



IMPROVING THE MASTERY OF QUESTIONING SKILLS THROUGH TEACHER COACHING BY THE PRINCIPAL

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Abstract

The school action research was focused on a number of teachers who teach at SMP Negeri 6 Idanogawo Nias Regency as research subjects totaling 9 people, as representatives of the members of SMP Negeri 6 Idanogawo Nias Regency. The purpose of the school action research is to improve the ability of teachers to use the question and answer method in the implementation of mathematics learning in schools. The research instrument used observation, the results of the coaching form of writing evaluation used to measure changes in teachers' abilities after receiving guidance in cycles I and II. After coaching, modeling from the Principal. The simulator of fellow teachers can be seen that the teacher's ability in the first cycle reached 76, close to the average of 80. To improve the ability of teachers in the second cycle, retraining is carried out by the Principal through modeling, simulators and at the end of the second cycle, an evaluation of the ability test is carried out to achieve the success target of 83. Based on this, the action of coaching the Principal to master the question and answer method for subject teachers has been good

Keyword : Questioning Skills, Teacher Abilities

1. INTRODUCTION

The teaching and learning process is one of the components of the curriculum that has a great influence on the achievement of educational and teaching goals. In the National Education System Law No. 20 of 2003 which states that "Secondary education is a level of education that underlies higher education. From the quote, it is clearly said that the level of education plays a very important role for students so that they can continue their education to the next level. Therefore, teachers as the spearhead of developers are expected to be able to manage and implement the teaching and learning process effectively and efficiently so that educational and teaching goals can be achieved as expected.

The government has made various regulations that contain graduation standards for students with the hope that the government will enable them to continue their education at the next level. The regulation is stated in the regulation of the Minister of National Education in 2006 which states "that

the competence of graduates for Secondary Education Units is used as an assessment guideline in determining the graduation of students". With this regulation, teachers are expected to be able to further improve their work performance. For this reason, vocational school teachers can seriously develop existing graduate standards. In order for teachers to be able to manage and carry out the teaching and learning process in the classroom, each teacher is required to have a number of teaching abilities / skills. The basic teaching skills possessed by teachers are not only theoretical, but it is expected that teachers will be able to apply teaching skills in a variety of ways in the teaching and learning process. One of the basic teaching skills that teachers have is the skill of questioning. The key to the success of every teacher in using questioning techniques in the teaching and learning process is that the teacher knows, understands, and is able to apply various types of questions and procedures in the teaching and learning process.

In relation to the teacher's skill in asking questions, the Principal collects observation data, the Principal (supervision) that in the teaching and learning process, the teacher is active while the student is passive, in other words, the teacher teaches in a passive way, namely students sit and record the information provided by the teacher.

A simple but beneficial form of teaching and learning activities for student learning efforts is through the use of questions in the teaching and learning process. The questions that come are not only from the teacher but it is more important if students are also skilled in asking questions during teaching and learning activities. In teaching and learning activities, teachers can select activities by asking questions to students, both at the time of opening the lesson, during the learning process and at the time of closing the lesson. From the questions asked by the teacher to the students, it can be known to what extent the student's mastery of the material has been delivered and how the student processes the information and develops the information on the questions given by the teacher.

The effort in asking questions to students with the aim of learning students and training students to be skilled in asking questions lies in the teacher, namely the skill of using the questioning technique in the teaching and learning process. The questioning skills that teachers must master in the teaching and learning process are the ability to use questions, both oral and written, with the aim of learning students. This is in accordance with one of the functions of questions in the teaching and learning process, namely so that students gain knowledge and can improve their thinking skills, because thinking is asking questions. The more trained students are in asking questions both from the teacher and from the students themselves to the information received, then all of them will direct students in logical, systematic and critical thinking. The questions asked during the teaching and learning activities will have a greater influence on the development of students' thinking, if these questions are open and at a high cognitive level. It does not mean that low-level cognitive questions cannot

develop students' thinking skills, only if low-level cognitive questions are continuously asked in teaching, this does not have much meaning or benefit for students' learning efforts, because such questions only train students' memory of the knowledge they have received. Low-level cognitive questions cannot develop students' thinking skills at a higher level and cannot train students' creative learning.

In the teaching of extracurriculars, questioning activities have a very important role, because the teaching of extracurricular science is a field of teaching that studies or studies extraterrestrial problems that occur in society so that the study is in the theoretical and practical fields. It is a more specific responsibility for the teacher of the exequats in each school to direct students to become critical and creative human beings as desired by the National Education Goals. In an effort to direct students to become the human beings expected of the nation, one of the ways that subject teachers do is to cultivate interactive and communicative teaching situations. Questions in teaching subjects have a very important position in efforts to improve the quality of education, because with questions students are challenged to think more optimally, especially if these questions are high-level cognitive questions. Questioning activities between teachers and students, students and students is one of the teaching and learning strategies that can develop students' thinking skills. By asking questions both by teachers and students in the teaching of subjects, it can reveal the symptoms and problems of ecstasy that are felt by inequality in society.

Departing from the importance of the position of questions in the teaching and learning process and seeing the inequality that has occurred so far in the field, this study tries to reveal how effective teachers are about questioning skills in the teaching and learning process, especially the questioning skills of subject teachers at SMP Negeri 6 Idanogawo.

The objectives of this study are (1) Improving teachers' ability in questioning skills

in the learning process of certain subjects (2) Knowing the effectiveness of teachers in subject lessons about questioning skills in the teaching and learning process after the coaching process from the Principal.

This research can be useful as input material for teachers in choosing and implementing the right learning model and increasing questioning skills in the learning process and adding to the researcher's insight as a Principal in the future in choosing and using the right coaching model in improving the learning process.

2. RESEARCH METHODS

Based on the goals to be achieved, this research was carried out by implementing School Action Research (PTS). School Action Research (PTS) is carried out with the aim of improving the learning process. Therefore, this study focuses on the coaching process for teachers in improving the learning process in the classroom.

The objects of action (research objects) in this study are as follows:

1. Application of questioning skills in the learning process
2. Improving teachers' ability to apply questioning skills through principal coaching

The location of this School Action Research is SMP Negeri 6 Idanogawo which is located in Idanogawo District, Nias Regency

The subject of this study is a Subject Teacher of SMP Negeri 6 Idanogawo for the 2021/2022 Academic Year. The subjects of this study are 9 people consisting of 4 men and 5 women.

This School Action Research is in accordance with the plan that will be carried out in the odd semester of the 2021/2022 school year. The implementation of actions in this study is adjusted to the schedule at school.

The implementation of the action is carried out for approximately two months and in 2 cycles where each cycle is planned 2 meetings and through 4 stages, namely planning, action, observation and reflection. The implementation of this research is planned in 2 cycles.

To collect data in this study, the research instruments used are (1) Observation

Sheet, (2) Interview Guide Sheet, (3) Documentation in the form of photos. The data analysis used is qualitative processing. The steps of data analysis are (1) Examining the data (2) interpreting (3) concluding the results of the action, (4) Drawing conclusions.

3. RESULT

The implementation of the first cycle of actions produced the ability of teachers judging from the average performance which reached 76, almost close to the average of 80, which is an encouraging result. In general, efforts made to improve the ability to master the question and answer method by improving the emotional relationship between the Principal and participants succeeded well. Because only 4 more are needed to achieve the target of an average score of 80. Even so, because the average of 80 has not been achieved, a second cycle is needed to meet the target.

The implementation of the second cycle of actions resulted in an average score of teachers' abilities in the range of 83. This means that the implementation of cycle II has reached an average target of 80. Based on this, the implementation of the cycle was successful and did not proceed to the next cycle.

Discussion

Data Exposure Each Cycle

Cycle I

Cycle I took place in the first and second weeks of September 2021 for the implementation of coaching actions for. The implementation of the action was carried out through direction, modeling and simulation about the application of the question and answer method during four meetings.

In the implementation of this cycle I action, the researcher/Principal was assisted by several observers, namely the participating teachers. This is intended to monitor all shortcomings and weaknesses in the implementation of actions. In addition, this observer also serves to minimize the subjectivity of the Principal in assessing the performance of teachers as participants.

In its implementation, the provision of guidance has made teachers enthusiastic in improving their abilities. This is evident from

the high participation of participants to participate in activities in the cycle. At the end of the cycle, the Principal conducts a fostered evaluation with the following results:

Table 2
Results of the Implementation of Cycle I
Coaching

No	Kode Teacher	Score	Value $\left(\frac{s}{5} \times 10\right)$
1.	Teacher 01	4	8
2.	Teacher 02	4	8
3.	Teacher 03	4	8
4.	Teacher 04	3	6
5.	Teacher 05	3	6
6.	Teacher 06	5	10
7.	Teacher 07	4	8
8.	Teacher 08	4	8
9.	Teacher 09	5	10
Total		36	72
Average			7,6

Information :

S = Teacher Score

J = Number of test items

W = Highest Scores

The Teacher Development process that took place in the first cycle had at least several obstacles. Based on the observation of the researcher, subject teachers still seem to be not fully able to compose and be skilled in conveying questions that make students more motivated in learning. Likewise, the interest and activity of teachers has not been fully seen, even a small number of teachers have not been able to give their responses to the problems to be solved, so the researcher plans to re-improve this study by continuing with the implementation of cycle II.

Cycle II

Cycle II took place in Week IV of September and Week I and II of October 2021, with the same number of students as in cycle I. Coaching actions like the usual approach do not change what is set.

In the implementation of the second cycle, the Principal was assisted by several observers, namely teachers as participants.

This is intended to monitor all shortcomings and weaknesses in the implementation of actions. In addition, this observer also serves to minimize the subjectivity of researchers in assessing the performance of teachers as participants. At the end of the second cycle, an evaluation of the teacher's ability to develop a question and answer method was still given with the results as shown in the following table.

Table 4
Results of Teacher Ability Evaluation in Cycle
II

No	Kode Guru	Skor	Nilai $\left(\frac{s}{5} \times 10\right)$
1.	Guru 01	5	10
2.	Guru 02	3	6
3.	Guru 03	4	8
4.	Guru 04	5	10
5.	Guru 05	3	6
6.	Guru 06	5	10
7.	Guru 07	5	10
8.	Guru 08	4	8
9.	Guru 09	5	10
Total		39	78
Rata-rata			8,3

Information :

S = Teacher Score

J = Number of test items

W = Highest Scores

The coaching process in the second cycle saw many very significant developments. In terms of the implementation of the simulation of asking skills, they have been able to show skills and apply to the subject being studied. It can also be seen that almost all subject teachers are active in asking questions and expressing good opinions with fellow teachers. Besides that, there are no longer teachers who are passive and stay silent because each of them gets an assignment from a researcher and the interest, attention and percentage of teachers also improve.

Conclusion

Based on the processing and analysis of data from the results of research that has been carried out on improving teachers' questioning skills in learning through principal coaching for teachers of SMP Negeri 6

Idanogawo subjects in the odd semester of the 2021/2022 school year, from the results of research that has been carried out by the Principal that using the effectiveness of questioning skills can increase the effectiveness of learning. This can be seen from the findings that have been obtained through the action of coaching the Principal, namely (1) in the first cycle the results were achieved but the desired target has not been achieved, where the effectiveness in asking and answering questions has not been optimal, (2) in the second cycle the teacher's ability is very encouraging enough to meet the desired target.

Based on the results of this study, the researcher put forward some suggestions as follows: (1) The need to review the types of questions asked by teachers in the teaching and learning process in order to create an effective teaching and learning atmosphere and be able to develop students' reasoning at a higher level and be able to improve knowledge and skills, among others, by

learning broadly and deeply about the concept of questions. (2) As a school principal, he should often hold training for teachers in matters of making questions, which may be possible to be asked in the teaching and learning process through a Subject Teacher Deliberation (MGMP) I institution in the district, then try it on a small scale, for example in the MGMP group in the school.

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