

The Improvement of Cooperative Learning Model Application Skill in Numbered Head Together Through Clinical Supervision of Art Teacher in SDN 060886 Medan Baru

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Abstract-The objective of this research is to know the improvement of cooperative learning model application skill in Numbered Head Together through clinical supervision of art teacher in SDN 060886 Medan Baru. The sample of this research are Art teachers of SDN 060886 Medan Baru that consist of five teachers. The scope of this research is the application of clinical supervision for improving Art teacher skill of arrange planing of learning RPP and the skill of cooperative learning model application in Numbered Head Together. The design of this research is school action research in two cycles. Each of cycle consist of 4 stages, that is plan, do, observe and review. The instruments for collecting the data are RPP research and observation sheet of teachers skill in applying cooperative learning model in Numbered Head Together. By doing this research, the skill of art teachers in SDN 060886 Medan Baru in applying cooperative learning in Numbered Head Together will have improved after doing the clinical supervision.

Keywords: Cooperative Learning Model, Numbered Head Together, Art Teacher, Clinical Supervision

I. INTRODUCTION

Education holds an important role in efforts to elevate human's dignity in order to achieve a better life status. Besides that, through education, human will be formed into an understanding and conscience person who is needed in controlling and developing science and technology, so that they are able to face global competition. Education also contributes greatly to the betterment of a country and as a vehicle in translating constitutional messages and building national character (Mulyasa, 2012: 4). There are three main requirements that must be considered in education development in order to improve the quality of human resources, they are building facilities, qualified books, and professional teachers.

Teacher's capability is the first factor that influences successful learning. Chapter IV Subsection 8 of Law No. 14 of 2005 also states that "Teachers are required to have academic

qualifications, competencies, educator certificates, physically and mentally healthy and have the ability to embody the national education goals". A teacher functions as a decision maker related to learning plans, implementation of learning and learning assessment (Mudjiono and Dimiyati, 2012: 91), in addition to fulfill professional standards and competency standards, teachers need to fulfill the standards of mental, moral, social, spiritual, intellectual, physical and psychology. One of the assumptions that improving teacher's capacity and the quality of learning in schools can be achieved through improving the quality of human resources (teachers and educational staffs) and several other components. The implementation of qualified education is determined by qualified teachers, namely teachers who can carry out tasks adequately (Prawiroatmojo, 1987: 32).

To improve the pedagogic competencies of teachers, the government has made various efforts and strategies, one of which is through training, workshops, education and others. The quality of teachers, especially those with the status of civil servants and private school teachers according to Kristianawati quoted by Sagala (2012: 19) is in a low point. Many teachers are trapped in the habit of being robots in the education curriculum. There is still lacking of initiatives to learn and explore learning methods and strategies, teaching materials, new patterns of teaching and learning relationships. From the data collected, teachers' achievements in Teacher Competency Test (UKG) held from 2012 to 2018 still did not meet the minimum standards set by the government.

From the UKG data obtained, the teachers have not fulfilled the qualifications as teachers who are competent in pedagogic and professional competencies related to the management of learning. Therefore, strategies and efforts are needed for the government to improve the ability of teachers to develop decent learning designs.

Based on the results of interviews and observations conducted by the researchers at SD Negeri 060886 Medan Baru, that teachers tend to carry out learning routines as they have

been done from year to year without any effort to increase the competency for being a professional teacher. During the learning process, teachers were generally still ineffective and less innovative. They still applied conventional learning models that emphasize more on the objectives to be achieved from the learning process than the stages or contents of the learning process. Many teachers chose 'lecturing' learning methods. These things happened because the structure and training program that was arranged in each workshop activity, training and others were still dominated by the activities of arranging learning administration and only a few activities that guided the teacher in mastering the material and the skills to use appropriate learning media.

Cultural and Arts subject is one of all subjects that has an important role in the development and formation of skills, attitudes, and personality of the students. One of the appropriate learning models applied in the learning of Cultural Arts is the NHT (Number Head Together) cooperative learning model. This learning model is one of the learning models that prioritize student activities in finding, processing and reporting information from various sources which will presented in front of the class. The results of interviews and observations of researchers to five Cultural Arts Teachers at 060886 Public Elementary School Medan Baru, they did not understand the NHT (Number Head Together) learning model and had never applied it in the learning process in the classroom. The implementation of the NHT learning model is very important to improve the teacher's ability to manage the learning process and increase students' learning outcomes so that a change in learning model is needed.

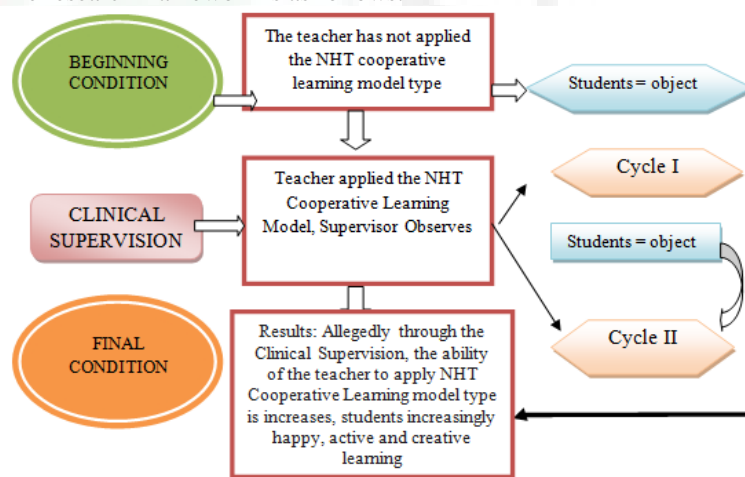
Triyanto, (2007: 62) stated that NHT is a type of cooperative learning designed to influence student patterns of interaction and as an alternative to traditional classroom structures to involve more students in studying the material in a lesson and checking their understanding towards the content of the lesson. Silberman, (2006: 62) explained that NHT (Numbered Head Together) is a learning model in which each student is numbered and grouped which the teacher randomly calls the numbers of the students. (Lie, 2003: 63) stated that the NHT (Numbered Head Together) model is a model that provides opportunities for students to share ideas and consider the most appropriate answers. Each group must ensure that its members understand and master the task, so that all students understand the concept carefully. This learning model accommodates the increase of group discussions intensity, togetherness, collaboration and the quality of group interaction, and eases the assessment. Characteristics of the NHT (Numbered Head Together) cooperative learning model that the teacher appoints one student to represent the group, which the teacher does not tell that, who will represent the group before (Anggraini, 2012: 21).

Based on some of the opinions above, it can be concluded that the understanding of the NHT (Numbered Head Together) cooperative type learning model is a model that can stimulate students to interact and work together in completing the tasks by

sharing ideas with other students so that students will be more active and could understand more easily. Students learn and work in small groups where each student in the group gets a different number and the members consist of 4-6 students with heterogeneous group structure and still each student is able to understand the material provided by the teacher and the results of each group's discussion will be presented in front of the class.

Briefly, this research can be described as follows, there are initial conditions namely learning without the NHT (Numbered Head Together) cooperative model, then cycle I clinical supervision actions are carried out; the teacher applies the NHT (Numbered Head Together) cooperative learning model and the supervisor observes, and ends with the conditions after observation. After the teacher has finished teaching, a feedback meeting is held to see and discuss the difficulties faced by the teacher. It is important to create a free and friendly atmosphere between the teacher and supervisor so that the teacher is able to express the difficulties they experienced. Then the teacher and supervisor think of other alternatives for betterment in the next cycle if the achievements have not been met in cycle I. Based on the findings, the supervisor and teacher make an agreement on a particular focus to be improved by the teacher

The research framework is as follows:



Picture : Framework Scheme

II. METHODS

This research was in the form of Action Research, which to improve the ability of teachers to use the NHT cooperative learning model type. This action research was carried out in the form of a cycle and it was implemented in two cycles. It is expected that the quality of learning will be increase if the teacher is able to use the NHT cooperative learning model type.

This research was conducted at SD Negeri 060886 Medan Baru. Subjects in this study were five Cultural Arts teachers at

SD Negeri 060886 Medan Baru. The object of the study was the ability of teachers to apply the NHT cooperative learning model type, improve their ability, assisted through clinical supervision by supervisors (school supervisors). Supervisors and researchers act as observers and facilitators.

This research is said to be successful if (1) the cognitive knowledge of all Cultural Arts teachers in preparing the learning implementation plan (RPP) with the level of achievement reaches ≥ 80 with good category. (2) The cognitive knowledge of all Cultural Arts teachers in the learning syntax with the level of achievement reaches ≥ 80 with good category. (3) All Cultural Arts teachers who are the subject of research have had cognitive knowledge in points (1) and (2). The average value of the teacher's ability to use Jigsaw learning models reaches a minimum of 80 and a minimum of 80% of subjects able to use the type of cooperative learning model NHT. The value category is determined as follows: Score 91-100 (very good), 81-90 (good), 66-80 (enough), 56-65 (less), 0-55 (very less).

III. RESULTS AND DISCUSSION

The initial condition was the teachers have not implemented the NHT (Numbered Head Together) cooperative learning model. The data is strengthened by the results of observations in preliminary or pre-cycle studies conducted by researchers on Cultural Arts teachers at SD Negeri 060886 Medan Baru.

Table 1. Grades of Cultural Arts Teachers Ability in the Pre-Cycle Learning Process

No	Teacher's Code	Grades of Cultural Arts Teachers Ability in the Learning Process	
		Lesson Plan Study	Applying the NHT (Numbered Head Together) Cooperative Learning Model Type
1	G1	56,25 (Poor)	50,00 (Very Poor)
2	G2	52,08 (Very Poor)	40,91 (Very Poor)
3	G3	45,83 (Very Poor)	38,64 (Very Poor)
4	G4	56,25 (Poor)	43,18 (Very Poor)
5	G5	58,33 (Poor)	45,45 (Very Poor)
Average of the Cultural Arts teachers' abilities		53,75 (Very Poor)	43,64 (Very Poor)

After the socialization the teachers made lesson plans according to the NHT (Numbered Head Together) cooperative learning model type. The results showed that initially the teachers did not have the ability to make lesson plan (RPP) using cooperative learning model NHT (Numbered Head Together) type. The supervisor provides the opportunity for each teacher to revise the RPP. In the First Cycle, researchers together with supervisors made plans and prepared the things needed in the implementation of supervision, such as determining the supervision schedule, studying observation instruments, preparing supporting facilities in the form of stationery, cameras, and video recording devices.

In the implementation, the supervisor held a preliminary meeting (preliminary dialogue) with each teacher in a familiar and friendly atmosphere to maintain good communication. The teacher realized that the teaching they had done so far was still teacher-centered, two-way communication between the teacher and the student, even the communication between students was hardly implemented. Learning becomes less fun and too boring. Supervisors and teachers review revised RPP. The result is that each teacher has increased the ability to make RPP with the NHT (Numbered Head Together) cooperative learning model, that is, the teacher was able to plan the learning system and overall the teacher manages to make a decent RPP.

Based on observations made by the supervisors and researchers, the score of the teacher's ability to apply the NHT (Numbered Head Together) cooperative learning model in the first cycle is 75.00 with fair category. From these results, it can be concluded that in the first cycle there was an increase in the ability of teachers to implement the NHT cooperative learning model compared to the pre-cycle stage.

Table 2. Grades of Cultural Arts Teachers Ability in the Learning Process Cycle I

No	Teacher's Code	Grades of Cultural Arts Teachers Ability in the Learning Process	
		Lesson Plan Study	Applying the NHT (Numbered Head Together) Cooperative Learning Model Type
1	G1	87,50 (Good)	81,82 (Good)
2	G2	72,92 (Fair)	68,18 (Fair)
3	G3	75,00 (Fair)	72,73 (Fair)
4	G4	89,58 (Good)	75,00 (Fair)
5	G5	85,42 (Good)	77,27 (Fair)
Average of the Cultural Arts teachers' abilities		81,25 (Good)	75,00 (Fair)

However, this improvement has not yet reached the indicator of the success of the actions that have been determined so it needs to be re-guided in the second cycle. In the second cycle, the supervisor returned for meetings and dialogues with the teacher in a relaxed, intimate atmosphere to create good cooperation. The supervisor invited the teacher to recall the first cycle reflection points. These points are the main concerns of improvement in the second cycle. Based on observations made by supervisors, researchers, and third observers, the score of the teacher's ability to apply the NHT (Numbered Head Together) cooperative learning model type was as follows: 93.23 in the very good category and the value of the ability to apply the NHT type cooperative learning model was 89.09 in good category.

Table3.Grades of Cultural Arts Teachers Ability in the Learning Process Cycle II

No	Teacher's Code	Grades of Cultural Arts Teachers Ability in the Learning Process	
		Lesson Plan Study	Applying the NHT (Numbered Head Together) Cooperative Learning Model Type
1	G1	97,92 (Very Good)	93,18 (Very Good)
2	G2	85,42 (Good)	81,82 (Fair)
3	G3	91,67 (Very Good)	90,91 (Very Good)
4	G4	97,92 (Very Good)	90,91 (Very Good)
5	G5	95,83 (Very Good)	88,64 (Good)
Average of the Cultural Arts teachers' abilities		93,23 (Very Good)	89,09 (Good)

Based on this, it can be said that clinical supervision to improve the ability of Cultural Arts teachers in implementing the NHT cooperative learning model type in the second cycle have been successful because they have achieved the indicators of success of the actions that have been determined previously.

IV. DISCUSSION

Based on the table above, it can be seen that the application of clinical supervision improved the ability of Cultural Arts teachers to apply the NHT (Numbered Head Together) cooperative learning model in SD Negeri 060886 Medan Baru. This can be seen from the data analysis of RPP studies and the results of teaching observations in each cycle starting from the pre-cycle, then the first cycle and continued with the second cycle. The ability of Art and Culture teachers in preparing RPP and their ability to apply NHT (Numbered Head Together) cooperative learning models type as described in the table below:

Table 4. Grades Recapitulation of the Ability of Cultural Arts Teachers in the Pre-Cycle, Cycle I and Cycle II Learning Process

No	Teacher's Code	Ability of Cultural Arts Teachers in the Learning Process					
		Lesson Plan Studies			Applying the NHT (Numbered Head Together) Cooperative Learning Model Type		
		Pre-Cycle	Cycle I	Cycle II	Pre-Cycle	Cycle I	Cycle II
1	G1	56,25	87,50	97,92	50,00	81,82	93,18
2	G2	52,08	72,92	85,42	40,91	68,18	81,82
3	G3	45,83	75,00	91,67	38,64	72,73	90,91

4	G4	56,25	89,58	97,92	43,18	75,00	90,91
5	G5	58,33	85,42	95,83	45,45	77,27	88,64
Average grades of the Cultural Arts teachers'		53,75	81,25	93,23	43,64	75,00	89,09

The results of the above study indicated that the implementation of clinical supervision improved the ability of Art and Culture teachers to apply the NHT of cooperative learning model type at SD Negeri 060886 Medan Baru. The role of supervisors in this clinical supervision activity was focused on improving the learning process carried out by each trainee teacher. In addition to carrying out this supervision activity, the guidance provided by the supervisor to the teachers was not in the form of instruction or command, but strives to foster a humane relationship and create a familiar and open atmosphere until finally they brought changes in behavior and motivation for teachers to improve their performance. In other words, it can be said that clinical supervision is very effective to apply in order to overcome various problems faced by teachers in the learning process. The theme of this study is in line and supports the results of researches conducted by Rano Krisno Lubis (2014), Kurnaidi (2015), and Haholongan Simanjuntak (2014) with conclusions including: (1) the application of academic supervision in the form of clinical supervision by school supervisors can improve the ability and professionalism of subject teachers in the learning process; (2) in doing clinical supervision, supervisors must be able to create good, familiar and collegial relationships with the supervised teachers, so that they are motivated to always strive to develop and improve their abilities in the learning process as well as possible; (3) to perform a good clinical supervision, supervisors must master the competence of school supervisors in accordance with the Minister of National Education Regulation No. 12 of 2007 concerning Standards for School Supervisor Competency, especially academic supervision competencies.

V. CONCLUSION

1. The average score of the teacher's ability in preparing RPP with the NHT (Numbered Head Together) cooperative learning model type increased. This is shown by the results of the study where the achievement in the pre-cycle only reached 53.75 with very poor categories, in cycle I it increased to 81.25 in the good category and in the second cycle increased to 93.23 in the very good category.
2. The average score of the teacher's ability to apply the NHT (Numbered Head Together) cooperative learning model type increased. This is shown by the results of the study where the achievement in the pre-cycle only reached 43.64 with very poor categories, in cycle I it increased to 75.00 with fair categories and in the second cycle increased to 89.09 with good categories.

VI. SUGGESTION

1. For teachers to:
 - a. Improve the skills in the preparation of learning tools by participating in various training related to learning tools.
 - b. Open and willing to accept updates and developments related to learning models.
2. For school principals to urge their teachers to apply various cooperative learning models, one of which is the NHT (Numbered Head Together) cooperative learning model.
3. For school supervisors, the results of this studies are expected to be an information and alternative material in order to perform the guidance and coaching tasks for the teachers they trained/supervised.
4. For other researchers, the results of this study are expected to be one of the references to conduct more in-depth research, especially those related to NHT (Numbered Head Together) type cooperative learning and clinical supervision.

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