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Improving the Ability to Design Core Activities in the Learning Process through Academic Development for Teachers

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ABSTRACT

This study aims to improve the ability of teachers in designing core activities in the learning process through academic coaching. This research is motivated by the low ability to design core activities in the learning process of SD Negeri 4 Teluk teachers and the need for efforts to improve the ability to design these core activities through academic guidance. The method used in this research is comparative description. Collecting data using observation techniques, interviews, documentation, and filling out the instrument sheet. The research population in this study were 6 classroom teachers at SD Negeri 4 Teluk, namely grade 1 to grade 6 teachers. The results of this study indicate an increase in the ability of teachers to design core activities in the learning process.

Keywords: academic development, core activities, learning process, elementary school

INTRODUCTION

SD Negeri 4 Teluk is one of 33 elementary schools in South Purwokerto that always strives to improve school performance. With good school performance, it is expected that school achievement can increase [1][2]. The figure who is most responsible for the quality of education in a school is the principal, in the hands of the principal is the quality of teacher performance as learning agents. Teachers as learning agents must be able to present a quality learning process. Quality learning must begin with a Learning Implementation Plan that is in accordance with the signs of active, creative, effective and fun learning (PAKEM) [3]. According to Dunn the learning planning model must be based on active learning [4].

During teaching and learning activities, students must be active in using their cognitive aspects to build new knowledge [3]. Learning plans that are prepared by emphasizing various activities that require students to be more actively involved will have an influence on their learning experience. Children who are actively involved during the learning process will have a lot of learning experiences, while children who are less actively involved during the learning process will only get a little learning experience [3].

Dunn stated that the implementation of core activities is a learning process to achieve basic competencies which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests and physical and psychological development of students [4]. The core activities use methods that are adapted

to the characteristics of students and subjects, which can include the process of exploration, elaboration and confirmation.

Based on the results of the learning supervision that the authors carried out on the teachers of SD Negeri 4 Teluk, it proved that the ability of the teachers to design the core activities contained in the Learning Implementation Plan is still low. This can be seen in the core activities that they write are still conventional, namely the teacher lectures to deliver the material, then continues with questions and answers and ends with students doing the assignments given by the teacher. In addition, the core activities have not yet described systematic activities through the process of exploration, elaboration, and confirmation .

The low ability of teachers in designing core activities in the learning process that occurs at SD Negeri 4 Teluk is not without reason. One of the reasons is that teachers' understanding of the core activities in the learning process using the PAKEM pattern is not optimal [5][6]. Other causes is the lack of academic guidance of Principal on how to design the core activities in the learning process. The author admits that he had not previously carried out academic coaching. The guidance that the author did was only general coaching which involved the administration of learning, student affairs, discipline and staffing [7][8]. After seeing this fact, the author is determined to pay more attention to what teachers really need in managing classroom learning, especially in designing core activities in the learning process through academic coaching. Academic guidance that the author does is coaching after the author carries out academic supervision to teachers by following up on the results of supervision, especially in learning activities.

This School Action Research has two objectives, namely general objectives and specific objectives. The general objective of this research is to improve the ability to design core activities in the learning process for teachers in South Purwokerto. Meanwhile, the specific purpose of this research is through academic coaching to improve the ability to design core activities in learning for teachers at SD Negeri 4 Teluk. This academic coaching is carried out in 2 cycles, namely cycle 1 and cycle 2. In cycle 1, academic development is carried out in groups and in cycle 2, academic development is carried out individually.

MATERIAL AND METHODS

This School Action Research uses the comparative description method. The researcher chooses the method with the intention of making a description of the facts that occur in the cycles carried out so that it is a comparative study. The research instruments include student activity, media selection, method selection, use of learning resources, and student competition in the classroom. Researchers collected data through interview, observation, and documentation techniques. Data analysis was carried out by comparing the results of the actions in cycle 1 and cycle 2.

RESULTS AND DISCUSSION

The initial condition value data for the ability to design core activities in the learning process before academic coaching can be illustrated in the following bar chart.

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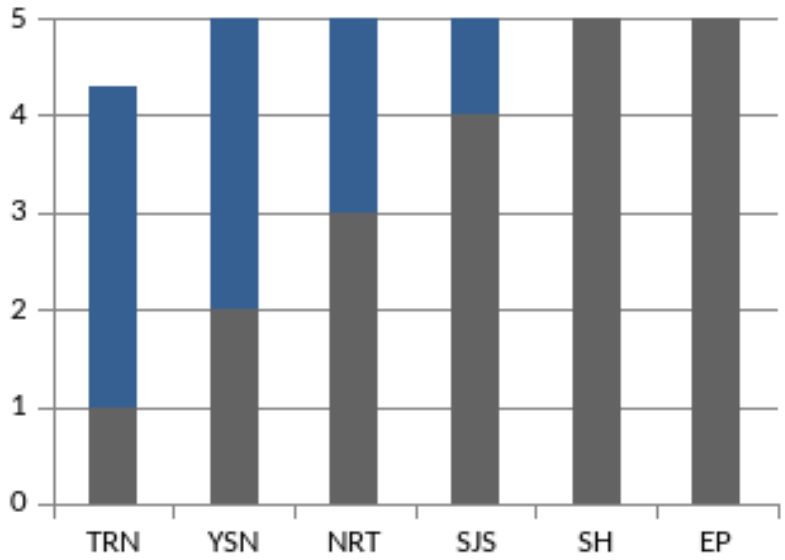

Figure 1. Assess the initial conditions for the ability to design core activities in the learning process before academic coaching

Figure 1 have shown the initial condition before conducted academic guidance to the teachers. This initial data is used as a reference for the author to conduct academic coaching in terms of designing core activities in the learning process. From the data above, it can be seen that the ability to design core activities in the learning process is still low. This can be seen in the core activities in the Learning Implementation Plan made by the teacher, yet there are no exploration, elaboration, and confirmation activities.

The steps that the author prepares in the first cycle of action are: (1) Develop a coaching schedule regarding planning core activities in the learning process; (2) The writer and the teachers study the instrument in the learning steps together; (3) The author conducted interviews with the teacher followed by filling out the reflection sheet by the teacher about the coaching material that had been received; and (4) The data on the value of the ability to design the core activities mentioned can be illustrated on Figure 2.

Based on Figure 2, there indicated an improvement in the value of the ability to design core activities in the learning process when compared to the initial condition values. The increase in the average value is from the initial condition 3.4 to 3.7. Even though there was an increase, it was not satisfactory, namely only 8.82%. Therefore there needs to be further action, so that the ability to design core activities in the learning process of teachers can be improved again.

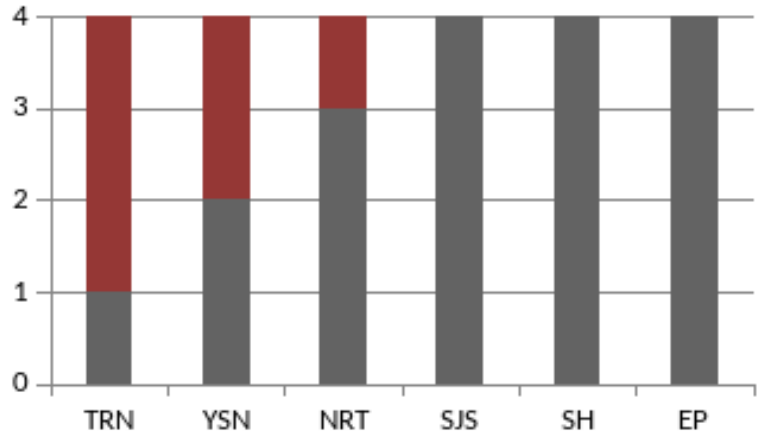

Figure 2. Value of Ability to Design Core Activities in the Learning Process After Academic Coaching in Groups

In cycle 2, the writer takes the same steps as when taking the action in cycle 1. The author provides special guidance, especially in the application of exploration, elaboration, and confirmation activities that are still not understood in depth by grade 1 to grade 6 teachers individually. take turns.

The data on the ability to design core activities at the end of cycle 2 above can be illustrated in Figure 3.

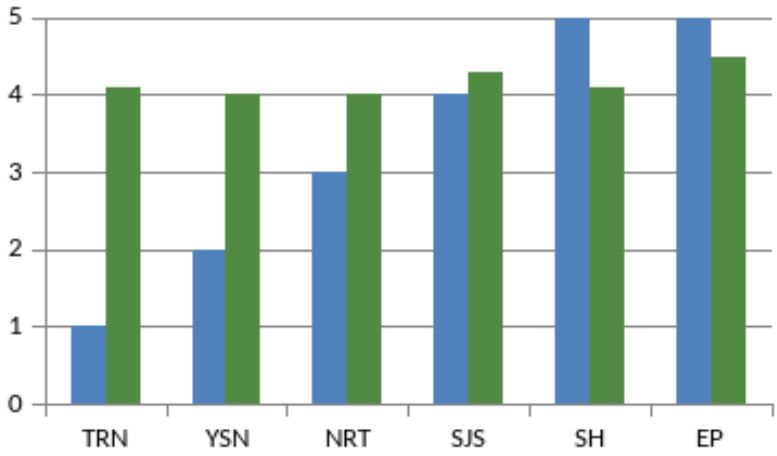

Figure 3. The Ability to Design Core Activities in the Learning Process After Cycle 2 Academic Coaching

Based on Figure 3, when compared to cycle 1, there is an increase in teacher performance in terms of designing core activities in the learning process as stated in the Learning Implementation Plan. The increase in the average value is from cycle 1 3.7 to 4.1 in cycle 2. This means that there is an increase of 10.81%.

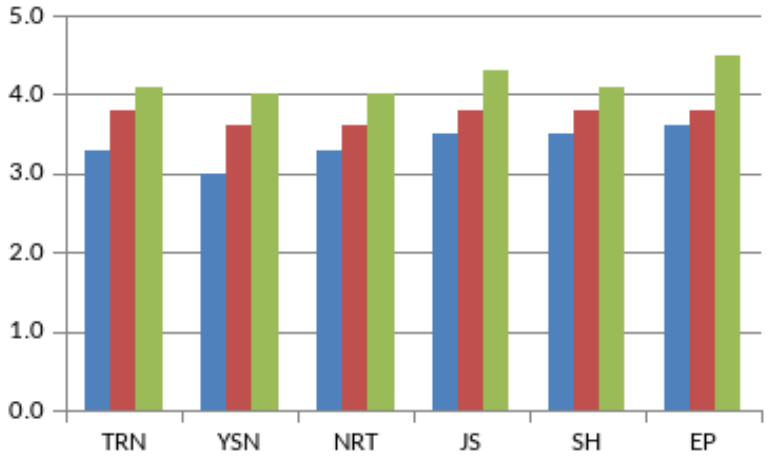

Figure 4. Data Value Average Activity Core Design Capabilities During the Lesson

Based on Figure 4, there indicated an improvement in the value of the ability to core design core activities in the learning process. The increase in the average value is from the initial condition. So, there was an increase of teacher performance to satisfactory level. According to Dunn [4] and Anggoro et al. [3], core activity implementation is a learning process to achieve basic competencies that is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing proper capacity for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development [3][4]. The core activities employ methods customised to the characteristics of both students and subjects, such as the exploration, elaboration, and confirmation processes.

CONCLUSIONS

Based on the discussion and data analysis, it can be concluded that academic coaching in groups can improve the ability to design core activities in the learning process. The increase is 0.3 (8.82%) from the initial condition average value data of 3.4 to 3.7 at the end of the cycle 1. The increase in the ability to plan core activities in the learning process through individual academic coaching is even better, which is equal to 0 , 4 (10.81%) from the average value of cycle 1, namely 3.7 to 4.1 at the average value of cycle 2. By looking at the facts above, the hypothesis that the authors put forward can be proven, that academic coaching can improve the ability to design core activities in the learning process.

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