

Improving Teachers' Capabilities in the Using of the Teaching Aids (Props) Through Academic Supervision at Gema Bukit Barisan Private SMP, Tanjung Morawa District

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Abstract. Improving the ability of teachers in making teaching aids through academic supervision at the private junior high school, Gema Bukit Barisan, Tanjung Morawa sub-district. In the educational philosophy of Ki Hajar Dewantara, Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani, it means that learning is student-centered. However, until now, the learning that takes place in the research-assisted schools is more teacher-centered. This is because the teacher still does not want to take the time to make teaching preparations. The time of the research is carried out in semester 1 of the 2021/2022 academic year starting the first week of October and ending in the fourth week of December. The research was carried out in one of the schools that was supervised by the supervisor, namely the Gema Bukit Barisan Private Junior High School Tanjung Morawa. Indicators of success in this study are (1) increasing the ability of teachers in making teaching aids, (2) increasing student motivation in learning. From the supervision I did to the three teachers at the private SMP, Gema Bukit Barisan, Tanjung Morawa District, they have begun to understand how important it is to make teaching aids in learning activities in the classroom. Previously, they had never made or used teaching aids. With my direction and guidance, they understand and can use it according to the subject or material that is understood.

Keywords : Improving, Teaching, Students, Aids, and Supervised

I. INTRODUCTION

In the educational philosophy of Ki Hajar Dewantara, Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani, it means that learning is student-centered. However, until now, the learning that takes place in the research-assisted schools is more teacher-centered. This is because teachers still do not want to take the time to make teaching preparations, have not been able to use existing media in schools and have not been able to provide their own teaching aids, outside of those already owned by the school. This causes learning to be less interesting, boring quickly and learning objectives are less achieved. Based on the researcher's experience as supervisors at the Gema Bukit Barisan Private Junior High School (own school during Cawas training), Al Fajar Private Junior High School (internship school during Cawas training) and Ali Bin Abuthalib IT Private Junior High School, all three of which were the schools assisted by a researcher as supervisor, very few use learning media / teaching aids in carrying out learning. This situation is in line with the experience of Tomik as a senior researcher and at the same time as a supervisor in making this school action research report, where very few teachers in the target schools use media/props in the implementation of learning.

The problem of at least teachers using media/props in carrying out learning can be caused by several factors, including: (1) limited teaching aids available/provided by schools, (2) low ability of teachers to use teaching aids in schools, (3) the low willingness of teachers to make their own teaching aids, (4) the low ability of teachers to vary learning methods and media.

Based on this description, researchers are interested in conducting research on the ability of teachers in using teaching aids in one of the target schools.

II. METHODS

A. Place and time of research

The research was carried out in one of the schools that were supervised by the supervisor, namely the Gema Bukit Barisan Private Junior High School Tanjung Morawa.

The time of the research is carried out in semester 1 of the 2021/2022 academic year starting the first week of October and ending in the fourth week of December.

B. Research Subject

The research subjects were all subject teachers at the Gema Bukit Barisan Private Junior High School, Tanjung Morawa District.

C. Research Design

This research was conducted by researchers who work as supervisors in the target schools. The researcher took the subject of all teachers in accordance with the subjects they taught considering the characteristics of almost all teachers tend to be less able to make their own teaching aids to support the learning process. .

The design of this classroom action research can be seen in the following table:

Table 1
Research Activity Cycle

CYCLE	STAGE	ACTIVITY
Cycle 1	Planning	1. Choose an academic supervision scenario.. 2. Randomly choose the teacher to be supervised in each target school 3. Arrange academic supervision schedule
	Action 1	1. Provide direction and guidance on the implementation of the scenarios that have been set 2. Observing and supervising according to a predetermined schedule
	Observation	1. Observing and supervising using prepared instruments 2. After making observations, discuss the results of these observations
	Reflection 1.	1. Evaluate the actions that have been taken including the effectiveness of the time that has been implemented. 2. Discuss the results of the action. 3. Improving the implementation of actions that have been taken that have not reached the target. 4. Evaluation of actions.
	Indicators of Success in Cycle	1. All of the instruments that have been prepared in cycle 1 can be implemented. 2. Teachers are able to carry out learning well. 3. The teacher achieves a good minimum score in planning learning 4. The teacher achieves a good minimum score in the implementation of learning
Cycle 2	Planning	1. Identify problems and determine alternative solutions to problems. 2. Development of action programs II.
	Action	1. Implementation of the action program II.
	Observation 1	1. Collecting action data II Pengumpulan data tindakan II
	Reflection	1. Evaluation of actions II
	Indicators of success in cycle 2	1. All the instruments that have been prepared in cycle 2 can be implemented. 2. Teacher activity in carrying out learning increases. 3. Student motivation in teaching and learning is increased. 4. Almost 100% of teachers carry out learning using self-made teaching aids and others use teaching aids provided by the school

D. Research Instruments

The research instrument consisted of observation sheets, questionnaires.

Table 2
Observation sheet Teachers Who Use Props

No	Teacher's Name	Plan for Teaching Aids in the RPP		Use of Teaching Aids at KBM Remarks		Information
		There is	There's None	There is	There's None	
1	Linda	√			√	
2	Murni	√			√	
3	.Tika	√		√		

E. Data Collection Techniques

Data was collected through: (1) observation, (2) questionnaires, (3) photos, in each cycle.

F. Data Analysis Techniques

At this stage, the data analysis procedure carried out is that all the collected data is processed through the stages of (1) data reduction, if there is data needed, (2) data simplification, (3) data tabulation, (4) data conclusion. Furthermore, the results of data analysis are used as part of the reflection carried out by the perpetrators of the action by involving members of the research team and considering various criticisms, suggestions and opinions from various parties.

G. Research Schedule

This research was conducted in semester 1 of the first week of October 2021 and ended in the fourth week of December 2021. School Action Research Activity Plan on

Table 3
School Action Research Activity Plan on
Assisted Middle School Semester 1 Academic Year 2021/2022

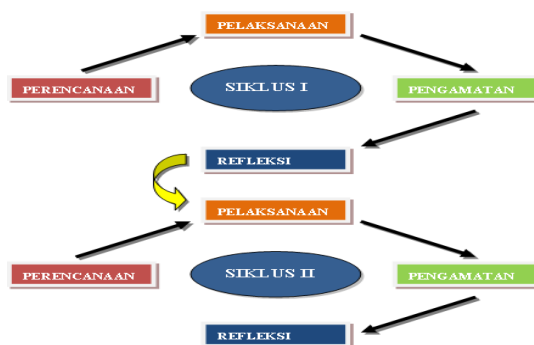
No	Description of activities	Oktober				Nop.				Des.				Jan.		Informati on
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	
1	Planning	█														
2	Preparation		█													
3	Cycle I															
	Planning		█													
	Action Execution			█												
	Observation				█											
	Reflection					█										
4	Cycle II															
	Planning							█								
	Action Execution								█							
	Observation									█						
	Evaluation										█	█				
	Preparation															

H. Research Procedure

The research was conducted using the Action Research Model, a research model classified as a combination of scientific and action research (Burns, 1999:30 Kemmis & Mc Taggart, 1982:5; Reason & Bradburry, 2001:1).

Tabel 3.4

Research Flow Schematic



Action research is a small-scale intervention on real-world actions and a careful examination of the effects of these interventions (Cohen and Manton, 1980: 174). This research is different from other research, if other types of research are carried out by scientists on campus or research institutions, action research should be carried out by practitioners, including school

supervisors. While other types of research are for developing theory, Action Research is aimed at improving field practice. So Action Research is a suitable type of research for practitioners.

Action Research will not interfere with the learning process because it is carried out in a natural learning process in the classroom according to the schedule. Action research is situational, contextual, small-scale, allocated, and directly related (relevant) to real situations in the world of work. Action research is planned in two cycles, but if the performance indicators have not been achieved, it will be continued with the third cycle. The action research steps in each cycle are as follows:

Cycle I

1. Action Planning

At this stage the researcher prepares the completeness of supporting research and development of indicators for the application of classroom management in schools in an effort to improve teacher learning outcomes. Some of the preparations made include the table 3.5 below.

Tabel 4
Action Implementation Preparation

No	Researcher	Teacher
1	Directing the concept of activities	Filling out the observation instrument
2	Develop aspects of teachers' abilities regarding the manufacture of teaching aids..	Documenting teacher data in the target schools
3	Simulating in group work activities	Participating in understanding activities for making props
4	Arrangement of supporting tools for group work activities	Applying the pattern of developing the understanding of teaching aids

2. Action Implementation

In the implementation of the initial action, problem identification was carried out by using a questionnaire, observation. The results of the implementation are carried out to formulate implementation actions in cycles one and two based on the schedule that has been prepared. The results of the implementation of cycle one become a guide in increasing teacher understanding in making teaching aids. It is hoped that the implementation of cycle two will be able to improve the difficulties of teachers in making learning aids.

III. RESULTS AND DISCUSSION

From the supervision writer did to the three teachers at the private SMP, Gema Bukit Barisan, Tanjung Morawa District, they have begun to understand how important it is to make teaching aids in learning activities in the classroom. Previously, they had never made or used teaching aids.

With my direction and guidance, they understand and can use it according to the subject or material that is understood. The indicators of success in this research are

(1) increasing the ability of teachers in making teaching aids,

(2) increasing student motivation in learning. Teachers use teaching aids in improving student learning outcomes. This study was conducted to test whether there is an effect of using teaching aids in improving student learning outcomes. The researcher used a quasi-experimental type of research, which was held at SMP Gema Bukit Barisan Tanjung Morawa and at the same time all students were used as the research population. has been proven to be reliable and valid. After that the instrument is ready to be used as a post-test. This research was conducted 2 times, both the learning experiment class with teaching aids and the learning control class with lectures (conventional nature). From the information above, it can be concluded that learning with the use of teaching aids is better than conventional learning or lectures only. This was also proven when the research took place, from the observations made by researchers during the learning process using teaching aids.

in the teaching and learning process the delivery of material according to the concept in this material is the sequence of operations for multiplication, division, addition and subtraction numbers. This is because the teaching aids used are in accordance with the characteristics of the teaching aids, namely durable, attractive shape, simple and so on.⁷⁴ In addition, there are several advantages of using these teaching aids, including: 1. The use of teaching aids can foster students' creativity and imagination. students to take advantage of things around that are attached to the subject matter impresses students. Stimulate children's imagination and give a deep impression in teaching, the five senses and all abilities of a child need to be stimulated. The use of teaching aids can increase student motivation and material concepts using abstract objects and concrete forms can be understood. If students' motivation increases, it can help in the teaching and learning process to be more effective.⁷⁵ Based on the above discussion to get maximum results from the educational process, creative and innovative thinking is needed in the learning

process, it is very necessary for teachers to improve maximum learning outcomes and produce students innovative. This innovative approach can be done by using teaching aids in the teaching and learning process with the aim of helping teachers make the student learning process more effective and efficient. Each learning process is characterized by the presence of several elements including objectives, materials, methods and tools and evaluation. Elements of methods and tools are elements that cannot be separated from other elements that function as ways or techniques to deliver learning materials to reach their goals.

IV. CONCLUSIONS

From the result of observation and interview guide, the researcher concluded that the

- (1). increasing the ability of teachers in making teaching aids, and making it easier for teachers to convey material and easy for students to digest
- (2) increase student motivation in learning and students think critically.

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