



IMPROVING TEACHERS' ABILITY TO UNDERSTAND STUDY MATERIALS USING CLINICAL SUPERVISION AT SDN 12 DUNGALIYO

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Article history:	Abstract:
Received: December 11 th 2022 Accepted: January 11 th 2023 Published: February 20 th 2023	The results of observations on teachers at SDN 12 Dungaliyo show that the teacher's ability to understand teaching materials is not optimal. The tendency is that some teachers cannot carry out learning activities properly because they lack good mastery of teaching materials. Teachers are often only fixated on one source or book as a reference in developing student abilities. This is what makes learning activities less qualified and students only get material limited to what is mastered by the teacher and the book that is the reference

Keywords: clinical supervision, teaching, abilities

INTRODUCTION

Improving the quality and quality of students is one of the goals to be achieved in the context of learning as an effort to encourage an increase in the quality of human resources from an early age. To optimize efforts to encourage quality improvement and the quality of students, the role of the teacher is needed as a facilitator whose function is to mediate the implementation of student learning activities. In the modern education system, the function of the teacher as an agent for conveying educational messages seems to need assistance with educational media, so that the teaching and learning process in particular and the educational process in general can take place effectively and efficiently. This is because, among other things, the educational materials that will be delivered are increasingly diverse and extensive given the rapid development of science and technology. Today the teacher is not the only source of learning and the messenger of educational messages. However, it develops through various and varied educational media as educational aids, also functions as a channel for educational messages. One of them is through teaching materials as one of the reference sources in learning.

Teaching materials are all forms of material or materials that are arranged systematically which are used to assist teachers/instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn. This material can be in the form of written material or unwritten material. Teaching materials or learning materials in outline consist of knowledge, skills, and attitudes that students must learn in order to achieve a predetermined standard of ability. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values.

Including the type of material facts are the names of objects, historical events, symbols, names of places, names of people. Including concept material is understanding, definition, special features, components or parts of an object. Included in the principle material are propositions, formulas, adages, postulates, theorems, or relationships between concepts that describe causal relationships. Procedure type material is material relating to systematic or sequential steps in carrying out a task. Attitude type material (affective) is material related to attitudes or values, for example the value of honesty, compassion, mutual help, enthusiasm and interest in learning, enthusiasm for work.

In terms of the teacher, the learning material must be taught or conveyed in learning activities. In terms of students, the teaching materials must be studied by students in order to achieve standard abilities and basic abilities which will be assessed using assessment instruments that are arranged based on learning achievement indicators.

Based on the description above, it clearly shows that teaching materials are something that is meaningful both in terms of students and from the point of view of teachers. The meaning of teaching materials from the student's and teacher's point of view shows that teaching materials have very substantial value both as a reference for teachers in developing student abilities, as well as teaching materials that students need to master in the learning process. The description above shows that teaching materials have value as one of the materials that students must master and become a source or teacher's reference in learning activities. Observing this, the teacher needs to have optimal mastery of teaching materials, as one of the basics in teaching students. There are many cases that occur in schools regarding

the lack of inequality in the learning process as a consequence of a lack of understanding of teaching materials. Some cases that stand out are that learning in class is not conducive, teachers are often fixated on textbooks, teachers lack references in developing student abilities, and teaching materials are very limited to what teachers know and the literature available at school. Realities like this make learning activities less dynamic and students' insights are very limited to what the teacher conveys and the activities facilitated by the teacher in learning.

Based on the description above, it is necessary to make efforts to improve the teacher's ability to understand the quality of teaching materials, as a strategy to optimize quality achievement results in the learning process. One of the efforts that can be made to improve the teacher's ability to understand the quality of teaching materials is to use a clinical supervision approach. The clinical approach is considered to have advantages because supervision emphasizes efforts to develop teacher abilities based on teacher needs. Thus the awareness to develop skills in understanding teaching materials using a clinical supervision approach is based on the need for teachers to voluntarily come to supervisors to be fostered and develop their potential in mastering teaching materials.

This reality needs to be anticipated using clinical supervision. This is done so that the teacher is motivated by his personal awareness to improve his ability or ability to understand teaching materials so that he can carry out learning activities dynamically. Based on the description above, the researcher formulated this study with the title "*Improving the Ability of Teachers in Understanding Teaching Materials Using Clinical Supervision at SDN 12 Dungaliyo* . "

THEORETICAL STUDY

The Nature of Teaching Materials

In order to produce graduates who have abilities according to graduate ability standards, it is necessary to develop learning for each ability in a systematic, integrated and thorough manner. In primary, secondary and senior education, apart from textbooks, learning sheets are also introduced with various names, including: assignment sheets, worksheets, information sheets and other teaching materials, both printed and non-printed. All materials used to support the learning process are referred to as teaching materials. For learning that aims to achieve abilities according to the graduate ability profile at the Education Unit Level Curriculum, the ability of the teacher is needed to be able to develop the right one. With the complete learning approach, it is expected that students can master the abilities as a whole, according to their learning speed. For this reason, teaching materials should be arranged so that students are more active in learning activities to achieve the expected abilities.

There are two terms that are often used for the same purpose but actually have slightly different meanings, namely learning resources and teaching materials. For this reason, the following will explain in advance the meaning of learning resources and teaching materials.

Learning Resources, there are also many people who have used learning resources, but generally what is known is only libraries and books as learning resources. Yet imperceptibly what they use, certain people and objects are included as learning resources. Learning resources on the bced website are defined as follows: Learning resources are defined as information, represented and stored in a variety of media and formats, that assists student learning as defined by provincial or local curricula. This includes but is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students. <http://www.bced.gov.bc.ca/irp/appskill/asleares.htm> January 28, 1999. Learning resources are defined as information presented and stored in various forms of media, which can assist students in learning as an embodiment of the curriculum. The form is not limited whether in print, video, software format or a combination of various formats that can be used by students or teachers. Sadiman defines learning resources as anything that can be used for learning, which can be in the form of people, objects, messages, materials, techniques, and settings (Sadiman, Arief S., 2004) (AECT, 1977), learning resources are anything or power that can be utilized by teachers, either separately or in a combined form, for the benefit of teaching and learning with the aim of increasing the effectiveness and efficiency of learning objectives.

Thus, learning resources are also interpreted as all places or surroundings, objects, and people that contain information that can be used as a vehicle for students to carry out the process of changing behavior. From this understanding, learning resources can be categorized as follows:

- a. Places or the surrounding natural environment, that is, anywhere a person can do learning or a process of changing behavior, then that place can be categorized as a place of learning, which means a source of learning, for example, libraries, markets, museums, rivers, mountains, landfills, fish ponds and so on. .
- b. Objects, namely all objects that allow changes in behavior for students, then these objects can be categorized as learning resources. For example sites, temples, other relics.
- c. People, namely anyone who has certain expertise where students can learn something, then the person concerned can be categorized as a learning resource. For example teachers, geologists, police, and other experts.
- d. Materials, namely everything in the form of written text, print, electronic recordings, web, etc. that can be used for learning.
- e. Books, namely all kinds of books that can be read independently by students, can be categorized as learning resources. For example, textbooks, textbooks, dictionaries, encyclopedias, fiction and so on.

Learning resources will be meaningful for students and teachers if learning resources are organized through a design that allows someone to use them as learning resources. If not, then the surrounding natural places or environment, objects, people, and or books are just places, objects, people or books that mean nothing.

According to University of Wollongong NSW 2522, AUSTRALIA on its website, WebPage last updated: August 1998, Teaching is defined as the process of creating and sustaining an effective environment for learning. Implementing learning is defined as the process of creating and maintaining an effective learning environment. Paul S. Ache further stated about material, namely: Books can be used as reference material, or they can be used as paper weights, but they cannot teach. Books can be used as reference material, or can be used as written material of great quality. On the Dikmenjur website, the notion is expressed that teaching materials are a set of learning materials/substances that are arranged systematically, displaying a complete figure of the abilities that students will master in learning activities. Teaching materials enable students to learn an ability or KD in a coherent and systematic manner so that cumulatively they are able to master all abilities as a whole and in an integrated manner.

It is further stated that teaching materials function as: Guidelines for Teachers who will direct all their activities in the learning process, as well as a substance of abilities that should be taught to students. Guidelines for Students who will direct all their activities in the learning process, as well as a substance of abilities that should be learned/mastered. Evaluation tool for achievement/mastery of learning outcomes.

Another opinion says the following; Definition of teaching material They are the information, equipment and text for instructors that are required for planning and review upon training implementation. Text and training equipment are included in the teaching material. (Anonymous on Web-site) Teaching materials are information, tools and texts needed by teachers/instructors for planning and studying the implementation of learning. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in class. The material in question can be in the form of written material or unwritten material. (National Center for Vocational Education Research Ltd/National Center for Competency Based Training).

The grouping of teaching materials according to the Faculté de Psychologie et des Sciences de l'Education Université de Genève on the website is as follows: Integrated media-written, audiovisual, electronic, and interactive-appears in all their programs under the name of Medienverbund or Mediamix (Feren Universitaet and Open University respectively). Integrated written, audio-visual, electronic and interactive media are then referred to as medienverbund (German for integrated media) or mediamix. Meanwhile, Bernd Weidenmann, 1994 in the book Lernen mit Bildmedien classifies them into three major groups, the first being auditive which concerns radio (Rundfunk), cassettes (Tonkassette), and vinyl records (Schallplatte). The second is visual (visuell) which involves Flipcharts, pictures (Wandbild), silent films (Stummfilm), silent videos (Stummvideo), computer programs (Computer-Lernprogramm), written materials with and without pictures (Lerntext, mit und ohne Abbildung). The third is audio visual (audiovisuell) which involves talking with pictures (Rede mit Bild), sound and picture performances (Tonbildschau), and films/videos.

The Nature of Clinical Supervision

In general, clinical supervision is defined as a form of professional guidance given to teachers based on their needs through a systematic cycle. This systematic cycle includes: planning, careful observation of the implementation and assessment of the results of observations immediately and objectively about actual teaching performance. If studied based on the terms in "clinical", it means: (1) Treatment (clinical) and (2) Cycle, namely a series of activities that are recycling.

One person who is given responsibility for supervising is the supervisor, so the supervisor is also called a supervisor. As supervisors, the task is to provide professional assistance and guidance to teachers who lack professional skills in teaching. This is in accordance with the essence of supervision put forward by Pidarta (1999) as follows: The essence of supervision is a process of guidance from superiors to teachers and other school personnel who directly handle student learning, to improve teaching and learning situations, so that students can learn effectively with increasing learning achievement.

Clinical supervision is a type of supervision carried out by supervisors on teachers. This type of supervision is professional assistance that is given systematically to teachers based on the needs of these teachers with the aim of fostering teachers and increasing professionalism in carrying out the teaching and learning process. Supervisors as clinical supervisors apart from being responsible for clinical supervision tasks, must also be accountable for these tasks. That is, if responsibility is an effort so that what is assigned to him can be completed properly within a certain time, then accountability must exceed that obligation.

McAshan (1983) states that accountability is the condition of a person who is judged by others because of the quality of his performance in completing the goals for which he is responsible. In other words, the success of clinical supervision in achieving teacher professionalism is highly dependent on the level of accountability of supervisors. To achieve a high level of accountability in carrying out clinical supervision, supervisors need knowledge and skills about clinical supervision itself. It is very unlikely to expect a change in the level of teacher professionalism for the better without adequate knowledge and skills from supervisors regarding clinical supervision. Therefore, this paper was appointed to provide a comprehensive overview and insight into clinical supervision and the learning process as material for supervisors in carrying out their duties as clinical supervisors.

Even though clinical supervision is relatively young to be used in Indonesia, this model of supervision has attracted the attention of educational observers. The interest in this latest supervision model is due to the fact that clinical supervision offers various advantages that other supervision models do not have. The advantages include the creation of a relationship between supervisors and teachers carried out on the basis of teacher needs, and is democratic.

Experts in this field define clinical supervision in different words, even though what they mean is almost the same. This difference is due to the emphasis on certain aspects of supervision itself. According to Daresh (1989),

Goldhammer (1969), Cogon (1973), Anderson, Krajewski (1982), and German (1982), clinical supervision is a strategy that is very useful in teaching supervision, as an increase in teacher professional abilities.

Clinical supervision was first introduced and developed by Morris L. Cogon, Robert Goldhammer, and Richard Weller at Harvard University in the late fifties and early sixties (Krajewski, 1982). There are two assumptions underlying the practice of clinical supervision. First, learning is a very complex activity that requires careful observation and analysis. Through this observation and analysis, an educational supervisor will easily develop the teacher's ability to manage the learning process. Second, teachers whose professionalism they want to develop prefer a peer-to-peer approach rather than an authoritarian one (Sergiovanni, 1987).

Initially, clinical supervision was designed as a model or approach in supervising teaching of prospective teachers who are practicing teaching. In this supervision the emphasis is on the clinic which is manifested in the form of face-to-face relationships between supervisors and prospective teachers who are practicing. Cogon (1973) defined clinical supervision as follows.

" The following will put forward several definitions of clinical supervision: Richard Walter (in Purwanto, 2001) states that: "Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of analysis of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification".

Pidarta (1999) states that: "Clinical supervision is the process of coaching teachers to minimize the gap between real teaching behavior and ideal teaching behavior, where clinical supervision is only to help teachers understand innovation and change their performance to suit the innovation. The meaning of clinical supervision can be read from the term itself. Clinical means dealing with sick people as well as diagnosing, to find which aspects make the teacher unable to teach well. Then these aspects are considered one by one intensively. So clinical supervision is a supervision model to solve certain problems that are known beforehand. In this way, it seems to reduce the gap between real behavior and the ideal behavior of teachers, which often occurs in educational innovations. According to Keith and Moudith (in Azhar, 1996) clinical supervision is a process of helping teachers minimize the gap between real teaching behavior and ideal teaching behavior. Clinical supervision is a process of guidance in education that aims to assist the professional development of teachers in the introduction of teaching through observation and analysis of data in an objective, thorough manner as a basis for changing teacher teaching behavior. The pressure in the applied approach is specific through face-to-face meetings with teachers (Sahertian, 2000). Acheson and Gall (1992) stated that: "Supervision as the process of helping the teacher reduce the discrepancy between, actual teaching behavior and ideal teaching behavior". From the quotation above it can be said that clinical supervision is a process of helping teachers to minimize discrepancies (gaps) between real teaching behavior and ideal teaching behavior.

From some of the definitions above, it can be concluded that clinical supervision is a supervision technique carried out by supervisors to provide professional assistance given based on the needs of the teacher concerned in overcoming problems encountered in the teaching and learning process through intensive guidance that is arranged systematically. with the aim of improving teaching abilities and increasing teacher professionalism. The guidance given is not in the nature of instructions or orders but is given in such a way as to motivate the teacher to find the right ways to correct the deficiencies experienced in the learning process.

Based on the description above, it clearly shows that clinical supervision is as follows, a) Clinical supervision takes place in the form of face-to-face relationships between supervisors and teachers, b) the purpose of clinical supervision is for the professional development of teachers, c) clinical supervision activities are emphasized on aspects that the attention of the teacher and observation of teaching activities in class, d) observations must be carried out carefully and in detail, e) analysis of the results of observations must be carried out jointly between supervisors and teachers, and f) the relationship between supervisors and teachers must be collegial and even authoritarian.

RESEARCH METHODS

This research was conducted on teachers at SDN 12 Dungaliyo , Gorontalo district , Gorontalo Province. The research location was a school assisted by researchers, making it easier to carry out research activities. The research was conducted for 3 (three) months, from November 2022 to January 2023. The subjects in this study were teachers of SDN 12 Dungaliyo , Gorontalo district , Gorontalo Province. The research was carried out considering that the ability of class teachers to understand teaching materials in school is not optimal. Therefore the researchers view that the teacher's ability to understand teaching materials in schools needs to be improved through a clinical supervision approach.

For get accurate data in study This used model data collection as following : Observation . Technique This done by doing _ observation to process mentoring carried out Teacher with use approach supervision clinical . Documentation , Engineering documentation done For collect data with see document ability Teacher control teaching materials with approach supervision clinical .

Data analysis technique used in study This is with describe in detail planning , implementation , observation as well as results implementation action every cycle so that a clear picture is obtained about results study

This class action research procedure is described in the following cycle:

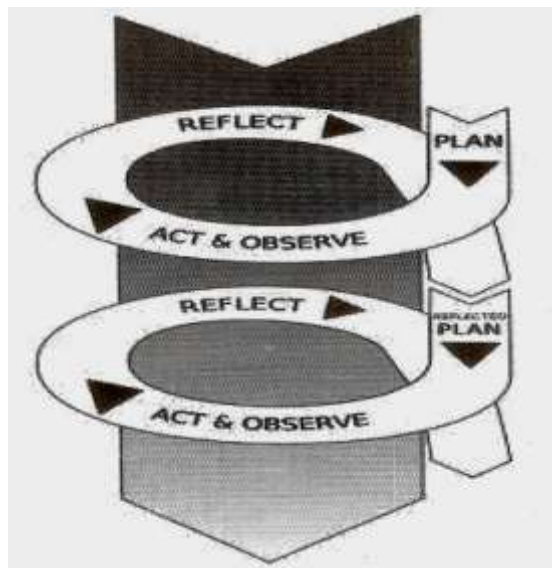


Figure 1: PTS Cycle 2008, Sukamto et al)

INFORMATION:

Cycle I

- Plan : Planning for school action research
ACT and Observe : Implementation and observation
Reflect : Determine things to act back on implementation of cycle II

Cycle II

- Plan : Planning for school action research
ACT and Observe : implementation and observation
Reflect: Based on the results of observations, then reflect on things that need action. If all the observations are in accordance with the performance indicators, it is no longer necessary to proceed to the next cycle.

RESEARCH RESULTS AND DISCUSSION

Cycle I Activities

Cycle 1 activities are carried out in the following stages

a. Planning

Planning activities are carried out by:

- Compile sheet observing and doing observation beginning to subject research .
- Compile timetable approach supervision clinical with Teacher refers to a 5component upgrade indicator For increase ability Teacher in understand material teach at school .
- Do activity approach supervision consistently clinical
- Do repair and construction to teachers at SDN 12 Dungaliyo in accordance with problems encountered _
- Facilitate For increase ability teachers at SDN 12 Dungaliyo in understand teaching materials at school .

b. Implementation

The implementation of cycle I actions was carried out by carrying out clinical supervision approach activities. The focus of the clinical supervision approach is on improving the ability of teachers to master teaching materials . Process supervision carried out refers to the plans that have been formulated . As for step implementation supervision clinical cycle I is as following :

- Preparation for the implementation of the action
- Researchers as supervisors develop the abilities of SDN 12 Dungaliyo teachers in planning teaching materials to be used in learning
- Researchers as supervisors develop the ability of SDN 12 Dungaliyo teachers in organizing teaching materials to be used in learning
- Researchers as supervisors develop the ability of SDN 12 Dungaliyo teachers in choosing teaching materials that suit the needs and characteristics of students
- Researchers as supervisors develop the ability of SDN 12 Dungaliyo teachers in collaborating teaching materials with other learning resources that will be used in learning
- Researchers as supervisors develop the abilities of SDN 12 Dungaliyo teachers in using teaching materials in the learning process.

g. Follow up and feedback.

c. Reflection

Reflection is carried out on the activities of the clinical supervision approach implemented . At this stage the results that have been obtained from the observation and evaluation stages are collected and analyzed together between observers and teachers, qualitatively. From the results of this analysis the teacher can reflect on himself by looking at the observational data of the activities carried out to find out the successes that occurred during the clinical supervision approach process. From the results of observations, it was obtained the percentage of achievement of the ability of class teachers in mastering the teaching materials cycle I is shown in the following table:

Table 1. The ability of the teachers of SDN 12 Dungaliyo to master the teaching materials for Cycle I Stage

Criteria Aspects assessed	Good	Enough	Not good
The ability to plan teaching materials to be used in learning	√	-	-
Ability to organize teaching materials to be used in learning	√	-	-
The ability to choose teaching materials according to the needs and characteristics of students	√	-	-
The ability to collaborate teaching materials with other learning resources that will be used in learning	-	√	-
The ability to use teaching materials in the learning process	-	√	-
Amount	3	2	0
%	60.00	40.00 %	0

Information:

Good	Enough	Not good
Score 85 - 100	Score 60-84	Score < 59

Table 1 above shows that the teacher's ability to understand teaching materials in schools after coaching with clinical supervision has increased from previous initial observations. The real conditions show that the 3 abilities to carry out counseling activities with a clinical supervision approach are in the form of; 1) The ability to plan teaching materials to be used in learning, 2) The ability to organize teaching materials to be used in learning, and 3) The ability to choose teaching materials according to the needs and characteristics of students, has increased in a positive direction

However, there are 2 abilities that are still implemented in sufficient categories, namely a) Ability to collaborate teaching materials with other learning resources that will be used in learning and b) Ability to use teaching materials in the learning process

Related to these findings, cycle II research activities will be carried out to improve teachers' ability to master teaching materials with a quality clinical supervision approach in schools. Cycle II activities with a focus on efforts to improve and increase the ability of teachers to understand teaching materials in schools. Through this effort it is expected to be able to improve the teacher's ability to master teaching materials referring to the 5 indicators of mastering teaching materials.

Cycle II Activities

a. Planning

Cycle II activities were carried out referring to the weaknesses of the teacher in cycle I. In this planning activity the focus was on improving the strategies used by the teacher in increasing the teacher's ability to understand teaching materials at school. Planning in cycle II is carried out in the following steps:

Planning activities are carried out by:

1. Compile sheet observing and doing observation beginning to subject research .
2. Compile timetable approach supervision clinical with Teacher refers to a 5 -component upgrade indicator control teaching materials for increase ability Teacher in understand material teach at school .
3. Do activity approach supervision consistently clinical _
4. Do repair and construction to Teacher in accordance with problems encountered _ Facilitate For increase ability teachers at SDN 12 Dungaliyo in understand teaching materials at school .

b. Implementation

The implementation of the actions in cycle II was carried out by observing teachers teaching students by increasing the teacher's ability to understand teaching materials at school. In carrying out this cycle II activity the teacher carries out clinical supervision approach activities with the following steps:

- a. Preparation for the implementation of the action
- b. Researcher as head schools develop the ability of class teachers in planning teaching materials to be used in learning
- c. Researcher as head school develop the skills of SDN 12 Dungaliyo teachers in organizing teaching materials to be used in learning
- d. Researcher as head schools develop the ability of class teachers in selecting teaching materials according to the needs and characteristics of students
- e. Researcher as head the school develops the ability of SDN 12 Dungaliyo teachers in collaborating teaching materials with other learning resources that will be used in learning
- f. Researcher as head the school develops the skills of SDN 12 Dungaliyo teachers in using teaching materials in the learning process
- g. Follow up and feedback

c. Reflection

Based on the results of reflection, it shows that there has been an increase in the teacher's ability to master teaching materials. In this context, the activities of the clinical supervision approach carried out by the teacher were able to improve the teacher's ability to master teaching materials.

From the results of observations, it was obtained the percentage of achievement of the ability of class teachers in mastering teaching materials cycle II is shown in the following table:

Table 2. The ability of SDN 12 Dungaliyo teachers to master Cycle II teaching materials

the criterion is the aspect being assessed	Good	Enough	Not good
The ability to plan teaching materials to be used in learning	√	-	-
Ability to organize teaching materials to be used in learning	√	-	-
The ability to choose teaching materials according to the needs and characteristics of students	√	-	-
The ability to collaborate teaching materials with other learning resources that will be used in learning	√	-	-
The ability to use teaching materials in the learning process	√	-	-
Amount	5	0	0
%	100.00	0	0

Information:

Good
Score 85 – 100

Enough
Score 60-84

Not good
Score < 59

Table 2 above shows that the teacher's ability to understand teaching materials at school after coaching with clinical supervision has increased from the previous cycle I. Real conditions show that all indicators of the teacher's ability to master teaching materials can all be increased optimally. Related to these findings, the research was not continued to cycle III because it had reached the expected target.

DISCUSSION

Improving the quality of education is one of the policies of the Ministry of National Education which is carried out in line with efforts to increase equity of opportunity to obtain education and improve education management. Therefore, improving the quality of education is a concern of the government in order to create quality human resources. To produce quality human resources is the responsibility of professional education staff in schools. Thus, one of the efforts to improve the quality of education is an effort to improve the quality of teachers in mastering the learning process.

The teacher is a component of education that is very dominant in improving the quality of education. This is because teachers are people who are directly involved in the learning process at school. In order for the learning process to be quality, the teachers must also be qualified and professional. According to Usman (2002) states that: "A professional teacher is a person who has special abilities and expertise in the field of teacher training, so that he is able to carry out his duties and functions as a teacher with maximum ability". In addition, teachers are very closely related

to the quality of school graduates. Imron (1995) stated: "the quality level of teachers was seen as a cause of the quality level of school output".

Therefore, the teacher resource profession needs to continuously grow and develop in order to be able to carry out its functions in a professional manner. One way to develop the ability of teacher resources is through clinical supervision

Based on the results of the school action research carried out for 2 cycles on teachers at SDN 12 Dungaliyo , Gorontalo district , province Gorontalo , obtained data from research related to improving the ability of teachers to understand teaching materials in schools.

From the activities of the first cycle, it shows that the teacher's ability to understand teaching materials at school has increased from the results of previous observations. In this context the teacher has been able to carry out counseling activities with a clinical supervision approach in schools after the clinical supervision approach has been carried out.

The real conditions that occur from increasing students' abilities in carrying out counseling activities with a clinical supervision approach are shown by the following points:

- a) Teachers have been able to plan teaching materials to be used in learning
- b) Teachers have been able to organize teaching materials to be used in learning
- c) Teachers have been able to choose teaching materials according to the needs and characteristics of students

However, the actions in cycle I showed that there were several things that were not optimal, namely

- a) The ability to collaborate teaching materials with other learning resources that will be used in learning
- b) The ability to use teaching materials in the learning process

From the results of the reflection and feedback carried out by the teacher observers, it was concluded that several things need to be improved in an effort to improve the teacher's ability to understand teaching materials in schools as follows:

- a. classroom teachers in mastering teaching materials .
- b. Teachers need to pay attention to the development of teaching materials and their application in classroom learning.

Based on the results of this analysis, it shows that there is a significant development in the teacher's ability to understand teaching materials in schools. However, the teacher's ability to understand teaching materials in schools needs to be improved because there are 2 basic abilities in understanding teaching materials that teachers cannot implement properly. The results of this analysis became the basis for implementing the actions in cycle II.

Cycle II activities are carried out with a focus on improving the following matters ; 1) researchers as supervisors develop teachers' abilities to collaborate teaching materials with other learning resources that will be used in learning and 2) develop teachers' abilities to use teaching materials in the learning process

From the action activities in cycle II, it can be seen that there is a significant difference in improving the ability of the teachers of SDN 12 Dungaliyo in understanding teaching materials. In this context the teacher is able to make improvements to the 2 components related to increasing the teacher's ability to understand teaching materials.

From the results of reflection feedback with observers, the following conclusions are obtained:

- 1) Teachers at SDN 12 Dungaliyo already have the ability to collaborate teaching materials with other learning resources that will be used in learning
- 2) The teachers of SDN 12 Dungaliyo have the ability to use teaching materials in the learning process

Based on the reflection and feedback activities carried out between the teacher and the supervisor it was agreed not to continue the research to cycle III because the teacher was basically able to carry out all the indicators of increasing the teacher's ability to master teaching material well.

CONCLUSIONS

Conclusion

Based on the description of research results and discussion, it can be concluded that:

1. The ability of SDN 12 Dungaliyo teachers to understand teaching materials at school can be improved by using a clinical supervision approach.
2. Improving the ability of Dungaliyo 12 Elementary School teachers in mastering teaching materials is marked by optimal teacher mastery of the 5 indicators of mastering teaching materials, namely a) Ability to plan teaching materials to be used in learning, b) Ability to organize teaching materials to be used in learning, c) The ability to choose teaching materials according to the needs and characteristics of students, d) The ability to collaborate teaching materials with other learning resources that will be used in learning, e) The ability to use teaching materials in the learning process

b) Suggestion

From the results of this class action research, the following suggestions can be put forward:

- 1) Clinical supervision can be used as an approach to improving teachers' ability to master teaching materials.
- 2) A persuasive approach is needed to develop the ability of English teachers to understand teaching materials as an effort to help optimize teachers' abilities to understand teaching materials.

- 3) Further research and analysis is needed on efforts to develop teacher abilities in mastering teaching materials in other, larger populations.

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