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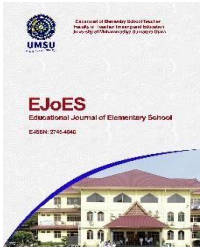

IMPROVING TEACHER ABILITY IN IMPLEMENTING THE PROBLEM LEARNING MODEL BASED INSTRUCTION (PBI) IN LOARNING THROUGH HEAD ACADEMIC SUPERVISION SCHOOL

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Abstract
School Action Research aims to improve the abilities of eye teachers lessons use the Problem based Instruction (PBI) model in subjects taught in elementary schools. The research respondents were 15 teachers at SDN 071043 Tetehosi. The research instrument uses a written evaluation sheet, to be used in each cycle. The research was carried out in two cycles with several meetings between the principal and participants to receive academic supervision using the Problem Based Instruction (PBI) model. According of participals data regarding the initial abilities of participants in mastering the Problem Based Instruction (PBI) model at a low average level of around 52, then the Principal's academic supervision actions in cycle l experienced an increase in participants' mastery of abilities to an average of 65. 33, this level was still far from the principal's expectations, then continued with the actions in cycly ll then abilities were evaluated participants with an average result of 78.66. it turns out that through repeated academic supervision actions to introduce new thins to teachers, teachers' abilities in implementing the Problem based Instruction (PBI) model in elementary school lessons can be increased.

Keyword : " Problem Based Instruction (PBI) Model, teacher Ability"

INTRODUCTION

Development of science and technology (science and technology) now brings changes in human lifestyle both in external fields, and technology, culture trust, information and education. This is challenge and an opportunity to be able to improve the quality of resources Indonesian people to be able to compete in a world full of competitive life. One way to improve quality human resources are with improve the quality of education. A result education is considered to be of high quality if knowledge, attitudes and skills graduates will be useful in the future development of further learning outcomes, good for higher education institutions as well as society.

Almost everyone pursues education and carry out education. Because of education never separated from life man. Children receive education from her parents. Likewise at school, students are educated by teachers. Education is typical human possessions and tools. In order to optimal learning achievement in learning process time in the classroom as well as for

achieving educational goals, Teachers are required to have the ability and skills in order to manage processes learning. One of those abilities What teachers must have is ability to select and use various learning model that suits characteristics of children, especially regarding learning which requires a concrete and understandable explanation proven by the child.

In its implementation, it needs to be done various studies leading to increasing service efficiency and effectiveness and development as a consequence of an educational innovation. One form efficiency and effectiveness oimplementation curriculum, needs to be developed variously learning model that is appropriate to applicable curriculum. Learning model cooperative is one model implementation

of the recommended curriculum forapplied at all levels of education, starting from elementary school level (SD/MI) up to Upper Elementary School (SMP/MA).

Learning models are patterns or examples learning that has been designed with using an approach or model or other

learning strategies, as well equipped with steps (syntax) and learning tools (Lufri,2010:94) Based on observations and findings Principal towards teachers at SDN 071043 Tetehosi, it was revealed that the process learning that takes place in the unit school is very unsatisfactory. Results desired complete learning (KKM 68) not achieved. The trend is carried out by teachers that implement the process teacher-centered learning only where student activity is still very low in following the learning process so the class atmosphere seemed boring and less meaningful. Such a class atmosphere will have an impact in the form of existence students who are sleepy during class taking place. Of course it will resulting in student learning outcomes in lessons will be unsatisfactory.

The role of the Principal is necessary for eliminate this condition in order learning is more fun. Idea The principal trains teachers to master the Problem Based learning model Instruction (PBI) is so that it can be used in learning.

One of the learning models that can be done applied in learning is a model Problem Based Instruction (PBI) learning. Where this model is able to improve student activeness in the learning process. In This learning model students are formed in small groups and individually Group members have responsibilities the same for the group's success in solving the problems presented teacher according to the learning material, here Students are trained to work together.

It is hoped that this model will help students to process the information already so in his mind and composed their own knowledge of the world surroundings. In this case the students were provoked think, analyze, ask and discuss both with teachers and with friends Alone. So that the problem is truly understood and solved by students through development of deductive thinking.

In connection with the description above, then need to think about ways and models for overcome existing problems. Use of appropriate learning models is one of the efforts to improve student learning outcomes, then it is wrong one learning model that can increase comprehension and comprehension students towards concepts or procedures in problem solving activities namely models Problem Based Instruction (PBI) learning. This learning model has been proven by researchers in classroom action research that by applying a learning model Problem Based Instruction (PBI) on the material that matches the model, then you can increase student activity and learning outcomes. Based on experience and evidence researchers in implementing learning models Problem Based Instruction (PBI), then researchers trying to coach teachers in implementing Problem Based learning model Instruction (PBI) in learning at capacity as school principal.

This is the aim of this research namely (1) describing the teacher's abilities apply the Problem learning model Based Instruction (PBI) through supervision academic by the principal, (2) describe increased capabilities the teacher applies the learning model Problem Based Instruction (PBI) through cademic supervision by the principal.

This research can be useful as input material for internal teachers selecting and implementing learning models correct and add to the model Problem Based Instruction learning (PBI) in the learning process and increase the researcher's insight as Head Schools in the future selecting and using supervision models appropriate academics in improving learning process

METODE

Based on the goals to be achieved, So this research was carried out with implementation of School Action Research (PTS). School Action Research (PTS) was conducted with the aim of improving the process learning. Therefore, this research focuses on the academic supervision process to teachers in improving the process classroom learning.

As for the object of action (object research) in this research are as follows following:

1. Application of the Problem learning model Based Instruction (PBI) in process learning

2. Increasing teachers' abilities in application of the Problem learning model Based Instruction (PBI) through supervision headmaster .

Location of research implementationAction This school is SDN 071043 Tetehosi whose address is in the District Idanogawo, Nias Regency.

The subject of this research is Guru Mata Lesson SDN 071043 Tetehosi Year Lessons 2021/2022. The subject of this research totaling 15 people consisting of 8 men and 7 women.

School Action Research is appropriate with plans to be implemented in the odd semester of the academic year 2021/2022. Implementation of actions in This research is adjusted to the schedule in school. Implementation of actions is carried out approximately two months and in 2 cycles where each cycle is planned 2 times meeting and goes through 4 stages, namely planning, action, observation and reflection. The implementation of this research is planned 2 cycle.

To collect data on This research used research instruments are (1) Observation Sheet, (2) Sheet interview guide, (3) Documentation in the form of Photo. The data analysis used i qualitative processing. Data analysis steps are (1) Carrying out data checks (2) carry out interpretation (3) conclude the results action, (4) Drawing conclusions

RESEARCH RESULTS AND DISCUSSION RESULTS

Implementation of cycle I actions where based on observation data and results data evaluation of participants' abilities, obtained conclusion that the ability in simulating the Problem learning model Based Instruction (PBI) has not yet reached the level percentage success, although it has there are changes and initial conditions. Average mastery results of participants at the end of the cycle I 65.33 with success percentage amounted to 46.6% and after analysis then it was concluded that the teacher's ability in mastery of the Problem learning model Based Instruction (PBI), with a group average score of 65.33 from 15 participants and only 7 participants or 46.6% achieved conditions for success, while 8 participants o 53.4% did not achieve success.

Implementation of cycle II actions where based on observation data and results data evaluation of participants' abilities, obtained conclusion that the ability in simulating the Problem learning model Based Instruction (PBI) has reached the level percentage success, average results participants' mastery at the end of cycle II was 78.66 with a success percentage of 80%. After analyzing the data obtained in conclude that the teacher's abilities are deep mastery of the Problem learning model Based Instruction (PBI), with average value group achieved 78.66 from 15 participants and only 12 participants or 80% achieved it conditions for success, while 3 participants or 20% who do not achieve success. From The data can now be seen at the level success aiming for improve the abilities of the participants have master the application of learning models Problem Based Instruction (PBI) afte Academic supervision is carried out by the Principal.

DISCUSSION DATA EXPOSURE EVERY

CYCLE I

Cycle I takes place in Weeks III and IV February 2022 implementation of supervision actions academics for teachers. In cycle I, Head The school has prepared a plan of action academic supervision through simulations between teachers with the following details:

1. The principal creates a scenario involving academic supervision participants try the learning model Problem Based Instruction (PBI).

2. The principal makes an observation sheet to see the condition of supervision activities academic during the learning model Problem Based Instruction (PBI) is carried out.

3. The principal prepares the tools final evaluation of academic supervision will be given to each participant end of cycle.

4. Researchers make ability evaluations to see the level of ability master the Problem learning model Based Instruction (PBI).

Learning to be carried out is academic supervision with introduce the Problem learning model Based Instruction (PBI) is implemented in cycle I. The implementation stage is an effort to improve internal abilities understand the concept of learning models Problem Based Instruction (PBI). As forimplementation stages are as follows:

1. How to start learning.

2. Organize the whereabouts of participants at the moment receive academic supervision.

Simulate model stages Problem Based Instruction (PBI) learning. In implementing this cycle I action, the

researcher/Principal is assisted by several observer, namely the participant teacher. This matter intended to monitor everything shortcomings and weaknesses in implementation action. Apart from that, this observer also functions to minimize the Head's subjectivity the school assesses your father's/mother's performance teachers as participants.

In practice, giving This development has made teachers enthusiastic in improving his abilities. This matter as evidenced by changes in participation participants to take part in activities in cycle I. Based on observation data and results data valuation of abilities given, obtained conclusion that the ability in simulating the Problem learning model Based Instruction (PBI) has not yet reached the level percentage success, although it has there are changes and initial conditions. Average mastery results of participants at the end of the cycle I 65.33 with success percentag by 46.6%

After analyzing the data obtained it can be concluded that ability teachers in mastering learning models Problem Based Instruction (PBI), with grades the group average was 65.33 out of 15 participants and only 7 participants or 46.6% were achieve the requirements for success, while 8 participants or 53.4% who did not reach success. Based on these results serve as a reference for taking action in cycle II to overcome the level mastery of teachers using models Problem Based Instruction (PBI) learning, through more academic supervision technique directed

CYCLE II

Cycle II takes place in Week IV September and the second and third weeks of March 2022, with the same number of coaches in cycle I. Academic supervision actions such as the usual approach of not changing that set. In implementing this cycle II action, academic supervision is focused on weaknesses and difficulties in cycle I. Participants will repeat the role of the simulator in application of the Problem Based learning model Instruction (PBI).

In implementing this cycle II action, the Principal is assisted by several observers, namely teachers as participants. Matter this is intended to monitor everything shortcomings and weaknesses in implementation action. Apart from that, this observer also functions to minimize researcher subjectivity in assessing the performance of teachers as participant. After repetition of the action on cycle II is completed, then an evaluation is given both of which are the same as the evaluation cycle I. this matter to see the changes that arise after repetition of the second cycle.

Based on observation data and results data evaluation of abilities given, obtained conclusion that the ability in simulating the Problem learning model Based Instruction (PBI) has reached the level percentage success, although it has there are changes and initial conditions. Average mastery results of participants at the end of the cycle I 78.66 with success percentag by 80%.

After analyzing the data can be retrieved conclusion that the teacher's abilities are deep mastery of the Problem learning model Based Instruction (PBI), with average value group achieved 78.66 from 15 participants and only 12 participants or 80% achieved it conditions for success, while 3 participants or 20% who do not achieve success. From the data can now be seen at the level success aiming for improve the abilities of the participants have master the application of learning models Problem Based Instruction (PBI) after Academic supervision is carried out by the Principal and the results of the analysis carried out in cycle II there was an increase of 33.4% with group success rate was 80%. This shows that the supervision action academics with the application of models Problem Based Instruction (PBI) learnin in learning increases

CONCLUSION

Based on processing and analysis data from research results that have been carried out about improving learning models Problem Based Instruction (PBI) teacher in learning through academic supervision principal at subject teacher at SDN 071043 Tetehosi Even semester of year lesson 2021/2022, From the results of the research has been carried out by the Principal that using the effectiveness of the model Problem Based Instruction learning (PBI) can increase effectiveness learning. This can be seen **from the** results findings that have been obtained through action Principal academic supervision, namely (1) Academic supervision of the Principal regarding Problem Based Instruction learning model (PBI) against the teacher at SDN 071043 Tetehosi obtained an average initial ability of 52, whereas after receiving

treatment on the average teacher ability cycle reached 65.33 and at the end of the average cycle teacher ability is 78.66. (2) Based on research results that show that evaluation I to evaluation II was obtained enhancement. Where is the average participant score in cycle II it reached 78.66 with success percentage 80%, this result is that shows that the participant's abilities master the Problem Based learning mode Instruction (PBI) has increased.

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