

Teacher's Teaching Development as an Effort to Improve the Quality of Learning at Khalifah Islamic Elementary School, Alang Alang Lebar District

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Abstract

This research aims to find out and describe teacher teaching development as an effort to improve the quality of learning at Khalifah Islamic Elementary School, Alang Alang Lebar District. The location of this research was carried out at Khalifah Islamic Elementary School, Kec. Alang Alang Lebar This type of research is qualitative descriptive research. The subjects in this research were teachers at Khalifah Islamic Elementary School, Alang Alang Lebar District. Data collection in this research was carried out by interviews. The analysis technique in this research used the concept of triangulation. The results of this research state that the coaching carried out by the principal in improving the quality of learning at Khalifah Islamic Elementary School, Kec. Alang Alang Lebar is quite good. Based on the findings from the research, it can be recommended that teachers continue to improve their self-quality, improve work performance, school principals are expected to continue to motivate teachers, and make it easier for teachers to increase their knowledge and skills. The results of the research can be used as a reference and input for teachers and school management, especially regarding efforts to improve the quality of teachers in teaching.

Keywords: Coaching, Improvement, Learning Quality, Teacher

Introduction

Education in general aims to develop student potential. As a good teacher, it is natural that he wants as many of his students as possible to pass or get good grades. He will be unhappy if many of his students get lower marks or do not pass. In this case, teachers are expected to develop children's potential, they must be clever in limiting themselves so that their desire is to produce children with high grades (Bafadal, 2016).

Teachers are one of the most important elements in education. The good or bad quality of education is largely determined by teacher quality standards. Therefore, teachers need to improve their competence as stated in Law Number 14 of 2005 concerning Teachers and Lecturers (Law Number 14 of 2005). There are four competencies that teachers must fulfill, namely pedagogical, personality, professional and social competencies. So what about teacher competency standards in Indonesia, do they meet the four competencies above? Of course there must be concrete steps to improve the quality and competence of teachers. Teachers have a

very big contribution to the success of learning in school. Teachers play a very important role in helping the development of students to realize their life goals optimally (Hamalik, 2018).

Increasing teacher professionalism is closely related to the implementation of educational supervision in schools, where educational supervision is based on coaching efforts towards improving the situation and conditions of education in general and improving the quality of teaching and learning as well as increasing student learning achievement in general.

To develop teachers' knowledge, talents and skills, the steps or efforts that an educational institution needs to take are through coaching. This coaching needs to be carried out regularly and continuously for improvement and development efforts (Rohim, 2017). According to Siswoyo (2018), "coaching is an effort to provide assistance to teachers to expand knowledge, improve teaching skills and foster professional attitudes, so that teachers become more skilled at managing teaching and learning activities in teaching students.

Meanwhile, according to Mulyasa (2017), coaching is a process, method, act of fostering, renewal, refinement, and efforts, actions and improvements, and efforts, actions and activities carried out effectively and efficiently to obtain better results. Based on this opinion, it can be concluded that coaching is an activity with the aim of expanding knowledge, improving teaching abilities and skills, as well as cultivating a professional attitude which is carried out effectively and efficiently to obtain better results (Danim, 2019).

This coaching includes the activities of organizing/implementing and arranging something that can be carried out well, orderly, neatly and thoroughly according to the program plan in an efficient and effective manner. (Gatteng & Rahman, 2013).

According to Djamarah (2016), every time a teacher enters the classroom, at that moment he or she faces two main problems, namely: teaching problems and management problems. Teaching problems are efforts to help students achieve specific teaching goals directly, for example creating lesson units, presenting information, asking questions, evaluating. Meanwhile, management issues are efforts to create and maintain conditions in such a way that the teaching and learning process can take place effectively and efficiently, for example providing reinforcement, developing teacher-student relationships, creating productive group rules (Imron, 2015).

Classroom management is not only in the form of classroom settings, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and conditions. So that the teaching and learning process can take place effectively and efficiently. For example, providing reinforcement, developing teacher-student relationships and creating productive group rules (Karwati, 2017).

Classroom management is necessary because from day to day, even from time to time, students' behavior and actions always change. Today students can study well and calmly, but tomorrow is not certain. Yesterday there was healthy competition within the group, whereas in the future the competition may not be healthy. The class is always dynamic in the form of students' behavior, actions, attitudes, mentality and emotions (Nurkolis, 2018).

According to Danim (2019), effective classroom management performance is reflected, among other things, in the form of teachers' success in creating a positive learning environment and

empowering students to understand and be effective in involving themselves in the classroom management process. In teaching and learning activities, of course a teacher is the center of attention and is responsible for directing and guiding his students in every learning process.

According to Usman (2016), as a class manager the teacher is responsible for maintaining the physical environment of his class so that it is always enjoyable for learning and directing or guiding the intellectual and social processes in his class. In this way, teachers not only enable students to learn, but also develop the habit of working together with other students.

Teacher success in carrying out learning activities does not only require the ability to master subject matter, teaching strategies and methods, use media or learning tools (Akhmad, 2013). However, teachers must be able to provide or create conducive and enjoyable learning situations and conditions. This can be realized if the teacher is able to regulate the learning atmosphere, condition students to learn and utilize learning facilities or media and can control a pleasant atmosphere to achieve learning goals, this ability is called ability. manage the class (Muhibbin, 2016).

Based on information from the Principal of Khalifah Islamic Elementary School, Kec. Alang Alang Lebar that the school principal always provides guidance to teachers who teach so that the quality of learning can be even better. Teacher professional development is the actions and activities carried out to obtain better results in order to have an adequate teacher education background in carrying out educational tasks obtained after taking certain teacher education.

Developing teachers' professional abilities is an effort to improve the quality of education. Coaching activities are an important and inseparable part of all efforts to improve and increase the quality of education. Without more coaching, the results of upgrading carried out both at the national and regional levels often have little impact on teaching and learning activities (Rustan, 2015).

However, currently we still find teachers who teach not based on their scientific discipline. The facilities at Khalifah Islamic Elementary School, Kec. Alang Alang Lebar, such as the completeness of teaching aids as a learning resource, is still lacking, books to support teachers in delivering learning are still considered insufficient, the disciplines taught are still not linear, but because the learning material that will be delivered is for elementary school students, so it is still coaching can be provided. In order for the quality of learning to run well, the teacher is advised to continue with higher and better education, namely continuing to the Master's level so that the knowledge gained can be applied well and ultimately can improve the quality of education at the Khalifah Islamic Elementary School, Kec. Alang Alang Wide.

Methods

This research is qualitative research, with the aim of obtaining an in-depth understanding and interpretation of the meaning of phenomena in the field (Sugiyono, 2019). The subjects in this research were teachers at Khalifah Islamic Elementary School, Kec. Alang Alang Wide. Data collection in this research used interviews, observation and documentation. Then it is analyzed following the rules of triangulation, source triangulation to test the credibility of the data is carried out by checking the data that has been obtained through several sources or informants. This is done until a trend in the data is obtained so that the data can be seen to contain truth value.

Results and Discussion

Based on the research results, it is known that the principal has carried out teacher teaching coaching as an effort to improve the quality of learning at Khalifah Islamic Elementary School, sub-district. Alang Alang Wide. This is evident from the coaching that has been carried out, as a whole in terms of: 1) the teacher's ability to manage the class in terms of the learning implementation plan; 2) the teacher's ability to manage the class in terms of the implementation of learning; 3) the teacher's ability to manage the class in terms of the teacher's activities in opening and closing lessons; 3) the teacher's ability to manage the class is reviewed by varying the learning stimulus; kemampuan guru dalam mengelola kelas ditinjau dari aktivitas guru dalam keterampilan bertanya; 4) the teacher's ability to manage the class in terms of the teacher's activities in providing reinforcement obtained a result of 83.87, including the Good category (B).

Based on the results of the researcher's interview with the school principal, it was discovered that the school principal had given directions to the teachers according to instructions in planning learning tools which must refer to the established curriculum. 1) The principal has given directions to teachers to carry out learning activities according to the themes that have been prepared, but there are also teachers who carry out learning activities not in accordance with the curriculum, especially the implementation of the independent curriculum has not been carried out by all classes. 2) The principal always checks or evaluates the learning outcomes delivered by the teacher during the middle of the semester in order to see the student learning outcomes that have been implemented; 3) The principal has instructed the teachers to follow up on the learning results that have been delivered, especially for students who have not achieved the specified grades (KKM), and instructed teachers to provide additional (remedial) lessons, especially for students whose grades not yet reached the KKM.) The principal has given direction and instructed teachers during the mid-semester meeting to pay attention and at the same time provide guidance to students who are experiencing difficulties in learning.

The principal has given instructions to teachers if there are students who play truant, by advising students who are truant not to play truant again. 1) The school he leads already has media/visual aids that are considered adequate, but there are several media/visual aids that are damaged, so teachers use these media/visual aids alternately in delivering learning material; 2) As a leader, he always tries to send teachers to take part in training activities, especially teachers who are still beginners, so that their ability to manage the class increases; 3) As a leader, he always prioritizes novice teachers to attend seminars so that their ability to manage classes can improve, especially seminars held by the District and Province.

Based on the results of the researcher's interview with the teacher, it was discovered that: the teacher made an activity planning program referring to the results of the learning process from the previous year, and perfected it to be better than the previous year. Teachers plan learning activities in accordance with the instructions ordered by the principal and are considered good. This is proven by its signature by the school principal. In planning the learning activities that are made are in accordance with the curriculum as instructed by the school principal.

When delivering learning material, sometimes more than one learning source is used, for example using media or teaching aids as a learning resource with the aim of making students able to absorb the learning material presented. During learning activities he conveys the material in outline, especially those related to the learning objectives to be achieved from the

lesson. When learning activities take place, teachers rarely give students the opportunity to discuss and ask questions, because the learning material to be delivered is busy and scheduled. However, if there is still time allocated in the learning process, the teacher gives students the opportunity to ask questions about material they do not understand.

It is easier for students to understand and understand the material they are conveying by using demonstration media rather than just using a handbook. The material presented has referred to and is in accordance with the competency standards and core competencies set. Teachers sometimes review the material presented at the previous meeting before starting the material that will be presented at that time according to the theme. Teachers always evaluate student learning outcomes, both mid-semester, per semester and at the end of school. The purpose of this evaluation is to see whether student learning outcomes are good or not. If it is not good, remedial will be given so that student learning outcomes can reach the specified KKM.

The various teacher quality development programs primarily aim to improve teachers' abilities and skills in planning, developing, implementing and supervising the learning process to support improving the quality of education in each school unit. Classroom management is an aspect of education that is often the main concern of prospective teachers, new teachers, and even experienced teachers who want students to learn optimally. Creating such expectations is the study of classroom management.

According to Djamarah (2016), furthermore, learning outcomes are also determined by what happens in the classroom. Therefore, the class should be managed well, professionally, continuously and sustainably. Positive relationships between teachers and students only build with a positive attitude. Even though there are weaknesses in students, of course there are many strengths and it is much better to develop positive potential in students rather than looking for their weak sides (Karawati, 2017).

Teachers have a very big contribution to the success of learning in school. Teachers play a very important role in helping the development of students to realize their life goals optimally (Hamalik, 2018). Every time a teacher enters the classroom, at that moment he or she faces two main problems, according to Djamarah (2016), namely: teaching problems and management problems. Teaching problems are efforts to help students achieve specific teaching goals directly, for example creating lesson units, presenting information, asking questions, evaluating. Meanwhile, management issues are efforts to create and maintain conditions in such a way that the teaching and learning process can take place effectively and efficiently, for example providing reinforcement, developing teacher-student relationships, creating productive group rules.

Based on the research results, it is known that teacher teaching development is an effort to improve the quality of learning at Khalifah Islamic Elementary School, Kec. Alang Alang Lebar, overall viewed from: 1) the teacher's ability to manage the class in terms of the learning implementation plan; 2) the teacher's ability to manage the class in terms of the implementation of learning; 3) the teacher's ability to manage the class in terms of the teacher's activities in opening and closing lessons; 3) the teacher's ability to manage the class in terms of varying learning stimuli; 4) the teacher's ability to manage the class is seen from the teacher's activities in questioning skills; 5) the teacher's ability to manage the class in terms of the teacher's activities in providing reinforcement obtained a result of 83.87, including the Good category (B).

Based on the research results, it can be interpreted that the efforts made by the Principal of Khalifah Islamic Elementary School, Kec. Alang Alang Lebar in providing guidance to teachers has gone well and has had an impact on improving the quality of learning, the increase in the quality of learning is reflected in the classroom atmosphere in learning activities becoming more conducive, teachers are starting to implement creative learning systems so that there is an increase in student learning outcomes at Khalifah Islamic Elementary School.

The results of this research are in line with research conducted by Siska (2017), who in his research stated that the forms of developing teacher professionalism are: Carrying out educational supervision, conducting management training for Madrasah heads, attending subject workshops and evaluations, attending subject teacher deliberations, take training in making learning media, provide coaching by supervisors, and exemplify exemplary attitudes (discipline, responsibility, honesty, and other forms of positive characteristics).

The factors that influence the development of teacher professionalism are: Internal factors include: Teacher personality, teaching ability, discipline, welfare and work ethic. External factors include: Communication skills and good relations with the community. Supporting factors include: Facilities and infrastructure. Based on the results of the research above, if teachers implement an attitude of professionalism like that and continue to improve the development of teacher professionalism, then they can improve the quality of learning, both in terms of process and in terms of results.

Furthermore, research by Aminah, et al (2022), states that teacher development activities carried out by the Principal of SMP Negeri 2 Sigli include the principal coaching teachers in the process of preparing learning programs such as lesson plans, annual programs, semester programs, and details of effective weeks. (2) the principal guides teachers in the implementation of learning which is carried out by explaining the material, learning media, learning methods, learning resources. (3) the principal fosters increased professional competence of teachers by means of supervision, training, seminars and activating MGMP as well as providing facilities and infrastructure.

Lusia, et al (2022). in his research stated that teacher development is very important because improving teacher performance in the teaching and learning process is one of the most important factors in creating an effective educational process, especially in developing discipline and the quality of student learning outcomes. Efforts to increase teacher professionalism should pay attention to improving the quality of education, teacher quality, and the way teachers teach, which are important factors in explaining student learning outcomes.

Similar research was also carried out by Okta et al (2022). related to the principal's strategy in improving teacher performance, the results show that the implementation of the principal's strategy in aspects of teacher performance which includes coaching teacher performance, supervising teacher performance, cultivating education staff discipline, providing motivation, giving awards, has been running, but there are several strategies that have been implemented. has not been implemented optimally. Teacher performance which includes preparing learning tools, evaluating the results of the learning process, and following up on learning results is categorized as quite good, but in implementing learning the use of learning methods and media is still less effective.

Ratna (2016) in her research stated that improving the quality of education will be closely related to increasing the professional competence of teachers, with the hope that the more professional a teacher is, the quality of education will increase. Teachers are also required to continue to develop themselves professionally so they can keep up with rapid developments in the fields of science and technology. To be able to maintain and improve the professional quality of teachers, coaching is needed. Coaching will be very beneficial for a teacher apart from adding experience and knowledge as well as being a place for friendship and exchange of ideas regarding the most up to date educational news available in the coaching activities.

Dina (2015), in her research also stated that teacher coaching carried out by the Principal of the School had a positive effect on the quality of learning and student learning outcomes in vocational schools throughout Lubuk Begalung District, Padang.

Conclusion

Based on the results of research on teacher teaching development as an effort to improve the quality of learning at Khalifah Islamic Elementary School, Kec. Alang Alang Lebar, it is known that teacher teaching development is an effort to improve the quality of learning at Khalifah Islamic Elementary School, sub-district. Alang Alang Lebar can be said to be good. This is known from research given to teachers who teach at the Khalifah Islamic Elementary School, Kec. Alang Alang Lebar, teacher teaching development as an effort to improve the quality of learning in terms of: 1) The teacher's ability to manage the class is reviewed from the learning implementation plan; 2) The teacher's ability to manage the class is seen from the implementation of learning; 3) The teacher's ability to manage the class is seen from the teacher's activities in opening and closing the lesson; 4) The teacher's ability to manage the class is seen from varying learning stimuli; 5) The teacher's ability to manage the class is seen from the teacher's activities in asking questions; 6) The teacher's ability to manage the class in terms of the teacher's activities in providing reinforcement obtained a result of 83.87, including the Good category (B).

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