



EFFORTS TO IMPROVE THE QUALITY OF LEARNING THROUGH TEACHER ACTIVITIES IN DEVELOPING MATERIALS AS ONE OF THE REFERENCES AND LEARNING SOURCES IN SMA NEGERI 2 SIPORA

Ristida

Faculty of Teacher Training, Ekasati University, Padang, Indonesia

Email: ristida_12@gmail.com

Corresponding Author: Ristida

ABSTRACT

In an effort to increase student activity and creativity in the learning process, you can use one of the references and learning resources through mutual cooperation activities or *the development of* learning materials that is applied is the quality of learning material development. SMAN 2 Sipora academic year 2016/2017. Based on the results of the study, it was concluded that efforts to improve the quality of learning through teacher activities in developing materials could improve the quality of learning for class X 4 students of SMAN 2 Sipora in the 2016/2017 academic year as evidenced by an increase in the number of students who met the Minimum Completeness Criteria. Prior to efforts to improve the quality of learning through teacher activities in developing materials, the number of students who met the KKM was 30%. In the first cycle, students who meet the KKM as much as 44%, in the second cycle as much as 93%, The increase in the average value of the cognitive learning quality class through the *pretest* and *post-test* in the first cycle is 7%, the second cycle is 2%, the increase in psychomotor activity from cycle I to cycle II increased by 7%.

Keywords: Efforts, Quality of Learning, Teacher Activities, Material

INTRODUCTION

In the learning process, it is necessary to have a reciprocal relationship between teachers and students so that two-way communication is established which makes learning focused on achieving competence. Teachers must be able to understand several things from students such as abilities, potential, interests, hobbies, attitudes, personality, habits, health records, family background, and activities at school. Besides implementing the learning process in an atmosphere of two-way communication, it is hoped that students can also do it in an atmosphere of multi-way communication. In a learning process like this, the relationship does not only occur

between a teacher and students and vice versa, but also between other students (Syah, 2005: 238).

In general, the success of the learning process is largely determined by several components. These components include: students, environment, curriculum, teachers, and developing materials. Teaching with the aim of achieving educational goals. Government Regulation Number 19 of 2005 concerning National Education Standards article 6 paragraph (1) states that the curriculum for general, vocational, and special types of education at the primary and secondary education levels consists of:

“(a) groups of religious subjects and noble character; (b) Subject group and personality; (c) Group of science and technology subjects; (d) Group of aesthetic subjects; (e) Group of physical subjects, sports and health”. (Anonymous, 2005).

Meanwhile, the scope of the economics and personality subject groups, namely the economics and personality subject group, is intended to increase students' awareness and insight into their status, rights, and obligations in the life of society, nation and state, as well as to improve their quality as human beings. Education is an abstract and verbal science that is different from the applied sciences that are definite.

As a result, there are often students who show an indifferent and lazy attitude in the learning process so that learning outcomes are not satisfactory because students make a lot of mistakes and mistakes.

Errors and mistakes made by students are not absolutely due to the lack of students' abilities in learning but also because of other factors such as the style or quality of teacher teaching, the environment, learning facilities and infrastructure, student motivation and others. Teachers must be able to generate student learning motivation by paying attention to the principles that students will work hard if they have an interest and concern for their work, provide clear and understandable assignments, give appreciation for the work and achievements of students, use prizes and punishments. effectively and efficiently.

The activities that can be used by teachers in teaching include developing lecture material, asking questions, giving assignments (recitations) of demonstration materials, materials, group work, inquiry learning, increasing experiments, increasing simulations and so on. A good teacher must be able to master various teaching methods so that they can choose and determine the right learning method to be applied to certain learning materials.

While students must sit neatly listening, imitating and imitating the methods applied by the teacher and completing the questions or assignments given by the teacher without any further action regarding the task. Meanwhile, efforts to prepare quality students never stop at a certain point because of the growing demands to meet the needs of people's lives. School agencies, especially teachers, always try to do their best to improve the quality of student learning so that quality students are produced and are able to survive in the times. This requires teachers to seek a method or quality of learning that is right for their students so that the knowledge and skills of students can develop as a whole and maximally.

Education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, education is not the same as teaching, education has a broader meaning than teaching, but teaching is a powerful means and provides education at SMA N 2 Sipora, and is always try in teacher activities to improve the quality of learning through teacher activities in developing material as a reference and learning resource at SMA N 2 Sipora. Likewise, in SMA Negeri 2 Sipora, material development activities are always endeavored to improve the quality of learning for students so that students' potential can be developed to the fullest. SMA Negeri 2 Sipora is a heritage building of the Dutch nation that has undergone many changes and improvements both in the condition and function of the building. This includes changes in management. The location of the school which is very close to the highway makes this school a very strategic location. Likewise, this strategic location also has a bad effect on the continuity of the teaching and learning process. The noisy and hot atmosphere due to so many vehicles passing by made the teaching and learning process a little disturbed. So we need a condition where students and teachers do not feel the disturbance and create a fun learning. Students at SMA Negeri 2 Sipora.

Another cause of low student achievement is inadequate facilities and infrastructure such as not all students have books. Students have difficulty finding learning resources to learn and understand lessons. Inappropriate use also still occurs and is one of the main factors causing low student achievement, where teachers are still often makes learning less interesting, students get bored easily and are not active in learning because they are not given the opportunity to appreciate their knowledge. Students just follow what the teacher is told, be quiet, listen and take notes on what the teacher teaches. The teacher is the only source of learning for students. This results in students not being able to develop according to their level of ability. Seeing the conditions mentioned above, it is felt that there is a need for a new change in the implementation of educational learning at SMA N 2 Sipora so that students are more active and creative so that they can develop according to their respective ability levels.

In an effort to increase student activity and creativity in the learning process, one can use one of the references and learning resources through mutual cooperation activities or material development. The learning applied is material development, namely "An activity or cooperative learning that is easy to apply, involves the activities of all students without having any difference in status, involves the role of students as peer tutors and contains elements. learning which is one of the qualities of learning that allows a multi-directional relationship, namely the relationship between students and teachers and students with other students in the group. Therefore, this interaction can help students understand the material provided and students are more active and participatory in the learning process, which will later affect learning outcomes.

Based on the description above, the writer wants to carry out classroom action research with the title "Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials as One of the References and Learning Resources at SMA N 2 Sipora Academic Year 2016/2017.

METHOD

The methodology of this research is Classroom Action Research which was carried out for two cycles. Data collection techniques used are tests, and observations. The instruments used in this study include cognitive learning quality tests, psychomotor student activities, and field notes. Analysis of the data used is descriptive analysis. This analysis is carried out by processing test scores for cognitive and psychomotor learning quality, presenting data, and drawing conclusions.

RESULTS AND DISCUSSION

Research Results

1. Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in the Economic Learning Process

Based on the results of discussions and observations of teachers and students of Class X, it is determined that efforts will be made to overcome problems related to quality improvement. learning in economics learning. Efforts are set to improve the quality of students' economic learning by improving the quality of learning through teacher activities in developing materials.

After determining the Efforts to Improve the Quality of Learning in Student Learning Outcomes, then the researcher together with the economics subject teacher determined suitable materials to improve the quality of learning. The material specified is the material on the Competency Standards (SK) cycle. Understanding government policies in the economic field, Basic Competencies (KD) Describing the Differences Between Micro and Macroeconomics.

Efforts to improve the quality of learning through teacher activities in developing materials, are applied to the Basic Competence of Describing the Difference Between Micro and Macroeconomics, with an allocation of 2 meetings, namely 4 x 45 minutes. The cycle consists of 4 stages, namely planning (*plan*), implementing action (*act*), observing (*observing*), and reflecting (*reflect*). At the end of the action design, the researcher reviewed the action with the collaborator teacher. Based on the results of the assessment and reflection of learning cycle I with efforts to improve the quality of learning through teacher activities in developing material, an evaluation is carried out according to the problems that arise for improvement in the implementation of learning cycle II.

2. Research Results Cycle I

a. Action Planning Action

plans need to be prepared before conducting the research, so that the research runs smoothly and is able to achieve the target according to the success criteria. This action plan was prepared by the researcher by discussing with the economics teacher. The action plans that have been drawn up include:

- 1) Preparing a Learning Implementation Plan (RPP)

- 2) Making a schedule for implementing actions as a reference so that the time allocation is right as planned.
- 3) Prepare learning materials in accordance with predetermined Basic Competencies, namely Describing the Differences Between Micro and Macro Economics. Cycle I will be held in two meetings, namely with an allocation of 4 x 45 minutes. In this first cycle, the material to be studied is the understanding of microeconomics and macroeconomics, the difference between microeconomics and macroeconomics, examples of macro and microeconomic activities.
- 4) Team work sheet
- 5) Pre *-test* and *post-test*
- 6) Observation sheet
- 7) Draft field notes
- 8) Divide students into groups
- 9) Make serial numbers and seating plans

b. Action Implementation

In the action stage, the teacher carries out learning according to the lesson plans that have been designed at the preparation stage. When the teacher carries out the action, the researcher becomes an observer to make observations, assisted by another observer. Observations were carried out based on the psychomotor observation sheet. The action stage in Cycle I consisted of 2 meetings, namely:

1) First Meeting (2 x 45 Minutes)

first meeting was held on Monday, January 9, 2017 starting at the 2nd lesson at 07.45 WIB until the 4th lesson at 09.15 WIB .

2) Second Meeting (2 x 45 Minutes) The

second meeting was held on Monday, January 16, 2017 lessons started at the 2nd hour at 07.45 WIB until the 4th lesson at 09.15 WIB.

c. Observation

The learning process with efforts to improve the quality of learning through teacher activities in developing material on Economics subjects in class X 4 SMA N 2 Sipora in cycle I has been completed. Overall, the implementation of efforts to improve the quality of learning through teacher activities in developing material in cycle I went quite smoothly. The learning process carried out was in accordance with the procedures or frameworks that had previously been prepared and planned, although there were still several stages of activities carried out that were not according to the previously planned targets. During the process of implementing the action, observations were also made to determine whether there was an increase in Learning Outcomes in the psychomotor domain.

d. Reflection

After implementing the learning process with efforts to improve the quality of learning through teacher activities in developing material in cycle I, the next step that must

be done is reflection. Overall efforts to improve the quality of learning through teacher activities in developing the material in the first cycle went smoothly and were in accordance with the procedures or frameworks that had been prepared previously.

3. Results of Cycle II Research

a. Planning Action

Planning carried out for the Implementation of Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in economic learning cycle II in principle the same as planning cycle I, especially in implementation procedures. The difference is that the planning carried out for the second cycle is based more on the results of reflection and evaluation of the implementation of the first cycle. This aims to take corrective actions in the second cycle, so that the weaknesses that occur in the first cycle do not occur again. The plans made for Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in cycle II are as follows:

- 1) Prepare learning materials in accordance with predetermined Basic Competencies, namely the problems faced by the government in the economic field. Cycle II will be carried out in one meeting, namely with an allocation of 4 x 45 minutes. In cycle II, the material to be studied is the problems faced by the government in the economic field.
- 2) Team work sheets that must be done in collaboration with groups.
- 3) Pre *test* and *post-test*.
- 4) Student answer sheets to work on test questions and test questions.
- 5) Psychomotor domain observation sheet.

b. Action Implementation The action

stage is based on the lesson plans that have been prepared in advance, then implemented in learning activities in the classroom. In detail the implementation of the actions taken were:

- 1) First Meeting (2 x 45 Minutes) The first meeting was held on Monday, January 23, 2017 starting at the 2nd lesson at 07.45 WIB until the 4th lesson at 09.15 WIB.
- 2) Second Meeting (2 x 45 Minutes) The second meeting was held on Wednesday, January 25, 2017 training starts at the 3rd lesson at 09.30 WIB until the 5th lesson at 11.00 WIB.

c. Observation

of the learning process with Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials on Economics subjects in class X 4 SMAN 2 Sipora in cycle II has been completed. Overall, the Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in cycle II went smoothly. The learning process carried out was in accordance with the procedures or frameworks that had previously been prepared and planned, although there were still several stages of activities carried out that were not according to the previously planned targets. During the

process of carrying out the action, observations were also made to find out how the increase in student activity in the psychomotor domain was.

d. Reflection

Based on the results of the research in cycle II, reflection was carried out as in cycle I. This reflection was carried out by considering the quality of student learning obtained in cycle II and evaluating the results of the action on Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials. The economic learning process with Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in cycle II showed satisfactory results and had met the set targets. This is evident from the Quality of Learning from Economics learning outcomes achieved by students who have achieved the predetermined learning completeness criteria.

Discussion

1. Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials as One of the References for Learning Resources

From the research that has been carried out, including planning, implementation, observation, and reflection, data have been obtained as mentioned above. In the implementation of learning with Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials in both cycle I and cycle II, it shows an increase in the quality of students' cognitive learning.

The success of a learning is not only seen from the learning outcomes, but also seen from the learning process. Assessment of the results and the learning process must be carried out in a balanced manner. Assessment of the learning and teaching process is often ignored, at least it gets less attention than the assessment of learning outcomes. This is in line with what Nama Sudjana (1991: 56) stated that

"Assessment of the quality of learning is not only oriented to results alone, but also to the process.

According to E. Mulyasa (2006: 105-106) there are various efforts that can be made to improve the quality of learning, namely: "1) Improving the quality and learning material, 2) Improving learning discipline and 3) Improving learning motivation".

In accordance with the opinion of the experts above, the results of the implementation of the first cycle and second cycle showed an increase in the quality of learning in the cognitive domain of students. This can be seen from the average value of students in one class in the first cycle of 77 with the number of students who achieved completeness as many as 12 students or 44%. Then in the second cycle the average number of students increased to 80 with the number of students who achieved a minimum completeness score of 25 students or 93% of the number of students in one class.

The increase in the quality of learning in the cognitive domain of students between cycles I and cycle II also increased the number of students who achieved the minimum

completeness criteria from post-test cycle I to post-test cycle II, the average pre-test and post-test in cycle II also increased compared to cycle I.the

Opinion of the experts above, the quality of learning can be concluded that the Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials have succeeded in improving the quality of learning in the cognitive domain of students, it is proven. That the number of students who master the material thoroughly studied ($N \geq 75$) is more than 15 students or more than 75% of the total number of students in one class.

2. Constraints faced in Efforts to improve the Quality of Learning through Teacher Activities in Developing Materials The

implementation of the economic learning process with Efforts to Improve the Quality of Learning through Teacher Activities in Developing Materials has succeeded in improving the quality of student learning in the cognitive and psychomotor domains of students. In the implementation of the research there were several obstacles, so that in the implementation not everything was in accordance with the initial planning. Especially in the first cycle, there are still many studies in the second cycle. These obstacles come from several sources, namely from students, teachers and technical implementation.

When viewed from the perspective of students, the obstacles experienced in the implementation of this research occurred because not all students obeyed the teacher's instructions, for example some students chatted or even looked sleepy when the teacher explained the material. In addition, students are also not fast in carrying out teacher instructions, some still complain a lot. When viewed from the teacher's point of view, the problem occurs because the teacher is not used to implementing Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials. So that in its implementation there are several activities that are not in accordance with the initial plan, especially in the allocation of time. Some stages of activities take more time than planned so that it will reduce the implementation of other activity stages

CONCLUSIONS

Based on the results of research that has been carried out and the discussion in the previous chapter, it can be concluded that Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials are able to improve the quality of student learning in basic competencies . This can be seen from the two domains of the quality of learning and student activities, namely:

1. Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials as One of the References for Learning Resources

The results of the implementation of the actions in cycle I and cycle II showed an increase in the quality of learning with efforts to increase the quality of learning through teacher activities in developing students' cognitive learning materials. This can be seen from the average value of students in one class in the first cycle of semester 77 with the number of students who achieved completeness as many as 12 students or 44%. Then in the second cycle the average number of students increased to 80 with the number of students who

achieved a minimum completeness score of 25 students or 93% of the total number of students in one class. In addition, the increase in the average score of students from *pre-test* to *post-test* in the first cycle was 7%, an increase where in the second cycle the average increase in student scores from pre-test to post-test was 2%.

2. Constraints faced in Efforts to Improve the Quality of Learning Through Teacher Activities in Developing Materials

The results of the action show that there has been an increase in activity in the psychomotor domain of students between cycle I and cycle II. In the first cycle, the students who obtained good and or very good criteria were 25 students or 93%. Then in the second cycle the teacher tried to maximize the students' psychomotor abilities and succeeded with 100% of the students getting grades in the good and very good categories.

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