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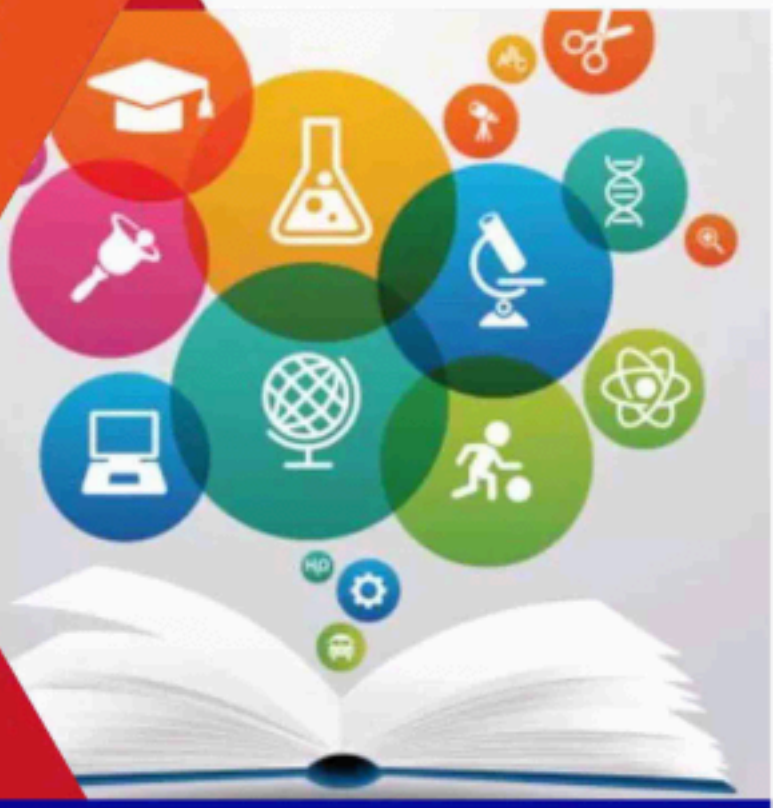

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Efforts To Increase The Effect Of The Disciplinary Development Program In The Teaching And Learning Process On The Independent Work Ethic Of Teachers At SD Negeri 026 Rambah, Rambah District, Rokan Hulu Regency

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Abstract, This study aims to determine whether there is an increase in interest in learning mathematics in class VI students of 003 Kunto Darussalam Public Elementary School through the Application of Cooperative Learning Techniques of Sending Greetings and Questions. In this study, the formulation of the problem was How to Increase Students' Interest in Learning Mathematics Through the Application of Cooperative Learning Techniques of Sending Greetings and Class VI Questions at Public Elementary School 003 Kunto Darussalam on the subject of fractional arithmetic operations. This research was a classroom action research. The subjects in this study were grade VI students of SD Negeri 003 Kunto Darussalam and the object was the application of cooperative learning techniques of sending greetings and questions to increase students' interest in learning mathematics. The research begins with an initial meeting (without action) and three cycles (with action). The data collection technique in this study was once before the action, the researcher made initial observations during the learning process by filling in the interest observation sheet, then the researcher applied cooperative learning techniques by sending greetings and questions, and observing the development of student interest by filling out the observation sheet. Based on this analysis, it can be concluded that there is an increase in interest in learning mathematics for class VI students of SD Negeri 003 Kunto Darussalam through the application of cooperative learning techniques by sending greetings and questions.

Keywords : Interest in Learning, send greetings

I. INTRODUCTION

Mathematics is one of the subjects that has a very broad role in human life and in schools. One of them is the role of school mathematics as an element of instrumental input, which has an abstract basic object and is based on a consistent foundation of truth, in the system of teaching and learning processes to achieve educational goals. Mathematics and problem-solving skills are necessary for lifelong learning (Effendi, 2007).

In the world of education, mathematics is one of the means used to shape students to think scientifically. Mathematics is also one of the means to be able to shape students to develop reasoning. One of the means to be able to form students to develop reasoning, namely thinking systematically, logically and critically in

communicating ideas or in problem solving (Mulyasa, 2005).

From the quote above, mathematics is expected to shape the personality of students, who are able to face changes and technological advances. Mathematics is also expected to form a high sense of self-confidence for students in acting to face the progress of the times. The above educational goals will not be easily achieved if there is no interest in student learning, especially in mathematics.

To achieve this goal, the role of the teacher is very important. Where, the teacher is one of the most decisive factors in student success. Therefore, teachers must be able to find effective and efficient teaching methods. So that the fulfillment of active students and enjoys studying mathematics, as well as the achievement of teaching goals and the material planned to be completed (Effendi, 2007). One of them is to develop strategies that are directed at the target of classroom learning methods to increase students' interest in learning.

Based on the experience of researchers as teachers at State Elementary School 003 Kunto Darussalam, especially in class VI, symptoms were encountered, namely there were still students who did not want to complete the tasks given by the teacher, students who did not understand the material taught did not take the initiative to ask teachers or friends who understood better, besides that there were still Students do not want to pay attention to the lesson when the teacher delivers the material taught, this can be seen from the fact that there are still students who tell stories when the teacher delivers the material.

Based on these problems, the problem that arises is how teachers can increase students' interest in learning mathematics by using the right strategies or methods. Because the application of appropriate methods and strategies is the first step in achieving the expected learning objectives, therefore it is always a concern for teachers in learning. In addition, teachers are required to be able to carry out these learning strategies or methods ina professional manner.

As Sabri said, (2007) "teachers are the determinants of the success of the teaching and learning process, therefore a teacher must have some skills so that the goals of some teaching and learning processes can be achieved." Seeing the conditions above, the author tries to provide a solution with one way of learning that emphasizes various activities working together. One of the learning models that is expected to activate students in the learning process is cooperative learning. One of the cooperative learning techniques is the technique of sending greetings and questions. In the cooperative learning of greeting and questioning techniques, students will be more responsible in doing the questions and be more courageous to express their opinions because the answers

will be shown to other groups. Djamarah, (2002) said that giving tasks will raise awareness to students to feel the importance of the task and accept it as a challenge so that they work hard by risking self-esteem. Cooperative learning of greeting and question sending techniques can strengthen group relationships by creating a typical group greeting so that when students feel bored and saturated the group greetings that have been created and sending questions to each other between groups will make the classroom atmosphere fun. Sometimes the classroom atmosphere becomes saturated and boring, times like this the teacher can arouse students' interest and enthusiasm for learning with group greetings (Lie, 2002).

According to Nasution, (1995) interest can be increased by using different forms of teaching such as group work, games, demonstrations and so on. In group work emphasizes the activeness of students in solving problems, in itself boredom will disappear and cause joy and interest to students. Thus, through the application of cooperative learning, greetings and questions are expected to increase students' interest in learning.

Based on the description above, researchers are interested in conducting research with the title: "Application of Cooperative Learning of Greeting And Problem Sending Techniques to Increase Students' Interest in Learning Mathematics through Class VI State Elementary School 003 Kunto Darussalam"

Interest is one of the factors supporting success in the learning process. According to Slameto, (2003) interest is a sense of liking and a sense of attachment to a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside the self. The stronger or closer the relationship, the greater the interest. Djamarah, (2002) Syaiful also suggests interest is a sedentary tendency to maintain and reminisce about some activities.

An interest can be expressed through a statement that indicates that a person prefers one thing over another, it can also be manifested through his participation in an activity. A person who has an interest in a particular subject tends to pay greater attention to that subject. Slameto expresses that a great interest in something is a great capital meaning to achieve/obtain the object or goal of interest (Slameto, 2003). The emergence of interest in learning is caused by various things, including a strong desire to raise dignity or get a better job and want to live happily and happily. High interest in learning results in high achievement, on the contrary, less interest in learning will produce low achievement, further

suggesting that interest arises because of something that.

From the opinions above, it can be concluded that interest is an aspect of personality that concerns liking or liking an object or activity that it undergoes, which will give a meaningful meaning between oneself and something outside the self. In other words, interest is a high desire or tendency towards an object or activity. Because people who have an "interest" in an object or activity will pay more attention to that object or activity.

According to Winkel in Gimin, (2008) posits that indicators of interest in learning are indicated by the presence of attention (paying serious attention, arguing according to the material), curiosity (perseverance in learning and asking difficulties) and feeling happy (learning happily and not being afraid of the teacher). In connection with this research, to find out the interest in learning students are known from the indicators that have been presented. Slameto is like learning, so interest is also influenced by two factors, namely internal factors and external factors. Internal factors are factors that exist in students, while external factors are factors that exist outside of students (Slameto, 2003).

According to Slavin cooperative learning is a learning model in which students in small groups of 4-6 people, students learn and work collaboratively with a heterogeneous group structure (Slavin, 2013). Cooperative learning will make it easier for students to find and understand difficult concepts if they discuss the problem with their friends.

The characteristics of the cooperative learning model are (1) students work together in groups cooperatively to complete their learning materials, (2) groups are formed from students with high, medium, and low academic abilities, (3) where possible group members come from different races, cultures, tribes, genders, (4) awards are more group-oriented than individuals (Ibrahim & Nur, 2000).

II. RESEARCH METHODS

This class action research was carried out in the 2021/2022 school year in semester 2. And research time refers to the school's academic calendar, because Classroom Action Research requires several cycles that require an effective teaching and learning process in the Classroom.

In carrying out this class action research, the researcher will carry out several cycles. The cycle is stopped if the interest in learning has reached the target set by the researcher. The target is that if student interest increases by75% then the

cycle will be stopped. And each meeting will see the student's learning interest on the observation sheet that has been provided.

The data that have been obtained are analyzed using descriptive statistical analysis. Descriptive statistics are statistical activities that start from the activities of collecting data, compiling or measuring data, processing data, presenting and analyzing numerical data to provide an overview of a symptom, event or situation (Hartono, 2003).

Descriptive statistical analysis aims to descriptively data about students' interests during the learning process. Analysis of data on this interest is carried out by looking at the suitability between planning and the implementation of actions. This data analysis is carried out perindividu the subject as a whole, both from data during the learning process without action, and during the learning process with action. To determine the success of teacher activities and student activities, as well as student interest in learning during the learning process is processed using a percentage formula, which is as follows:

$$p = \frac{F}{N} \times 100\%$$

Information:

F = Frequency being searched for percentage

N = Number of Cases (number of frequencies/lots of individuals)

p = Percentage number

100% = Fixed numbers (Sudjono, 2010)

III. RESULTS OF RESEARCH AND DISCUSSION

The data to be analyzed are data from the results of observations that have been collected during the continuous learning process, both without the application of cooperative learning of greeting and question sending techniques and through the application of cooperative learning of greeting and question sending techniques.

Based on the results of data analysis, it can be concluded that students' mathematics learning interest scores through the application of cooperative learning greeting and question techniques are higher than students' mathematics learning interest scores without the application of cooperative learning greetings and questions techniques. This shows that there is an increase in students' interest in learning mathematics, especially in the subject matter of fractional calculation operations through the application of cooperative learning of greeting and question sending techniques in Class VI of State Elementary School 003 Kunto Darussalam. Research findings that there is an increase in students' interest in

learning mathematics. Where the student's mathematics learning interest score is higher with the application of cooperative learning greeting and question sending techniques than the student's learning interest score before using the application of cooperative learning greeting and question sending techniques. Before the application or meeting of one student interest with a percentage of 5 4%, cycle I of student interest with a percentage of 62%, cycle II of student interest with a percentage of 71% and in cycle III of student interest with a percentage of 79%.

IV. CONCLUSION

Based on the analysis obtained, it can be concluded that the application of cooperative learning techniques for sending greetings and questions can increase the interest in learning mathematics for grade VI students of State Elementary School 003 Kunto Darussalam on the subject matter of fractional counting operations. The increase in interest in learning occurs during the learning process in cycle I, cycle II, and what is very satisfying takes place in cycle III with a maximum increase in achieving the predetermined target of 75%. ≥

From the results of the data analysis obtained, the increase in the achievement of student interest in learning starts from the success of reaching 54% (before the action), increasing to 62% (cycle I), then to 71% (cycle II), and 7 9% (cycle III). From the difference in percentage results obtained by the researchers, it was concluded that the application of cooperative learning techniques for sending greetings and questions can increase the interest in learning mathematics for grade VI students of State Elementary School 003 Kunto Darussalam.

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CIPp Model In Utilizing Interactive Multimedia-Based Teaching Materials (Evaluation Study On Pertiwi 1)

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Abstract, The purpose of this study was to determine the use of interactive multimedia-based teaching materials in early childhood with the application of the CIPP evaluation model (Context, Input, Process, Product). This study used the CIPP method which has four evaluation attributes: 1) Context, 2) Input, 3) Process 4) Product. And the rating weight category with a Likert Scale with a questionnaire used in the form of 5 answer choices. Objects in product evaluation of interactive multimedia-based teaching materials that will be developed. The research was conducted by testing the evaluation model. By testing the quality of the model developed is truly tested empirically. The validation instrument is to determine the feasibility of interactive multimedia-based teaching materials developed for use by Early Childhood Children to achieve an effective learning process. Collecting data in this study using validation instruments. The data analysis technique in this study used the CIPP model to evaluate the use of interactive multimedia-based teaching materials with 12 indicators and 53 questions related to the use of interactive multimedia-based teaching materials for early childhood with an average score of 72%. Declared relevant and can be utilized in learning in early childhood. The revisions desired by the evaluator are: 1) instructions for using teaching materials are made, because in the manufacture of interactive multimedia-based teaching materials there are no guidelines for operating these interactive multimedia teaching materials. With the revision of this evaluator, the researcher made instructions or guidelines for the operation of this interactive multimedia-based teaching material. 2) suitability of the material with the daily learning implementation plan (RPPH) on interactive multimedia-based teaching materials.

Keywords : CIPP Model, Utilization of Teaching Materials, Evaluation

I. INTRODUCTION

According to (Join Committee: 1994) Evaluation is a systematic assessment of the value or ability of an object. Evaluation also has various models, one of which is the CIPP model. According to Djudju (2008) in the book Muharika and Ambiyar: 2019, the CIPP model was developed by Stufflebeam. Etc. (1967) This evaluation consists of a context, input, process and product evaluation model (context, input, process, and product). As one of the evaluation models that focus on decision making.

Media evaluation is intended to find out whether the media used can achieve the stated goals or not. This is important to note because in general educators assume that once they use media in learning it is definitely good. For that it needs to be

proven again by means of testing. Learning media is a tool that can facilitate the process of receiving subject matter delivered and of course will facilitate the achievement of successful learning objectives. (kustiawan ucup, 2016: 8)

Early childhood education holds a very basic position, because education at this time has a very lasting influence on children's development in later phases. Therefore, early childhood education needs to get serious attention from various parties. Unfortunately, there are still many problems that must be taken seriously.

Early childhood education is education aimed at children aged zero to six years, while according to NAEYC early childhood is children aged zero to eight years who receive early grade PAUD and Elementary School education services. This period is the golden age or what is commonly referred to as the golden age where during this period the child's brain's ability to think develops rapidly to reach eighty percent. (Dewi, 2017)

Early childhood education is still limited in terms of quantity and accessibility and playgroups are still concentrated on traditional patterns. In its implementation, teachers still use leaflets from paper and draw manually on the blackboard, still using media such as books, magazines, cards, letters, posters, and so on. Therefore, it is necessary to conduct research to develop interactive multimedia-based teaching materials.

According to the Ministry of National Education (2007) there are 4 types of teaching materials, one of which is interactive multimedia-based teaching materials such as CAI (Computer Assisted Instruction), Compact disks (CD) interactive learning multimedia and web-based learning materials.

Interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which is integrated with the help of a computer used to achieve learning objectives and users can actively interact with the program (Surjono, 2017). The use of interactive learning media uses interactive multimedia-based teaching materials using Microsoft PowerPoint applications and benime applications and other applications. The application can combine video, audio and animation at the same time.

Interactive learning media is interactive media which is one of the audio visual learning media that can be operated using a computer. Interactive media combines several images, sounds, videos and animations in one file so that it is easy to use. Interactive media is a tool for conveying learning messages in the form of knowledge, skills and attitudes so that they

can stimulate students' thoughts, feelings, attention and willingness to learn (Ardiansyah: 2011)

Early childhood is expected to grow and develop according to their age. Early detection is needed to find out whether a child is growing and developing according to his age. The ability of early detection is therefore needed by educators. The results of early detection of a child's growth and development are the basis for providing appropriate stimulation and intervention according to their needs. The stimulation and intervention is poured into activity programs that are in accordance with the characteristics of the child's growth and development.

The scope of the development of various aspects in PAUD includes moral and religious, physical or motor, language, cognitive, socio-emotional, and arts. Aspects of language by knowing the development of children's language, it can be known how to deal with children in terms of communication. If there are children whose language development is slow, they can be stimulated in various ways.

Language ability is a person's ability to use language to express ideas about oneself, to understand other people, and to learn new vocabulary or other languages (Yus, 2011).

II. RESEARCH METHODS

This study uses the CIPP method, the CIPP method has four evaluation attributes: 1) Context, 2) Input, 3) Process 4) Product. And the rating weight category with a Likert Scale with a questionnaire used in the form of 5 answer choices. Objects in product evaluation of interactive multimedia-based teaching materials that will be developed.

The research was conducted by testing the evaluation model. By testing the quality of the model developed is truly tested empirically.

The validation instrument is to determine the feasibility of interactive multimedia-based teaching materials developed for use by early childhood. The questionnaire that was made first was tested for validity and reliability. A questionnaire is said to be valid, if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Gozali, 2005)

III. RESULTS OF RESEARCH AND DISCUSSION

Analysis of results The evaluation that has been carried out by the evaluator in assessing teaching materials with the CIPP method focuses on 4 (four) attributes, 12 (twelve) indicators and 53 (fifty three) questions with assessment weight categories with 5 (five) answer choices. So

that the average score of 72% of the total score obtained is 190.

Based on the results of the evaluation, the evaluator obtained an average result of 72% which was stated to be relevant for use, in early childhood learning, with minor revisions. The revisions desired by the evaluator are: 1) instructions for using teaching materials are made, because in the manufacture of interactive multimedia-based teaching materials there are no guidelines for operating these interactive multimedia teaching materials. With the revision of this evaluator, the researcher made instructions or guidelines for the operation of this interactive multimedia-based teaching material. 2) suitability of the material with the daily learning implementation plan (RPPH) on interactive multimedia-based teaching materials.

Material for early childhood language development in interactive multimedia-based teaching materials is validated first by material experts before researchers create interactive multimedia-based teaching materials that can be utilized by early childhood. the aspect of the material validation test by the material expert team was listening ability in early childhood, with 19 (nineteen) aspects being observed

Evaluation is carried out on the use of interactive multimedia-based teaching materials with four (4) aspects that can be seen in terms of Context, Input, Process, and Product. In looking at the level of relevance to teaching materials and can be used in the learning process of early childhood.

Evaluation is carried out on the listening aspect which can be seen from the child's side in listening to what is heard, listening to stories, capturing story content, understanding story content, and children can follow story content in learning videos. and can answer questions in interactive learning media

IV. CONCLUSION

Based on the results of the study, it can be concluded that the evaluation of interactive multimedia-based teaching materials is carried out by testing the relevant level by the evaluator, the results obtained with a total average of 69% so that the evaluator concludes that the use of interactive multimedia-based teaching materials is relevant to use in learning young children early. And can improve aspects of the development of early childhood language skills.

The use of interactive multimedia-based teaching materials can help schools and educators to improve students' abilities

and be able to achieve the learning indicators expected by the curriculum.

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Application Of The M-Apos Learning Model (Modification-Action, Process, Object, Scheme) To Improve Mathematics Outcomes In Class IV State Elementary School 011 Rambah Samo

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Abstract, This study aims to find out that the application of M-APOS learning to improve mathematics learning outcomes for fourth grade students at SD Negeri 011 Rambah Samo. The background that underlies this research is the failure to achieve the learning objectives as illustrated by the students' daily test scores in mathematics learning which are still below the KKM score of 75. The subjects in this class action research were 29 students of SD Negeri 011 Rambah Samo, consisting of 14 female students and 15 male students. The data analysis technique used in this study was to use several instruments in the form of question sheets and student activity observation sheets. The results of this study can be seen from the first cycle of students who completed 50% (17 students) and 43% (11 students) did not complete with an average score of 65.30, increased by 60% (19 students)). , then experienced an increase in meeting 2, with 92% (22 students) completing and 8% (7 students) not completing with an average score of 90.5. With an increase in learning outcomes there is an increase in the activity of teachers and students. Based on these learning outcomes it can be said that there was an increase in student learning outcomes from cycle 1 to cycle 2 by 35%. When viewed from the data that has been obtained, it can be seen that those who passed have exceeded the indicators of success. So it can be concluded that the application of M-APOS learning to improve Mathematics learning outcomes for fourth grade students at SD Negeri 011 Rambah Samo has been successful.

Keywords : M-APOS, Learning Outcomes, Mathematics

I. INTRODUCTION

Education is a process that must be taken by every child of the nation. It is said so because education has a very high influence on student development. Education is an absolute necessity that must be met throughout life. Without education, it is impossible for a human group to develop in line with the aspirations to progress, prosper and be happy according to their concept of outlook on life. Ghozi's opinion in Sumarmo (2014) that education is a community and nation's effort in preparing their generation to face challenges for survival in the future (Noviana, et al, 2018)

In Law Number 20 of 2003 Article 1 concerning the National Education System it is stated that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence , noble

character, and skills needed by himself, society, nation and state.

Education aims to create a learning atmosphere and learning process. This means that in education, the process and learning outcomes should be in balance to form fully developed students. all the knowledge obtained certainly does not come by itself. But it is obtained by learning a lot

Learning is a business process carried out by someone to improve knowledge, behavior and skills towards a better direction based on experience from various materials that have been studied. Active learning is a teaching and learning system that emphasizes student activity physically, mentally, intellectually and emotionally. According to Nurhayati, et al, 2013 Learning activities that emphasize student activity greatly influence student learning success (Priyono, 2016). According to Haryanto, there are six things that affect student activity in class, namely: students, teachers, material, place, time, and facilities (Wibowo, 2016). The role of the teacher is very much needed in the learning process in the classroom, therefore the teacher is referred to as a facilitator. In addition, successful learning according to Rohani (2010: 8) Successful learning must go through various kinds of activities, both physical and psychological activities. Physical activity is when students are active with their limbs, making things, playing or working, not just sitting around. Psychic activity if the mental power works as much as possible or functions a lot in the context of teaching. According to Spiritual, successful learning can be applied to learning Mathematics

Learning mathematics is one of the basic sciences that has an important role in human life, because almost all science and technology is related to mathematics. Mathematics lessons really need to be given to students because with math lessons students can solve problems in everyday life. Once the importance of the role of mathematics, it is necessary to improve student mathematics learning outcomes. Mathematics is also one of the subjects that is very important in the success of educational programs, because mathematics is part of academic education and is a basic science for other sciences, as well as a means for students to be able to think logically, critically and systematically. Therefore, students are required to be able to master mathematical concepts as early as possible completely.

Mathematics is studied at every level of education, from elementary school, middle school, to university. Mathematics is the main science that students must learn at school. However, the fact that exists in

schools is that mathematics is used as a subject that is considered difficult for students and is often ignored by students which results in low student learning outcomes in mathematics.

The low learning outcomes in mathematics are also influenced by many factors, including a lack of conceptual understanding of the material being taught. Students are used to memorizing formulas so they don't understand the actual learning concept. In addition, Wahyuningtyas, et al (2014) said that the low student learning outcomes were also caused by monotonous learning, namely only using the lecture method (Priyono, 2016)

According to Masykur, (2007) the public opinion, especially among students, is that mathematics is still a subject that is difficult, confusing and even feared by most of those who study it (Lestari 2015).

Based on observations on August 23, 2022 at SD Negeri 011 Rambah Samo, in the process of learning mathematics children are not encouraged to develop thinking skills and play an active role. In learning mathematics there must be a link between students' previous learning experiences and the concepts to be taught. When the mathematics learning process takes place, the teacher teaches mathematics still using the lecture method, the teacher has not created fun learning, so that the learning objectives have not been achieved as expected. The non-achievement of the learning objectives is illustrated by the value of student assignments as follows: Table 1 Data on the Daily Tasks of Class IV Students in Learning Mathematics

KKM determined by the school	**Total number of students**	Students complete	Percentage of students complete	Students have not finished	**Persentase siswa belum tuntas**
75	**29**	**10 siswa**	**34%**	**19 siswa**	**66%**

In the 2013 curriculum, to teach mathematics teachers must design lessons that encourage students to find out what material will be studied, encourage students to be able to formulate a problem from the material to be studied, train students to think analytically in solving mathematical problems, and emphasize students' about the importance of cooperation and collaboration in solving mathematical problems (Maya, 2014). Therefore innovation is needed in learning mathematics that can increase student activity and learning outcomes. One appropriate learning model to realize this is through the Modification-Action, Process, Object, Schema (M-APOS) learning model.

The M-APOS theory is a learning theory whose application is specifically for students. The philosophical basis of the M-APOS theory is social constructivism. Learning using the M-APOS theory emphasizes the acquisition of knowledge through preliminary activities through computer media, working in groups (cooperative learning) and reflection. Learning begins with activities in the computer laboratory. The purpose of this activity is to provide students with experience regarding a concept to be studied.

According to Dubinsky & McDonald, (2009) M-APOS theory is a learning theory that integrates the use of computers, learning in groups and paying attention to the mental construction carried out by students in understanding a mathematical concept. These mental constructions are actions, processes, objects, and schemes which are abbreviated as M-APOS (Dermawan and Wahyudin, 2018).

The results of Lestari's research (2015) in his journal, The M-APOS learning model is a learning model based on a modified M-APOS (Action-Process-Object-Scheme) theory. M-APOS is a learning model that utilizes worksheets as a guide for student activities. Student activities in the M-APOS learning model using a computer can be mutated into giving assignments.

The M-APOS learning model goes through several stages. First, in the activity section, namely by giving assignments called Assignment Worksheets (LKT) students can work on them at home or at school. It is intended that students have a readiness understanding of the learning to be studied. The second stage, namely the class discussion section carried out in this group is called the Discussion Worksheet (LKD). In this second stage, students are given the opportunity to discuss and test their understanding of the concepts students have obtained from the previous stage. At the last or third stage is by giving practice questions.

This aims to strengthen and strengthen students' understanding of mathematical concepts. In learning M-APOS students are encouraged to study individually and in groups.

Modifications were made in the activity phase, where activities in the computer laboratory on the APOS model were replaced by giving recitation assignments given before learning was carried out. Recitation assignments are presented in the form of worksheets (LKT) that guide and assist students in studying concepts or solving math problems. The

definition of action, process, object and scheme is explained as follows:

a. Action, at this stage there is a transformation of objects that are felt by individuals as something necessary, as well as step-by-step instructions on how to carry out operations.

b. Process, which is a mental construction that occurs internally when a person is able to perform the level of action repeatedly.

c. Objects, can be interpreted as something that results from the mental construction that has been done at the process stage.

d. Schema, which is a collection of actions, processes, and objects that are summarized into a schema.

Based on the problems that have been raised, the title of this study is "Application of the M-APOS Learning Model (Modification-Action, Process, Object, Scheme) to Improve Mathematics Learning Outcomes for Grade IV SD Negeri 011 Rambah Samo".

II. RESEARCH METHODS

Research subject

The subjects in this classroom action research were fourth grade students at SD Negeri 011 Rambah Samo, the total number of fourth grade students was 29 consisting of male and female students.

Time and Place of Research

a. Research time

This classroom action research was conducted in the even semester of the 2023/2024 school year, for 3 months.

b. Research Place

This classroom action research was conducted at SD Negeri 011 Rambah Samo, Rokan Hulu Regency. The reason I chose to do research here was because I was interested in the problems I found at this school

Research Design and Procedures

The research method used in this research is Classroom Action Research. According to Hopkins (1993) in the thesis D.N. Kerling (2020), classroom action research begins with planning action (Planning), implementing action (action), observing and evaluating the process and results of action (Observation and evaluation). This research was conducted to improve the quality of learning practices in the classroom. This study also aims to improve student learning outcomes in mathematics in the application of the M-APOS learning model. According to Kemmis & Taggart (1988) action research is a study conducted to improve oneself, one's own work experience, but carried out in a systematic, planned, and introspective manner. The research design adopted in designing this research is Classroom Action Research. Definition of research according

to experts. Each model has a different implementation procedure, the following are the steps for classroom action research according to Arikunto (in Baringin 2021)

1. Planning

Planning is the initial plan to determine the process of the learning journey so that it is carried out properly.

2. Action

Action is the treatment carried out by the researcher in accordance with the plan that has been prepared by the researcher

3. Observation

Observations are observations made by researchers to determine the effectiveness of actions or collect information about various weaknesses (shortcomings) of actions that have been taken

4. Reflection

Reflection is an analysis of the results of observations to bring up a new program or plan.

The relationship between the four components is seen as a cycle which can be described as follows:

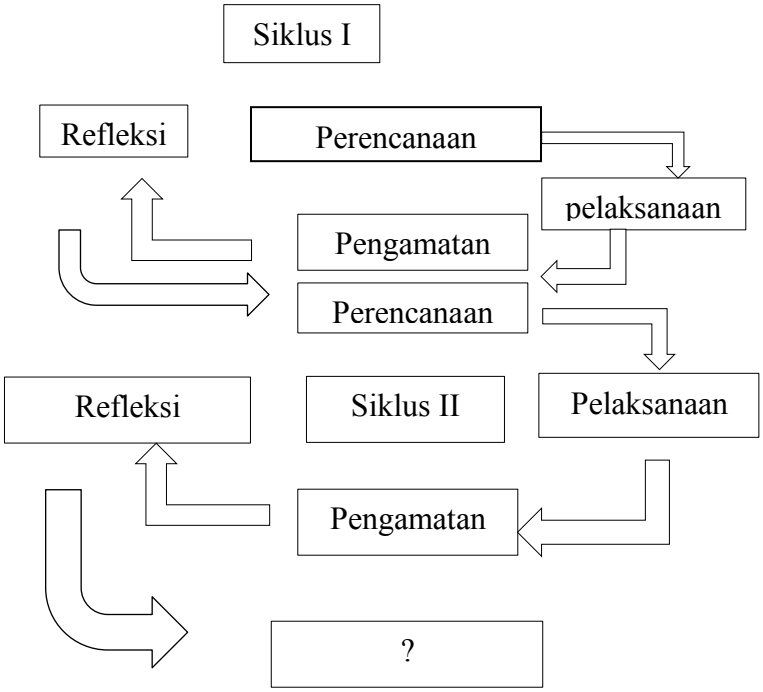

Figure 1 PTK Design (Arikunto, 2017:24)

Based on the picture above, the implementation of Classroom Action Research consists of several stages. The research phase used consisted of four action research components, namely: 1. Planning, 2. Action, 3. Observation, 4. Reflection. The stages of this action research are carried out in a cycle path which can be described as follows:

1. Planning

At this planning stage the researcher did several things related to the research, namely:

a. Make a learning syllabus

b. Developing Learning Implementation Plans (RPP)

c. Prepare student test question sheets for cycles I and II.

2. Implementation

This study uses the M-APOS model in an effort to improve student learning outcomes

3. Observation/observation

Observations of this study used the observation sheet and the M-APOS model teacher activity sheet to correct the deficiencies of the cycle that had been implemented

4. Reflection

Reflection is an attempt to examine what has happened or did not happen. The reflection results are used to determine further steps in an effort to achieve the objectives of classroom action research. If the problem in learning has not been completed, it becomes a consideration for designing the next cycle. The activities carried out at this stage are:

a. Analyzing observational data.

b. Make an assessment or observation.

c. Analyze the results of observations.

Research Instruments

1. Teacher Activity Observation Sheet

2. Student Activity Observation Sheet

Data collection technique

1. Learning Implementation Plan (RPP)

Making lesson plans is the first step that must be prepared to carry out learning in class

2. Observation

Observation is used to observe how learning takes place. Observations were used by researchers to see an increase in student learning outcomes in learning mathematich Observations made are observations of all activities and changes that occur when the action is given. The observation results are analyzed descriptively and the learning process is said to be effective if the implementation can be concluded well.

Question Sheet

Test to measure learning completeness. The completeness of student learning using the test instrument, the test that will be given is in the form of a question sheet. The test is a tool or procedure used to find out or measure in accordance with the methods and rules that have been determined. The test used in the form of a description of 5 questions for each cycle. This test is used to determine whether students' mathematical abilities have increased or not. This is known through the level of completeness of student learning through the administration of tests.

Data analysis technique

The steps taken in data analysis are by reducing and applying data, namely choosing, simplifying, and communicating raw data in the field.

Grade point average

$$\bar{x}$$

X =(∑ f X)/N (Suharsimi Arikunto, 2013)

Information :

N = Many students

∑ f X = Total student scores

Learning completeness level Kindergarten=(student score)/(maximum score) X 100%

The percentage of completeness scores is as follows:

0% ≤ TK ≤ 74% = Incomplete

75% ≤ TK ≤ 100% = Completed

Furthermore, whether classical learning mastery has been achieved, then can be proven by the formula:

D=X/N x 100%

Information :

D = Percentage of classes that have achieved absorption of ≥ 75%

X = Number of students who have achieved absorption power ≥ 75%

N = Number of students

The criteria for completeness are as follows:

86% 100% = Very Good

75% 85% = Good

60% 74% = Less

< 40% = Very Less

Indicator

The indicator of success in this study is that students complete the classical 75% KKM for Mathematics.

III. RESEARCH RESULTS AND DISCUSSION

1. Research Results

This research was conducted in two cycles, where each cycle was held in two meetings.

a. Cycle 1

Cycle 1 was held on Saturday, October 1, 2022 in class IV SD Negeri 011 Rambah Samo, totaling 29 students with a series of teaching and learning activities that had been contained in the RPP (Learning Implementation Plan) starting from the initial activities the author gave apperception, gave encouragement and motivated students, singing the national anthem and conveying the learning objectives. Then go to the core activities, namely discussing material in Mathematics, Fractions. Before entering into the material, the researcher first conveyed the steps of the M-APOS model. The M-APOS learning model went through several stages. First, in the activity section, namely by giving assignments called Assignment Worksheets (LKT) students can work on them at home or at school. It is intended that students have a readiness understanding of the learning to be studied. The second stage, namely the class discussion section carried out in this group is called the Discussion Worksheet (LKD). In this second stage, students are given the opportunity to discuss and test their understanding of the concepts students

have obtained from the previous stage. At the last or third stage is by giving practice questions. This aims to strengthen and strengthen students' understanding of mathematical concepts. In learning M-APOS students are encouraged to study individually and in groups.

The student learning outcomes in cycle 1 can be seen in table 2 below.

Table 2.

Nama Siswa	Nilai Siswa
AH	65
AIN	75
AH	70
AB	75
AT	60
AAR	75
AS	65
AN	75
AMP	80
CRR	70
DAM	65
FON	75
FRP	70
MFA	70
MCF	75
MCF	75
MA	70
NEM	75
MAF	65
RAR	70
RA	70
RS	70
SAM	65
SS	70
SAL	75
US	75
WR	70
YA	65
ZS	75

Source: 2022 Data Processed Results

Based on table 2 above, the number of student evaluation results in cycle 1 who completed were 17 students, namely 57% with an average value of 65.30 while those who did not complete were 11 students, namely 43%. The results of student evaluations increased at the second meeting, with 22 students completing, namely 92% with an average score of 90.5 and 8% incomplete. The number of students who did not complete in cycle 1 was caused by several obstacles including the M-APOS model being used for the first time in class IV SD Negeri 011 Rambah Samo, so students still don't understand it. When viewed from learning outcomes, there has been an increase of 12%.

b. Cycle 2

Cycle 2 was held on Monday, October 10 2022 in class IV of SD Negeri 011 Rambah Samo with a total of 29 students with an allotted time of 2 X 35 minutes. In the 1st and 2nd cycles of

research, the researcher was directly accompanied by a class IV teacher. At the time of teaching and learning activities researchers act like a teacher. Learning activities begin with opening the class, checking students' attendance and readiness to learn, delivering apperceptions and conveying learning objectives. Entering the main activity the teacher conveys the material to be studied, namely in learning mathematics about fractions. In learning the teacher uses the M-APOS learning model then the first stage is that students are given a material by the teacher and students are asked by the teacher to understand it themselves first, then after that students are formed in groups and then given a discussion sheet by the teacher, then students are given an assignment worksheet to find out what level of understanding students have in understanding the material. Researchers supervise and assist students in doing group assignments. Furthermore, students presented the results of their respective group discussions and then other students commented and gave their opinions. To find out how far the students' understanding of the material they just learned, the researcher gave 20 evaluation questions. Closing activity the researcher gave a reflection then together with the students concluded the lesson, provided follow-up so that the students remained enthusiastic and diligent in studying at home. Cycle 1 meeting 2 was held on Monday, September 13 2022 in class IV SD Negeri 011 Rambah Samo with a series of learning activities that were not much different from meeting 1, only with different material and core activities. At meeting 2 discussed the material Theme 3 Healthy Food, Sub-theme 2 The Importance of Healthy food for the Body, learning 4. In the closing activity the researcher also provided test questions as material for evaluating students' understanding of the learning material they had just studied using the M- method APOS. The results of student evaluations in cycle 2 meetings 1 and 2 can be seen in table 3 below.

Table 3.

Nama	Nilai Siswa
AH	86
AIN	100
AH	65
AB	75
AT	95
AAR	85
AS	85
AN	55
AMP	85
CRR	95
DAM	90
FON	95
FRP	85

MFA	100
MCF	95
MCF	65
MA	90
NEM	85
MAF	90
RAR	85
RA	70
RS	80
SAM	85
SS	85
SAL	70
US	85
WR	95
YA	90
ZS	90

Based on table 3 above, the number of student learning outcomes in cycle 2 which were completed were 24 students, namely 90%, while those that were incomplete were 5 students, namely 10%. Student learning outcomes increased at the second meeting, with 22 students completing, namely 92% and 8% not completing. The number of students who did not complete in cycle 1 was due to several obstacles including the M-APOS model being used for the first time in class IV SD Negeri 011 Rambah Samo, so students still did not understand it. When viewed from the learning outcomes of meetings 1 and 2, at meeting 2 there was an increase of 12%, because at meeting 2 the students understood a little more.

2. Discussion

Researchers conducted this research in two cycles with each cycle consisting of two meetings. Each meeting consists of several stages, namely planning, implementation, observation and reflection. The stages of cycle 2 are an improvement from the stages of cycle 1. After carrying out the Thematic learning activities using Classroom then giving evaluation questions to find out the learning outcomes obtained. The results of the two cycles are used to determine the increase in student learning outcomes at SD Negeri 011 Rambah Samo.

The first observation made by the researcher during the thematic learning of the 2013 curriculum in class IV of SD Negeri 011 Rambah Samo is not ideal, there are still many obstacles faced by teachers in developing learning according to the 2013 curriculum. Many students are still not active, daily test scores are still below average and the teacher should only be a facilitator not a teacher center. Cycle 1 and cycle 2 discussed healthy food so that researchers had no difficulty in linking the learning process. The data obtained before and after the action was carried out showed an increase in learning outcomes. Prior to the action by implementing M-APOS learning in Mathematics learning, student learning outcomes were still below the average KKM score of 75. The results of

cycle 1 tests obtained as many as 67% or 16 students who completed and 33% or 8 students did not complete. Then in cycle 2 test results obtained learning outcomes of 92% or 22 people who completed and 8% or 2 people who did not complete.

Based on these learning outcomes it can be said that there was an increase in student learning outcomes by 25%. When viewed from the data that has been obtained, it can be seen that those who passed have exceeded the indicators of success. So it can be stated that the application of the M-APOS model to improve student learning outcomes in mathematics learning class IV SD 011 Rambah Samo has been successf

Quotations and References

According to Komalasari (2013) learning is a system or process of teaching students that is planned, implemented and evaluated systematically so that students can achieve learning goals effectively and efficiently. Riyanto (2010) said the nature of cooperative learning is a learning method designed to train academic skills, social skills and interpersonal skills. The definition of e-learning according to Sutanta (2014) is a type of learning system that allows the achievement of teaching materials to students using internet media, intranets or other computer network media. According to Dimyati and Mudjiono (2013), learning outcomes are processes for determining student learning values through assessment activities or measuring learning outcomes, aiming to determine the level of success achieved by students. Learning outcomes are very important for teachers and students alike, because from learning outcomes a value will emerge which will be a measure of success in the learning process that has been passed. According to Trianto (2011) Thematic Learning is integrated learning that uses themes to link several subjects so as to provide meaningful learning experiences to students.

IV. CONCLUSION

Application of M-APOS learning to improve thematic learning outcomes for fourth grade students at SD Negeri 011 Rambah Samo. Increased achievement of learning outcomes can be seen from student learning outcomes as follows: There is an increase in student mathematics learning outcomes in each cycle. This is evidenced by the existence of data from 2 cycles where each cycle consists of two meetings. Test results in cycle 1 of students who completed 57% (17 students) and 43% (11 students) did not complete with an average score of 66.30, increasing in that is the number of students who completed as much as 92% (22 students) and those who incomplete

amounted to 8% (6 students) with an average value of 90.5. In cycle 2, 83% (20 students) completed and 17% (4 students) did not complete with an average score of 85.4, then experienced an increase, with 92% (22 students) completing and those not complete as much as 8% (2 students) with an average value of 90.6. With an increase in learning outcomes, there is an increase in teacher and student activity. Conclusions present a summary of the description of the results and discussion, referring to the research objectives. Based on these two things, new main ideas are developed which are the essence of the research findings.

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Use Of Interactive Learning Media To Improve Language Capabilities Early Children

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Abstract, This research is based on the changing "Mood" of AUD children, so this is inline with an interactive learning model, in encouraging children's curiosity for knowledge, it is important to know the teacher's strategy in using interactive learning media to improve early childhood language skills, The intended ability includes the ability that children use to communicate, both in the form of writing, speech, body code and sign language. In an effort to reveal the facts from the findings when this research was conducted, the method used in this study was a quantitative method. In its implementation, the sample from this study was tested on a limited scale and also tested on a wide scale. For the limited-scale trial consisting of 2 teachers and 1 class of children in group B1 totaling 15 people, while for the wide-scale test consisting of 2 teachers with 2 classes of children in groups B1 and B2 totaling 30 children. To support the iteration of the required data, this research in the implementation of collecting data uses direct observation and written test. The data analysis technique applied was using the average score, percentage and t-test. It is concluded that the development of interactive multimedia-based teaching materials is feasible to use to improve language skills based on limited and broad tests. And the development model is effective in improving children's language skills.

Keywords : Interactive Learning Media, Language Ability

I. INTRODUCTION

Early childhood education is education aimed at children aged 0 to 6 years, while according to the NAEYC, early childhood is children aged 0-8 years who receive early childhood education and elementary school services. This period is a golden period or what is commonly referred to as the golden age where at this time the child's brain ability to think is growing rapidly up to 80%. (Dewi, 2017)

Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. This age is a very decisive age in the formation of a child's character and personality (Masitoh et al., 2005: 112–113).

Early childhood education is still limited in terms of number and accessibility and play groups are still concentrated in traditional patterns. The implementation of the teacher still uses a sheet of paper and draws manually on the blackboard still uses media such as books, magazines, cards, letters, posters, and so on. Therefore, it is necessary to do research to

develop interactive multimedia-based teaching materials.

Interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which are integrated with the help of computers used to achieve learning objectives and users can interact with the program actively Surjono (2017). In the use of interactive learning media, interactive multimedia-based teaching materials use the Microsoft PowerPoint application and the Benime application and its Ali application. The application can combine video, audio and animation at once.

Learning media is a tool that can facilitate the process of receiving the subject matter delivered and of course will facilitate the achievement of the success of learning objectives. (kustiawan ucup,2016:8)

Interactive learning media is interactive media which is one of the audio visual learning media that can be operated using a computer. Interactive media combines several images, sounds, videos, and animations in a file so that it is easy to use. Interactive media is one of the tools to convey learning messages in the form of knowledge, skills and attitudes in order to stimulate the thoughts, feelings, attention and willingness of students in learning (Ardiansyah: 2011)

Early childhood is expected to grow and develop according to their age. Early detection is needed to find out whether a child is growing and developing according to his age. The ability of early detection is therefore needed by educators. The results of early detection of a child's growth and development become the basis for providing appropriate stimulation and intervention according to their needs. Stimulation and intervention are poured into activity programs that are in accordance with the characteristics of children's growth and development.

The scope of development of various aspects of PAUD includes moral and religious, physical or motor, language, cognitive, socio-emotional, and art. Aspects of language By knowing the development of children's language, it can be known how to deal with children in terms of communicating. If there is a child whose language development is slow, it can be stimulated in various ways.

Language ability is a person's ability to use language to express ideas about oneself, understand other people, and learn new vocabulary or other languages (Yus, 2011). Four aspects of language which include (Yulsyofriend: 2019): 1. Listening, 2. Reading, 3. Speaking, 4. Writing. Researchers will focus on the first aspect, namely the listening aspect. Listening is a process of capturing, understanding, and remembering as well as possible what he heard or something that was said to him by others. (Ariani & Slamet, 2009).

II. RESEARCH METHODS

This research is quantitative in nature by using observation sheets. The observation sheet instrument is used to see children's activities in learning before using interactive learning media and after using interactive learning media to see the

improvement of children's language skills. Data analysis of language proficiency improvement is measured by the percentage of the average value with the formula quoted from aqib et al.

$$X = \frac{\sum X}{N}$$

Description: X : Average
∑X : Total Value
N : Total Samples

criteria	Percentage
1 undeveloped	0%-24,99%
2 start to develop	25%-49,99%
3 growing as expected	50%-74,99%
4 growing very well	75%-100%

Acep Yoni (2010: 175-176)

To find out the significant level of media use on children's language skills, it was measured using t-test from the results of the pretest and post-test of the material presented using interactive learning media, the formula used to calculate the significant level was as follows:

$$t = \frac{D}{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}$$

$$\frac{N}{N(N-1)}$$

Description:

D = mean of difference pre and post tes

∑ D = deviasi each subyek (d-D)

$\sum D^2$ = total kuadrat deviasi

N = total sample

The calculated t value can then be compared with the t table according to the number of subjects who become research respondents at a significant level of 0.05 and 0.01. If t table ≤ t count then Ho is accepted and vice versa.

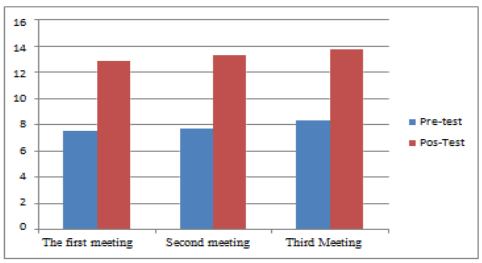
III. RESULTS OF RESEARCH AND DISCUSSION

Analysis of the results of this limited-scale trial, researchers involved 15 students from group B2, pretest and posttest were carried out on students.

Improving children's language skills after learning to use interactive learning media is by looking at the average increase in children's success, in table 4.4 below:

Table 4.4 Recap Results of the Average Value of Children's Language Skills in Group B2

stages	Pre-test	Pos-Test
The first meeting	5,1	8,1
Second meeting	5,6	8,5
Third Meeting	6,2	9,1
Average	16,8	25,7
Selisih Pre dan Postes	8,9	



Grafik 4.1 Recap Results of the Average Value of Children's Language Skills in Group B2

The success of the pretest of students on a limited scale test, the

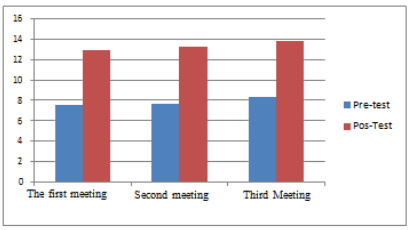
researcher can say that the average value range is 47%, which means students are starting to develop (MB) and after being given learning with media by the researcher, the results obtained from the posttest score of 71 %, which means that students develop according to expectations (BSH) while the difference between pre and posttest is 25%, which means that there is a significant increase. This is also reflected in the results of the calculation of the results of the t-test, which obtained a t-count value of 7.4978 from a t-table of 2.145, so based on the statement that there was an increase in changes in the ability of students in Early Childhood Education 1 after a limited-scale trial was conducted.

This broad-scale product trial involved 30 students from group B1 and group B2, pretest and posttest were conducted on students.

The improvement of children's language and cognitive abilities after learning to use the developed teaching materials is by looking at the average increase in children's success, in table 4.6 below:

Table 4.6 Recap Results of the Average Value of Children's Language Skills in Groups B1 and B2

stages	Pre-test	Pos-Test
The first meeting	7,2	11,3
Second meeting	7,6	11,9
Third Meeting	8,1	12,3
Average	22,9	35,5
difference Pre dan Postes	12,6	



Grafik 4.3 Recap Results of the Average Value of Children's Language Skills in Groups B1 and B2

Based on table 4.6 and Graph 4.3. above it can be explained that the language ability of the results of the pretest success is in the range of the average value of 64%, meaning that students are developing according to expectations (BSH), and the posttest average value is in the range of 99%, meaning that students are developing very well (BSB) while the difference between pre and posttest is 35%, this means that there is a significant change from group B1 and B2 PAUD Pertiwi 1 students after being given learning materials by applying interactive learning media with family themes that researchers have tried to develop. The results of the t-test obtained a t-count value of 8,551 from a t-table of 2,048, then based on the statement on the level where there is an acceptable influence on the students' language abilities when viewed from the smaller average pretest results, after being given treatment with the media interactive learning, there is a change

in the mean value of the posttest results, it can be seen from the t-count is greater than the t-table and this result is an acceptable level.

3.2. Discussion

The teacher's strategy in improving early childhood language skills uses interactive learning media designed using Microsoft PowerPoint applications, Benime and other supporting applications, which are equipped with text, images, videos, and animations related to learning. The use of interactive learning media in this study significantly increased children's language skills.

The listening aspect can be seen from the child's side in listening to what is heard, listening to stories, capturing story content, understanding story content, and children can follow the story content in learning videos. and can answer questions in interactive learning media.

Seeing the feasibility of the researchers conducting a limited-scale test and a broad-scale test of the teaching materials that the researcher had developed, the researchers then presented both the results of the pre-test and post-test, and the t-test of the product, both on a limited scale and on a broad scale

IV. CONCLUSION

The use of interactive learning media to improve early childhood language skills has been tested by researchers in its application, where in the application of interactive learning media researchers use Microsoft powerpoint and binime applications. From the results of this study, the researchers concluded that the advantages of media development in the form of animation, video and sound are made more attractive, flexible, can be used online via the provided link, can also be operated offline using a disk, and also apply cartoon animation. interesting, easy to operate and will be easier for students to understand. Interactive learning media can also attract students' attention and increase learning motivation in the teaching and learning process and student learning outcomes, so as to improve language skills in learning. This interactive learning media can also be operated by the user so that the user can choose what they want for the learning process, and interactive learning media can also be used as a presentation of material using words as well as pictures. or verbal form.

The feasibility of interactive learning media to improve early childhood language skills. Tested on a limited scale and a wide scale. To see the improvement in language skills, it can be seen from the

limited scale test where the average result of the child's testing is 71% with the category "developing as expected". And the results of a wide-scale test of 99% with the category "Very well developed". This shows that the use of interactive multimedia-based teaching materials can improve children's language skills, both in terms of listening.

The teacher's strategy in using interactive learning media can help schools and educators to improve the abilities of students and be able to achieve the learning indicators expected by the curriculum.

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Application of the Problem Posing Approach to Improve Thematic Learning Outcomes of Class V A Students at SD Negeri 014 Rambah

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Abstract, This study aims to improve student thematic learning outcomes through the application of the Problem Posing approach. From the initial research data, student learning outcomes are still low, as evidenced by 19 students only 36.85% of students who complete and 63.15% of students do not complete below the KKM 75 that has been set by the school. This type of research is classroom action research conducted in 2 cycles, consisting of planning, implementation, observation and reflection. The subjects of this study were fifth grade students of SD Negeri 014 Rambah. Data collection techniques using tests and observations. The research instrument used observation sheets and learning outcomes test questions. The results showed that after doing research on learning outcomes in the first cycle of meeting 1 obtained 63.16% of students completed, in the first cycle of meeting 2 increased to 79.95% of students who completed, in the second cycle of meeting 1 obtained 84.2% of students completed and at cycle II meeting 2 increased to 89.48% of students completed. It can be concluded that the research on the application of the Problem Posing approach to Improving Thematic Learning Outcomes of Grade V Students of SD Negeri 014 Rambah is said to be successful.

Keywords : Problem Posing, Thematic Learning Outcomes

I. INTRODUCTION

Education aims to humanize humans and develop the potential that exists within humans themselves. Learning activities are the most basic activities in the educational process.

Tirtarahardja and Sulo (2012) state that the target of education is human beings which contain many aspects and are very complex in nature. Basically elementary school students (SD) are in a phase of development of thinking that is still holistic, likes to play, always imitates others, habits that arise as a result of activities that are often carried out. In addition, elementary school students have very high memory. Afrilia, et al (2014) stated that "thematic learning is very necessary, especially for elementary school, because at this level students live their experiences in totality and do not understand the separation of a concept from the information obtained".

Implementation of the 2013 curriculum at the elementary level is directed to use integrated thematic learning.

Thematic learning is a combination of several subjects linked in one theme which will be delivered to students in a series of materials. The conceptual link between the subjects to be studied will form a scheme, so that students will gain completeness and completeness of knowledge. The application of thematic learning in elementary schools requires learning that is integrated between one subject and another, even with students' daily lives. Haryati (2016) says "thematic learning is very suitable to be taught to elementary school students, especially lower grades because at this stage the child still thinks holistically, meaning that the child still understands something as a whole, not separately. But in reality, the thematic learning objectives that have been determined, may not necessarily work as expected if the teacher is not good at dealing with learning that can make students active, creative, critical and happy in learning. In fact, the opposite is true, students tend to get bored participating in learning because it is too loaded with subject matter, takes up too much time which results in students becoming passive, tired of participating in learning because it demands more consistent thinking. The importance of knowing the learning outcomes obtained by students, in this study will look at student learning outcomes in thematic learning, because with increased learning outcomes, it means that students are able to understand the material presented by the teacher, thereby achieving learning objectives. Learning outcomes in thematic learning for each student are things that need to be improved, because in thematic learning it is more directed to student activity. Learning outcomes are the appearance of the learning and learning processes that have been carried out, the better the learning process is carried out, the better the learning outcomes obtained. (Rinja Efendi, 2019a) As expected conditions in each thematic learning will have an impact on students' ability to understand the material taught by the teacher, so that later student learning outcomes will be better and reach the KKM that has been set.

The results of observations made on February 24 2022 at SD Negeri 014 Rambah in the thematic learning of class 5 A showed that the score for the thematic test on theme 4 (Various Jobs) for class 5 A students of SD Negeri 014 Rambah was still far from the KKM of 75 that had been set, out of 19 students 12 students are under the KKM of 63.15% while the number of students who complete is only 7 students or 36.85%. By knowing the learning outcomes

that are still relatively low, the researcher also tries to look at the existing symptoms such as: 1) students still do not master the learning material, 2) students still cannot understand the learning material, 3) as many as 13 students or around 68.42% still some don't do the assignments given by the teacher, 4) students still don't pay attention to the teacher in delivering learning material, 5) students still often go in and out without any clear reason. The purpose of this study is to determine the application of the approach Problem Posing to improve thematic learning outcomes of class V A students at SD Negeri 014 Rambah

II. RESEARCH METHODS

Research This type of research is Classroom Action Research (CAR) with the cycle method. One cycle consists of planning (planning), implementation / action (action), observation / observation (observation) and reflection (reflection). Each cycle is carried out in accordance with the changes to be achieved. This research will be carried out in 2 cycles. Cycle I and cycle II each consisted of 2 learning meetings and 1 formative test. PTK is research in the field of education, which is reflective in nature by carrying out certain actions in the classroom with the aim of improving and enhancing the quality of learning in a professional manner. PTK is an examination of learning activities in the form of an action.

The subjects in this study were all students of class V A at SD Negeri 014 Rambah T.A. 2021/2022 with a total of 19 students, 7 female students and 12 male students. The data collection technique in this study was carried out by giving tests to find out the students' thematic learning outcomes at the end of the cycle. Observational data were obtained from observations made by observers when learning was carried out. The data analysis technique in this study is a quantitative data analysis technique. The following describes the data analysis techniques for each research instrument: If the data has been collected through observation, the data is processed using the Sudjana formula (2012) as follows:

$$P = \frac{N}{N} X100\%$$

P = % Description:

F = Frequency of teacher activity and Student

N = Maximum score of teacher and student activity

P = Percentage number

100% = Fixed Number

Data collection was obtained through individual supervision techniques by the school principal and individual techniques and teacher abilities. The analysis technique

in this study using correlation analysis is used to test whether there is a relationship between the implementation of individual supervision techniques by the school principal (X) and the improvement of the teacher's work ability in the teacher learning process at SDN 009 Tambusai Tambusai District
Roka Hulu Regency (Y)

III. RESEARCH RESULTS AND DISCUSSION

Initial test data (pre-test) were obtained from procuring `teaching` tests for teachers of all fields of study in their respective classes. This test was carried out before the teacher became acquainted with the competency-based curriculum. The initial test results are neat and easy to read, presented in the following table.

Table 1. Learning Outcomes Before Action

Complete	Not Complete
7 people	12 People
36.85%	63.15%

From the data in Table 1 above, it can be seen that the learning outcomes of students in class V SD Negeri 014 Rambah before conducting research actions still need improvement in order to achieve the expected learning outcomes. In this case the researcher conducted classroom action research on fifth grade students at SD Negeri 014 in 2 cycles consisting of 4 meetings, with 2 meetings in each cycle.

Table 2. Recapitulation of Cycle 1 Learning Outcomes

No	Meet	Cycle	
		Complete	Not Complete
1	Meeting 1	63.16%	36.84%
2	Meeting 2	79.95%	21.05%

Based on table 4.8 above, of the 36 students who achieved complete learning outcomes in cycle 1 meeting 1, there were 12 students at 63.16%, while the complete learning outcomes in cycle 1 meeting 2 were 15 students at 79.47%. By knowing the results of the recapitulation of learning outcomes, it shows that there has not been a significant increase in learning outcomes. teacher activity carried out in cycle 1 meeting 1 was 60% and meeting 2 which was carried out was still 80%. By knowing the results of the recapitulation of the teacher's activities, it shows that the teacher still needs to prepare and evaluate readiness to carry out learning. student activity carried out in cycle 1 meeting 1 was 75.78% and meeting 2 which was carried out was 76.84%. By knowing the results of the recapitulation of student activities, it shows that there is a need for

good management of learning and mastery of the material.

Table 3. Recapitulation of Cycle 2 Learning Outcomes

No	Meet	Cycle	
		Complete	Not Complete
1	Meeting 1	84,22%	15,78%
2	Meeting 2	89,48%	10,52%

The table above shows that of the 19 students who achieved completeness in cycle 2 meeting 1 learning outcomes, 16 students totaled 84.22%, while the complete learning outcomes in cycle 2 meeting 2 were 17 students at 89.48%. By knowing the results of the recapitulation of learning outcomes, it shows that there has been a significant increase in learning outcomes. The table above shows that teacher activities are carried out in cycles 2 meeting 1 was 100% and meeting 2 which was carried out had reached 100%. By knowing the results of the recapitulation of the teacher's activities, it shows that the teacher has carried out the activity in accordance with the steps that have been determined. The table above shows that student activities carried out in cycle 2 meeting 1 were 82.10% and meeting 2 was carried out at 88.42%. By knowing the results of the student activity recapitulation, it shows that the activities carried out have reached the set indicators.

IV. CONCLUSION

Based on the results of research that has been carried out in two cycles by applying the Problem Posing approach to improve student learning outcomes in class V thematic learning

SD Negeri 014 Rambah, it can be concluded that there was an increase in the activity of teachers and students by applying the Problem Posing approach, explained as follows: Teacher activity in learning activities with the application of the Problem Posing approach in cycle I meeting 1 was 60% in the "Less" category and meeting 2 was 80%, so it still needs to be improved in cycle II. In Cycle II the teacher's activity has obtained a score of 100% in the "Very Good" category and at meeting 2 the score is obtained by 100% in the "Very Good" category the teacher has carried out the learning process well, and the teacher has carried out all stages in applying the Problem approach Posing. While the average student learning activity in cycle I meeting 1 score obtained was 75.78% in the "Enough" category then continued in meeting 2 the student activity score had reached 76.84% in the "Enough" category. Cycle II meeting 1 student activity scores increased by 82.10% and at

meeting 2 student activity scores reached 88.42% in the "Good" category

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Improving Quality Of Islamic Religious Education Through School Principle Management

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Abstract, This study aims to explain the efforts to improve the quality of Islamic religious education carried out through the management of principals in elementary schools. The research was carried out at SD Negeri 02 Sungai Landia, District IV Koto, Agam Regency. This study uses a descriptive qualitative analysis method, meaning that this research was carried out by direct observation with the teacher assembly, especially Islamic Religious Education teachers and school principals as managers in schools by using interviews, observation, and documentation methods. In comparison, the type of research used is field research. The results of this study indicate that improving the quality of Islamic Religious Education at SDN 02 Sungai Landia can be carried out efficiently because of the existence of good principal management as indicated by all operative management carried out functionally as shown from all elements of administrative management that have been running according to the program starting from planning, which includes examining office needs, teacher, staff, and student needs, classroom needs, and school needs to supervision

Keywords : Quality of education, principal management.

I. INTRODUCTION

The aim of national education is to shape the culture and character of the nation as well as foster the personality of students so that they have the ability to become individuals who believe and fear God Almighty. Education is an important component in human development, education has an important role and serves as a valuable resource, especially for developing countries. The development of personality in the future is assisted by education, because education also has a function to improve the quality of life and the dignity of Indonesian people to achieve national goals.

One of the educational problems we face today is the low quality of education at every level and educational unit, especially the quality of education in elementary schools. This problem occurs when current educational practices become devoid of educational knowledge so that current education cannot humanize humans and

civilize the nation's children. Education will make a better person, therefore education is very important in human life. Education must be managed efficiently in order to achieve educational goals effectively and precisely, one of which is through formal education (Su'dadah, 2014).

Principal standards have been established by the Government of Indonesia through the Minister of National Education of the Republic of Indonesia Number 13 of 2007. One of the government's plans to run Indonesian educational institutions, particularly in response to demands for quality improvement, requires the development of quality principles. Principals must have solid quality management ideas in order to be able to manage quality education because there are many quality difficulties related to quality standards and assessments themselves.

The definition of quality can be seen from two sides, namely the normative aspect and the descriptive aspect. From a normative perspective, quality is determined intrinsically and extrinsically on the basis of considerations (criteria). According to intrinsic criteria, the quality of education is the result of education, namely people who are raised according to ideal standards. Based on extrinsic criteria, education is an instrument for training to make quality students. In a descriptive sense, quality is determined based on the status of learning achievement test results (Aziz, 2015). Formal education (school) has a complex and unique nature, the purpose of the complex here is because the school as an organization contains various elements that are interrelated and cannot be separated. Then the school is unique, meaning that the school has various characteristics that other organizations do not have (Haerullah & Elihami, 2020)

The problem of the quality of education at every level and educational unit is one of the educational problems that our country is currently experiencing. Various initiatives have been carried out to improve education standards in the country, including programs to improve teacher competence, purchase books and learning tools, improve infrastructure facilities, and improve school administration. However, the quality of education has not shown any improvement. While several schools, especially in urban areas, have shown an increase in the quality of education, most are still a cause for concern.

In situations like this, schools must be dynamic and creative in carrying out their role in efforts to improve the quality of education because schools are superior formal education implementing units with a wide range of potential students who require diverse educational services and

different environments. This can be achieved if schools have a rich diversity and are trusted to control and manage themselves according to environmental conditions and the needs of their students (Sukur, 2011).

According to studies by various education experts, there are three factors that are the cause of the low quality of education in Indonesia. First, schools tend to be more process-focused than results-focused. Second, education is too centralized and bureaucratic. Third, the role of the community, family and teachers is still inadequate (Suparlan, 2005)

To improve the quality of education, especially in the field of Islamic religious education (PAI), it must be carried out consistently and continuously. The school community can fully manage the school through the management or leadership of the principal, especially in the field of Islamic religious education (PAI), which is the main focus of this research. So far, schools have only been a bureaucratic tool, schools have never taken advantage of fulfilling the excellence of students and society.

Principals have a very important role in improving the quality of education in schools. The principal has overall responsibility for every aspect of school operations, such as plaining, organization, and supervision. Based on Permendiknas No. 13 of 2007, in carrying out his duties as a school principal, he is required to have personal, managerial, entrepreneurial, supervisory, and social competencies so that school principals can improve the quality of education in the schools they lead (Yusnaini, 2017).

the principal must have managerial skills that have a very important role in achieving the school's goals that have been prepared based on the school's vision and mission. Principals who have managerial skills can determine the direction of improving the quality of education in schools (Mahpudin, 2022). There are two kinds of management, namely, first, administrative management which has a primary role and the second, namely operative management, which has a secondary function. The two management functions are interrelated and integrated into an educational management (Al Yakin, 2019).

Improving school management needs to be carried out by school principals such as in terms of curriculum, infrastructure (facilities and infrastructure) and HR (human resources). In an effort to improve the quality of Islamic Religious Education in schools by developing human resources in this case as teachers in schools (Warsiyah, 2016). Curriculum development

is also one of the ways to improve learning, while infrastructure facilities are facilities to improve the quality of education.

Principal management that is carried out efficiently and effectively can achieve the desired quality of education. (Wartomo & Correspondence, 2018) said that the aim of education management is to increase the effectiveness and efficiency of the implementation of educational operations in improving the quality of education. Based on the explanation above, it can be seen that in improving the success and quality of education in schools, good school principal management is needed (Agus Wibowo, 2014)

II. RESEARCH METHODS

This research was carried out by directly examining data in the field or commonly called field research and categorized as field research. Then this research is qualitative, meaning that this research obtained data in the form of descriptions from the informants we are currently studying or interviewing to obtain information about efforts to improve the quality of PAI through principal management at SDN 02 Sungai Landia, District IV Koto, Agam Regency, Province, West Sumatra. Checklists and rating scales are the tools used in this study to assist researchers in preparing reports (Hermawan, 2019) regarding the management of school principals in improving the quality of Islamic Religious Education at SDN 02 Sungai Landia (Lexy J. Moleong, 2018)

Researchers use this technique because the data collected is still in a general form and needs to be described into more specific information, and it is hoped that this research will obtain information about how school principals are trying to improve the quality of PAI through school-based management. In order to obtain accurate data the author involves relevant stakeholders in the learning and teaching process in schools, including school principals, PAI teachers, and school staff

III. RESEARCH RESULTS AND DISCUSSION

One of the goals of the school as stated in the vision is to make students who are pious and have good morals. This goal functions as a force that will be the driving force to achieve the national goal. The school principal has a very important role in establishing educational policy.

The overall management of the organization in the school is fully the responsibility of the school principal. Things that concern the principal are curriculum, students, educational facilities,

community relations, and several other things. All of these areas are carried out based on regulations that cover existing management principles, namely:

1. Planning

At the planning stage the principal held a coordination meeting with class teachers and all teacher councils and religious education teachers were also present in order to advance Islamic religious education.

"The meeting was divided into several parts. Sometimes the entire homeroom teacher is there, other times just the leader, and other times all the teacher council." (Aryulianis, 2022)

It is the duty of all school elements to improve Islamic religious education, not just PAI teachers. Apart from being taught in class, Islamic religious education is also used as co-curricular and extra-curricular activities. In improving the quality of Islamic religious education, teachers and students are also used as objects to focus on improving the quality of education.

Planning is the main thing and must be in it. The preparation of lessons is carried out by school heads using various curriculum programs, including: making annual activity plans, making semester activity plans, making educational calendars, dividing teaching assignments, making lesson plans, and ensuring all learning resources are complete.

The thing that forms the basis for achieving success in running an education program is the need for potential movement in schools by educators and teaching staff. The programs that form the basis of this success are 1) educators and teaching staff must behave and speak good words so that students become examples, 2) carry out their duties to the fullest extent possible, and 3) become role models and role models for students.

The principal at SDN 02 Sungai Landia in increasing the competence of educators and education staff also provides opportunities to carry out various kinds of training programs such as workshops, KKG (Teacher Working Groups, Seminars, and socializations to increase the knowledge of educators and teaching staff. Another thing that carried out by the school principal in increasing teacher competence is to provide opportunities for teachers and education staff to continue their education to a higher level and to give appreciation to educators, teaching staff and students who have achievements

Planning for facilities and infrastructure includes examination of (1) office needs, (2) needs for teachers, staff and students, (3) needs for classrooms, and

(4) needs for schools. The head of SDN 02 Sungai Landia carries out the infrastructure planning procedures in a methodical and planned manner through a coordination meeting which is held at the beginning of each school year. At SDN 02 Sungai Landia, infrastructure planning is usually guided by the principle of needs. All needs are arranged into three categories, namely: first, urgent needs, such as facilities that support the learning and teaching process, second, medium needs, such as water storage, and third, long-term needs, such as school buildings.

The program to improve the quality of education is carried out at SDN 02 Sungai Landia by creating an Education Unit Level Curriculum, which includes a learning calendar, minimum completeness standards, and curriculum structure. The teacher carries out learning activities in accordance with the syllabus, Learning Implementation Plan (RPP), annual program schedule, and semester program. According to observations made in the classroom, some teachers are still not able to carry out their duties as well as possible due to a lack of competence, lack of facilities, infrastructure and adequate funds at school. For this reason, it is necessary to conduct subject-based KKG and school cluster KKG activities to increase teacher competency. According to observations, not all teachers were present on the scheduled meeting day.

2. Supervision and implementation

As a manager at school, the principal has the duty to supervise his subordinates. The school principal supervises to control the implementation of activities that have been designed together with educators and teaching staff at school. The head of SDN 02 Sungai Landia oversees the implementation of activities at school which are carried out directly or indirectly from all activities designed by the school, including monitoring student academic progress through class visits and monitoring teacher learning practices. Supervision of staff and student supervision is carried out through student assessment books, report cards, student practicum scores, and so on. After supervision, the principal also evaluates the success of the program implemented and makes improvements if necessary

Supervision, supervision, self-evaluation, and accreditation are all included in the supervision category for improving the quality of education. Principals, school committees, educators, and school supervisors carry out the duties of monitoring, supervising, evaluating learning, and school self-evaluation. The quantity of qualified teachers, adequate school facilities and infrastructure are

supporting variables for improving the quality of education based on the results of the SWOT examination. The principal as the manager in the school leads the school in a democratic and transparent manner. In terms of lesson planning, learning processes, and learning evaluation, the principle of providing flexibility for teachers to innovate and be creative in the learning process.

the school principal distributes tasks to teachers in carrying out activities carried out by students. Through observation and introduction of the school principal, the division of tasks is carried out. Teachers who are experts in the field of religious studies are trusted to accompany or become tutors for their students. There are teachers who are experts in tartile, these teachers are trusted to support and accompany extracurricular activities.

"Mr. Fajri and Mrs. Azinar are responsible for religious activities, the entire teacher's council always participates so that the activities carried out can be carried out properly. The entire teacher council is also given the responsibility of accompanying students in praying and memorizing Juz 30." (Shahrial, 2022)

Every activity carried out at school is always reported to the principal so that the principal always knows what the teacher is doing at school, whether it is routine or non-routine tasks. All teachers always convey information to the school principal if there are outside organizations holding activities at school

This shows that the role of the principal in schools has a very important or central role. Teacher participation in the implementation of activities carried out by students is delegated by the school principal. Through observation and introduction of the school principal, the division of tasks is carried out. Teachers who are experts in the field of religious studies are trusted to accompany or become tutors for their students. There are teachers who are experts in tartil, and these teachers are trusted to support extracurricular activities.

In the management of the curriculum by the Head of SDN 02 Sungai Landia, supervision is carried out covering various aspects ranging from management, planning, organizing, and implementation. the principal designs a systematic evaluation process using daily assessments or daily tests, PTS (midterm assessment), and summative assessment (UAS). Assessment methods in the form of written assessments and practical assessments. The principal sets several conditions for grade increases including minimum grades, morality, and the behavior of each student.

Supervision is the final step in personnel/employee management. The actual control process begins at the planning stage and continues through organizing and deployment. The supervisory process is carried out by the principal through setting instructional strategies, setting the attendance of educators, teaching staff and students, checking teaching journals and other ways that can improve the quality of education. After that, an evaluation is carried out to identify difficulties and weaknesses in all the subject matter being taught, arranged together so that it can be improved and the learning objectives achieved.

At SDN 02 Sungai Landia, infrastructure is overseen at every stage, from planning to mobilization. The principal is directly responsible for supervising. After supervising, the principal evaluates to make repairs to the deficiencies/damage of the infrastructure.

3. Organizing

The next process after planning is organizing. The school principal creates an organizational structure and divides the tasks of each work unit to develop infrastructure at SDN 02 Sungai Landia. Waka Sarpras is responsible for various tasks including scheduling infrastructure activities, conducting needs assessments, making proposals, procuring goods, receiving, checking, and entering purchases into the ledger, distributing goods, inventorying goods, recapitulating purchases, coordinating, maintaining the system infrastructure administration, repair, create, and delete infrastructure facilities.

The next step after monitoring is operational management which requires organizing, mobilizing, planning and monitoring. Curriculum, staffing/staff, and infrastructure are three aspects needed in operational management. To improve the quality of Islamic Religious Education, school principals must have a strong understanding of the curriculum.

In improving the quality of Islamic Religious Education at SDN 02 Sungai Landia it is carried out through the management of the school principal which is structured and systematic which includes operative management and administrative management. Some of the principal's efforts to improve the quality of Islamic Religious Education at SDN 02 Sungai Landia include: 1). planning (Plaining), 2) Organizing (organizing), 3) movement (movement) and 4) supervision (Saifulloh et al., 2012).

To improve the quality of Islamic Religious Education is determined by the ability of the school principal in planning prepared based on the school's vision and mission. The school's vision and mission

are made to suit needs, the school's vision and mission may be changed. To support the success of the learning and teaching process, it is necessary to have a plan that is prepared covering various aspects such as curriculum, infrastructure, student activities, co-curricular and extracurricular activities, school and community relations, school climate, rules, task delegation, funding, culture, and so on.

To improve the quality of Islamic Religious Education, the principal and teacher council at SDN 02 Sungai Landia have made various commitments, including making a school budget activity plan (RKAS) every year and planning school development both in the long and short term. In addition to advancing the quality of Islamic Religious Education at SDN 02 Sungai Landia, various programs have been established, such as 1) Kultum which is held every Friday morning, 2) Faq collection for orphans, and 3) building initiatives to promote traditions and foster an attitude of Islamic cultured school residents

Organizing is a process that involves collaboration with various groups from various circles related to the joint achievements that have been designed. To consolidate activities, the role of school principals and collaboration with school members is needed for organizing an educational institution. The school principal distributes tasks to each school member according to their respective expertise. To achieve educational goals, another thing that must be done by the school principal is to outline each of the main functions and establish standard operating procedures for carrying out the main duties and responsibilities of each work unit (Akyuini, 2018). Organizing the tasks of teachers and staff in the SDN 02 Sungai Landia environment is arranged systematically by the school principal. This organization is carried out by dividing the duties of teachers and educators based on the educational background of each teacher and teaching staff at school. It is intended that this task can be carried out by educators and teaching staff so that it can run well in order to achieve the learning objectives that have been designed. The school principal draws up a school work plan, vision and mission and school goals based on the school profile which includes the curriculum and educational components, funding, student elements, staff, facilities and infrastructure and elements of the community.

Islamic Religious Education teachers use several programs, such as: 1) the Islamic religious education teacher working group program (KKGPAI), 2) training (training) in making interesting learning media, and 3) The use of audiovisual learning media as part of a quality

improvement strategy and the quality of learning in Islamic Religious Education., (d) implementing programs for learning and teaching groups, and (e) conducting teacher work activities (KKG) in Islamic religious education.

The next step is to implement/activate personnel/personnel management through procurement and recruitment. The head of SDN 02 Sungai Landia determines the criteria for hiring teachers and other education personnel according to the guidelines set by the government, and each candidate must have a bachelor's degree (S1).

The school principal conducts coaching and development to improve the quality of education through a program to improve the quality of human resources (HR) which includes 1) Giving awards to outstanding school members including teachers, staff and students, 2) MGMP both internal and external on a regular basis, 3) Routine supervision of school principals, 4) Socialization for educators in improving ICT skills and 4) Coaching

The next process, namely deployment or mobilization of infrastructure facilities, is carried out with two main principles, namely effectiveness and efficiency. Effectiveness means that for educational infrastructure to be effective, it must always be used in a good way that can directly or indirectly support the stated instructional goals of the school. In addition, the school principal consistently oversees supervision, inspection and improvement of infrastructure and facilities with other school stakeholders. Efficiency means Infrastructure purchases are always preceded by a needs assessment to prevent wasting money on unnecessary purchases.

Planning, Organizing, Mobilizing, and Supervising are some of the administrative management strategies used by the school principal to improve the quality of Islamic Religious Education at SDN 02 Sungai Landia which have been carried out efficiently. This can be seen from the many program arrangements, including the annual school program and the semester program. The program includes school work plans (RKS), school activity plans and budgets (RKAS). The organizing of school principals has succeeded in increasing the standards of Islamic Religious Education at SDN 02 Sungai Landia. This is indicated by the existence of organizations that work together to achieve common goals, with each member carrying out the assigned tasks to the best of their ability.

At SDN 02 Sungai Landia, the principal's efforts have been successful in raising the standard of Islamic Religious Education. This is demonstrated by the

success of the principal in mobilizing students and staff to promote educational goals and work in a pleasant and effective manner according to the tasks assigned. The school principal succeeded in increasing the standard of Islamic Religious Education at SDN 02 Sungai Landia. This is demonstrated by concrete actions taken and follow-ups carried out after monitoring and evaluation so as to show improvement.

Meanwhile, curriculum, personnel/staffing, and infrastructure are operational management strategies used by school principals to improve the quality of Islamic religious education at SDN 02 Sungai Landia. The curriculum management program at SDN 02 Sungai Landia has succeeded in increasing the standard of Islamic Religious Education. This can be seen in organizing, giving directions, giving motivation, planning, developing, monitoring, and evaluating the curriculum.

At SDN 02 Sungai Landia, personnel management has been quite successful in raising the standard of Islamic Religious Education. However, there are still several stages that have not been implemented properly, believe in the planning, procurement and supervision stages. The implementation of the Sarpras succeeded in increasing the standard of Islamic Religious Education at SDN 02 Sungai Landia. This can be seen from the way infrastructure is planned, acquired, used, maintained, repaired, and developed

IV. CONCLUSION

Managerial skills are one of the skills of a leader. A principal has the responsibility to manage the school he oversees and manage it in the best possible way. Things that need to be done by school principals include starting from planning, implementing, and monitoring and evaluating. The principal of SDN 02 Sungai Landia has carried out the managerial process well. The administrative management of the school principal in improving the quality of Islamic Religious Education at SDN 02 Sungai Landia has been carried out effectively, as shown by all elements of administrative management that have been running according to the program starting from planning which includes examining office needs, teacher, staff and student needs, space requirements classes, and school needs to supervision. After planning, organizing is carried out by creating an organizational structure and dividing the tasks of each work unit. Then the last stage is carried out in the management of the principal, namely supervision of various aspects ranging from management, planning, organizing, and

implementation which are carried out systematically.

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Improving Thematic Learning Outcomes Of Class Vi Students Through Power Of Two Learning At SD Negeri 013 Kunto Darussalam

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Abstract, This study aims to determine the use of The Power Of Two models in thematic learning can improve student learning outcomes in class VI SD Negeri 013 Kunto Darussalam. This research is a class action research (CAR) which is descriptive qualitative using a qualitative approach which is strengthened by a quantitative approach, taking the background of Negeri 013 Kunto Darussalam, while the object of research is to improve learning outcomes in thematic learning using The Power Of Two models. This research was conducted in two cycles and through four stages which included: (1) Planning, (2) Implementation, (3) Observation and (4) Reflection. Data obtained through observation, interviews, test work on questions and documentation. Data analysis was carried out using the results of cycle I and cycle II learning tests, the approach to cycle I showed that all learning activities had not been carried out well enough by students even though they had increased in cycle I compared to pre-cycle and were still at a low predicate, because the average percentage was still below 75%. Cycle II has shown satisfactory results both from student learning activities that have been in the predicate of sufficient, good and very good, while student learning outcomes have achieved an average of 86% with a classical percentage of 90% meaning that corrective action for the learning process is sufficient and meet the criteria.

Keywords : Interest in Learning, send greetings

I. INTRODUCTION

National Education is rooted in the culture of the Indonesian nation and based on Pancasila and the 1945 Constitution mandates efforts to educate the nation's life and for the government to strive and organize a system in national teaching that is regulated by law.

As a manifestation of these ideals, the National Education System Law No. 20 of 2003 has been issued which contains the educational objectives of "National Education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Majid, 2014).

To realize the national education goals, it is strongly influenced by the learning process in schools or educational

units, therefore teachers must be able to choose effective methods and strategies in the learning process so that learning objectives can be achieved properly.

Learning is a concept of two dimensions of activity (learning and teaching) that must be planned and actualized, and directed at achieving goals or mastering a number of competencies and their indicators as an illustration of learning outcomes. Basically, learning is a planned activity that conditions / stimulates a person to be able to learn well to fit the learning objectives. Therefore, learning activities will boil down to two main activities. First, how people perform behavior change actions through learning activities. Second, how people carry out the act of delivering knowledge through teaching activities. Thus the meaning of learning is an external condition of learning activities carried out by teachers in conditioning a person to learn (Majid, 2016).

Children are seen as one of the sources to determine what will be used as learning material so that children's basic abilities can be developed as optimally as possible. For this reason, it is necessary to learn how the child grows, develops and learns, what his needs are and interests. According to the progressive school the child is a unified whole, emotional and social development is as important as intellectual development.

In 1998 the Communision on Education for the Twenty-first Century submitted a proposal to UNESCO that lifelong education as a building supported by four pillars, in 1998, UNESCO launched the four pillars of education, namely: a) Learning to know, which also means learning to lear, that is, learning to acquire knowledge and to carry out further learning. b) Learning to do, that is, learning to have basic competencies in dealing with different situations and work teams. c) Learning to be, that is, learning to actualize oneself as an individual with a personality that has scales and personal responsibilities. d) Learning to life toghether, that is, learning to be able to appreciate and practice the conditions of interdependence, diversity, understanding and internal and inter-national peace.

Thus, the output of the educational process is a whole person with balanced excellence in spiritual, social, intellectual, emotional, and physical aspects as well as education that prepares students to obtain the happiness of living in a balanced way between world life and the hereafter, between personal life and common life. To be able to optimally harmonize the development of children's basic abilities, teacher creativity is needed to choose

alternative learning models that emphasize activities and creativity as well as children's characteristics so that the teaching and learning process is more effective (Majid, 2014).

Judging from the learning behavior of students, various problems will also be found. For example, there are students who are slow to understand the content of learning, there are students who cannot work in groups, there are students who are unable to make a conclusion to the problem, and various other problems. So diverse are the problems of students in learning, that learning experts develop various learning strategies. The existence of various learning problems and the availability of various learning strategies, demands the ability of a teacher to combine the learning strategies used with the characteristics of student learning models (Wena, 2014).

Therefore, researchers conduct Classroom Action Research (PTK) by using learning models to improve student learning outcomes in thematic learning that has an impact on the level of learning achievement achieved by students. One effective alternative to improve student learning outcomes in thematic learning is to use The Power Of Two type learning model.

Learning The Power Of Two is group learning that is used to strengthen the importance and benefits of synergy between two people where thinking together is much better than thinking alone (Zaini dkk., 2008). Based on the results of observations made by researchers on Thematic learning in class VI SD Negeri 013 Kunto Darussalam shows that the learning process has not run optimally. This is obtained from pre-cycle data conducted by researchers on initial observations, showing that student learning outcomes in pre-cycle have not reached the limit of minimum completion criteria. Where in the pre-cycle learning outcomes of the total number of students totaling 20 people, only 35% or as many as 7 students achieved minimum completion. So that students who have not been completed in this thematic learning process are 13 people or 65%.

Thus, the data shows that student learning outcomes in pre-cycle have not reached the minimum completion limit. This is due to several factors. From the teacher factors: (1) teachers do not involve students in learning, (2) teachers are less innovative in using learning models (3) teachers have not used learning media optimally. From the student factors: (1) students are less enthusiastic in learning, (2) students are less active in learning, (3) students are easily bored during learning. So this greatly affects student learning outcomes. To solve these learning problems, researchers established

alternative actions to improve learning outcomes using The Power Of Two learning model. From the background description of the problem, the researcher conducted a class action research with the title "Improving Thematic Learning Outcomes of Class VI Students through Power Of Two Learning at SD Negeri 013 Kunto Darussalam".

The Power Of Two (the power of two heads) includes part of cooperative learning. The power of two type cooperative learning model is one of the learning models in small groups by fostering maximum cooperation through learning activities with two-person members. This power of two type cooperative learning model is designed to maximize collaborative learning (together) and minimize the gap between one student and another. Learning the power of two is group learning that is used to reinforce the importance and benefits of synergy between two people where thinking together is much better than thinking alone (Zaini dkk., 2008).

According to Tampubolon, (2014) It is further stated that the cooperative learning model of The Power Of Two type (the power of both) is part of cooperative learning, that is, learning in small groups by fostering maximum cooperation through learning activities by one's own friends with two members to achieve basic competence.

Learning the power of two can be implemented through several steps in learning. Based on the steps of the power of two type cooperative learning model (Zaini dkk., 2008), the steps of the power of two type cooperative learning model can be developed as follows:

1) Step 1
   The teacher conveys all the learning objectives to be achieved in the learning and motivates the learners to learn.
2) Step 2
   Teachers convey information to learners by demonstration or through reading materials.
3) Step 3
   The teacher creates problems, in the learning process the teacher gives one or more questions to students who need reflection. Then learners are asked to reflect on and answer questions individually.
4) Step 4
   After all the learners have completed the answers, the teacher divides the learners in groups in pairs and then asks the learners to share with their partners and create new answers.
5) Step 5

When all couples finish writing new answers, the teacher asks learners to compare the answers from each pair to the other.

6) Step 6
When all the pairs have written new answers compare the answers of each pair in the class. Then after comparison, the teacher together with the learners concludes the learning material.

7) Step 7
Teachers reward both individual and group efforts and learning outcomes.

Thus, it is concluded that the cooperative learning model type The Power Of Two is a group learning model of two people in each group, where each student solves a problem or answers a question individually and draws a conclusion of answers in pairs and compares the answer with other groups to get a conclusion in solving the problem.

The advantages of *the power of two* learning model according to Ihwanah, (2016) are as follows:

1. Students can increase confidence in their own thinking skills, find information from various sources and learn from other students.
2. Develop the ability to express ideas or ideas in words verbally and by comparing the ideas or ideas of others.
3. Helping children to be able to cooperate with others, and be aware of their limitations and accept all their shortcomings.
4. Helping learners to learn to be responsible in carrying out their duties.
5. Increase motivation and provide stimulation to think.
6. Improve academic achievement as well as social skills.

The weaknesses of *the power of two* learning model according to (Ihwanah, 2016) are as follows:

1. It takes a long time to facilitate learners to express differences of opinion.
2. It can make learning less conducive because of the division of groups in pairs and *sharing* between couples.

Thematic learning is a learning pattern that integrates knowledge, skills, creativity, values and learning attitudes using themes. Thematic learning is thus "integrated or integrated learning" involving several subjects even across clusters of subjects tied up in specific themes. This learning involves several basic competencies, learning outcomes, and indicators of a subject or even several subjects. This integration in learning can be

seen from the aspect of process or time, curriculum aspect, and teaching and learning aspect. The application of a thematic approach in learning opens up a wide space for students to experience a more meaningful, memorable, and enjoyable learning experience. (Departemen Agama, 2006).

According to Poerwanto in (Rusman, 2013) in its implementation, this thematic learning approach departs from a theme chosen and developed by the teacher and students by paying attention to its relationship with the content of the subject. A theme is the subject of thought or idea that is the subject of conversation. The purpose of this theme is not only to master the concepts in a subject, but also its relationship with concepts from other subjects.

The existence of this theme will provide many advantages, including: 1) students can easily focus on a certain theme, 2) students can learn knowledge and develop various basic competencies between subjects in the same theme, 3) understanding of the subject matter is more in-depth and memorable, 4) basic competencies can be developed better by associating other subjects with students' personal experiences, 5) students are more able to feel the benefits and meaning of learning because the material is presented in the context of a clear theme, 6) students can be more passionate about learning because they can communicate in real situations, to develop an ability in one subject while studying another subject, 7) teachers can save time because the subjects presented in an integrated manner can be prepared at once and given in two or three meetings, The rest of the time can be used for remedial, solidifying, or enrichment activities.(Rusman, 2013)

According to Latif, et al (2013) in (Johni, 2016) explain the principles of thematic learning as follows:

a. Themes should relate directly to actual life experiences, and build on what they already know.
b. Each theme should present concepts to the child, so that the child discovers further at a higher level.
c. The theme must be supported by accurate sources.
d. Each theme must be able to build all children's mental abilities in an integrated manner, namely attending, listening, observing, remembering , and recalling.
e. Learning activities in the area through direct experience with real objects so that children can carry out experiments, manipulations and cooperation.

f. The activities provided must involve all aspects of the development and growth of the protégé.
g. Each theme can be revised and adjusted to the characteristics of the child.

When compared to conventional learning, thematic learning has several advantages, including: 1) learning experiences and activities are very relevant to the level of development and needs of children of primary school age, 2) the activities selected in the implementation of thematic learning depart from the interests and needs of students, 3) learning activities will be more meaningful and memorable for students, so that learning outcomes can last longer, 4) help develop students' thinking skills, 5) present pragmatic learning activities according to the problems that students often encounter in their environment, and 6) develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

In addition to the advantages mentioned above, learning is very important to be applied in elementary schools because it has many values and benefits, including: 1) by combining several basic competencies and indicators and this subject will be saved, because the overlap of the material can be reduced or even eliminated, 2) students can see meaningful relationships because the content / learning material plays more of a role as a means or tool, not the end goal, 3) learning is not fragmented because students are equipped with a more integrated learning experience as well, 4) provide application from the real world, so as to increase the opportunity for learning transfer (transfer learning), 5) with the mixing between subjects, the mastery of learning materials will be better and increase.

Learning is a process that must be carried out by learners and is characterized by the presence of alterations in cognitive, affective and psychomotor aspects. So, the indication of someone who has carried out learning activities, in a student there will be changes in these three domains. The level of achievement in these three domains is largely determined by the quality of the relationship between educators and learners. In terms of the relationship of this learning process, the role of the educator is very important, namely, as:

1) Manager.

The role of a manager/ manager, educators must be able to create learning strategies that allow a good relationship between educators and students.

2) Facilitator.

As facilitators, educators must facilitate learners in the form of tools,

media, and learning resources necessary for learning.

3) Moderator.

As a moderator, educators must be able to manage the learning process properly, so that it is hoped that student learning outcomes will be maximized.

4) Motivator.

As a motivator, educators must be able to provide motivation / stimulation to students, both through an interesting learning approach, the use of appropriate media and learning resources, and professional appearance.

5) Evaluators.

As an evaluator, educators must be able to carry out assessment activities on student learning outcomes objectively, validly, and reliably (Johni, 2016).

Student learning outcomes are abilities obtained by children after going through learning activities. Because learning itself is a process of a person seeking to acquire some form of sedentary behavior change. In learning activities or instructional activities, teachers usually set learning goals. Children who are successful in learning are those who succeed in achieving learning goals or instructional goals.

To find out whether the learning outcomes achieved are in accordance with the desired goals can be known through evaluation. Evaluation is the process of using information to make consideration of how effectively a program has met the needs of students. In addition, by conducting this evaluation or assessment, it can be used as feedback or follow-up, or a way to measure the level of student mastery. The progress of student learning achievement is not only measured by the level of mastery of science, but also attitudes and skills. Thus, the assessment of student learning outcomes includes everything learned in school, be it regarding knowledge, attitudes, and skills related to the subjects given to students (Ahmad Susanto, 2016).

Based on the explanation above, it can be concluded that learning outcomes are changes in behavior experienced by learning objects in one interaction with the environment. In teaching and learning activities, after experiencing learning, students change their behavior compared to before. Learning is carried out to strive for changes in behavior in individuals who learn.

The learning outcomes achieved by students are the result of the interaction between various influencing factors, both internal and external factors. In detail, the description of internal and external factors, as follows:

1) Internal factors; Internal factors are factors that originate from within the learner, which affects their learning ability. These internal factors include: intelligence, interest and attention, learning motivation, perseverance, attitude, study habits, as well as physical condition and health.
2) External factors; External factors are factors that come from outside the student who affect learning outcomes, namely family, school, and community. Family circumstances affect student learning outcomes. Families that are struggling with economic conditions, husband and wife quarrels, lack of parental attention to children, and daily habits of misbehavior from parents in daily life have an effect on student learning outcomes (Ahmad Susanto, 2016).

In principle, the disclosure of ideal learning outcomes covers the entire pesicological realm that changes as a result of the student's experience and learning process. The main key to obtaining measures and data on student learning outcomes is to know the outline of indicators associated with the type of achievement to be achieved, assessed, or measured. The indicator of learning outcomes according to Benjamin S Bloom with taxsonomy of education objectives divides the purpose of education into three domains, namely the cognitive realm, namely everything related to the brain and intellectual, the affective realm, namely everything related to attitudes, and the pesicomotor realm is something related to movement or speech both verbal and non-verbal.

II. RESEARCH METHODS

This class action research is carried out in the 2021/20 22 school year in semester 2. And research time refers to the school's academic calendar, because Classroom Action Research requires several cycles that require an effective teaching and learning process in the Classroom.

A draft of action is any plan that will be implemented by a researcher in a study to solve a problem under study. The design used in this study is a *classroom action research* (PTK) design. The scope is in-class learning carried out by teachers and students to make improvements and have an impact on improving student learning outcomes. In the concept of PTK consists of four stages, namely: planning, implementation, observation and reflection. This class action research is characterized by continuous change. The cycle is tailored to the needs in improving learning outcomes. If there is an increase in

accordance with the expected indicators, the cycle can be stopped even if it is still in the second cycle. The cycle can also be stopped if it is felt that there is no improvement in learning outcomes in each stage that has been passed so that it reaches a level of saturation.

The practical steps for implementing PTK can be described clearly and easily understood. There are four main parts of PTK, namely: planning, implementation, observation and reflection. These activities are called problem-solving activity cycles. If one cycle has not shown signs of change towards improvement (quality improvement), research activities are continued in the second cycle, and so on until the researcher gets an increase in student learning outcomes in class VI SD Negeri 013 Kunto Darussalam.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Valid and complete data largely determine the quality of the study. In this study, researchers used observation, test and documentation techniques, along with explanations of the three techniques:

1) Observation techniques

The definition of observation in the context of data collection is the action or process of taking information, or data through the medium of observation. In making these observations, researchers use the main means of the sense of sight. Through the observation of one's own eyes, a teacher is required to make observations of the actions and behaviors of respondents in the classroom or at school. A structured observation is an observation that has been systematically designed, about what will be observed, when and where it is. Unstructured observation is an observation that is not systematically prepared about what will be observed (Sugiyono, 2008). In this study, researchers made observations during the learning process, observations were made about the activities of students and teachers during learning.

2) Interview Techniques

An interview is a data collection technique to get information extracted from a data source directly through conversation or question and answer.

3) Test technique

The test is used to obtain data on student learning outcomes (Kunandar, 2008). In this study, the Test was used to see the extent of students' observations on the material about obligations, rights and responsibilities as citizens through the model of learning the power of bedua (The Power Of Two). Students are given an initial test before the learning takes place which aims to find out the initial abilities that students have. After conducting the

learning, students are given a cyclical test to collect data on student learning outcomes.

4) Documentation

According to Sugiyono, (2008) document is a record of events that have passed, a document can be in the form of writings, drawings or monumental works of a person. The method of documentation is to find data about things or variables in the form of notes, transkip, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on (Suharsimi, 2013). In this study, researchers used documentation techniques obtained from the Learning Implementation Plan (RPP), syllabus, and student learning outcomes documents.

According to Nasution in sugiyono, the analysis has been started since formulating and explaining the problem, before jumping into spaciousness, and continues to write the results of researchers, but in this study, data analysis is more focused during the process in the field along with data collection (Tarsito, 2014).

In quantitative research, the data analysis techniques used are clear, that is, they are directed to answer the formulation of problems or test hypotheses that have been formulated in the proposal. Because the data is quantitative, the technique of data analysis uses statistical methods that are already available. Data analysis in the study, carried out at the time of data collection, and after completion of data collection in a certain period.at the time of the interview, the researcher has already analyzed the answers that have been interviewed. If the answers that have been interviewed after analysis are not satisfactory, then the researcher will continue the question again, until a certain stage, obtained data that is considered credible.

Huberman & Miles, (2002), stated that the activity in data analysis is carried out interactively and lasts continuously until it is complete, so that the data is saturated.

The stage after that is collecting. Data collection in this study analysis was carried out by researchers from the beginning on every aspect of the researcher's activities at this stage the researcher used interactive analysis consisting of:

1) Data reduction

Reducing data means summarizing, choosing the main things, focusing on the things that matter, looking for patterns and themes. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out subsequent data collection, and search when necessary. Data reduction can be helped by electronic equipment such as mini-computers, by providing codes on certain aspects.

2) Display data

After the data is reduced, the next step is the presentation of the data. In quantitative research, this study can be done in the form of tables, graphs, phie cards, pictograms and the like. It is arranged in a relationship pattern, so it will be easy to understand. In research, the presentation of data is based on narrative, graph matrices, network and cahrt data, in the presentation of uppercase and lowercase letters, and numbers are arranged into sequences so that their structure can be understood.

3) Conclusion drawing

The third step in data analysis according to miles and huberman is drawing conclusions and verification. The preliminary conclusions put forward are still temporary, and will change if no solid evidence is found to support them at a later stage of the data. The improvement or change that occurs is carried out gradually starting from the temporary conclusion drawn at the end of cycle I and revised in cycle II and the final conclusion in cycle III (Sugiyono, 2008).

In this data analysis, the author will take data on the results of student activity observations on the observation results of data calculated through:

$$\text{Persentase respon siswa} = \frac{A}{B} \times 100\%$$

Where : A = proportion of students who voted (active)

B = Number of students (overall)

With the assessment :

90-100 = Excellent

80-89 = Good 5-79 = enough

60-69 = Less

50-59 = Need guidance

While the results of observations of teacher activities are given the following grades (Trianto, 2010):

1= not good enough

2= good enough

3= good

4= very good

5= very good

$$\text{Persentase (\%)} = \frac{Jumlah\ Skor\ Yang\ diperoleh}{Skor\ Maksimal} \times 100\%$$

The test result data that has been obtained are then analyzed using quantitative description analysis techniques. The test results are used to find out how much the student's ability to solve questions in class VI in thematic learning theme 7 subtheme 1, in each cycle the test results are sought for the value of learning completion and the percentage of student learning completion for each cycle.

According to (Sudjana, 2006) to find the average score of all students in one class using the following formula:

$$X = \frac{\sum X}{n}$$

Information:

X = average value

∑X = sum of all student grades

n = total number of students

From the data on student test results in each cycle, the results of the percentage of student learning completion will be known, then from these data obtained in each quantitative descriptive analysis cycle by calculating percentages. Quantitative data analysis consists of an analytical process to determine the test of learning outcomes. A person is said to have completed individual learning if he has reached a score of 75 (KKM). The formula used to determine the completeness of individual learning is as follows:

$$S = \frac{R}{n} \times 100\%$$

Information:

S = Individual learning completion value

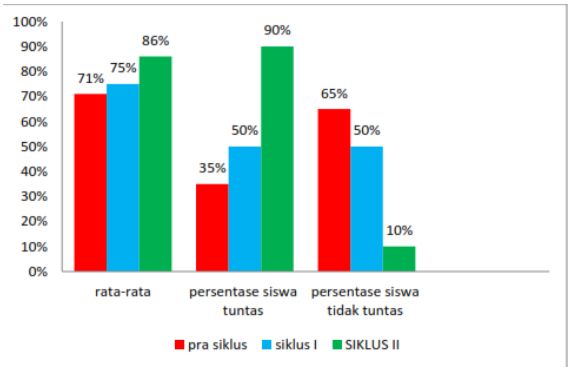
R = Number of correct answers per student

N = Number of question items

III. RESULTS OF RESEARCH AND DISCUSSION

Based on the data obtained from the results of observations, interviews and learning outcomes tests, it can be seen that the model "The Power Of Two" can improve student learning outcomes in thematic learning theme 7 subtheme 1. This research was carried out in II cycles, cycle I was carried out with two meetings with an allocation of learning time of 5 X 35 minutes where this time was carried out as well as possible by researchers who would carry out the cycle properly, cycle II was also carried out with two meetings with a time of 5 X 35 minutes where at the end of each meeting or the end of the cycle there was an evaluation question in the form of questions carried out individually. Learning outcomes are shown in the score of grades obtained in each cycle. The student learning outcomes at the end of cycle I and cycle II are as follows:

1. The results of the final evaluation of student learning in the first cycle show that there are still 10 people (50%) whose scores have not reached KKM and there are 10 students who have reached KKM (50%).
2. The results of the final evaluation of learning cycle II showed 2 students (10%) whose scores had not reached KKM and 18 students (90%) had reached KKM. The results of the evaluation of the final learning cycle I and cycle II when viewed from the diagram are as follows:



Gamber 1 Learning Outcomes Graph Each Cycle

Based on the figure, it can be seen that there is a very significant difference in the results of the number of student success percentages from pre-cycle, cycle I and cycle II there is a step-by-step increase in each cycle. Thus, the minimum completion criteria (KKM) in class VI thematic learning at SD Negeri 013 Kunto Darussalam on theme 7 sub-theme 1 can be said to be successful. This is also supported by the results of research by Nurbaini (2020: 6).

After applying the power of two type cooperative learning model in cycle I, student learning outcomes increased with an average number of 73.2. Meanwhile, in cycle II, it increased again with an average assessment of 87.3. The increase in student learning outcomes from basic scores to cycle I tests, and cycle II tests shows that the power of two type cooperative learning model can improve student social studies learning outcomes.

Therefore, it can be concluded that in class action research with two cycles on the application of the power of two type cooperative learning model, it shows that student learning outcomes in class VI thematic learning at SD Negeri 013 Kunto Darussalam can increase until they reach the completion criteria at the end of cycle II.

Meanwhile, the recapitulation of student activities in the learning process in each cycle can be seen in the following table:

Table 1. Activity Percentage of Student Activity Cycle I and Cycle II

No	**Activities**	**Cycle I**	**Cycle II**
1	Pay attention to the	45%	90%
2	Answering the teacher's questions, asking questionsand giving opinions	40%	85%
3	Students make observations, making their observations using their own	70%	95%
4	Students interact with sesame and are more active, creative as well as	60%	95%
5	Solve problems in groups.	70%	80%

From the analysis of student activities using The Power Of Two model, it can be seen that student learning activities increase every cycle, this shows that the delivery of The Power Of Two learning model is easier to understand and can facilitate absorption of learning materials.

It can be seen that during the two cycles of student activity has increased in each meeting. The increase in student activity at each meeting of cycle I and cycle II occurs because students have understood the steps of the power of two type cooperative learning model. In addition, students also follow every direction and guidance from the teacher during the learning process, so as to create a conducive learning situation. With the increase in student activities at each meeting, it will also have an impact on increasing student learning outcomes (Sauri dkk., 2020).

Therefore, it can be concluded that class action research (PTK) by applying The Power Of Two type learning model to thematic learning in class VI SD Negeri 013 Kunto Darussalam can increase student learning activities in each cycle, which will certainly have an influence on improving student learning outcomes.

IV. CONCLUSION

With the application of the learning model The Power Of Two can improve student learning outcomes in thematic subjects of class VI Negeri 013 Kunto Darussalam and it is highly recommended to the homeroom teacher who teaches to use The Power Of Two learning model because it can significantly improve student learning outcomes and provide variations in teaching methods that make students actively enthusiastic when participating in learning. It can be seen from the increase in student learning outcomes obtained in each cycle, during the pre-cycle or before the action of the average score of 71 students with the number of successful students 7 students (35%) of the total number of students who participated in the learning process as many as 20 students. Then after the first (first) cycle of action, the average score of students is 75 with the number of students who succeeded 10 people (50%) of the 20 students who participated in the learning process. And increased again in cycle II (second) with an average score of 86 and the number of students who succeeded 18 students (90%) of the 20 students who participated in the learning process, so that in this cycle II student learning outcomes have reached the criteria of completion.

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Efforts To Increase The Effect Of The Disciplinary Development Program In The Teaching And Learning Process On The Independent Work Ethic Of Teachers At SD Negeri 026 Rambah, Rambah District, Rokan Hulu Regency

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Abstract, This research is an effort to increase the effectiveness of the disciplinary development program in the teaching and learning process towards the independent work ethic of teachers at the 026 public elementary school in Rambah, Rambah sub-district, Rokan Hulu district. From this study it can be concluded that the implementation of inspections and official visits by educational supervision is very helpful for teachers at the 026 Rambah State Elementary School, Rambah District, Rokan Hulu Regency, Riau Province to further improve self-quality and self-performance management from a sense of discipline that is implemented into the process. bemlamjmamr teaches in class.

Keywords : Disciplinary, Work Ethic

I. INTRODUCTION

The formal application of education in schools both public and private and tiered from kindergarten to college is the entire educational process in schools as formal educational institutions, and the teaching and learning process is the core activity. In the teaching and learning process, the components influence each other, namely the desired instructional goals, the material taught, teachers and students, the types of activities carried out, and the facilities and infrastructure available.

In a learning process, there is a process of interaction between teachers and students. This is where discipline is needed by both teachers and students. The creation of a disciplined situation can lead to the course of the lesson, thus affecting the achievement of goals. Similarly, for teachers, teaching discipline must be improved so that effectively a work ethic can be achieved as much as possible in order to improve the quality of teaching in the classroom. Reality shows that in a life, people who succeed in their lives are mostly based on very high self-discipline.

In order to improve the quality of Indonesian people, the heavy point of development in the field of education today is the improvement of the quality of education. In this case, the government has made various efforts or policies such as updating the curriculum, upgrading teachers, procuring better facilities and infrastructure for the success of an educational ideal.

In learning, discipline is needed, because it will always obey the work plan in teaching, so that it will become a habit that is attached to him. Thus a good habit will be able to achieve a satisfactory result or achievement in the learning process. This has been stated by (Gie, 1985) as follows : In any endeavor, information and discipline will remain the key to obtaining good results.

Meanwhile, according to Suwandi & Sanjari, (1997) as follows: "Discipline is obedience to respect and implement a system that requires people to submit to applicable decisions, orders or regulations".

Learning discipline must be applied, given the density of subject matter that must be completed within a certain time in accordance with the existing curriculum. Without the discipline of learning the material will not be able to be done, it is impossible to achieve the maximum possible achievement.

Information and discipline in using attendance time, order, activeness and neatness in carrying out teaching tasks are the main keys to obtaining achievements for teacher competence to be good. Therefore, the teaching discipline that arises from within the teacher must be further improved and explored so that it can support the achievement of the desired goals. An educational supervisor must and also needs to give encouragement or motivation to the performance of teachers who come from outside the teacher to stimulate the spirit of work in the world of education .

Based on the description above, it can be said that the discipline of teaching in the classroom will have a great influence on competence and capability as well as aseptability for teacher performance in teaching and learning activities in schools. In this regard, the author as an observer and supervisor of education is interested in conducting school action research on whether there is a relationship between the discipline of teaching in the classroom and the dedication and competence of quality teachers at the State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency.

Based on the background of the problem above, the author as an observer in this school action research can be formulated as follows:

"Is there a relationship between the discipline of teaching in the classroom and the improvement of the quality of self-competence for teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency?".

According to Suwandi & Sanjari, (1997) explaining in detail the meaning of discipline is as follows: 1) Strengthening exercises, 2). sanctions, 3). Control or the creation of order and attachment, 4). System of rules and regulations.

Furthermore Nasution, (1980) says that : The word discipline comes from the Greek "Disciplus" which means: a disciple or follower of a teacher. A disciple or follower must submit to the rules, therefore discipline means a willingness to obey order in order for the pupil to learn.

Meanwhile, according to Suwandi & Sanjari, (1997) that : "Discipline is obedience to respect and implement a system that requires people to submit to applicable decisions, orders or regulations."

Of the two definitions of the definition of discipline, it is more inclined to the second definition, because it mentions implementing a system that requires people to submit to applicable decisions, orders or rules.

According to Surya & Yamin, (1980), that: Teaching is a process of effort made by individuals to provide teaching maeri to learners as a whole, as a result of the indivdu experience itself in the interaction of knowledge developed through school vehicles.

Whereas according to (Hamalik, 1983) that : "teaching is a growth or change in a person expressed in a new way of behaving thanks to experiences and exercises that are then passed on to students in school."

In teaching, discipline is needed because it will always obey the work plan in teaching and learning in the classroom so that it will become a habit that is attached to him. By having good habits, a satisfactory result or quality can be achieved in the teaching and learning process activities.

This has been stated by Gie, (1985) as follows: "In any endeavor, information and discipline will remain the key to obtaining good results."

II. RESEARCH METHODS

The research location that the author set is the State Elementary School 026 Rambah, Rambah District, Rokaan Hulu Regency by involving 8 teachers This school is also under the guidance of the author. as the principal of an elementary school in Rambah Subdistrict, Rokan Hulu Regency.

In this action planing, there are three types of activities that will be carried out by

the author as an observer in this school action research activity, including:

This type of activity is a real action in the aspect of seeing directly the teacher in implementing kbm.

Form of activity: Monitoring the continuity of the teachers of State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency when entering school hours until the kbm activities are completed (Arikunto, 2019; Sukidin & Suranto, 2002).

Activity procedure :

1. Coordinating with the Principal on the timing of the implementation of pts activities.
2. Informing teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency about the importance of discipline awareness in work.
3. Carry out regular and intensive and periodic monitoring

Subject: Teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency

III. RESULTS OF RESEARCH AND DISCUSSION

In this section, the results of the first cycle of research are stated in accordance with the activity planning of all research subjects consisting of teachers from State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Academic Year 2022/2023, totaling 8 people. All of these teachers are ready with their equipment to take the odd semester learning outcomes test.

To answer the research problem, two cycles were held in accordance with pts, after the research was carried out up to two cycles, significant results occurred. In cycle I all teachers are divided into 2 groups of each group in questionnaires and questionnaires.

1. Results of Cycle I research

Based on the results of the research on the preparation of the odd semester learning test, observations (observations) carried out in the first cycle, the research results were obtained submitted in the form of tables.

Table 1. Results of observation cycle I

No	Teacher name	Check Residency			
		Punctuality of teaching	Neatness of seragam guru	Rpp Preparation Craft	Implementation of RPP on PBM
1	Nilamarni, S.Pd.SD	6,2	7,2	7.0	7,1
2	Harkimah, S.Pd.I	6,1	7,4	6,8	7,2
3	Erivawati, S.Pd.I	6,7	7,5	5,8	7,7
4	Hidayati, S.Pd.SD	6,3	7.0	7.5	7.4

5	Janidawati, S.Pd.I	6,0	6,8	6.4 pm	6.8 pm
6	Sulastri, S.Pd.I	5.6	6,9	7,0	6.9
7	Sakdiah, S.Pd.I	5.3	7,5	6,4	6,8
8	Abdi Malik, S.Pd.	5,0	6,8	6,5	6,6

From the data above, it shows that the results of observations by researchers as school supervisors at Rambah State Elementary School, Rambah District, Rokan Hulu Regency, Riau Province are not satisfactory and this will have a bad impact on teaching and learning activities in the classroom. Therefore, the author as the supervisor of education in the assisted elementary school re-conducts observations in cycle II in accordance with the target plan.

2. Results of Cycle II research

Based on the results of the research on the preparation of odd semester learning outcomes tests, observations (observations) carried out in cycle II, the research results were obtained submitted in the form of tables.

Table 2. Observation table of cycle I I

No	Teacher name	Cek Kedisipinan			
		Punctuality of	Neatness of	Rpp Preparation	Implementation of RPP
		teaching	gamgur u	Craft	on PBM
1	Nilamarni, S.Pd.SD	8.5	8.0	8,1	7.7
2	Harkimah, S.Pd.I	8.7	8.4	8.6	8.0
3	Erivawati, S.Pd.I	8.3	8.2	7,8	7.5
4	Hidayati, S.Pd.SD	8.4	8.1	7,9	7.7
5	Janidawati, S.Pd.I	7.8	7.9	8,0	7.0
6	Sulastri, S.Pd.I	7.4	7,8	8,0	7.5
7	Sakdiah, S.Pd.I	7,5	8,0	7,9	7,4
8	Abdi Malik, S.Pd.	7,0	7,8	7,9	7,5

From the data above, it shows that the results of observations by researchers as school supervisors at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province. "satisfactory" and this will have a good impact on teaching and learning activities in the classroom. Therefore, the author as an educational supervision researcher at SD 026 Rambah gave a positive B+ value award for the eight teachers as a sample of school action research activities in fostering discipline during kbm at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province.

As a reflection after the implementation of research activities in the teaching and learning process, information was obtained from the results of observations that teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province have been good at motivating themselves and discipline during learning and this will have a positive impact on students both for improving student learning achievement and to increase student learning motivation.

Research on efforts to improve the ability of teachers in education during teaching and learning activities at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province is carried out in two cycles by applying inspections and official visits with the following characteristics:

a. Gathering teachers in one room.
b. Researchers brought in resource persons to provide information about the motivation for education as an improvement in the work ethic of teachers in teaching in the classroom.
c. Providing classical builds
d. The teacher holds a discussion with friends in 2 groups
e. Research can take place well because the situation is open and collaborative.

By applying leadership in the teaching and learning process, it will be able to take place well and pleasantly. Cooperation in the form of discussions can foster the interest, attitude and willingness of the teacher teacher to carry out his duties as well as compiling a learning outcomes test ; compile RPP ; participate in maintaining personal hygiene and the environment around the school and so on.

At first, teachers felt unprepared for inspections and official visits for disciplinary guidance, citing limited time and difficulty in independently awareness of the importance of discipline. After the education supervisor suggested through guidance and direction about the purpose and purpose of implementing school action research activities with the theme of discipline during the teaching and learning process, the teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency , Riau Province agree and want to be invited collaboratively as a research subject to implement aspects of disciplinary values into one very important one.

During the research, teachers and KS at State Elementary School 026 Rambah, Rambah District, Rokan Hulu

Regency, Riau Province, were very respectful of the implementation of this school action research activity, especially when the second round was carried out, as a result, there was a lot of improvement in the quality and ethos of teacher performance in maintaining and implementing a sense of self-discipline independently to promote cleanliness and tidiness and seriously drafting and implementing the RPP. This will be a benchmark for the success of educating education in elementary schools.

IV. CONCLUSION

Based on data analysis, from this study, it can be concluded that the application of inspections and official visits by educational supervision is very helpful for teachers at State Elementary School 026 Rambah, Rambah District, Rokan Hulu Regency, Riau Province to further improve their self-quality and self-management from the sense of discipline implemented into the mporoses bemlamjmamr teaching in the classroom.

A disciplined teacher will certainly wear an office uniform and be in a slippery and tidy state. In order to create the image of a teacher who has authority and can be a role model for uniform discipline by students in school

A disciplined teacher will not waste time just relaxing, there is a gap in class time that may occur with anything that is beneficial for the provision of teaching materials.

For example: self-study in the library, make summaries and work schedules to teach empty classes or use free time to do interpersonal with students in an educational and creative communicative manner.

The conclusion that the teacher's attitude reflects the discipline will greatly affect the results of teaching work in the classroom.

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Improving Speech Writing Skills Through Mind Mapping Of Class Vi Students Of SDN 004 Kabun

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Abstract, This research is motivated by students who are not yet skilled in writing speech texts with systematic and effective language. This is caused by several factors such as the lack of knowledge of students about linguistic elements in writing so that the writings produced by students are not in accordance with the applicable grammatical rules. In addition, teachers have not been able to develop an active, innovative, creative, effective, and fun learning atmosphere in learning. This causes students to lose their motivation and passion to learn to write. The results showed that mind mapping which is used as a learning tool can improve students' activities and learning outcomes in writing speech texts. The learning process with the help of mind mapping helps students generate main ideas and explanatory ideas, and connects these ideas in coherent and coherent sentences. Thus, learning to write speech texts through mind mapping makes students think critically, logically, and systematically

Keywords : Mind Mapping, Writing Skills, Speech Text.

I. INTRODUCTION

Learning Indonesian at school has several main objectives. One of the goals of learning Indonesian is to guide students to have good Indonesian language skills, which cover the main aspects of language, such as aspects of listening, speaking, reading, and writing. These four aspects must be developed in learning Indonesian.

In learning, the teacher acts as a director as well as an actor. That is, the teacher is in charge and responsible for planning and implementing learning in schools. Teachers as professionals must have a number of abilities to apply various learning theories in learning, the ability to choose and apply effective and efficient learning methods, the ability to involve students actively participating, the ability to create a learning atmosphere that supports the achievement of educational goals, and be able to communicate well in Indonesian. and right.

As a national communication tool, Indonesian must be mastered by every student.

In general, according to the Ministry of National Education (2006) the objectives of learning Indonesian are (1) students can appreciate and be proud of Indonesian as the language of unity (national) and the language of the State, (2) students understand Indonesian in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs, and circumstances, (3) students have the ability to use Indonesian to improve intellectual abilities, emotional maturity, and social maturity, (4) students have discipline in thinking and speaking (speaking and writing), (5) students are able to enjoy and utilize literary works to develop personality, broaden life insights, and improve knowledge and language skills, and (6) students appreciate and are proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people.

The conditions that the authors found in the field showed that the writing skills of class VI students at SDN 004 Kabun Rokan Hulu Regency were still low.

Based on the analysis of learning outcomes, it appears that students' writing skills have not been completed. The causes of the low writing skills of these students are partly due to the lack of student participation to be actively involved in the learning process and the tendency of students to be fixated on the teacher's explanations and caused by students always using the local language in communicating with friends and the community in their environment.

This can also be seen from the results of their writing on writing ability material, some students have not been able to compose sentences with the correct arrangement pattern and often in describing an essay, students seem convoluted. Most students have not been able to express ideas and ideas, the lack of students' ability to use the right choice of words and the low knowledge of students in using punctuation in their essays or writings. To overcome writing problems, the writer tries to find an alternative solution to make it easy for students to improve their ability to write students' speech texts by using mind mapping. Mind mapping can be used because it has the following advantages: (1) the process of making it is fun, (2) the images and colors used in making mind mapping are a counterweight to the human brain so it is not boring, (3) it is unique (not monotonous) so it is easy to remember and interesting, (4) the main topic is clearly defined. (Edward, 2009: 64).

II. RESEARCH METHODS

This type of research is Classroom Action Research (CAR). Classroom Action Research is research that is carried out systematically, namely by planning, implementing actions, observing and reflecting.

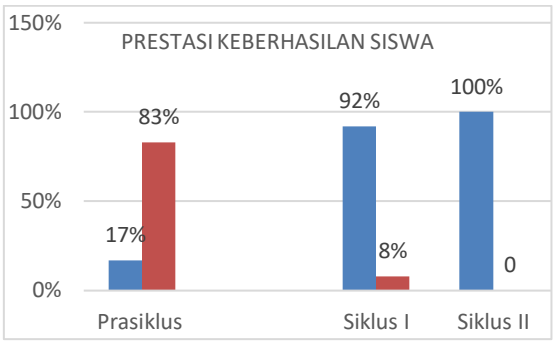
The data collection technique in this study consisted of four main activities, namely initial data collection, data from the results of analysis at the end of each cycle, as well as other responses from teachers regarding the implementation of collaborative model educational supervision.

The data that has been collected was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to explain changes in student behavior in learning and the behavior of researchers in carrying out teacher supervision. Meanwhile, quantitative analysis is used to determine the success of teachers and students based on teacher competency standards set by the Ministry of National Education.

III. RESEARCH RESULTS AND DISCUSSION

The number of students who completed the pre-cycle, cycle I and cycle II can be seen in the following table.

Graph 1. Number of Completed Students in Pre-cycle, Cycle I and Cycle II



Based on the data in Table 1, the following conclusions can be seen. At the pre-cycle stage, only 4 students or 17% completed and increased to 21 people or 91% in cycle I, and to 23 people or 100% in cycle II. This means that there has been a large increase, namely by 73.91% from pre-cycle to cycle I, and by 3.26% from cycle I to cycle II. Meanwhile, the number of students who did not complete the pre-cycle were 19 people or 82.61% and in the first cycle there were 2 people or 8.69%. This means that there has been a large decline.

Classical learning outcomes also experienced a major increase. With an average of 64.67 in the pre-cycle stage it becomes 80.71 in cycle I, and becomes 83.97 in cycle II. This increase has brought the classical average of students to a value above the specified KKM.

From the description of the data, the students' speech writing skills in the pre-cycle were very concerning.

The low student learning outcomes in pre-cycle are caused by several factors.

First, students have not been able to write down an idea in the form of a systematic speech text, which is composed of an introduction, content, and closing.

The writing that is used as a reference is the completeness of the systematics of the speech text, the sequence of ideas, the coherence of ideas, and the effectiveness of sentences.

The increase in student learning outcomes in cycle I and cycle II is caused by several factors. First, students are able to write down an idea in the form of a systematic speech text, which is composed of an introduction, content, and closing. The second factor, students are able to express ideas effectively. The third factor, students are able to write ideas in a coherent manner.

From this explanation, it can be concluded that the results obtained by students have fulfilled the established criteria. The writing criteria used as a reference are 1) systematic completeness of speech text, 2) sequence of ideas, 3) coherence of ideas, and 4) effectiveness of sentences.

The successes that have been achieved in cycle I and cycle II have shown the benefits and advantages of mind mapping which have been conveyed by several experts such as Edward (2009; 64) and Herdian (2009). This finding also strongly supports the principle of learning itself, as expressed by Djahiri (in Kunandar, 2007: 293) that in learning the main principle is the existence of a process of involving all or part of the potential possessed by the learning subject and its meaningfulness for himself and his current life and in the future.

From the conditions found in the pre-cycle, in cycle I, learning to write speech texts was carried out with the help of mind mapping. The learning is carried out by making mind mapping steps offered by Buzan (2005). Through these steps, it is easier for students to express their thoughts and ideas into a logical and systematic form of speech text. So that the problems found in the pre-cycle can be overcome.

The findings obtained illustrate that mind mapping can improve students' writing skills. This is consistent with the benefits of mind mapping, namely (1) solving problems, (2) focusing attention, (3) compiling and explaining thoughts, (4) remembering better, (5) learning faster and more efficiently. (Herdian, 2009)

IV. CONCLUSION

From the implementation of learning with the help of mind mapping, it can be concluded as follows.

1. Learning speech writing skills through mind mapping can improve students' writing skills.

2. The results of the study show that the use of mind mapping has been able to improve student learning outcomes. This reality can be seen from the learning outcomes obtained by students starting from the initial test, cycle I, to cycle II on indicators (1) completeness of the systematic structure of speech text, (2) coherence of arrangement of ideas, (3) coherence of ideas, and (4) effectiveness sentence. Classically, the average value of students has exceeded the KKM that has been set

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The Application of the Assignment Method to the Integrated Writing Ability of the Circ Method in View of the Use of Learning Media

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Abstract, This research is an action research of using different learning media. The CIRC method is applied by using image media and concept map chart media.The general objective of this research is to prove which students have better writing skills: (1) students who undergo learning using Task-Based Learning Methods, (2) students who undergo learning using pictorial media and concept map chart media, (3) students who undergo learning using the CIRC image media method and CIRC concept map media, (4) students who undergo learning using task-based concept map media, (5) students who undergo learning using illustrated media CIRC methods and media methods task-based pictures, and (6) students who take part in writing lessons using concept map media. Data was collected using a written test. Furthermore, data were collected in the form of tables and graphs, which were then analyzed. The data analysis method used in this study. conclusions can be drawn from this study. First, students who study using the CIRC method have better writing skills than students who study using the task-based method. Second, students who learn by using picture media have less developed writing skills than students who learn by using concept map media.

Keywords : Profesionalisme, Supervisi, Individual.

I. INTRODUCTION

Law Number 3 of 2017 concerning the Bookkeeping System, in article 4 point c, states that the purpose of implementing the bookkeeping system is to develop a literacy culture for all Indonesian citizens. Previously, the Ministry of Education and Culture (Kemendikbud) had issued Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning the Growth of Character and Character through the habit of reading for 15 minutes before studying. .

Writing activity for students is a very important activity for the success of the study. Particularly in elementary school, this writing ability is "one of the basic skills besides reading and arithmetic (calistung) which must be mastered by every student" (Depdiknas, 2002: 1).

In terms of writing, the results of research conducted by Taufik Ismail show

that the writing skills of Indonesian students are the lowest in Asia (Nunuy Nurjanah, 2004:3). According to McCrimmon (1984: 2) writing is an activity of exploring thoughts and feelings about an object, choosing things to write about, determining how to write them so that readers can understand them easily and clearly. The ability to write does not come by itself, it requires sufficient and regular training and programmed education.

McCrimmon (1984: 10-11) classifies the writing process into According to Nunan (1998: 37) success in writing must involve (1) mastering writing techniques; (2) master and comply with conventions in the use of spelling and punctuation; (3) using a grammatical system to convey one's meaning/meaning; (4) organize the contents of the text completely to provide an overview of the information written; (5) revise the writing results; and (6) selecting and adapting to the needs of the reader's style.

In an effort to improve writing skills, one of the cooperative learning methods that can be developed by teachers in learning is cooperative learning of the Cooperative Integrated Reading and Composition (CIRC) type. The CIRC method is "one of the many effective learning methods. CIRC is cooperative learning that integrates learning to read and write in high school grades" (Slavin, 1995:109)

The CIRC type cooperative learning method is a learning method that integrates reading and writing activities by optimizing cooperative learning groups, where the learning steps are as follows (modified from the Slavin model, 1995: 106-110): (1) The teacher and students briefly discuss the steps of the activities to be carried out, as well as the goals to be achieved in learning, then the teacher and students form heterogeneous groups consisting of 4 students. (2) The teacher gives discourse with worksheets as learning topics. For about 20 minutes students read in cooperative learning teams taking turns between members, by correcting each other's pronunciation mistakes, the teacher monitors student activities going around between groups. In the student worksheet, new vocabulary is prepared taken from the reading, and the team discusses understanding together. (3) Students in groups work together to find main ideas and provide responses to discourse in written form. Students in the cooperative learning team identified five things from the story in the discourse, namely character, setting, problems, efforts to solve problems, the end of problem solving, according to the worksheets given by the teacher. (4) Students through group representatives

present the results of group work. (5) The teacher and students make conclusions. (6) Evaluation, students individually write (essay) based on the topics implied in the media used by the teacher in learning with the correct EBI.

According to Suwarna (2006: 112) the method of giving assignments is a learning method in the form of giving assignments by the teacher to students, and then students must be accountable for the results of the assignment. The learning steps in the assignment method according to Syaiful Bahri Djamarah and Aswan Zain (2002: 97-98) consist of three phases, namely (1) the teacher gives an explanation of the learning to be carried out and the goals to be achieved, then gives the tasks to be completed by students in the form of themes/topics that students must develop in writing, (2) students carry out assignments (writing ideas according to predetermined themes/topics), the teacher provides guidance and supervision, and (3) students are accountable for what is done/written, Several students were given the opportunity to present their work.

Learning media as a learning resource helps teachers enrich students' insights. This is in line with the opinion of Syaiful Bahri Djamarah and Aswan Zain (2002: 138), which explains that "the process of teaching and learning with the help of learning media enhances student learning activities in a long period of time".

To improve teacher performance and insight in learning at SD Negeri 008 Kabun, the school conducted action research related to the problems above. Due to the limitations of the researchers, this research is only focused on the use of the CIRC method with the title, "What are the results of the application of the assignment method on the integrated writing ability of the CIRC method in terms of the use of learning media?"

II. RESEARCH METHODS

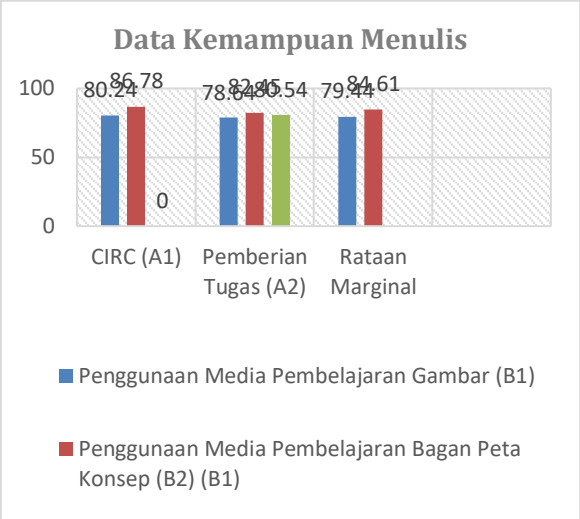
This research is an action research so this implementation is carried out in cycles. Implementation for two cycles. The cycles are a continuous series, meaning that the second cycle is a continuation of the first cycle. In each cycle there is always preparation for action, implementation of action, monitoring and evaluation, and reflection.

The data collection technique in this study consisted of four main activities, namely initial data collection, data from the results of analysis at the end of each cycle, as well as other responses from the teacher on the implementation of the application of the assignment method to the integrated writing ability of the CIRC method in terms of the use of learning media.

The data that has been collected was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to explain changes in teacher behavior in learning and researcher behavior in carrying out action research. Meanwhile, quantitative analysis is used to determine the success of teachers and students based on teacher competency standards set by the Ministry of National Education.

III. RESEARCH RESULTS AND DISCUSSION

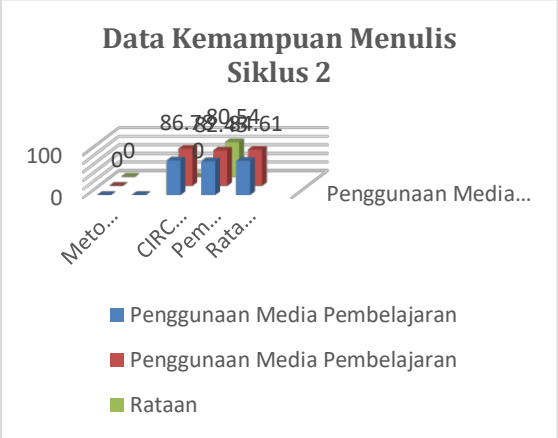
The results of this study are as follows. First, the writing skills of the students who took part in learning using the CIRC method were better than the writing abilities of students who took part in learning using the assignment method. Second, the writing ability of students whose learning process uses media images is lower than the writing ability of students whose learning process uses concept map chart media. Third, the writing skills of students who took part in learning using the CIRC method using media images were better than the writing abilities of students who took part in learning using the CIRC method using concept map chart media. Fourth, the writing ability of students who take part in learning using the assignment method using media images is lower than the writing ability of students who take part in learning using the assignment method using concept map chart media Fifth, the writing ability of students who took part in learning using picture media with the CIRC method was better than the writing ability of students who took part in learning using picture media with the assignment method. Sixth, the writing ability of students who take part in learning using concept map chart media with the CIRC method is lower than the writing ability of students who take part in learning using concept map chart media with the assignment method. The results of implementing the actions in cycle 1 can be seen in graph 1.



The actions of the researcher in carrying out the research are as follows: The findings of this study strengthen the theory which argues that writing and reading are interrelated, writers who read a lot have an easier time writing. (2) The application of learning to write using the CIRC method, where the process goes through the peer

assessment stage (assessment of peers in cooperative groups), the revision stage, then assessed by the teacher, results in higher writing skills than teaching writing using the assignment method. (3) The findings of this study also strengthen the theory which says that the learning media used by teachers plays an important role as a tool to create an effective teaching and learning process. (4) The results of this study also found that the use of concept map chart media in teaching writing resulted in higher writing skills compared to learning to write with picture media.

(5) The results of this study also found that learning to write using the assignment method using the concept map chart media resulted in higher writing skills compared to learning to write using the image media, so that the use of the concept map chart media in teaching writing using the assignment method was more effective than using image media. (6) In this study it was also found that learning to write using pictures and the CIRC method resulted in higher writing skills than the assignment method. The results of implementing the actions in cycle 1 can be seen in graph 2.



IV. CONCLUSION

The conclusions of this study are: (1) The writing ability of students who take part in learning using the CIRC method is better than the writing ability of students who take part in learning using the assignment method. (2) The writing ability of students who take lessons using picture media is lower than the writing abilities of students who take lessons using concept map chart media. (3) There is no difference in the writing ability of students who take lessons using the CIRC method and media images with the writing abilities of students who take lessons using the CIRC method and the media of concept map charts. (4) The writing ability of students who take part in learning using the assignment method using media images is lower than the writing ability of students who take part in learning using the assignment method using concept map chart media. (5) The writing ability of students who took part in learning using picture media with the CIRC method was

better than the writing ability of students who took part in learning using picture media with the assignment method. (6) The writing ability of students who take part in learning using the concept map chart media with the CIRC method is better than the writing ability of students who take part in learning using the concept map chart media with the assignment method

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Improvement of Teacher Skills in Writing Assessment Instruments Through Assessment Supervision

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Abstract, This study aims to find information about the level of teacher skills in writing asesment instruments with asesment supervision. The design of this research is qualitative research using descriptive method. The object of this research is the teachers of SDN 001 Kabun. The data in this study were obtained from the results of the supervision of the asesment process and all the results of writing the asesment instrument. Data collection in this study was carried out by the researchers themselves using observation techniques, using notes, and cameras. To validate the data in this study using the Triangulation technique. Through asesment supervision techniques, senior teachers can guide other teachers in need. Teachers are motivated to learn and strive to achieve further success. Based on the category of abilities that have been determined in this study, it turns out that for each cycle the results of the teacher's abilities always increase, so that the objectives of this study are achieved, namely teachers who achieve activity abilities and writing skills results 76% of the existing teachers. From these results, it can be concluded that the asesment supervision technique can improve teacher asesment writing skills

Keywords : Writing, asesment instrument, asesment supervision.

I. INTRODUCTION

Assessment is an important component in an education system. Writing assessment instruments is an integral part of action activities, even a vital thing in the education and teaching system in formal educational institutions. With this assessment, you will be able to find out the progress and development of education from time to time and the teacher's progress in carrying out the teaching and learning process.

To find out the teacher's skills in carrying out assessment competencies, continuous academic supervision is needed. Academic supervision is a series of activities to help teachers develop their skills in managing the educational process to achieve educational goals. Academic supervision is inseparable from evaluating teacher performance in managing education. Sergiovanni in (Ministry of National Education, 2007:10) emphasized that the practical reflection of teacher

performance assessment in academic supervision is to look at the real conditions of teacher performance.

Based on the results of the supervision, the teacher's skills in writing assessment instruments at SDN 001 Kabun were still not in accordance with the expected results. This is evidenced by the scores obtained by teachers when supervising process assessments were carried out which only reached an average of 62.17% even though the good criteria set for writing instrument assessments were ≥76%.

Therefore, good assessment skills are needed from teachers in assessing student learning outcomes so that the quality of education at SDN 001 Kabun can improve. This can be done through assessment supervision techniques.

In this paper, only two types of competencies will be highlighted, namely the planning competency of composing a grid, and composing question instruments based on a comprehensive grid in accordance with the objectives of this study, namely:

1. To explain the process of increasing teacher skill activity in writing assessments with assessment supervision techniques for SDN 001 Kabun teachers.
2. To explain the increase in the results of teacher skills in writing assessments with assessment supervision techniques for DN 001 Kabun teachers.

The reason for using the assessment supervision technique for research is because the technique is considered more interesting so that it can provoke the teacher's enthusiasm in learning to write assessments because teachers can learn from the help of supervisors or school principals.

Assessment is an activity to make decisions about the learning outcomes of individual students, as well as the success of students in the class as a whole. Assessment is also an indicator of teacher success in the learning process (Setiadi, 2008). As for Sujana (1990), limits assessment as a process of assigning values to certain objects based on certain criteria as well. To determine the value of a learning outcome, assessment is not always done through a measurement process. Assessment activities can be carried out by comparing the applicable criteria without the need to make measurements first.

Assessment activities are carried out by utilizing assessment tools. A good assessment tool is one that is able to measure the success of the educational process precisely and accurately according to Priyono et al. (2019: 146) that the

principles of good assessment are: Validity, Fair, Integrated, Open, Comprehensive Systematic, Criterion-based, and accountable, meaning that assessments can be accounted for, both from techniques, procedures and results. Priyono et al. (2019: 146) suggests that the requirements for an assessment instrument are:

a. The assessment instruments used by educators are in the form of assessments in the form of tests, observations, individual or group assignments, and other forms appropriate to the competency characteristics and developmental level of students.
b. The assessment instruments used by educational units in the form of final assessments and/or school/madrasah examinations meet the requirements for substance, construction, and language, and have evidence of empirical validity.
c. The assessment instrument used by the government in the form of National Examination meets the requirements for substance, construction, language, and has empirical validity evidence and produces scores that can be compared between schools, between regions, and between years.

Mechanisms for assessing learning outcomes by educators include: designing an assessment strategy by educators when preparing a learning implementation plan (RPP) based on the syllabus; Assessment of Learning Outcomes by Educators is carried out to monitor the process, learning progress, and improvement of learning outcomes through assignment and measurement of achievement of one or more Basic Competencies; attitude aspect assessment is carried out through observation/observation; assessment of knowledge aspects is carried out through written tests, oral tests, and assignments; skills assessment is done through practice, product, project, portfolio.

Judging from its shape, the assessment of this type of test can be classified into 3 parts, namely: written, oral, and skill tests which can be described as follows, namely, 1) written test, a written test is a test that requires students to provide answers in writing; 2) oral tests, namely tests whose implementation is carried out by holding direct questions and answers between educators and students, and 3) action tests, namely tests whose assignments are delivered in oral or written form and the implementation of their duties is expressed by actions or performance.

According to Sergiovanni (Snae et al. (2019: 81) there are three objectives of academic supervision namely, 1) to help teachers develop their professional abilities

in understanding academic, classroom life, develop their teaching skills and use their abilities through certain techniques, 2) to monitor process activities teaching and learning in schools, and 3) to encourage teachers to apply their abilities in carrying out their teaching tasks, to encourage teachers to develop their own abilities, and to encourage teachers to have serious attention (commitment) to their duties and responsibilities.

For the purposes of this study, researchers used a direct approach. The direct approach (directive), namely the way of approaching problems that are of the nature of the principal giving direct directions to educators. Supervision is carried out based on a predetermined plan, using individual and group procedures and techniques

II. RESEARCH METHODS

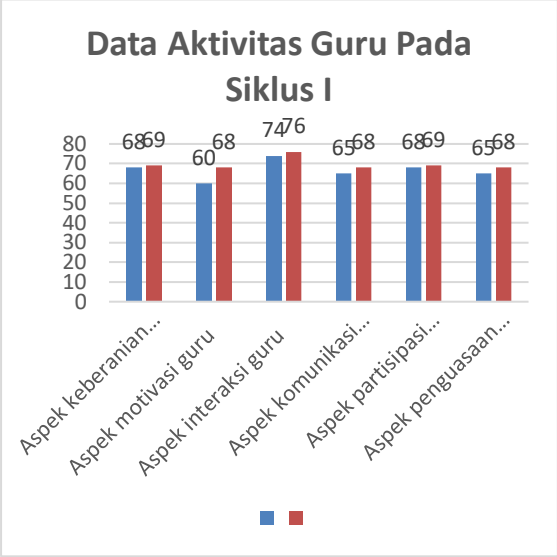
This research is a school action research (PTS) school action research. The research design is a qualitative research using descriptive method. The object of this study were 20 teachers at SDN 001 Kabun. The data in this study were obtained from the supervision of the teacher's assessment. Data collection in this study was carried out by the researchers themselves using observation techniques, using notes and cameras.

For data validation in this study using triangulation techniques. Triangulation according to Wina (2011: 12) is a way to obtain accurate information using various methods so that the information can be trusted so that researchers do not make wrong decisions. Moleong (2010: 332) states that researchers can check their findings through various sources, methods, or theories.

III. RESEARCH RESULTS AND DISCUSSION

Cycle I

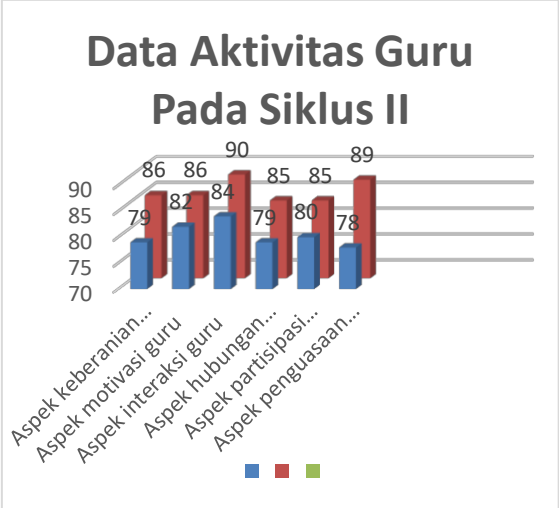
To find out the increase in teacher skills in writing assessment instruments with assessment supervision techniques through assessment supervision at SDN 001 Kabun which was carried out in two cycles with repeated stages namely planning, action, observation, and reflection with action indicators is the preparation of assessment instruments. This can be seen in graph I.



In the table above, it can be seen that there has been an increase in teacher activity in compiling assessment instruments. This teacher's activity is marked by the teacher's ability to review competency standards, indicators, question indicators, adjust the type of test to the indicators, write the number of questions and answer keys that have not reached the standard set ≥ 76%.

CYCLE II

The results of observing the six indicators of teacher learning activities in the application of writing assessment instruments through assessment supervision techniques can help teachers activate their prior knowledge, and learn from the initial knowledge of their group mates. The teacher is also actively involved in increasing their attention, namely the teacher is able to provide better explanations to his friends, is responsible for the assignments given, is able to encourage his friends to contribute to the group, and respects the opinions of others. In addition, teachers can work well together in groups so that tasks can be completed quickly. The results of teacher activity can be seen in the following graph.



Source: Research Processed Data

In the picture above, cycle II, the percentage of assessment ability is ≥76% and the average value is 82.88%. This shows an increase in the results of the ability to write assessment instruments. There are several explanations for improving teacher learning outcomes according to the discussion based on assessment supervision techniques, teachers work together in groups with supervision techniques to study or understand a different task to solve problems, increase commitment to success, can eliminate prejudice against peers, can foster a sense of community among teachers.

IV. CONCLUSION

Based on the findings of the research results, there are several things put forward in this action research, namely the conclusion that assessment supervision techniques can increase teacher activity. The increase in teacher activity in question is 1) helping teachers develop their professional abilities in understanding academic, classroom life, developing skills in writing assessments and using their abilities through certain techniques, 2) to monitor teaching and learning process activities in schools, 3) Generating a positive attitude and a sense of teacher confidence, 4) Improve performance together. They work together to achieve common results, meaning that they are required to be responsible for joint success because joint success determines the progress of education at SDN 001 Kabun in particular and the world of education in general.

Based on improving teacher performance in writing assessment instruments, carrying out daily assessments, assessing learning outcomes, and implementing follow-up results of student assessments it turns out to affect student learning outcomes

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