

INCREASING COMPETENCY OF SD TEACHERS IN THEMATIC LEARNING PLANNING THROUGH GROUP SUPERVISION USING COLLABORATIVE APPROACHES IN SDN TLAMBAH 2 KARANGPENANG SAMPANG

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Abstrak:

Penelitian ini dilakukan dengan tujuan meningkatkan kompetensi guru di SDN Tambah 2, Kabupaten Karangpenang Sampang. Perencanaan pembelajaran tematik dalam meningkatkan kualitas pembelajaran tematik. Subjek penelitian dalam penelitian tindakan kelas ini adalah guru kelas di Sekolah Dasar Negeri Tambah 2, Kabupaten Karangpenang Sampang. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus, menggunakan tahapan perencanaan, tindakan, observasi dan refleksi dalam setiap siklus. Data yang terkumpul dianalisis secara kuantitatif dan kualitatif. Dari penelitian tindakan kelas ini disimpulkan bahwa supervisi kelompok dengan pendekatan kolaboratif dapat meningkatkan kompetensi guru kelas di SDN Tambah 2 Kabupaten Karangpenang Sampang.

Kata kunci: kolaboratif, kompetensi, tematik

Abstract:

This research was conducted with the aim of increasing the competency of teachers in SDN Tambah 2, Karangpenang Sampang District, Spreading thematic learning planning in improving the quality of thematic learning. Research subjects in this action research are low grade teachers in Tambah 2 Public Elementary School, Karangpenang Sampang District. School action research means it is carried out in two cycles, using the stages of planning, action, observation and reflection in each cycle. The collected data is analyzed quantitatively and qualitatively. From this school action research concludes that group supervision with a collaborative approach can improve the competence of classroom teachers in SDN Tambah 2, Karangpenang Sampang District.

Keywords: collaborative, competence, thematic

Preliminary

Many problems faced in the education process. school principals, teachers, students, and other stakeholders are almost certain to have problems or sit down in relation to learning. the teacher being the primary actor in learning also does not escape the origin of the teaching problem, because it requires experience, input, donations and opinions from other people to solve or provide other ways of solutions to the problems faced by the instructor. become a primary actor in Learning, teachers are required to innovate¹. learning can be formulated as a process of relationship in an exclusive learning environment between instructors, students and the source of learning available². the learning process itself includes the terms of planning, implementation, and evaluation. in planning terms, teachers in all education units must develop a comprehensive and systematic learning plan (RPP) so that learning can take place interactively, inspiratively, fun, challenging, and motivates all students to actively participate, as well as provide adequate opportunities for initiatives, creativity, and independence of students in sync with their respective talents, interests, and physical and psychological development³.

Students who sit in grades one, two and 3 elementary schools are essentially included in the range of early childhood, who experience the development of intelligence both academic intelligence, emotional intelligence and spiritual intelligence that is extraordinary. at this stage of development students see the whole thing as a whole and they also have understood partners between simple concepts based on concrete objects⁴. The learning process of lower class students still depends on concrete objects and things experienced personally. because of that learning in the lower classes is more appropriate and will be effective if managed using a thematic learning approach. therefore also the teachers in the lower classes need to prepare lesson plans for thematic learning activities, namely thematic lesson plans⁵. Thematic learning is an approach to integrating curriculum and implemented in learning at Elementary School.

In accordance with the academic supervision conducted by school principals in November 2016, of the three (3) lower grade teachers at public elementary school 05, it turned out that the three teachers had not used a thematic learning approach. both in preparing lesson plans and implementing learning in their classrooms still

¹ Argiani, A.R. dan Slameto. Supervisi Kunjungan Kelas Untuk Meningkatkan Kompetensi Pedagogik Guru SDN Cukil 01, Tengaran, Kabupaten Semarang. (*Kelola: Jurnal Manajemen Pendidikan*, 2015). 1-11.

² Astuti, S. Supervisi Akademik untuk Meningkatkan Kompetensi Guru di SD Laboratorium UKSW. *Scholaria*, 7(1): 49 – 59. Bashri, Saiful. 2014. Supervisi Akademik Dalam Peningkatan Profesionalisme Guru. (*Jurnal Visipena*, 2014) (1): 100-112.

³ Darmawan, I P.A. *Menjadi Guru Yang Terampil*. Bandung: Kalam Hidup. Darmawan, I P.A. 2017. Faktor Yang Mempengaruhi Profesionalitas Guru. *Prosiding Seminar Nasional PAK II Dan Call For Papers, Tema: Profesionalisme dan Revolusi Mental Pendidik Kristen*. Sekolah Tinggi Teologi Simpson.

⁴ Degeng, I N.S. & Darmawan, I P.A. . Peningkatan Profesionalisme Pendidik Melalui Penelitian Dan Penulisan Karya Ilmiah. *Prosiding Seminar Nasional PAK II Dan Call For Papers, Tema: Profesionalisme dan Revolusi Mental Pendidik Kristen*. Sekolah Tinggi Teologi Simpson.

⁵ Giarti, S. Peningkatan Kompetensi Pedagogik Guru SD melalui Supervisi Akademik. *Scholaria*, 5 (3): 37 – 46. Jaya, S., Samsudi, & Prihatin, T. Supervisi Akademik Kolaborasi Untuk Meningkatkan Kompetensi Profesional Guru Produktif Sekolah Menengah Kejuruan. *Educational Management*, 4 (2): 158-167. Merukh, N.E.M. & Sulasmono, B.S. 2016

apply separate subject learning patterns. the teachers still use separate learning patterns because they do not yet understand how to manage thematic learning effectively and efficiently. Based on the battle, the researcher as the principal felt it was necessary to carry out supervision of the lower class teachers, so that they could plan a good thematic learning implementation through a PTS⁶.

It is hoped that the instructors will be able to carry out thematic learning in accordance with the standard educational process that applies supervision, meaning the struggle of school staff to lead teachers and other officials to improve pedagogy, including stimulating, completing the growth of positions and the development of teachers and revising teachers educational goals. according to prasojo error, the purpose of supervision is to help teachers improve their competence. supervision is carried out by the superiors to subordinates, in this case the head of the school to the teacher in order to increase competence. while Yusak and Darmawan said that for a school, supervision was important to be carried out so that it could control the quality and activities of learning activities at the school.

So using supervision is carried out, teacher competence is expected to be higher and ultimately the quality of learning can be improved. there are various kinds of supervision of school principals to teachers, one of which is group supervision using a collaborative approach. Regarding the supervision of the collaborative approach group, Giarti said that etymologically the term supervision came from the word super is above and the vision which is vision. the origin of the meaning is to define supervision as a position that sees or a higher position than is seen. while merukh and sulasmono revealed that education supervision is an effort to improve teaching as an effort to make the growth of teaching professional positions.

Group supervision is a way of carrying out supervision aimed at two or more teachers. collaborative approach is a way of approach that integrates directive and non-directive approaches into a new approach. in this approach both supervisors and teachers alike, agree to decide on the structure, process and criteria in carrying out the process of conversation towards the problems faced by the instructor. this approach is based on cognitive psychology. Cognitive psychology assumes that learning is what will happen between individual activities and the environment, which in turn will influence the formation of individual activities⁷.

Thus the approach to supervision is affiliated in two directions namely originating from the top down and the origin from the bottom up. supervisory behavior in this type of supervision is as follows: present, explain, listen, solve problems, and negotiate. The effectiveness of collaboration-based group supervision is proven among others from the research conducted by jaya, samsudi, & concerned which shows that supervision based on cooperation is effective for improve teacher professional competence.

⁶ Pengembangan Model Supervisi Akademik Teknik Mentoring Bagi Pembinaan Kompetensi Pedagogik Guru Kelas. *Kelola: Jurnal Manajemen Pendidikan*, 3 (1): 30-48.

⁷ Nugroho, I.A. *Pendekatan Ilmiah Dalam Pembelajaran Lintas Kurikulum Di Sekolah Dasar*. Yogyakarta: Ikhlasul Workshop.

Supervision to be carried out through PTS means supervision of the group, while the approach to be used is a collaborative approach⁸. the purpose of this supersisi is to increase the competence of lower grade teachers in planning thematic learning. The formulation of the case for this Private Higher Education Institution is "whether the supervision of the group using a collaborative approach can improve teacher competence in preparing the thematic learning plans of the lower grade teachers at SDN Tlambah 2, Karangpenang Sampang District". while the aim of this Private Higher Education Institution is to increase the competence of teachers in the lower class SDN Tlambah 2 District, Karangpenang Sampang District in developing thematic learning plans.

There is also a hypothesis put forward in this Private Higher Education Institution as "group supervision with a collaborative approach can increase the competency in arranging thematic learning plans for lower grade teachers of SDN Tlambah 2, Karangpenang Sampang District"

Research Methods

This research is action research but not class action but school action⁹. so this research is not class-based but school-based, although this study also involves teachers in the school under study namely SDN Tlambah 2, Karangpenang Sampang District. The study was conducted for three (3) months. cycle i was carried out during the 2nd week of February 2019 and cycle ii was carried out in the fourth week of February 2019.

This research was conducted at SDN Tlambah 2 Karangpenang Sampang District. The subjects of this study were the lower class teachers (class I, II, and grade III teachers) Tlambah 2 Elementary School, Karangpenang Sampang District.

Data collection techniques mean observation techniques to assess the supervision process and study documents to assess the quality of lesson plans. The instrument used in this study was an observation of supervision activities in the 2013 curriculum implementation supervision book, teaching materials for implementing the 2013 curriculum for school principals. This instrument was used by the supervisor of SDN Tlambah 2, Karangpenang Sampang District to monitor the process of the school principal's actions. data on the lesson plan scores of teachers before the action, and the lesson plan scores obtained by teachers after receiving action through cycle I and cycle II were obtained using the instrument monitoring and evaluation.

⁸ Prasojo, L.D. *Supervisi Pendidikan*. Yogyakarta: Gava Media. Pusat Pengembangan Tenaga Kependidikan. 2014. *Supervisi Implementasi Kurikulum 2013, Bahan Ajar Implementasi Kurikulum 2013 Untuk Kepala Sekolah*. Jakarta: Pusat Pengembangan Tenaga Kependidikan.

⁹ Rosilawati, T. Supervisi Akademik Dalam Upaya Peningkatan Motivasi Guru Menyusun Perangkat Persiapan Pembelajaran. *Jurnal Penelitian Tindakan Sekolah dan Kepengawasan*, 1 (2): 57-62.

This research uses quantitative techniques and qualitative techniques in analyzing data. Quantitative techniques Used to analyze the scores of thematic lesson plan quality evaluations prepared by teachers at the pre-cycle, cycle I and cycle II stages. the score is calculated by: (1) giving a score for each aspect obtained by the teacher in the range of 1-five; and (two) calculating the cumulative score of all aspects of the lesson plan prepared by the teacher. the categories of teacher success rates are as follows.

Tabel 1. Kategori Tingkat Keberhasilan

Skor	Kategori
1 - 7	Sangat tidak baik
8 - 14	Tidak baik
15 - 21	Kurang baik
22 - 27	Baik
28 - 35	Sangat baik

Data that will occur observations are analyzed with qualitative techniques and carried out in the reflection process at the end of each cycle. Qualitative data were obtained from observers who made observations in action activities. the data collected is then sorted and conflicts are found which need to be improved so that action objectives can be achieved, thereby making improvements in the second cycle.

The main steps in this PTS include: 1) deciding the emphasis of the problem; 2) plan actions; three) Carry out actions; 4) collecting data (observations); five) reflection, analysis, and interpretation; 6) plan a follow-up:

The term determining the focus of the problem begins with the act of pondering or thinking about what will happen to the initial supervision before the cycle i. the stage of planning the action taken is an effort to prepare steps for solving the problems found in the initial reflection. through this planning it is hoped that supervision will be more systematic and directed. The steps for planning the supervision process include: (a) arranging planning for supervision of teachers in developing thematic lesson plans, and (b) developing monitoring and evaluation instruments for lesson plans.

The term action application in the form of group supervision activities with a collaborative approach is carried out in accordance with the planning that has been prepared namely supervising the instructors in groups in planning thematic learning. although supervision is done in groups but the lesson plan must be prepared by the individual teacher. the observation step is carried out on the process of academic supervision conducted by researchers.

In reflection terms. the researcher and the instructor discuss the strengths and weaknesses of implementing actions in cycle i and cycle ii, both the origin of planning, action, and observation. in the follow-up planning stage, any shortcomings that occur during the application of cycle I are used as an evaluation material and as a basis for action planning in cycle II.

Indicators of success in this PTS if all teachers in the lower grade SDN Tambah 2 Karangpenang Sampang District, obtain a cumulative score of at least 22 or have entered into good categories.

Research Results and Discussion

Research result

Results of Initial Reflections

Initial conditions mean the conditions before the action is taken in cycle i. To become supervisors, researchers conduct academic supervision of class visits, especially for monitoring and evaluating the learning plan documents compiled by lower class teachers. initial supervision provided that the lower class teachers had not yet carried out thematic learning. early class teachers still apply learning separately. they have not been able to manage thematic learning, while the headmaster of Ju has never supervised the matter of developing thematic lesson plans. in summary the data regarding the competence of lower class teachers in planning thematic learning in their classes is as follows.

Table 2. Results of Academic Supervision of Lower Class Teachers

Tabel 2. Hasil Supervisi Akademik terhadap Guru Kelas Bawah

No	Guru Kelas	Jenis Administrasi								
		Silabus			Promes			RPP		
		1	2	3	1	2	3	1	2	3
1	I		V				V			V
2	II		V				V			V
3	III		V				V			V

Keterangan:

1. Produk orang lain
2. Produk hasil KKG
3. Produk sendiri

Table two above shows that at the beginning of semester II of the 2016/2017 school year the lower class teachers at SDN Tambah 2 Karangpenang Sampang Subdistrict, used learning planning tools both syllabus and semester events due to kkg, ad interim for RPP teachers using lesson plans other people. the teachers have not implemented thematic learning in their classrooms, so the existing lesson plans are only limited to documents. Lower class teacher competency data In planning thematic learning is as follows.

Table 3. Monitoring and Evaluation Results of RPP Before Action

Tabel 3. Hasil Monitoring Dan Evaluasi Terhadap RPP Sebelum Tindakan

No	Guru Kelas	Perolehan Skor	Kategori
1	I	13	Tidak Baik
2	II	15	Kurang Baik
3	III	13	Tidak Baik

Sumber: Data Penelitian

Results of Cycle I Actions

In cycle I, the researcher - who is the head of the school in the primary school in the research area - takes action to help solve the problem of the teacher's case in planning thematic learning. together the difficulties of teachers in identifying thematic learning are identified. according to the findings, researchers then provide solutions to the difficulties faced by teachers.

Teachers are given operational instructions that are easy to carry out,

And assisted in preparing thematic lesson plans. As a result of the action in the form of academic supervision with a collaborative approach to lower class teachers in planning thematic learning in cycle i are as follows:

Tabel 4. Hasil Monitoring dan Evaluasi Terhadap RPP Pada Tindakan Siklus I

No	Guru Kelas	Perolehan Skor				Peningkatan
		Sebelum tindakan		Siklus I		
		Skor	Kategori	Skor	Kategori	
1	I	13	TB	18	KB	5 skor
2	II	16	KB	24	B	8 skor
3	III	13	TB	20	KB	7 skor

Sumber: Data penelitian

Table 4 above provides that after receiving supervision from the researcher, there is a change in teacher competence in developing thematic lesson plans. grade I instructors, increased their scores by five scores, namely 13 from 18, which means that the higher the bad category comes from the less good. so there is an increase in the ability of class I teachers in planning thematic learning. grade II teachers, increased their score by 8 scores from 16 to 24, which means the higher the less good the good category comes from. so there is an increase in the ability of class II teachers in planning thematic learning. grade III teachers have a higher score of 7 score, namely 13 as 20, which means that the higher the origin of the bad category becomes less good. so there is an increase in the ability of class III instructors in planning thematic learning.

According to the results of observations there is still a lack of information about the variety of learning methods that can be chosen. this also seems to be the case with the lesson plan that provides that instructors still find it difficult to choose a variety of learning methods, especially innovative learning methods. the initial explanation in the first cycle regarding the selection of instructional media also needs to be clarified. of the 2 conflicts found in the first cycle, then the supervision of the second cycle needs to pay more attention to these two things.

As a result of actions in the cycle ii

Actions Through cycle ii are still being carried out because these indicators of PTS success have not yet been fully achieved. indeed there is one teacher who has been able to compose thematic lesson plans that has reached the good category but the acquisition of scores has not been maximized.

In cycle II, supervision is carried out by helping teachers identify shortcomings from the thematic lesson plans that have been compiled in cycle i. because the lack is generally more on the selection of appropriate and varied learning methods and media for the instructors. Given directions that are more operational and easier to implement by the instructor in the case of the two things mentioned earlier. As a result of the action in the form of academic supervision using a collaborative approach to lower class teachers in planning thematic learning in cycle II the meaning is as follows.

Tabel 5. Hasil monitoring dan evaluasi terhadap RPP pada tindakan siklus II

No	Guru Kelas	Perolehan Skor				Peningkatan
		Siklus I		Siklus II		
		Skor	Kategori	Skor	Kategori	
1	I	18	KB	22	B	4 skor
2	II	24	B	27	B	3 Skor
3	III	20	KB	24	B	4 skor

Sumber: Data penelitian

The table above shows that the group supervisi using a collaborative approach in cycle ii has made changes: (1) the grade i teacher scores up 4 scores from the poor category (score 18) increases as a good category with a score of 22. so there is an increase in teacher competency class i in planning thematic learning; (2) the score of grade II teachers rose 3 scores from the good category (score 24), the higher it became the good category (score 27). so there is an increase in the competence of class II teachers In planning thematic learning; (3) the score of grade III teachers rose by 4 scores derived from the unfavorable category using the acquisition of a score of 20 the higher it became a good category with a score of 24. So there was an increase in the competence of grade III teachers in planning thematic learning.

Overall, the improvement in the competence of the lower class teachers of SDN Tambah 2, Karangpenang Sampang District in planning thematic learning originated from the initial conditions, cycle I, and cycle II, as illustrated in the following table.

Table 6. RPP Monitoring and Evaluation Results Before Action, Cycle I, and Cycle II

Tabel 6. Hasil Monitoring dan Evaluasi RPP Sebelum Tindakan, Siklus I, dan Siklus II

No	Guru Kelas	Perolehan Skor					
		Sebelum tindakan		Siklus I		Siklus II	
		Skor	Kategori	Skor	Kategori	Skor	Kategori
1	I	13	TB	18	KB	22	B
2	II	16	KB	24	B	27	B
3	III	13	TB	20	KB	24	B

Sumber: Data penelitian

The table above provides that there is an increase in the competence of the lower class teachers of SDN Tambah 2, Karangpenang Sampang District in planning thematic learning starting from pre-cycle, cycle I, to cycle II. the details of the increase are as follows.

(1) grade 1 teacher scores, the higher 9 scores, from the not good category (score 13) to the good category. (score 22). in other words there is an increase in the ability of class I teachers in planning thematic learning. (two) Grade II instructors' scores, increased by 11 scores, from the unfavorable category (score 16) to the good category. (score 27). in other words there is an increase in the ability of grade II teachers in planning thematic learning. (3) grade III teacher scores, increased by 11 scores, as long as the category is not good (score 13) as a good category. (score 24). in other words there is an increase in the ability of class III teachers in planning thematic learning.

Discussion

What is going to happen is that research has given rise in the competence of lower grade teaching competencies at SDN Tambah 2, Karangpenang Sampang District in planning thematic learning from pre-cycle, cycle I to cycle II through group supervision with a collaborative approach. the result was in line with the use put forward by Rosilawati¹⁰ that the implementation of academic supervision can spread the ability of teachers in planning and managing the learning process. prasojo (2011: 13) also explained that the purpose of supervision is for spreading the professionalism of teachers in planning learning through reflective activities. using the implementation of group supervision with a collaborative approach to reflective activities can increase teacher competence as shown in the above research results. actions taken in research, which have led to an increase in teacher competence is in line with the view of Sharif (2011: 112) that by carrying out the supervision of the school's leadership of teachers into a form of action, there can be an increase in teacher competence.

What will happen above is also in line with the opinion of Darmawan (2014: 31) which states that teachers can be increased their competence through academic supervision because in supervision there is an increase in understanding of the theory and application of knowledge of the results of this study is also in line with research conducted by Argiani and Slameto (2015) who shared that the application of supervision could improve teacher's pedagogical competence. action disparity in this study with the argiani and slameto (2015) research is a form of action taken by the school principal. the actions used in this study were group supervision, while the argiani and slameto (2015) research was supervision of class visits.

In addition, this study is also in line using the astuti research (2017: 58) which found that with the implementation of academic supervision can increase teacher ability. through supervisory applications, the principal can provide guidance and direction so that there is an increase in teacher competence, which in turn has an impact on improving teacher performance and the learning process.

¹⁰ Sahertian, Piet. 2000. *Konsep Dasar dan Teknik Supervisi Pendidikan dalam rangka Pengembangan Sumberdaya Manusia*. Jakarta: Rineka Cipta

sujoko (2017: 95) revealed that a one-way error for improving the quality of a school meant that the application of supervision, through teacher supervision could be guided and directed so that competence was increased that could ultimately enhance the quality of a school. Sujoko's opinion (2017) is relevant to this research, in which this study was conducted in order to increase teacher competence through supervision.

Conclusion

The exposure that occurs in the above action shows that there is an increase in the competence of the lower class teachers of SDN Tambah 2, Karangpenang Sampang District. on planning thematic learning as a result of carrying out group supervision with a collaborative approach.

Appropriate use of results and conclusions on meals at school principals is recommended so that 1) carry out group supervision using a collaborative approach to lower class teachers to increase teacher competence in planning thematic learning, and 2) directing teachers to always prepare lesson plans using well, so that effectiveness and learning efficiency can be guaranteed.

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