

IMPROVING TEACHERS' CAPABILITIES IN USING THE SCHOOL ENVIRONMENT AS A LEARNING SOURCE THROUGH DISCUSSION OF TEACHER WORK GROUP (KKG) AT SD NEGERI 004 KECAMATAN PENDALIAN IV KOTO

Ernis Susanti

SD Negeri 004 Pendalian IV Koto
Email : ernissusanti18@gmail.com

Abstract

One of the appropriate learning strategies for this is learning with the Pakem approach. By utilizing the school environment as a learning resource, the implementation of standard learning will enable students to develop creativity, motivation and participation in learning. From the observations of prospective researchers as school supervisors, so far the teachers at SD Negeri 004 Pendalian IV Koto, very rarely and never even use the school environment as a source of learning. The implementation of this research begins with data collection using an observation format, learning scenario assessment instruments and learning implementation assessment instruments. Furthermore, the data that has been collected is analyzed using descriptive analysis, the result is that in the first cycle the average value obtained from the attitude of the teacher in discussing the discussion is 79.38 in the "enough" category, while in the second cycle the average value obtained is 84.88, the "good" category, the average value obtained from the assessment of learning scenarios in the first cycle is 78.75 the "enough" category while in the second cycle the average value obtained is 82.50, the average value obtained from the implementation assessment learning in the first cycle is 78.33 "enough" category, while in the second cycle the average value obtained is 82.08 "good" category. cycle II, there was an increase in each component.

Keywords : Discussion, KKG, PAKEM

I. PRELIMINARY

The implementation of the KTSP teacher must be able to choose and apply a model, method or learning strategy that is in accordance with the characteristics of the material so as to be able to develop students' reasoning power optimally. Thus in learning the teacher is not only fixated on learning in the classroom, but the teacher must be able to carry out learning with varied methods. Besides that, according to

the PAKEM (Creative and Fun Active Learning) approach, teachers must be able to confront students with the real world in accordance with what they experience on a daily basis.

One of the learning strategies in accordance with the PAKEM approach that allows students to develop creativity, motivation and participation in learning is to use the school environment as a learning resource. This is also in accordance with

one of the pillars of the contextual approach, namely the learning community (learning community). In learning with this strategy, the teacher acts as a metacognitive trainer, which helps students find learning material, integrates knowledge and skills in making reports and in displaying results in the form of presentations.

Like the initial observations made at SD Negeri 004 Pendalian IV Koto, the teachers at the school used the school environment as a learning resource only two to three times in one semester. Teachers more often present lessons in class even though the material presented is related to the school environment. From interviews conducted by prospective researchers, most of the teachers admitted that they were reluctant to invite students to study outside the classroom, because they were difficult to supervise. In addition, there are teachers who say that they cannot and do not know how to use the school environment as a learning resource.

To overcome this, it is necessary to have group discussions among class teachers in the form of KKG to discuss the problem of using the school environment as a learning resource. In these discussion activities, teachers can share experiences in utilizing the school environment as a learning resource to achieve optimal learning outcomes. For teachers with a high

level of experience will become more mature and for teachers with a low level of experience will increase knowledge. The advantage of group discussions through the KKG is that teacher involvement is holistic and comprehensive in all activities. On the other hand, teachers can exchange opinions, give suggestions, responses and various social reactions with their peers as opportunities for them to improve their abilities and experiences.

The formulation of the problem in this study is whether to increase the ability of teachers in utilizing the school environment as a learning resource through the discussion of the Teacher Working Group (KKG) at SD Negeri 004 Pendalian IV Koto?. The purpose of this study was to improve the ability of teachers to utilize the school environment as a learning resource through a discussion of the Teacher Working Group (KKG) at SD Negeri 004 Pendalian IV Koto.

II. RESEARCH METHODS

This research is School Action Research. The research subjects were classroom teachers and subject teachers at SD Negeri 004 Pendalian IV Koto. This research was carried out from July to September 2019. The form of action in this study was in the form of supervision (group guidance) to KKG teachers. Data collection

was obtained through observation sheets. The analysis technique in this study uses a Likert scale.

III. RESEARCH RESULT AND DISCUSSION

1. Research Result

a. Cycle I

The research data in the first cycle was obtained from observation sheets for class teachers and field teachers. The activities in this first cycle, started with a discussion of the teacher working group (KKG) about the problems faced in the use of the school environment as a learning resource, followed by information about the benefits of the school environment as a learning resource for students and its implementation in the teaching and learning process. The results of the observations can be seen in the following table.

Table 1. Observation Result Data

No	Teacher Name	Observed Aspects				Amount Score Max. 100	Category
		Cooperation (1-10)	Activity (1-40)	Attention (1-20)	Presentation (1-30)		
1	Albadrin, S.Pd.SD	8	30	15	27	80	B
2	Sri Palupi, S.Pd.SD	8	30	16	26	80	B
3	Anik Lailatul I.S.PdI	8	30	15	27	80	B
4	Reda Satri, S.Pd.SD	8	30	15	27	80	B
5	Wahda Leni, S.Pd	8	31	16	26	81	B
6	Afrida Wati, A.Ma	8	33	16	22	79	C
7	Faidatul M, S.Pd.SD	8	29	18	23	78	C

8	Yanto, S.Pd	8	30	14	25	77	C
Total		64	243	125	203	635	
Average		8.00	30.38	15.63	25.38	79.38	C

The assessment of the learning scenario in the form of a learning implementation planning program (RPP) prepared by the teacher in cycle I, the results are shown in table 2 below:

Tabel 2. Learning Scenario Assessment Results Data

No	Teacher Name	Observed Aspects				Amount Score	Total Value	Category
		1	2	3	4			
1	Albadrin, S.Pd.SD	4	4	4	5	17	85	B
2	Sri Palupi, S.Pd.SD	5	4	4	3	16	80	B
3	Anik Lailatul I.S.PdI	5	4	3	5	17	85	B
4	Reda Satri, S.Pd.SD	4	4	4	5	17	85	B
5	Wahda Leni, S.Pd	4	4	3	4	15	75	C
6	Afrida Wati, A.Ma	4	4	3	4	15	75	C
7	Faidatul M, S.Pd.SD	4	3	3	3	13	65	C
8	Yanto, S.Pd	5	4	3	4	16	80	B
Total		34	31	28	33	126	630	
Average		4.25	3.88	3.50	4.13	15.75	78.75	C

While the assessment of the implementation of the use of the school environment as a learning resource in learning activities in the classroom in the first cycle, the results obtained in the following table:

Tabel 3. Data on the results of the assessment of Learning Implementation

No	Nama Guru	Observed Aspects	Total Value	Category
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		1	2	3	4	5	6	Amount Score		
1	Albadrin, S.Pd.SD	5	4	5	4	4	4	26	87	B
2	Sri Palupi, S. Pd.SD	4	3	4	4	3	4	22	73	C
3	Anik Lailatul I, S.PdI	5	4	4	4	5	5	27	90	A
4	Reda Satri, S.Pd .SD	4	3	4	4	3	4	22	73	C
5	Wahda Leni, S.Pd	4	3	4	3	4	3	21	70	C
6	Afrida Wati, A. Ma	5	4	4	4	4	5	26	87	B
7	Faidatul M, S.Pd.S D	4	3	3	4	3	3	20	67	C
8	Yanto, S. Pd	4	4	4	4	4	4	24	80	B
Jumlah		34	28	32	32	32	30	188	627	
Rata-rata		4.25	3.5	4	4	3.75	4	23.5	78.3	3

School action research data obtained from observations of teacher attitudes in teacher working group discussion activities about the use of the school environment as a learning resource in the first cycle, the results are included in the "enough" category with an average value of 79.38. This shows that teachers in discussions have not shown good cooperation, activity and attention to the problem of using the school environment as a learning resource, so more intensive guidance is needed.

Assessment of the implementation of the use of the school environment as a source of learning in learning activities in the classroom, the results include the "enough" category with an average value of 78.33. This shows that the teacher in implementing the use of the school

environment as a source of learning through learning activities in the classroom has not been optimal, so it needs improvement.

With the results of observations and assessments in the first cycle of activities, the researchers did reflection. From reflection on all activities in cycle I, several obstacles were found which resulted in the teacher's not being able to optimally utilize the school environment as a learning resource.

As for these obstacles, among others, teachers do not fully understand the benefits of the school environment as a learning resource, and teachers in choosing learning resources and choosing learning strategies by utilizing the school environment are not as expected. This can be seen in the teacher's learning scenario in: aspect 1. the types of learning resources from the school environment are not listed, even though the subject matter is related to the school environment; aspect 2. The suitability of the subject matter with the media and learning strategies is still lacking; aspect 4. The suitability of the learning objectives with the source material, mostly only includes textbooks as the only source of learning.

From the results of the reflection on the implementation of learning in the classroom, the obstacles found were as follows: aspect 1. In the initial activity, the teacher did not provide information on the

learning objectives and the time was not in accordance with the plan; aspect 2. core activities, the learning steps are still dominated by the teacher using the lecture method so that it is not suitable for active, creative, effective and fun learning (Pakem); aspect 3. The ability of teachers to relate subject matter to the school environment is not yet optimal; aspect 6. Closing the lesson, the teacher gave less emphasis on the school environment. These obstacles will be refined in cycle II activities.

b. Cycle II

In cycle II, the activities carried out were discussing the obstacles experienced in preparing learning scenarios and implementing learning in the classroom in cycle I through teacher working group (KKG) activities.

As the researcher's activities in the first cycle, the activities in the second cycle were carried out by observing, evaluating and assessing. The results of observations on teacher attitudes in discussing in cycle II can be presented in the following table:

Table 4. Observastion Result Data

No	Teacher Name	Observed Aspect				Amount score Max. 100	Category
		Cooperation (1-10)	Activity (1-40)	Attention (1-20)	Presentation (1-30)		
1	Albadrin, S.Pd.SD	8	35	15	25	86	B
2	Sri Palupi, S. Pd.SD	8	33	16	26	83	B

3	Anik Lailatul I.S.PdI	8	38	18	28	92	A
4	Reda Satri, S.P d.SD	8	35	15	27	85	B
5	Wahda Leni, S.Pd	8	32	16	26	82	B
6	Afrida Wati, A. Ma	8	33	16	26	83	B
7	Faidatul M, S.Pd.S D	8	36	15	27	86	B
8	Yanto, S. Pd	8	34	14	26	82	B
Total		64	276	125	214	679	
Average		8.00	34.50	15.63	26.75	84.88	B

The results of the assessment of the learning scenario in the form of a lesson plan (RPP) can be presented as follows:

Table 5. Learning Scenario Assessment Results Data.

No	Teacher Name	Observed Aspect				Amount Score	Total Value	Category
		1	2	3	4			
1	Albadrin, S.Pd.SD	4	4	4	5	17	85	B
2	Sri Palupi, S. Pd.SD	5	4	4	4	17	85	B
3	Anik Lailatul I.S.PdI	4	4	4	5	17	85	B
4	Reda Satri, S.P d.SD	4	4	4	5	17	85	B
5	Wahda Leni, S.Pd	4	4	4	4	16	80	B
6	Afrida Wati, A. Ma	4	4	4	4	16	80	B
7	Faidatul M, S.Pd.S D	4	4	4	4	16	80	B
8	Yanto, S. Pd	4	4	4	4	16	80	B
Total		35	32	30	35	132	660	
Average		4.38	4.00	3.75	4.38	16.50	82.50	B

The results of the assessment of the Implementation of Learning can be presented as follows:

Table 6. Learning Assessment Results Data

No	Teacher Nama	Observed Aspect						Total Score	Total Value	Category
		1	2	3	4	5	6			
1	Albadrin, S.Pd.SD	5	4	5	4	4	4	26	87	B
2	Sri Palupi, S. Pd.SD	4	4	4	4	4	4	24	80	B
3	Anik Lailatul I, S.PdI	5	4	4	5	4	5	27	90	A
4	Reda Satri, S.Pd .SD	4	3	4	4	4	4	23	77	C
5	Wahda Leni, S.Pd	4	4	4	4	4	4	24	80	B
6	Afrida Wati, A. Ma	5	4	4	4	4	5	26	87	B
7	Faidatul M, S.Pd.S D	4	4	4	4	4	4	24	73	C
8	Yanto, S. Pd	4	4	4	4	4	4	24	80	B
Total		35	30	33	33	32	34	197	656.67	
Average		4.38	3.75	4.13	4.13	4.00	4.25	24.63	82.08	B

Data obtained from observations of teacher attitudes in cycle II, after being analyzed there was an increase towards improvement, namely in the "good" category, with an average value of 84.88. As for the assessment of learning scenarios and assessment of the implementation of learning, each of which there is also an improvement in a better direction, namely: for the learning scenario it is in the "good" category with an average value of 82.50, and for the assessment of the implementation of learning in the classroom it is in the "good" category. "good" with an average score of 82.08. By looking at the results in cycle II, the reflection of the results obtained by researchers in cycle II is an increase in the ability of teachers to

utilize the school environment as a learning resource. This is evidenced by the average score obtained in programming learning and in its implementation in the classroom which has shown an increase in the ability of teachers to utilize the school environment as a better learning resource.

2. Discussion

Of the 8 teachers involved, the teachers had scored in the "good" category while 3 were in the "enough" category. Therefore, it was continued with the second cycle of actions, the results of which were generally an increase in a better direction, namely 75% of the teachers had get a good category with an average score of 80 – 89. This is in accordance with the established success criteria. In detail, the average score for increasing the ability of teachers to use the school environment as a learning resource is the average score of observation on the results of discussion activities from 79.38 in the first cycle to 84.88 in the second cycle, an increase of 5.5. the activity of preparing learning scenarios the average value of 78.75 in the first cycle to 82.50 in the second cycle there is an increase of 3.75, learning activities or in the teaching and learning process the average value of 78.33 in the first cycle becomes 82.08 in the first cycle II, there is an increase of 3.75.

IV. CONCLUSION

From the research on improvement of learning conducted by researchers, the following conclusions can be drawn:

1. There is an increase in the ability of teachers to utilize the school environment as a learning resource through a teacher working group (KKG) discussion approach at SD Negeri 004 Pendalian IV Koto.

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