

IMPROVING TEACHER ABILITY IN TARGETED SCHOOLS IN MAKING RPP THROUGH GROUP GUIDANCE PEER TEACHER TUTOR BASED

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Abstract

This research is a school action research that aims to improve teacher competence in making lesson plans or lesson plans with the approach used is peer teacher tutoring. The implementation of the research was carried out on teachers in the fostered supervisory environment in the Kota Timur sub-district, especially teachers whose schools were either schools that had affected K.13 or were still using KTSP. The implementation of the research was focused on KKG Cluster 2, Kota Timur District, involving 12 classroom teachers. The increase in competence in cycle 2 is 70% while the achievement indicator is 65%. Observations were made to obtain research data by direct observation of the steps in preparing the RPP based on the applicable regulations, namely the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 41 of 2007 for the 2006 Curriculum and Permendikbud No. 22 of 2016 for the 2011 Curriculum³.

Keywords: Lesson Plan, Teacher Ability, Peer Teacher Tutor.

INTRODUCTION

Efforts to improve and improve the quality of education seem to never stop. Many reform agendas are, and will be, implemented. Education reform is the restructuring of education, namely improving the relationship pattern of schools with their environment and with the government, patterns of planning development, as well as patterns of managerial development, teacher empowerment and restructuring of learning models. Education reform is not enough only with changes in the curriculum sector, both in its structure and writing procedures. Curriculum renewal will be more meaningful if it is followed by changes in learning practices inside and outside the classroom. The success of curriculum implementation is strongly influenced by the ability of teachers who will implement and actualize the curriculum. Not infrequently the failure of curriculum implementation is caused by a lack of knowledge, skills and abilities of teachers in understanding the tasks that must be carried out. This means that the teacher as the implementer of learning activities is the key to the implementation of the curriculum in schools.

Many efforts have been made to prepare teachers to become professionals. The fact shows that not all teachers have a good performance in carrying out their duties. "This is shown by the fact that (1) teachers often complain about the changing curriculum, (2) teachers often complain about a curriculum that is loaded with requirements, (3) students often complain about the way teachers teach that are less attractive, (4) they still cannot be guaranteeing the quality of education as it should be" (Imron, 2000:5). Learning planning is a very important step before the implementation of learning. Careful planning is needed so that the implementation of learning runs effectively. Learning planning is poured into the Learning Implementation Plan (RPP) or several other terms such as learning design, learning scenarios. RPP contains KD, indicators to be achieved, material to be studied, learning methods, learning steps, learning media, and learning resources and assessments.

Teachers must be able to act as designers (planners), implementors (executors), and evaluators (assessors) of learning activities. The teacher is the most dominant factor because in the hands of the teacher learning success can be achieved. The quality of teaching teachers can directly or indirectly affect the quality of learning in general. A teacher is said to be professional if (1) is serious about carrying out his professional duties, (2) is proud of his professional duties, (3) always maintains and strives to improve his competence, (4) works

seriously without having to be supervised, (5) maintains the good name of his profession, (6) grateful for the rewards obtained from his profession. Professional teachers must have 5 (five) competencies, one of which is the competence of preparing lesson plans. But in reality there are still many teachers who have not been able to develop lesson plans so that this automatically affects the quality of the output produced in the learning process. Thus, the need for the role of supervisors in minimizing the problems faced by teachers in making lesson plans in this case the making of RPP based on Peer Teacher Tutors.

There are several advantages of peer tutors, in finding or overcoming some of the problems faced, among others, peer tutors helping other teachers in equal, freedom of thought and overcoming a problem without any awkwardness or without any intimidation from superiors which causes insecurity will be resolved. This is in line with Arikunto's (2010) statement where tutors are appointed as colleagues appointed to help their peers (fellow teachers). There are several factors that cause teachers to have difficulty in preparing lesson plans, including: (1) teachers do not have a basic teacher education so they are not equipped with knowledge about planning and implementing learning, (2) teachers have never attended training in preparing lesson plans so they only copy paste on friends, even though the copy-pasted lesson plans are often irrelevant to the situation and conditions in their schools so that the existing lesson plans cannot be used as a reference in the learning process, (3) the teacher has attended training, but has not been able to apply it in school.

This condition certainly cannot be allowed to continue, but there must be a solution and real action from the supervisor who is assigned to guide several schools as responsible for the success of education in their schools. These teachers must receive guidance so that they are able to improve their ability in preparing lesson plans, especially for teachers who do not have a teacher education background, before they take additional education so that they have certificate IV as proof of their teaching authority. Supervisors need to take an action through the implementation of peer tutor tutors.

In an effort to minimize teacher problems in making lesson plans, in educational units in targeted schools, especially in KKG Cluster 2 Gorontalo City, the steps taken are as follows: (1) coordinating with the principal of the target schools in the city of Gorontalo, (2) mapping the criteria for teachers who will become tutors, (3) grouping teachers in the Teacher Working Group (KKG) to discuss materials related to making lesson plans, (4) carrying out guidance with peer tutoring methods, (5) evaluating the work of teachers in each each group of tutors, (6) evaluates the overall work output of each group of tutors. The benefits of peer tutoring teacher-based group guidance in the preparation of Learning Implementation Plans are: (1) for school principals it can further improve the ability to provide guidance to teachers through the application of peer tutors and (2) for teachers it can provide great benefits in helping solve problems related to the preparation of learning plans, so as to improve the quality of learning which will have an impact on improving learning outcomes.

Understanding tutor according to language is, a person who gives an explanation to a person or group or guidance between friends. However, according to the term there are several meanings described by experts including; Zaini Hisyam et al (2008:45) a good learning method is to teach others according to the same educational background. Thus, studying with friends alone can eliminate the teacher's clumsiness over some of the weaknesses they have. The teacher will not feel ashamed to ask questions or bring up reasons or points that make it difficult for him when dealing with his fellow students. Tutors can act as leaders in group activities as a substitute for supervisors in carrying out mentoring. This is in line with what was stated by Ahmadi and Widodo Supriyono (2011: 184), namely that a tutor of someone of the same age is appointed to be assigned to help his friend who has learning difficulties (individual problems). Relationships between friends are generally closer than direct coordination with supervisors.

According to Alma (2008:78) states that: From the point of view of the formulation of strategies for assisting the process of implementing mentoring activities, there are several learning patterns that can be considered by

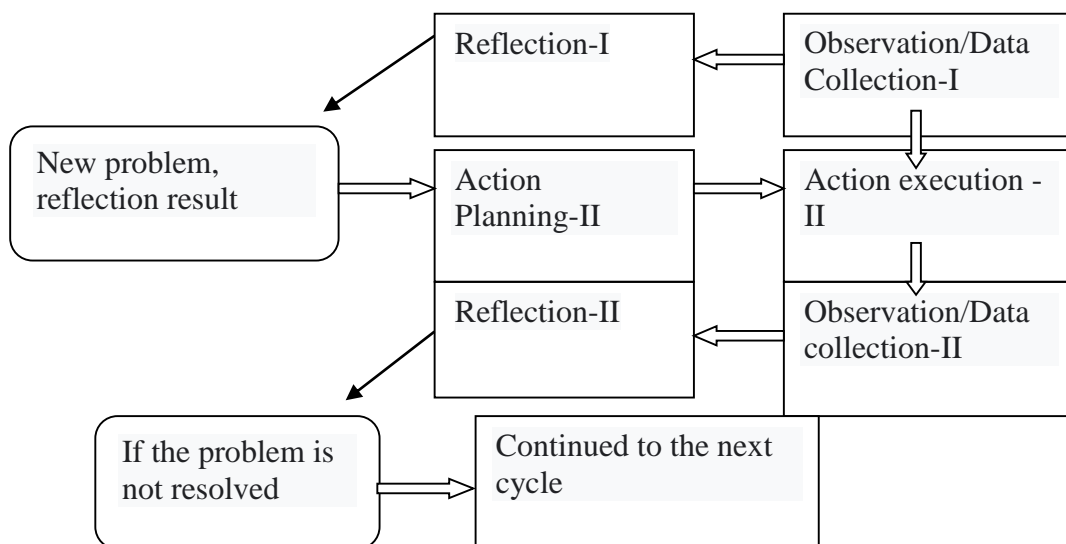
supervisors and teachers so that teaching and learning activities can run regularly according to certain patterns. In this learning pattern, the scientific actions of the supervisor will be reflected in the interaction between teachers and teachers, between teachers and school administrators and between teachers and supervisors.

Meanwhile, according to Arikunto (in Nurhayati, 2010) states that: "Peer tutors are someone or several students who are appointed by the teacher as teacher assistants in providing guidance to classmates".

To determine a tutor there are several criteria that must be possessed by a teacher, namely students who are selected with high learning achievement scores, can provide guidance and explanations to other teachers who have difficulty in learning and have the patience and ability to motivate teachers in learning. Arikunto suggested that in choosing a tutor the following things need to be considered: a) The tutor can be accepted (approved) by the majority of teachers so that the teacher does not have any fear or reluctance to ask him questions. b) The tutor can explain the material to be taught that is needed by other teachers in teaching and learning activities. c). The tutor is not arrogant, cruel or hard-hearted towards his fellow friends. d) The tutor has sufficient creative power to provide guidance, namely being able to explain the lesson to his friends. From some of the opinions above, it can be concluded that the selection of teachers as peer tutors requires considerations, namely: having intelligence that is superior to their friends, not being arrogant, cruel or hard-hearted towards fellow friends, having the ability to accept material, and having creativity. in guiding and explaining the subject matter to his friends.

METHOD

This research was conducted in three stages, namely preparation, implementation and evaluation and reflection, and carried out at least in two cycles. The research was conducted at the Teacher Working Group (KKG) Cluster 2 in Kota Timur District, Gorontalo City which was carried out through the following steps; planning, implementation, observation, and reflection as shown below:



Based on the picture of the research steps above, it can be described as follows:

Cycle 1

Planning

This action research involved 12 classroom teachers who were considered to have not really understood the preparation of lesson plans, both the 2013 curriculum and the 2006 curriculum, based on the syllabus that had

been prepared by each teacher. The preparation of the lesson plans is carried out in groups accompanied or controlled directly by the supervisor under the guidance of several tutors who are considered proficient in making lesson plans. This activity is carried out in two cycles until the teacher is judged to have the ability to develop good lesson plans. In each cycle the supervisor observes and assesses the development of each teacher's ability.

Actions and Observations

The research begins by submitting a self-made lesson plan according to the subjects and basic competencies. Based on these data, supervisors (supervisors) provide guidance to teachers according to the difficulties of each teacher. After identifying weaknesses, the supervisor determines peer tutors who will guide their colleagues in making lesson plans. The teacher prepares the RPP by following the steps as follows: Steps for Preparation of the Learning Implementation Plan (RPP) with the following components: School Identity, Time Allocation, KI, KD, Competency Achievement Indicators, Learning materials, Learning activities, assessments, and media/tools, materials, and learning resources.

The RPP Writing Formats intended in this study are:

The identity of the RPP, as follows:

School name

Subjects

Class/ Semester

Time Allocation

A. Core Competencies

B. Basic Competence

1. KD on KI 1

2. KD on KI-2

3. KD on KI-3

4. KD on KI-4

C. Competency Achievement Indicators

1. KD indicator on KI-1

2. KD indicator on KI2

3. KD indicator on KI 3

4. KD indicator in KI4.

D. Learning Materials (can come from textbooks and teacher manuals, other learning resources in the form of local content, current materials, learning contexts from the surrounding environment which are grouped into materials for regulation, enrichment and remedial learning)

E. Learning Activities.

F. Rating

G. Media. Tools, materials and learning resources in the form of media, materials or learning resources.

These things become the assessment indicators that become the reference for determining the success criteria in this study. The criteria used are:

- Very precise with point 4 (Teacher Correctly and in accordance with the reference to the Minister of Education and Culture)
- Appropriate with assessment points 3 Partially Not Appropriate)
- Inaccurate / in accordance with the assessment point 2 (mostly not appropriate)
- Inappropriate or the teacher does not fit at all with the RPP format explained by assessment point 1

The results of the analysis will be presented and at the same time determine the success of the research in cycle 1. If it is not in accordance with the expected reference, it will be continued in cycle 2 by looking at the shortcomings in cycle 1.

Cycle 2

Planning activities are based on reflection from cycle 1, while the steps for action and observation activities are the same as in cycle 1 by taking into account the priority problems concluded in cycle 1 and followed by reflection activities. If the results of the reflection in cycle 2 have shown a significant increase in the teacher's ability, then the research activity is considered successful, but on the contrary if it has not shown the expected results, then the research activity will be continued with the next cycle with the same activity steps as the activities in the cycle. 2 of these.

The data collection technique was carried out by filling out observation sheets during the action research process by the supervisor so that presentative data would be obtained as a result of the research. The research instrument used was an observation sheet used by the supervisor to record the development of the ability of each teacher he fostered during the research process (cycle 1 and cycle 2).

The observation sheet used in this study can be seen in the example below the following page:

LEARNING ACTIVITY PLANNING INSTRUMENTS

Teacher Name :
 School :
 Class, Semester :
 Subjects :
 Basic competencies :
 Date and time :

NO	DESCRIPTION OF ACTIVITIES	VALUE CRITERIA			
		1	2	3	4
1	Formulate learning outcomes indicators appropriately				
2	Using topics/themes in the curriculum				
3	Determine the way to achieve the goal				
4	Determine the activity steps in achieving the activity goals				
5	Determine the time allocation for the activities carried out				
6	Determine the grouping of directions in the implementation of activities				
7	Determining learning media in achieving goals				
8	Determining learning tools in accordance with the objectives				
9	Determine the assessment tool according to the purpose				
	Total Real Value =				
	Total Ideal Value = 36	CLASSIFICATION			
	Percentage Value =%				

A : Very Precise : 76% - 100%
B : Exactly: 56% - 75%
C : Less : 26% - 55%
D : Inaccurate : 0% - 25%

COACHING SUGGESTIONS

The data analysis technique was carried out on the results of the teacher's lesson plans as initial data on the teacher's abilities and the results of observations made during the coaching process will be analyzed in a presentational manner and carried out with descriptive techniques to measure the success of the coaching process in accordance with the objectives of this school action research.

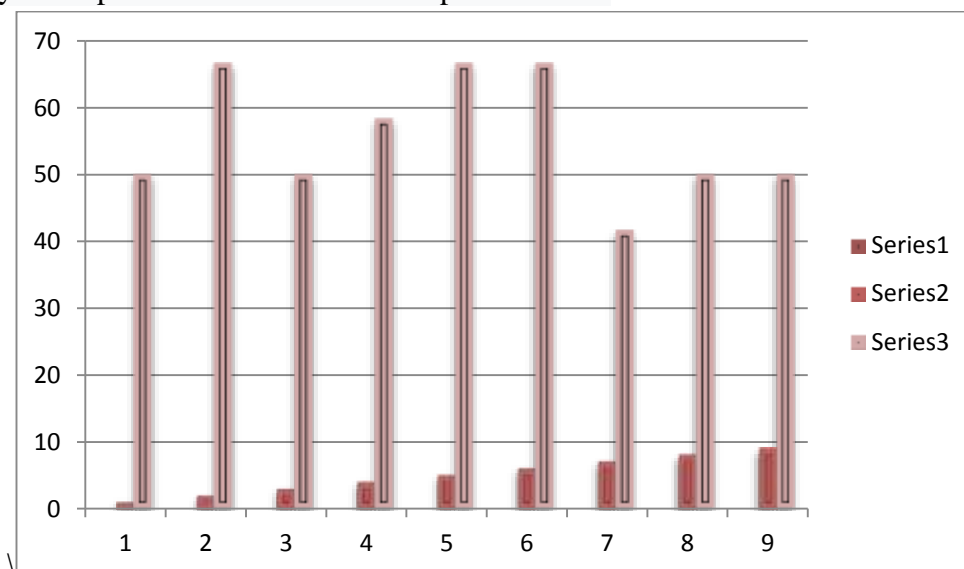
RESULTS AND DISCUSSION

Action research carried out in the Teacher Working Group with peer tutoring techniques was carried out by the supervisor carried out in group assistance as an effort to improve the ability of teachers in preparing lesson plans. The research was conducted on 12 teachers and other teachers in the Teacher Working Group, especially in relation to RPP K.13. The targeted teachers are classroom teachers who still need to improve their competence in preparing the lesson plans. However, the problem in this action research is focused on increasing the competence of the preparation of the Learning Implementation Plan (RPP) with the assumption that if the teacher is able to prepare the lesson plan well, then at least he or she already has guidelines for carrying out the steps of learning activities in the classroom according to their respective subjects. respectively. From the initial data obtained in research activities, it can be seen that 60% of teachers still have difficulties in formulating indicators of effective learning objectives in accordance with the Competency Standards and Basic Competencies of each subject. In addition, teachers also still find difficulties in choosing learning strategies and methods, as well as determining assessment techniques and methods that can measure the achievement of learning objectives.

Meanwhile, for the determination of learning materials / learning materials have been mastered up to 65% and the planned media is 60% appropriate. However, in determining learning activities, the steps and allocation of time needed have not been detailed.

Below we can see on the graph of the teacher's ability at the beginning of the activity:

Teacher's Ability in Preparation of RPP Before Imposed Action



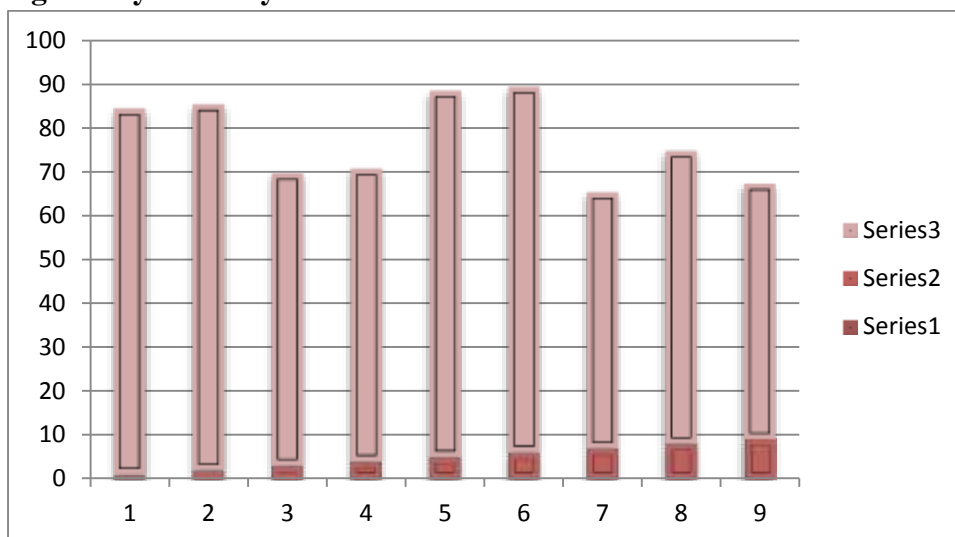
Based on the results of observations based on the teacher's actions in preparing learning plans with 9 observation indicators, it was found that points 5 and 6. Meanwhile, of the 3 observation indicators it was still below 60%. The lowest is the 7th point or determining the right learning media is still standard 50.

Some of the problems above, it is necessary to take action through cycle 1. In cycle 1, look at the RPP observation instrument with the following categories:

- 1 = Formulate learning outcomes indicators appropriately
- 2 = Using topics/themes in the curriculum
- 3 = Determine the way to achieve the goal
- 4 = Determine the activity steps in achieving the activity goals
- 5 = Determine the time allocation for the activities carried out
- 6 = Determine the grouping of directions in the implementation of activities
- 7 = Determine learning media in achieving goals
- 8 = Determining learning tools according to the objectives
- 9 = Determine the assessment tool according to the purpose

The description of the increase in cycle 1 can be illustrated in the following graph:

Learning Planning Ability After Cycle 1



Seeing the results obtained in the reflection of the activities of cycle 1, an action research was carried out in cycle 2 by using the results of the action of cycle 1 as input in planning activities for this cycle with the aim of further improving and strengthening the ability of teachers in preparing Learning Implementation Plans (RPP) so that they could achieve a minimum yield of 70%.

DESCRIPTION OF RPP INSTRUMENT ACTIVITIES								
1	2	3	4	5	6	7	8	9
83	83	67	67	83	83	58	67	58

At the end of the activity cycle, quite encouraging results were obtained which indicated the achievement of the objectives of this action research. The results obtained can be seen as follows: Instrument numbers

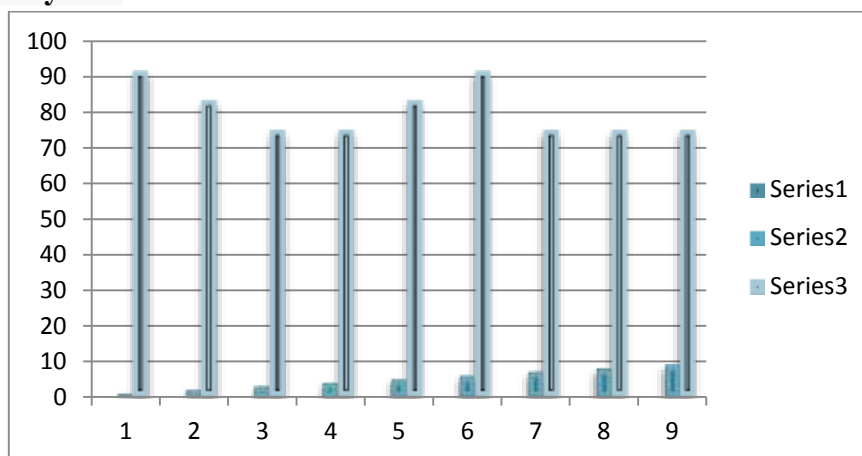
1,2,3,5,6 have met the indicators or have reached the standard above 70%, while Instrument numbers 3, 4, 7,8 and 9 still need to be improved.

The things mentioned above should be continued in the action cycle 2. The results of the evaluation and reflection with the observers and several teachers who were the samples in the study, then, a reflection was carried out to see the shortcomings in cycle 1. The things that were carried out were:

1. Conducting a moral approach and re-evaluating problems on indicators that have not been achieved, for example point number 7, namely determining learning media, determining how to obtain learning objectives and determining learning tools.
2. Other things to do are to approach mentoring by re-approaching teachers who are tutors in providing suggestions and input that will be conveyed to their fellow teachers.
3. Coordinate with school principals and other supervisors and observers to help resolve teacher difficulties.

Based on the reflection in cycle one, the next action can be described as in the graph below.

Teacher's Ability After Cycle 2



From the data collected before and during the action research process, we can see an increase in the ability of teachers in each component of lesson planning, as follows:

- A. There are 92% of teachers are able to formulate indicators of learning outcomes appropriately
- B. There are 83% able to use topics/themes in the curriculum
- C. There are 75% of teachers able to determine the way to achieve the goal
- D. There are 75% of teachers able to determine the activity steps in achieving the activity goals
- E. There are 83% of teachers able to determine the time allocation for the activities carried out
- F. Etc.

From the achievements above, it can be said that it is successful, where the indicators that are lacking in cycle 1 can be overcome in cycle 2. Thus, the use of peer tutors is able to improve teacher competence in making lesson plans, both Curriculum 2013 and KTSP.

CONCLUSION

From the School Action Research Process carried out in the Teacher Working Group by utilizing peer tutor tutors in improving teacher competence in making lesson plans, it can be concluded as follows:

1. Tutor-based peer tutoring can improve teacher competence in making lesson plans in KKG 2 Gorontalo City in 2016
2. We can also see a significant increase in the planning component of the learning evaluation. From the original only 40% at the beginning of the activity, to 60% at the end of cycle 1 and managed to reach 70% at the end of cycle 2.

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