

**THE EFFECTIVENES OF BLENDED LEARNING ON  
THE FULL BLOCK TUTORIAL MODEL TO  
PROFESSIONAL COMPETENCE IMPROVEMENT**

**Asnah Said [asnah@ut.ac.id](mailto:asnah@ut.ac.id)  
Sondang Purnamasari Pakpahan  
Hernawaty Damanik  
Universitas Terbuka**

**Abstract**

This is a follow up research upon the previous research's result in 2013 gave the supervisory model for Professional Competence Improvement subject with full block tutorial model in Nias Island and this model was assessed as adequate by designer of Instructional Experts. The aim of this study was to analyze the effectiveness of the blended learning model on the block tutorial system towards Professional Competence Improvement. The effectiveness was analyzed in terms of: 1) the time aspect, 2) qualification of the Supervisors, 3) the roles and functions of Supervisors, 4) subject matter course category chosen, and 5) evaluation aspect. Survey method was implemented in this research. Data was collected through 14 questionnaires which were

distributed to 14 Supervisor one, and 33 to Supervisor two, and 391 to students, which was conducted in Nias Island, North Sumatera. The survey was conducted on the first semester of 2014. The data were obtained from questioner's documentation, and interviews, using various modes such as: e-mail, SMS, phone, and mail. The results showed that the full block tutorial model by using blended learning system was considered effective by the majority of the respondents. The effectiveness of the full block tutorial model was analyzed by several perspectives such as : the Supervisor one, and two and students viewed from 1) the aspect of time (76%), 2) aspects of the Supervisor one and two (academic qualification, position, teaching experiences, tutoring experiences, number of supervised students, workload (85%), 3) aspects of the role, functions, and duties of Supervisor one (79%), in the aspect of subject matter course category chosen (100%), aspects of evaluation (77%).

**Keywords:** *Blended Learning System, Full Block System, Professional Competence Improvement, Classroom Action Research Course, Medan Regional Office*

## **Introduction**

Universitas Terbuka (UT), as one of the distance learning higher institutions promotes independence in learning to its students including to those students of the Elementary Teacher Program (S1-PGSD). For them, UT provides compulsory face-to-face tutorial and online tutorial for several courses. Face-to-face tutorial conducted for the students of Elementary Teacher Program is for subject to Professional Competence Improvement (PCI) in Medan Regional Office. The implementation of face-to-face tutorial student of Elementary Teacher Program at Medan Regional Office consists of three models, such as:

1) *Regular System*, With the regular system, face-to-face tutorial is conducted in eight weekly meetings, two hours per meeting, 2) *Semi Block System*, the tutorial is conducted in four weekly meetings, each meeting takes four hours, and 3) *Block System* is conducted in one week duration. The Block System face-to-face tutorial in Medan Regional Office has been implemented only for the students in West Nias Islands since semester 2005. Determination of this pattern in terms of mileage and affordability of Medan Regional Office to the location of the tutorial. Nias Island, is one of the locations tutorial Study Group which is under the auspices of Medan Regional Office. Away geographic location and long mileage and require huge costs, the reason Study Group

in Nias conducted with face-to-face Blocks System. Considering the importance of the supervision of Professional Competency Improvement students and its report writing, the researcher was intended to know how the Professional Competency Improvement Block System supervision and the report writing were conducted in Nias Islands, especially in West Nias Islands.

Based on the researcher's preliminary observation, the previous implementation of the supervision and the report writing which applied the Block Tutorial System was not effective.

In line with the importance of achieving Professional Competency Improvement objectives as well as UT's efforts to enhance the teacher student quality and professionalism, the researcher proposes that the previous teaching practice supervision and the report writing which was conducted for only a week which used the Block Tutorial System in tutorial centers ignored the important practicing processes in making teaching plans, in improving the teaching-learning processes, in reflecting the teaching-learning processes, and in reporting the remedial teaching-learning processes, in accordance with the Professional Competency Improvement Manuals. Therefore, attempts must be made to improve the approach, method, and strategy

of the supervision so that the students would have sufficient time for practicing processes at their own classes, as well as sufficient guidance in writing the report that appropriately apply the manuals. One of the attempts conducted was by developing a new Professional Competency Improvement supervision model which would enhance the teachers' professional competencies. It is expected that this model will facilitate the students with more real experiences in practice under the supervision of competent supervisors. In addition, this model would enable students to obtain necessary teaching competence and sufficient time for completing the report. By this way, they would be able to achieve the Professional Competency Improvement objectives, i.e. becoming competent and professional teachers. This research is focused on the effectiveness of Blended Learning Model on The Block Tutorial System to Professional Competence Improvement.

## **2. Review of the Literature**

### **2.1. Face-to-face Tutorial in Medan Regional Office**

Basically, face-to-face tutorial is an academic learning support service for Universitas Terbuka (UT) students. In tutorial, the student learning activities are supervised by a tutor as a facilitator. In tutorial, the students and the tutor review and discuss materials in which students find difficulties or they find it important. Specifically, the materials or topics discussed in tutorial may include: (1) important competences or concepts in a subject/course, (2) students' problems in learning the textbook materials, (3) matters in relation to students' performance (in practice/practicum) inside and outside tutorial classroom, and/or (4) the application of knowledge or theory in daily practice. There are several types of tutorial such as face-to-face tutorial, online tutorial, radio broadcast tutorial, television broadcast tutorial, and correspondence tutorial (Catalogue UT, 2013). As for courses with practice or practicum, the tutorials should be conducted under the supervision of an instructor/supervisor/counselor, and it can be conducted individually or in groups by using such facilities as kit, dry lab ([www.ut.ac.id](http://www.ut.ac.id)), or nearby laboratory. Professional

Competence Improvement is one of the practice courses. It is one of the important courses for the students for Elementary Teacher Programs.

According to UT Catalogue of 2013 for Elementary Teacher Programs, Professional Competency Improvement is intended to allow the students S1 PGSD Program to acquire the classroom-related problem-solving skills in five major subjects by applying classroom action research principles in attempts to improve the teaching-learning quality. To acquire such a competency, the students are required to review the teaching-learning concepts integrative, to refer to guidelines in planning and conducting lessons and classroom action research, to practice finding problems and to analyze problems, and to plan remedial actions by designing it in an improved lesson plan, to conduct the remedial teaching, to self-assess or to learn feedback of others about the conducted plan and teaching practice as data for constructing the next cycle of improvement plans of the teaching-learning process, and to write a report on the improved teaching learning process. To meet PCI objectives, according to PCI Manuals, the following topics should be discussed: (1) concept of PCI, definition of PCI, objectives and significances of PCI, the relationship of PCI and Teaching Competence

Improvement, learning experiences, training procedures, assessment, PCI course learning materials. (2) Administration of PCI, which includes the administration of PCI and involved personnel, PCI implementation procedures, PCI assessment method, and PCI management flowchart. The student's achievement to meet PCI objectives is measured by a performance test in remedial teaching practice and a final remedial teaching report. PCI supervision is conducted under the supervision of Supervisor one and Supervisor two. Supervisor one is a Lecturer from University in Medan. Supervisor two is an elementary school headmaster or a senior teacher who has been certified, or an elementary school district supervisor, preferably one who holds S1 (bachelor) degree. The block system tutorial with one week duration is used in West Nias Islands due to the geographical reason. The remote location of Nias Islands can be reached by plane or boat in 24 hours from the mainland. However, regular flying to Nias is not economical considering the number of the tutors. A great amount of money is needed for eight times flying trips in block system or four times flying trips in semi block system.



## 2.2. Definition of Learning Model

In resolving various problems of learning implementation certainly needs the teaching models which were assumed as capable to overcome the teacher's difficulties in implementing the teaching duty and also student's difficulties in learning. Model was defined as conceptual framework used as guidelines to do activities. Model can be understood as follows: (1) type of design; (2) description or analogy used to help visualization process for something which can't be observed directly; (3) system of assumptions, data, and inferences used to describe mathematically for an object or event; (4) the design simplified from work system, the translation for reality simplified; (5) description for possible system or imaginary; and (6) resumed presentation in order to describe and show the original form (Komaruddin, 2000:

152).

The concept used for problem solving in learning as called the learning model can be defined as *an instructional model is a step-by-step procedure that leads to specific learning outcomes*. Joyce & Weil (1980) defined an instruction model as conceptual framework used

for guideline to do instructional. Thus, an instructional learning is the conceptual framework which illustrates the systematical procedure in organizing learning experience to achieve the learning goals. Thus, an instructional model tends to be prescriptive (in achieving the goals), which relatively difficult to differ with instructional strategy. Instructional strategy is meant *as a method for delivering instruction that is intended to help students achieve a learning objective*. Based on the definitions above showed us to be more understanding for instructional model presented in instructional process in order to the situation and condition of instructionals become better and directed.

Mulyani (2000: 70) argued that teaching model is the pattern or plan used by teacher in organizing subject matter, or student's activities, and it can be a guideline for teacher to teach in front of classroom (as like the flow used). Using the certain teaching model will produce an achievement of objectives programed and also not programed first.

Underlying on the basic meaning above, then an instructional model can be understood as conceptual framework described and

illustrated as systematical procedure in organizing the learning and teaching experiences to achieve the certain learning objective, and functioned as guideline for instructional plan for teachers in implementing instructional activities.

### **2.3. Instructional Models**

Joyce and Weil (1986) classified the instructional models as follows:

#### *a. The information Processing models*

These models emphasized on ways to strengthen an internal impulse of human to understand the world by digging and organizing data, perceiving any problems and trying to resolve, and developing the language to express them. Generally, many models from the information processing can be applied on learning target for multiple ages. The groups included into these models are: (a) *concept attainment*, (b) *inductive thinking*, (c) *inquiry training*, (d) *advance organizers*, (e) *memorization*, (f) *intellectual development*, and (g) *scientific inquiry*.

b. *Personal models*

These models are concentrating to individual views and try to support productive

self-sufficient, so that the human becomes more self-consciousness and responsible for their goals. These model groups are: (a) *non-directive teaching*, (b) *Synerctics models*, (c) *awareness training*, (d) *classroom meeting*.

c. *Social models*

These models have been designed to use cooperation phenomenon. By

cooperative, human can provoke and gather an *energy* that will be called as *synergy* (Joyce and Weill: 1986). By cooperative learning will be more success because the cooperative can stimulate the spirit to learn. These models group are (a) *group investigation*, (b) *role playing*, (c) *jurisprudential inquiry*, (d) *laboratory training*, and (e) *social science inquiry*.

d. *Behavioral systems*

Basic behavior of these model groups is communication system which is *self-*

*correcting communication systems to modify behavior in relationship with the duty conducted well. These groups include: (a) mastery learning, (b) direct instruction, (c) learning self-control, (d) training for skill and concept development, and (e) assertive training.*

### **3. RESEARCH METHOD**

According to the research goals to know and describe effectiveness of supervision model for SPC in Nias Island, then this research uses descriptive research method. Sugiyono (2008) stated that descriptive research is the research with aiming to give or describe the situation or phenomenon occurs today with using scientific procedure to answer an actual problem. This research will be conducted on study club in Nias Island which uses block system. This research population is all student, supervisor 1 and supervisor 2 within program of S1 PGSD with subject of Stabilization of Capability Professional (SPC) on study club in Nias Island which uses block system on registration period 2014.1. Total populations are 406 students, 14 supervisors 1, and 33 supervisors 2. Sampling technique is *purposive random sampling*. This sample research will be aimed to pay attention for various school targets, availability of facilities and other supporting factors in

implementation of instructional process. All supervisors 1 and 2 were taken as sample. While the sample of student was taken based on Slovi's formulation with  $e = 0.01$ .

$$N = \frac{N}{1+Ne^2}$$

Obtained  $n=391$

This research data was obtained through the developed instruments, such as questionnaire, which was targeted to supervisor 1 and supervisor 2. Detailer questionnaire to supervisor 1 with 18 statements, while on supervisor II with 10 statements. The questionnaires are close questions to supervisor 1 who has experienced as supervisor for SPC subject with a new model had been developed to know effectiveness of model.

The questionnaire distributed are: 14 questionnaires for Supervisor 1, and 33 questionnaires for Supervisor 2, and 391 questionnaires for student to be distributed when supervision implementation of SPC in Nias Island within period of 2014.1 Amount of questionnaire completed and returned to researcher team are 14 questionnaires for Supervisor 1 (100%), 33 Questionnaires for Supervisor 2 (100%) and 258 of 391 Questionnaires for student were distributed (65,97%).

Data analysis was conducted to know effectiveness of model. Data will be analyzed with using descriptive analysis that started from data reduction, data presentation, and taking conclusion.

#### **2.4. Supervision Pattern for Professional Competency Improvement (PCI) with Block System**

Supervision pattern for PCI with block system in Nias Island has the supervision pattern with considering some components in supervisory fit with geographical condition and demand of PCI subject. The components of development in supervision model for PCI with block system (Asnah, dkk. 2012: 28-40): as follows:

##### **a. Component of Time**

Supervision time has been conducted since 5 weeks before taking place of face to face, one week face to face supervision, and 4 weeks after face to face supervision.

##### **b. Component of Supervisor Two**

Within these supervision models, every student group has Supervisor two, in the past time was called as peers. Amount of student

with Supervisor two is 1 in 5, for Supervisor one is 1 in 15, this meant that 3 group students with the same Supervisor one, but different with Supervisor two. Qualification Supervisor two as follows:

- 1) Principal/Senior Teacher who has obtained educator certificate/Elementary School Supervisor,
- 2) Preferred who has educational background.

**c. Components of Role, Function, and Duty for Supervisor one and two**

Supervisor one supervises student in arranging the reporting for PCI and examining practical of PCI. Supervisor one stayed in city of UPBJJ-UT (Medan) is not only supervising at location when the face to face supervision, but also supervising with distance supervision before the day of face to face supervision, and after supervision, they use media such as *telephone/HP, SMS, e-mail*, and Post.

Role and function of supervisor two will be enlarging to become insurer of



implementation process of PCI conducted by student at their school. He/she has a role not only assessing implementation process of Classroom Action Research. And the journal contained supervision activities by supervisor one should be given to supervisor one when supervisor one has already been in supervision location, before supervisor one begins face to face supervision. Duties of Supervisor two are as follows:

- 1) Supervising student at the school as a place to teach related with duty of PCI which should be done.
- 2) Giving input for Remedial Rancangan Program Pembelajaran (learning plan) was arranged by student.
- 3) Giving input for teacher's performance when instructional remedial practice.
- 4) Helping student do the reflection.
- 5) Writing journal/reporting of student's cooperative.

**d. Component of Subject Load**

In doing the Classroom Action Research and its reporting, the student is only taking one subject, either in exact science or non-exact science or also taking thematic.

**e. Component of Evaluation**

Subject evaluation system for PCI consists of 2 systems: 50% for instructional remedial practice and 50% for reporting. Value for instructional remedial practice consists of 30% for student's participation and 70% for instructional remedial practice.

## **2.5 Development Model of Professional Competence Improvement Course Using Full Block System Tutorial.**

To obtain professional teachers, as stated objectives of Professional Competence Improvement elementary teacher students of S1 PGSD are guided and trained by supervisors to design lesson plan, to conduct remedial teaching based on the teacher's reflection, and to solve problems related to their main duties as teachers, such as to manage learning-teaching activities in a broad sense. The supervisor-student composition is one Supervisor for 15 students, whereas one Supervisor guides 5 students. The supervision by supervisor one and two currently using the Block System in Nias Islands is conducted face-to-face in one-week duration in tutorial centers. The implementation of the Block System PCI course supervision fits the scheme issued by Universitas Terbuka (UT) for all study clubs in Nias Islands.

However, the implementation is, in fact, not fully applicable, especially in West Nias Island, because the supervision by Supervisor two cannot be conducted in a week duration, meanwhile supervision is also conducted by Supervisor one at the same time. To solve this problem, this PCI

supervision model is a necessary attempt to fit the local condition and to achieve the course objectives. Although the supervision model should refer to the manuals issued by UT, the implementation of the model in the tutorial centers was not conducted in one-week duration, as compared to those supervisions of other courses which use the block system.

Some additional time should be allocated for the PCI supervision and distance supervision through mail, email, sort messages, and phone communication was the chosen mode. Distance supervision of PCI has been started for 5 weeks before the formally scheduled opening date of the tutorials and supervision at tutorial centers. A week before the supervision, the data of supervisor one and two were collected including phone numbers and e-mail addresses. The data of Supervisor one were obtained from Medan Regional Office, while the data of Supervisor two were collected from the Local Tutorial Administrator based on the stated criteria.

Next, students are divided into classes which will be supervised by Supervisor two and Supervisor one. When Supervisor one and two has been assigned; the name, phone number, and

email address of Supervisor one is informed to the local administrator who will forward them to the students. Data collection of Supervisor one and Supervisor two, student classes, and confirmation of supervisor's data to students are conducted in a week.

Therefore, distance supervision can be started 4 weeks before the face-to-face tutorials. This way, when the supervisor comes to supervise on location, the students would have had the material for discussion as well as for PCI report writing. Besides, at the same time Supervisor two will be able to start guiding and supervising the students in designing the teaching plans and observing the teaching practice by the students. Supervisor two writes observation notes in a journal which will be submitted to Supervisor one. As a result, Supervisor one will be able to monitor his/her students' progress.

This one-week supervision allows students not only to have sufficient feedback for PCI report writing but it also provides sufficient time for conducting remedial teaching practice according to the teaching plan and based on classroom action research principles. Therefore, one-week face-to-face supervision, as applied to other

courses without practice, is very difficult to implement. It is even unlikely to achieve the stated course objectives.

Furthermore, after intensive supervision for one week duration in the tutorial center, supervision is continued with another 4 weeks up to the time when the students finish writing the PCI report. Professional Competence Improvement supervision model is done by providing distance guidance before and after the face-to-face supervision at the tutorial center through mail, phone, SMS, and email communication. By combining the distance and the face-to-face PCI supervision modes, the supervision becomes more efficient and more effective. It is expected that this combination gives impact on the improved skills and professionalism of the graduates (Said, A. 2013).

## **Results & Discussion**

The purpose of this study is to look at the effectiveness of the application of a Block System in terms of several aspects, namely time, the Supervisor I and II, the role and function of the Supervisor, the burden of subjects and assessment. After doing a

questionnaire to all the samples, then the next thing is to analyze the data. Here are the results of the research will be outlined based on the following aspects, Time, Supervisor, Subjects, and Assessment.

Supervision model for PCI S1 PGSD with Block System in Nias Island, in form of activity and its implementation:

### **1. Time aspect**

Basically, coaching activities PCI system block Nias Island has a variety of time in practice, as follows:

**Table 1. Mentoring Activities Professional Competence Improvement in Time Aspects**

<b>No.</b>	<b>Time of implementation</b>	<b>Supervision Activities</b>
1	5 (five) weeks before D-day coaching schedule block system	<ul style="list-style-type: none"><li>• To set supervisor 1 and 2 according to the number of students based on predetermined criteria</li></ul>

2	4 (four) weeks before D-day coaching as scheduled by the Supervisor system block	<ul style="list-style-type: none"> <li>• Tutoring practice learning improvement in grade students taught by Supervisor 2:</li> </ul> <p>Task Supervisor 2 on PCI:</p> <ul style="list-style-type: none"> <li>• Guiding students in schools where teaching related to PCI tasks to be done</li> </ul>
3	4 (four) weeks before D-day	Supervisor 1 and 2, as well as the students



No.	Time of implementation	Supervision Activities
		<ul style="list-style-type: none"> <li>• takes place via Phone / Mobile, SMS, and e-mail.</li> </ul>
4	30 minutes on the day before at the	Supervisor 2 convey journal /
5	Today H coaching (1 week) at the location Study Club	<ul style="list-style-type: none"> <li>• Guidance statements in accordance journal by Supervisors 1 PCI</li> <li>• Implementation of PCI practice exam</li> </ul>
6	3 weeks after D-Day Tutoring schedule block system	<ul style="list-style-type: none"> <li>• Continued supervising the preparation of the</li> </ul>

7	One week before the UAS	<ul style="list-style-type: none"> <li>Accomplishing PCI report for 1 (one) subjects (exact or non-exact or thematic)</li> <li>Students submit</li> </ul>
---	-------------------------	---

### Distribution of Questionnaire Related Aspects of Time

Based on the guidelines for the implementation of mentoring activities PCI system block in Nias Island, then it is in line with the results of the analysis of data collected in the distribution of the questionnaire are summarized in Table 2 below:

**Table 2. Distribution of Questionnaire Related Aspects of Time**

N	Statem	Answer	Information
1.	Supervisor 1 Conducting coaching with students prior to face-to-face	66%	3 weeks

2.	Supervisor 2 Conducting coaching with students prior to face-to-face	72%	3 weeks
3.	The time required to complete the PCI report	90%	4 weeks

Based on Table 2 above shows that the implementation of the concession agreement with the guidance system on the island of Nias effective block from the aspect of time with the total time guidance and completion reports PCI is 8 weeks (3 weeks with the guidance of a Supervisor 1 and 2 before the face-to-face, one-week face-to-face counseling with Supervisor 1, 4 weeks of completion of the report). This means to have in common with a total time guidance PCI held regularly. However, there are still about 28-34% Supervisor 1 and 2 stated before-face coaching is less than 3 weeks, this is due to the students who are less active contact the Supervisor and the reason of the long distance between students and Supervisors 2 specifically.

## **2. Qualification of the Supervisors**

Determination of supervisors determined by qualification standards established by the Open University, the qualification is:

a) Principal / senior teacher who has obtained a certificate educator / Supervisor Elementary School b) Educational backgrounds. Based on the prescribed qualifying which then drives the implementation of the application of coaching activities PCI system block on Nias Island, then it is in line with the results of the analysis of data collected in the distribution of the questionnaire are summarized in Table below:

**Table 3. Distribution Supervisor Questionnaire Related Aspects 1 and 2**

No	Statement	Answer	Information
1.	Graduated Supervisor 1	100%	S2 and S3
2.	Experience Supervisor 1 becomes	78%	> 5 years old
3.	Work Supervisor 1	65%	lecture
4.	Graduated Supervisor 2	80%	S1 education
5.	Experience Supervisor 1, Supervisor	87%	>8 years old
6.	The number of students guided by	96%	average 15 Student
7.	The number of students guided by Supervisor 2	89%	average 5 Student

Based on Table 3 above shows that the entire Supervisor 1 were recruited from professors or teachers College Senior Secondary School Medan is a graduate S2 or S3 with 78% of them have the experience to guide the course of PCI more than 5 years and 65% of lecturers. 87% of the Supervisor 1 and 2 have a teaching experience of more than 8 years.

And in the ratio of 1 supervisor coaching conducted revealed 96% guiding average of 15 students, while the other 4% are less than 15 students. To the ratio of 2

coaching supervisors stated 89% guiding average 5 students, while another 11% are guided more than 6 students.

Based on the above findings, it was stated that guiding the PCI system in aspects Supervisor blocks system 1 and 2, are very effective. This is evidenced by an average of more than 85% qualified Supervisor 1 and 2 in accordance with the guidelines for the implementation of Supervision PCI Open University courses.

### **3. Role & Functions of Supervisors**

Basically, the application of the PCI system of supervision activities on the island of Nias block inseparable linked with the role, functions and duties of each supervisor. Where the Supervisor 1 guide students in arranging report PCI and examining PCI practices. Supervisor 1 who was in town Medan Regional Office not only guide in the current location of face-to-face guidance, but also lead to the distance before D-day face-to-face counseling, and thereafter, using communication media telephone / mobile, SMS, e mail, facsimile and Post. Meanwhile, the role and functions of Supervisor 2, expanded to be responsible for the implementation of the Classroom Action Research did students in their school. Supervisor 2 plays a role not only

assess the implementation of the Classroom Action Research, but also serves as a mediator as well as giving information on the progress of implementation of the Classroom Action Research students to the Supervisor 1. And the journal that contains the activities of supervision by Supervisors 2 submitted to the supervisor when the Supervisor first one was on site coaching, before Supervisor 1 start-face guidance. The following job descriptions, roles, and functions at each supervisor as follows:

1	Assignment Supervisor 1	<ul style="list-style-type: none"> <li>•Guiding students for 8 sessions, within 1 (one) week.</li> <li>•Guidance remotely 4 weeks before D-day coaching and 4 weeks after coaching face to face.</li> </ul>	<p>In accordance Guide PCI2007</p> <p>Guidance remotely via SMS, phone</p>

2	Preparation of The Journal	Supervisor 2 was done	Pour all the activities carried out by the student and Supervisor 2 (Planning of Classroom Action Research, Lesson Plan Repair Cycle1, Reflection, Observation sheets, etc.)
---	----------------------------	-----------------------	--



3	<p>Tutoring improvement practices in the classroom to teach students</p>	<p>Supervisor 2 was Tutoring already underway 4 week before implementation guidance on D-day face-to-face.</p>	<p>Supervisor 2 task on PCI:</p> <ul style="list-style-type: none"> <li>• Guiding students in schools where teaching related to PCI tasks to be done</li> <li>• Provide inputs to the Lesson Plan Repair prepared students</li> <li>• Provide feedback on teacher performance during practice learning improvement</li> </ul>
---	--	--	---

4	<p>Implements of the practice of the learning improvement</p>	<ul style="list-style-type: none"> <li>• For 1 (one) subjects (exact or non-exact or thematic)</li> <li>• Do 2 to 3 cycles</li> </ul>	<p>Supervisor 2 coordinate with Supervisor 1 (via remote, with phone / mobile, SMS, and e-mail)</p>
5	<p>Practice learning improvement assessed</p>	<p>Only 1 (one) time (exact or non-exact or thematic), conducted in the vicinity of the school or classroom coaching tutorials</p>	<p>Performed at the time of the day coaching, when the Supervisor 1 has been at the location of the tutorial (for Supervisor 1 as testers 1)</p>

6	Instructional improvement practice report	<p>For 1 (one) subjects (exact or non-exact or thematic)</p> <ul style="list-style-type: none"> <li>Preparation of the report was forwarded Tutoring 4 weeks-face after the implementation of the guidance on the day.</li> </ul>	<ul style="list-style-type: none"> <li>Students must collect the soft copy in CD supplied together with the report</li> <li>The report sent by the students through the post to the Supervisor 1 to be signed, then the report submitted to Medan Regional Office</li> </ul>
---	---	---	--

**Table 4. Job, Function, and Role of the Supervisor**

Related Aspects of Tasks, Functions, and Role of the Supervisor Based on the roles, functions and tasks that have been assigned a supervisor who then conducting coaching PCI System Block on Nias Island, then it is in line with the results of the analysis of data collected in the distribution of the questionnaire are summarized in Table 5. Below:

No	Statement	Answer	Information
1.	Coaching distance with Supervisor 1	90%	communicative
2.	The Way communication to Supervisor 1 via Mobile /SMS	92%	
3.	The Way communication to Supervisor 1 via Email	5%	
4.	The Way communication to Supervisor 1 via POS	3%	

5.	Supervisor 1 reviews identification problems	92%	
6.	Supervisor 1 reviews the analysis and formulate the problem	92%	
7.	Supervisor 1 reviews Lesson Plan Repair	89%	
8.	Supervisor 1 reviews preparation of the questionnaire / guidelines for observation	85%	
9.	Supervisor 1 reviews Teacher Performance Plus and 2 Teacher Performance Plus	78%	
10.	PCI statements in accordance with the format and systematic reporting applicable	98%	
11.	Supervisor 2 provides assistance in the implementation of the Classroom Action Research are implemented students	77%	average 3 times

12.	Supervisor 2 evaluates Teacher Performance assessment 1 and 2 Plus and discussed with students	78%	
13.	Supervisor 2 implementing guidance in the preparation of the instrument / student observation sheet	75%	

**Table 5. Distribution of Questionnaire Related Aspects of Tasks, Functions, And Role of the Supervisor**

Table 5 above shows that 90% of students with remote coaching Supervisor 1, and established communication via phone and SMS number of 92%, and communicate via email only 5%, and through Post Office there are only 3%. While 10% of students do not do long distance coaching, by giving specific reasons-reasons. Tasks, roles and functions of Supervisor 1 has generally been implemented well, this is evidenced by the findings of the implementation of the tasks performed achieve an average above 80%. With details, Supervisor 1 reviewed problem identification, analysis, and formulation of the problem that has been carried out along the Supervisor 2 students reach each number of 92%. While Lesson Plan improvement rate was

89%, reviewed in the preparation of the questionnaire / guidelines for observation as much as 85%, reviewed Teacher Performance 1 Plus and 2 Plus, have reached 78%, and arranging the reporting of PCI based on format and systematics applied in UT have reached 98%.

Furthermore, duties, functions and role of the Supervisor 2 also stated a good. This is described by the data findings explaining that Supervisor 2 provides assistance in the implementation of the Classroom Action Research practices in which students reached 77%.

Supervisor 2 has performed with a mean number of 3 times. Another 23% only 2 times even there only 1 time execution only. While in the assessment of student Classroom Action Research practice, as much as 78% Supervisor 2 to assess and Teacher Performance 1 and Teacher Performance 2 discuss the results with students. As well as in the preparation of the instrument / observation guide students have also been carried out by Supervisor 2 with the findings of 75%.

Based on these data, it is clear that the role, functions and duties of each Supervisor 1 and Supervisor 2 in coaching activities PCI system blocks in Nias have effective implementation of good value. Each supervisor has been carrying out the duties, functions, roles that are part of the coaching PCI, although there are still some

shortcomings conducted by Supervisor 1 and Supervisor 2 in the implementation.

#### **4. Subject Matter Course Category Chosen**

During the conduct of supervision activities PCI System Block on Nias Island, students are required to be creative in taking action research and the preparation of the report. In this case, students only choose one subject. Both areas of a science or non-exact or may also choose thematic. Based on the load aspect of subjects, the results of the analysis of data collected in the distribution of the questionnaire are summarized in Table 6 bel



**Table 6. Distribution of Burden Questionnaire Related Aspects Subjects**

<b>N</b>	<b>State</b>	<b>Answer</b>	<b>information</b>
1.	Subject to the reporting burden PCI	100%	1 lesson
2.	Percentage of students who choose the field of exact	50%	
3.	Percentage of students who choose the field of non-exact	50%	
4.	Percentage of students who choose a thematic	0 %	

Table 6 shows that 100% load on the student subjects PCI report only one subject. While in each group as a whole has a ratio of 50% choose the exact subjects, and 50% other non-exact search fields. This indeed has been governed by the UT as well as regional manager in the division of a group of subjects for students, however, in finding no students who choose thematic in their PCI. Statements presented as thematic somewhat difficult in practice and preparation of the Classroom Action Research, based on these descriptions,

it can be stated that the mentoring aspect of the burden of PCI in subjects proved to be effective.

## 5. Evaluation Aspect

PCI assessment system course consists of two systems: 50% practical and 50% learning improvement report. As for the practical value of learning improvement of 30% and 70% student participation practice learning improvement.

Based on the data above, the results of the analysis of data collected in the distribution of the questionnaire are summarized in Table 7 below:

**Table 7 Distribution Related Aspects of Assessment Questionnaire**

<b>N</b>	<b>Statemen</b>	<b>Answ</b>	<b>Informatio</b>
1.	Understanding Supervisor 1 on assessment guidelines	75%	Enough to understand

2.	Supervisor 1 provides an assessment of student participation in the determination of the final assessment of the course PCI	78%	Supervisor 1 completes the assessment sheet
----	---	-----	---

Based on Table 7 above shows that there is still a 25% Supervisor 1 coaching assessment guidelines do not understand the latest PCI. Evidence from the findings showed that only 75% of Supervisor 1 understood the newest evaluation guideline for PCI

supervision. Giving value of student participation in supervision is 78%.

There were still 23% who had not valued the participation of students' supervision in final assessment of PCI subject. From these data, it turns out there who did not understand the Supervisor 1 with both the latest PCI assessment process. This needs to get the attention of Medan Regional Office as should all Supervisor 1 truly understand aspects of this assessment, especially the value of practice given by the Supervisor 1. Subject PCI has practical value and reports, and the final value will not be processed

if one of the values does not exist. Nevertheless, the implementation of PCI in aspects of assessment guidance became effective, since 78% Supervisor 1 can understand and provide an assessment of PCI practices. In order, not to cause harm and the case value, should all be able to understand the appraiser Supervisor 1 PCI.

## **Research Findings**

Implementation of this research takes time for 3 months in the implementation, the implementation throughout the research team found a few things that can support the research. These will be elaborated as follows:

1. There are some students who still do not maximize time coaching PCI, both before and after the face-to-face tutorials in progress.
2. There are still students who do not perform communication / coaching distance to the
2. Supervisor 1 or Supervisor 2 with a variety of reasons.
3. More long-distance mentoring done by the students to Supervisor 1 via phone and SMS
4. None of the students in implementing Classroom Action Research Course using thematic learning.

5. In practice Classroom Action Research Course in school mentoring students, still found Supervisor 2 which does not accompany students
6. In the assessment under student observation sheet were conducted Supervisor 2 is not exhaustive. As well as in the preparation of instruments / student observation sheet is still not comprehensive
7. There is still a Supervisor 1 do not understand PCI assessment guidelines.
8. Not all Supervisor 1 gives assessment of student participation in the determination of the final value of the course PCI.

Based on the above research findings, there needs to be more in-depth assessment and focused on weaknesses. These findings can be recommended to carry out an evaluation for the management and implementation of further research.

## **Discussion**

Instructional patterns on PCI supervision with Block System in Nias Island is really applying Hybrid Learning or Blended Learning, these two concepts are the same and interchangeable, which combine an instructional strategy by using face-to-face (by teacher) and technology-based learning by using the computer media (offline and online / internet network), mobile phone or iPhone, satellite

television channels, video conferencing, and other electronic media. Hybrid Learning or Blended Learning that uses two approaches, such as: face to face and e-learning. The combination of both approaches is needed for the effectiveness and efficiency of learners. (Suparman, 2014). Lining with the argument, Thorne (2003) describe the Blended Learning as *"It represents an opportunity to integrate the innovative and technological advances Offered by online learning with the interaction and participation offered in the best of traditional learning.* With patterns Blended Learning students and tutors are required to actively and learning to master the technology in order to be effective.

For the students and tutors who did not master the technology will be encouraged to learn the technology. This is consistent with the results of research conducted by Gulsecen, Ugurlu, Ersoy, Nutku (2005) that blended learning triggers the need for students to learning in the classroom, students are familiar with and master the technology is better at absorbing learning than other students, and students are more satisfied with the learning model of blended learning than traditional learning models. Combination of these two patterns will directly create the learning situation with unlimited space and time. Then in this PCI supervision has been designed its time frequency for student supervision before and after face-to-face tutorial to produce the quality learning and PCI.

But in field, there are students still not using the time offered frequency. The reason for not using the time frequency is mileage. Both students mileage with Supervisor 1 (because some student are living at isolated island in Nias Island), climate or natural constraints such as erosion, flooding because raining heavily, storm/sea wave which cannot send the student to meet Supervisor 2. These are also as a reason for Supervisor 2 cannot visit to student's schools in supervision for Classroom Action Research at their school locations. Distance communication is often not conducted by Supervision 1 because bad signal for Phone Cell and bad facilities in student's location. Student's capability in understanding the explanation of Supervisor 1 is low, although the communication can be related well.

Tutoring is done remotely more students still use the HP and SMS facilities. Web-based coaching is relatively very small. This is because internet facilities are still lacking in the area of residence of students. The facilities are widely available only in the capital district and the district capital alone, as well as the bandwidth is often disturbed even weaker. These are the reasons set forth guiding students in research effectiveness in implementing Classroom Action Research Course. Whereas, done by the students, no one is using thematic learning. This is because students feel planning and implementation of Classroom Action Research with thematic somewhat difficult, as well as the ability of

Supervisor 2 is still weak and designing and implementing thematic in Classroom Action Research Course.

Another weakness, the findings contained in the mentoring is done in practice Classroom Research Course Supervisor 2 students also experience weakness. It reveals that not all Supervisor 2 PCI assessment use the instrument for Evaluating Teaching Performance, as well as the preparation of instrument / observation sheet used in the implementation of the Classroom Action Research. It is influenced by factors of understanding and mastery Supervisor 2 in the theory and practice of action research.

Another reason is also because of a hurry, and so surrender completely to the students who should be guided. The treatment is, of course, result in the quality of students' PCI was low. Not to mention the end of the course PCI assessment conducted by Supervisor 1 still exist that use guidelines old. The assessment of Supervisor 1 do not understand the end of the concession agreement with the assessment guidelines provide student participation in coaching assessment PCI. This of course will lead to the final outcome PCI not optimal. There is no difference for students who diligently coaching and who are not diligent in coaching.

However, departing from the overall findings in achieved in this study, 95% of respondents said the coaching



system very well and should be maintained by continuing to make improvements based on the findings of weaknesses / deficiencies occurred. This system is believed to be very good compared patterns long and is in accordance with the conditions in the field. Suggestions in this coaching, proposed by Supervisor 2 need no additional time face to face, and intensive communication between Supervisor 2 with Supervisor 1 so that the practices were not experienced the fatal mistakes. While the suggestions raised by Supervisor 1, more in need of particular concern to choose Supervisor 2 with the qualifications of knowledge and experience in the Classroom Action Research. It is often an obstacle to the implementation and reporting of Classroom Action Research.

## **Summary**

Based on the above results, it can be concluded as follows:

Model guidance PCI system in Nias block in the aspect of time is declared effective, with a total time of guidance and completion reports PCI is 8 weeks (3 weeks with the guidance of a supervisor 1 and 2 before the face-to-face, one-week face-to-face with the guidance of a supervisor 1, 4 weeks' completion report). This means to have in common with a total time guidance PCI held regularly.

Model guidance PCI system in Nias block the supervisor aspect I and II declared effective, because it has met the requirements of the academic aspect as a lecturer and senior high school teachers who have qualified for the supervisor S2 1 and has experience as a supervisor of more than 5 years. Meanwhile, the supervisor 2 can carry out coaching with guided manual PCI well.

Model guidance PCI system in Nias block in the aspects of the role, functions, and duties of supervisors declared effective, because the supervisor can understand the duties and functions well, where the coaching done by the system remotely via phone, SMS, and electronic mail (email) before D-day coaching and thereafter.

Model guidance PCI system in Nias block the burden aspect of subjects declared effective, students only choose one subject both fields of exact sciences or non-exact, or thematic fit the guidelines contained in the guide books.

Model guidance PCI system in Nias block the assessment aspect is declared effective, because most of Supervisor 1 is already understand the procedures for PCI assessment, especially in the practice and coaching process conducted Supervisor 1 although there are changes with the old grading system.

Based on the results and conclusions of research on the above, the suggestions in this research is to improve the weaknesses of the model role in guiding the PCI system in Nias block adapted to conditions on the ground. And can perform advanced research, especially with the difficulty faced by students and supervisors to communicate to discuss the issues in coaching with the PCI signal constrained communication tool when using the HP / SMS and the network when using email.

## References

Bersin, J. (2004). *the Blended Learning Book: Best Practices, Proven Methodologies, and*

Borg, R. W. dan Gall, M. D., (1983). *Educational Research: An Introduction*, 4<sup>th</sup> edition, New

Bruce, Joice & Marsha, Weil & Emily Colhoun. (2011). *Models of Teaching*. (8 Ed.). York: Longman. Penerjemah Achmad Fawaid dan Ateilla Mirza. Yogyakarta: Pustaka Pelajar.

Carliner, S & Shank, P. (2008). "The *e-Learning Handbook: Past Promises, Present Challenges*". San Fransisco: Pfeiffer.Edition, New York: Longman.

Depdiknas (2006), Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen. (Diunduh, 14 January 2013)

Gulsecen, S., Ugurlu, L., Ersoy, M.E &, Nutku, F. (2005). 'A *Comparative Research in Blended Learning: State University versus Private University*' *Advancing the Potential for Communication, Learning and Interaction, 8<sup>th</sup> Human Centered Technology. Postgraduate Workshop*, June 28<sup>th</sup>- 2005. University of Sussex, Brighton, United Kingdom. London: Kagan Page Limited.

Said, Asnah, et.al (2013) Proceedings: Conference On Professional Development In Education, *PKP Supervision Model Development using The Block System Tutorial To Enhance The Teacher Profesional Competence*. Bandung.

Said, Asnah. Damanik, Hernawaty & Pakpahan P. Sondang. (2012). *Laporan Penelitian*.

*Pengembangan Model Bimbingan Mata Kuliah PKP Pada Pelaksanaan Tutorial Sistim Blok Untuk Peningkatan Kompetensi Profesional Guru (Mahasiswa S1 PGSD Pokjar Kab. Nias Barat)*. Universitas Terbuka.

Sudarwan, Danim. (2002). *Inovasi Pendidikan: Dalam Upaya Meningkatkan Profesional Tenaga Kependidikan*. Bandung: Pustaka Setia.

Sugiono. (2008). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: PT. Alfabeta.

Sukmadinata. (2006). *Metode Penelitian Pendidikan*. Bandung: Program Pascasarjana UPI PT. Remaja Rosdakarya.

Suparman, Atwi M. (2014 ), *Teknologi Pendidikan Dalam Pendidikan Jarak Jauh : Solusi untuk Kualitas dan Aksesibilitas Pendidikan*. Universitas Terbuka.

Thorne, Kaye. (2003). *Blended Learning: How to Integrate Online & Traditional Learning*.

Tim FKIP UT, (2010). *Materi Pokok Pemantapan Kemampuan Profesional*. Jakarta Universitas Terbuka.

Tim Universitas Terbuka, (2014). *Katalog Program Pendas UT 2014*. Jakarta: Universitas Terbuka.

Zuhairi, at, all, (2009), *Universitas Terbuka: A Journey towards a Leading Open and Distance Education Institution 1984-2008*. Universitas Terbuka.