Sidenreng Rappang Regency in the odd semester of the 2018/2019 school year. The population of this study were 7 social studies teachers consisting of 3 PNS teachers and 4 non PNS teachers, due to cost and time, only 3 IPS teachers were selected to represent the entire study population. When the school

action research began 2 to 2 September 28, 2019.

This research is classified as a school action research, with four main steps, namely: action planning, action implementation, observation, and reflection, involving 3 teachers at Sidenreng Rappang. Research carried out stages in a continuous manner for 1 month. The established performance indicator is an increase in the ability of social studies teachers in living the classroom atmosphere through the application of intensive clinical supervision. The aspects measured in observation are to enliven the atmosphere of learning activities in the classroom, mastery of subject matter by the teacher, student interaction with the teacher in the teaching and learning process, interaction with students with students in group cooperation, and student activities in group discussions. Data collection techniques are carried out with documentation in the form of the work of KTSP preparation, interviews and assessment analysis instruments. This school action research is successful if:

1. Increase in the average value of students in class X, XI, XII, increase in the average value of 6.5
2. The level of student activity in teaching and learning:

The level of student activity in the teaching and learning process is considered successful if each activity that supports the success of learning is over 70%.

3. The implementation of the steps in the teaching and learning process  $\geq$  80%

## **DISCUSSION**

This School Action Research was conducted in Sidenreng Rappang District which is a school where the author is believed to be the headmaster of a state school, consisting of three social studies teachers, and was carried out in 2 cycles. The three social studies teachers showed a good attitude and were motivated in preparing the lesson plans by applying complete learning models that could bring the atmosphere of learning activities to the classroom. This is known from the author's observations as the Principal and when conducting interviews and guidance on the preparation of the RPP with the application of comprehensive learning models that can liven up the atmosphere of learning activities in the classroom. Furthermore, judging from the competence of social studies teachers in developing lesson plans with the application of complete learning models that can enliven the atmosphere of learning activities in the classroom, an increase from the first cycle to the second cycle.

### 1. Components of Subject Identity

In the first cycle, the Social Sciences teacher (two people) listed the identity of the subjects in the lesson plan for applying the learning models (completing the lesson plan for implementing the complete learning models that can liven up the atmosphere of learning activities in the classroom with the subject identity) getting a score of 85 (good). If presented, 67%. In the second cycle the three teachers listed the identity of the subjects in the lesson plan for applying the complete learning models that could bring the atmosphere of learning activities to the classroom. All of them scored 92 (very good), if presented, 100% (three) physics teachers included the identity of the subjects in the lesson

plan, an increase of 33% from the first cycle

### 2. Competency Standards Component

In the first cycle, the Social Sciences teacher (two people) listed competency standards in the lesson plan for implementing the complete learning models that could enliven the atmosphere of learning activities in the classroom (completing lesson plans in the application of learning models with competency standards) received a score of 82 (good). If presented, 67%. And in the second cycle all physics teachers (three people) included competency standards in the lesson plan for implementing the learning models that were complete and could liven up the atmosphere of learning activities in class, getting a score of 92 (very good). If presented, 100%, there is a 33% increase from cycle I.

### 3. Basic Competency Components

In the first cycle all social studies teachers (three people) included basic competencies in the lesson plan for applying the learning models (completing the lesson plan for implementing the learning models that are complete and can liven up the atmosphere of learning activities in the classroom with basic competencies) scored 81 (good). If presented, 81%.

In the second cycle the three physics teachers included basic competencies in the lesson plan for applying the learning models that were complete and could bring to life the learning activities in the classroom, and the three teachers got a score of 92 (very good). If presented, 94%, there was a 13% increase from cycle I.

### 4. Components of Competency Achievement Indicators

In the first cycle, two teachers included indicators of achievement of competence in the RPP of the application of learning models (complementing the RPP of the application of learning models that are complete and can animate the atmosphere of learning activities in the classroom with indicators of competency achievement) got a score of 82 (good), if presented, 67%. In the second cycle the three teachers listed indicators of achievement of competencies in the lesson plan for applying the learning models that were complete and could bring to life the atmosphere of learning activities in the classroom, scoring 93 (very good). If presented, 100%, there is a 33% increase from cycle I.

#### 5. Learning Objective Components

In cycle I the IPS teacher (two people) listed learning objectives in the lesson plan for implementing the complete learning models and was able to liven up the atmosphere of learning activities in the classroom by (completing lesson plans for the application of learning models for learning objectives) scored 82 (good). If presented, 67%. In cycle II all physics teachers (three people) included learning objectives in the lesson plan for implementing the learning models that were complete and could liven up the atmosphere of learning activities in class with a score of 91 (very good) if presented, 100%. 33% increase from cycle I.

#### 6. Teaching Material Components

In the first cycle, all teachers (three people) included teaching materials in the lesson plan for the application of learning models which were incomplete and could enliven the atmosphere of learning activities in class by (completing lesson plans in the

application of learning models with teaching material) scored 81 (baika) if percentage, 67%. In the second cycle the teacher included teaching material in the lesson plan for implementing the learning models that were complete and could liven up the atmosphere of learning activities in class, getting a score of 93 (very good) if presented, 100%.

### CONCLUSION

Based on the results of the School Action Research (PTS) that have been carried out in Sidenreng Rappang Regency with the target of research on social studies subject teachers, it can be concluded as follows.

1. Improving the ability of physics teachers to liven up the atmosphere of learning in the classroom through the application of intensive clinical supervision as a trick of supervisors in odd semester 2018/2019 academic year. From the results of the study showed that the average value in the RPP with the application of learning models that can turn on the atmosphere of learning in the classroom by social studies teachers in the first cycle reached a score of 27.33 (good) and in the second cycle reached a score of 32.67 (very good), there was a significant 5.34 increase. The value of student activities in the learning process in the first cycle reached a score of 73.33 (good) and in the second cycle reached a score of 91.67 (very good), there was an increase in student activity in the learning process by 18.34 quite significantly. Continuous guidance can increase motivation the teacher in compiling the complete lesson plan. The teacher shows seriousness in understanding and compiling lesson plans especially after getting guidance on developing / preparing lesson plans from researchers. This information was

obtained by researchers from observations when conducting interviews and guidance on the development / preparation of lesson plans to the teachers.

2. The application of intensive clinical supervision as a Principal's trick has a positive effect on improving the ability of physics teachers to bring to life the learning atmosphere in classrooms in odd semester 2018/2019. The results of the school action research show that there is an increase in the average value of the lesson plans by applying learning models that can bring the learning atmosphere in the classroom by social science teachers to cycle 27.33 and cycle II to 32.67, a significant increase of 5.34. Likewise the value of student activities in the learning process in the first cycle reached 73.33 and in the second cycle reached 95, there was a significant increase in student activity in the learning process by 21.67.

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