



IMPROVING TEACHERS' ABILITY TO APPLY COOPERATIVE SCRIP LEARNING METHODS THROUGH THE SUPERVISION OF SCHOOL PRINCIPALS

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Abstract

School Action Research aims to develop the ability of teachers in applying the Cooperative Script learning method. The research subjects were teachers who served at SDN 071054 Biouti with 9 respondents. The research was conducted in two cycles with observation research instruments, ability evaluation at the end of the cycle and interviews. The results showed that the Cooperative Script learning method can be understood by the teacher and needs to be used in learning, this can be seen through the results of the processed data as follows, the initial ability of the teachers to master the Cooperative Script learning method is 58.14 with an overall mastery level of 33.33%. After the Principal Supervision took place through methoding (simulator) in the first cycle, teacher mastery became 62.59 (50%) participants had changed abilities, meaning 5 people were good, 4 people were lacking. Then in the second cycle there was repetition of Supervision from the Principal with the same context in the second cycle but corrected the error in the first cycle so that the change in the teacher's ability value increased by 70.74 or 77.77% of the participants had achieved success. The remaining 2 participants who are not good will be handled further by the Principal

Keywords: *Application of Cooperative Script learning method, Teacher's Ability*

Introduction

The development of science and technology (IPTEK) today has brought changes in human lifestyles both in the fields of tourism, technology, culture of belief, information and education. This is a challenge and an opportunity to be able to improve the quality of Indonesian human resources in order to compete in a world full of competition for life. One way to improve the quality of human resources is to improve the quality of education.

One of the problems faced by the Indonesian nation is the low quality of education at every level and unit of education, learning in our homeland, the use of a variety of learning methods used by teachers also has a role in determining the quality of learning and the quality of human resources. In fact, in the process of learning and teaching, there are still many teachers who are not able to use a variety of learning strategies, reluctant to change methods that are already considered correct and effective and creative in teaching certain subjects.

In an effort to improve learning processes and outcomes in schools, teachers are obliged to create learning activities that are able to build cognitive, affective and psychomotor for students in order to achieve optimal learning outcomes. Therefore, in designing optimal learning activities, it is necessary for teachers to

be careful in choosing theories and developing learning strategies to be applied, not all theories and learning strategies are suitable for all subjects, because each subject has its own characteristics.

In order to achieve optimal learning during the learning process in the classroom and to achieve educational goals, teachers are required to have abilities and skills in order to manage the learning process. One of the abilities that must be possessed by teachers is the ability to choose and use various learning methods that are in accordance with the characteristics of children, especially about lessons that require concrete explanations and can be proven by children.

In its implementation, it is necessary to conduct various studies that lead to increased efficiency and effectiveness of services and development as a consequence of an educational innovation. One form of efficiency and effectiveness of curriculum implementation, it is necessary to develop various learning methods that are in accordance with the applicable curriculum.

The cooperative learning method is one of the curriculum implementation methods that is recommended to be applied at all levels of education, starting from the elementary school (SD/MI) to upper elementary school (SD/MA)

level. A learning method is a learning pattern or example that has been designed using other approaches or methods or strategies, and is equipped with steps (syntax) and learning tools (Lufri, 2010:94)

Based on the results of the Principal's observations and findings on the teachers at SDN 071054 Biouti, it was revealed that the learning process that took place in the school unit was very unsatisfactory. The desired complete learning results (KKM 68) were not achieved.

The tendency carried out by teachers is to implement a teacher-centered learning process only where the activity of students is still very low in following the learning process so that the classroom atmosphere seems boring and meaningless. Such a classroom atmosphere will have an impact in the form of students who are sleepy during the lesson. This will certainly result in student learning outcomes in lessons that will not be satisfactory. By studying several learning methods, the author finally tries to foster teachers to master the Cooperative Scrip Learning Method in improving student learning outcomes.

The Cooperative Scrip Learning Method is a teaching method where students work in pairs and take turns orally summarizing parts of the material studied. Learning is carried out in pairs that have the same abilities (high, medium and low) which are classified based on previous learning outcomes. Researchers have proven the Cooperative Scrip Learning Method through Classroom Action Research (PTK) in the even semester of the 2021/2022 Academic Year and the results are able to have an impact on improving the quality of learning and improving student learning outcomes.

The objectives of this study are (1) To describe the improvement of teachers' ability to apply the Cooperative Scrip Learning Method method, (2) To describe the effectiveness of the application of the Cooperative Scrip Learning Method in learning by teachers

This research can be useful as input for subject teachers for the application of the Cooperative Scrip learning method in teaching and add to the researcher's insight as a Principal in the future in choosing and using the right coaching method in improving the learning process.

Research Methods

Based on the goals to be achieved, this research was carried out by implementing School Action Research (PTS). School Action Research (PTS) is carried out with the aim of improving the learning process. Therefore, this study focuses on the coaching process for teachers in improving the learning process in the classroom.

The objects of action (research objects) in this study are as follows:

1. Application of the Cooperative Scrip learning method in the learning process
2. Improving teachers' ability to apply questioning skills through principal coaching

The location of this School Action Research is SDN 071054 Biouti which is located in Idanogawo District, Nias Regency

The subject of this study is the Subject Teacher of SDN 071054 Biouti for the 2021/2022 Academic Year. The subjects of this study are 9 people consisting of 5 men and 4 women.

This School Action Research is in accordance with the plan that will be carried out in the odd semester of the 2021/2022 school year. The implementation of actions in this study is adjusted to the schedule at school.

The implementation of the action is carried out for approximately two months and in 2 cycles where each cycle is planned 2 meetings and through 4 stages, namely planning, action, observation and reflection. The implementation of this research is planned in 2 cycles.

To collect data in this study, the research instruments used are (1) Observation Sheet, (2) Interview Guide Sheet, (3) Documentation in the form of photos. The data analysis used is qualitative processing. The steps of data analysis are (1) Examining the data (2) interpreting (3) concluding the results of the action, (4) Drawing conclusions.

Results and Discussion

From the results of the data analysis, it can be concluded that there is a significant increase in the results of the evaluation of a total of 9 participants in the first cycle, the average test results of the test are 62.59 where 5 participants or 55.55% have reached the level of results (total > score of 65), while the other 4 people have not reached the level of success (number of < 65). However, in the second cycle, the average results of the participants were 70.74 where 7 participants or 77.78% had reached a good level (the number of > scores was 65), while the other 2 people (22.22%) had not reached the success level (number of 65). Judging from the records and observations during the coaching process, the participants have understood the purpose and objectives of the coaching provided, the teacher's activeness in participating in each fostered activity has increased. The results of student observation showed that the level of activity of participants increased significantly.

The conclusion that can be drawn is that learning with the Cooperative Scrip learning method in lessons has been mastered by teachers

at SDN 071054 Biouti. Based on the process of coaching the Principal for teachers using the Cooperative Scrip learning method in cycles one

and two, the results of the recapitulation can be seen as follows:

Table 7 Recapitulation of the Results of Coaching School Principals to Master the Cooperative Scrip Learning Method in Cycles I and II

Respondent Serial Number	Initial Test	Cycle I	Cycle II	Information
Teacher 01/SD	46,66	53,33	60,00	Increased
Guru 02/SD	53,33	60,00	80,00	Increased
Guru 03/SD	66,66	70,00	70,00	Increased
Guru 04/SD	58,33	60,00	73,33	Increased
Guru 05/SD	60,00	63,33	70,00	Increased
Guru 06/SD	60,00	63,33	73,33	Increased
Guru 07/SD	63,33	66,66	70,00	Increased
Guru 08/SD	48,33	55,00	60,00	Increased
Guru 09/SD	66,66	71,66	80,00	Increased
Sum	523,30	563,31	636,66	
Rata-rata	58,14	62,59	70,74	

Researchers realize that they have not fully implemented learning with the Cooperative Scrip learning method properly, there are still many weaknesses that can affect the value and results of the research. However, seeing the results achieved in the second cycle, it has shown an improvement in teachers' abilities so that it is not continued in the next cycle but continues in individual coaching.

Discussion

Data Exposure Each Cycle

Cycle I

Cycle I took place in the third and fourth weeks of July 2021 for the implementation of coaching actions for. The implementation stage is an effort to improve the ability to understand the concept of the Cooperative Scrip learning method.

In the implementation of this cycle I action, the researcher/Principal was assisted by several observers, namely the participating teachers. This is intended to monitor all shortcomings and weaknesses in the implementation of actions. In addition, this observer also serves to minimize the subjectivity of the Principal in assessing the performance of teachers as participants.

In its implementation, the provision of guidance has made teachers enthusiastic in improving their abilities. This is evident from the high participation of participants to participate in activities in the cycle. At the end of the cycle, the Principal conducts a fostered evaluation with the results that still need improvement.

Based on the data from the observation results and the data from the ability evaluation

provided, it was concluded that the average obtained in understanding the ability was 62.59 with a percentage of 55.55% of 9 teachers. From the success rate, there are only 5 good people and if percentaged, there are 55.55%, while those who are incomplete are 4 people at 44.45%.

Based on the results mentioned above, it is a reference in providing actions in cycle II to overcome the level of teacher mastery using the Cooperative Scrip learning method, through more targeted coaching techniques.

Cycle II

Cycle II took place in the second and third weeks of August 2021, with the same number of fostered students in cycle I. Coaching actions are like the usual approach with not changing the set. In the implementation of the second cycle, the Principal was assisted by several observers, namely teachers as participants. This is intended to monitor all shortcomings and weaknesses in the implementation of actions. In addition, this observer also serves to minimize the subjectivity of researchers in assessing the performance of teachers as participants.

At the end of the second cycle, an evaluation of the teacher's ability to develop the Cooperative Scrip learning method was still given with quite satisfactory results.

Based on the data from the observation results and the data from the evaluation of the abilities given, the average conclusion obtained by the participants in understanding the method was 70.74 out of 9 people. From the success rate of the fostered there were 7 good participants or

77.78%, while the few participants were 2 people or 22.22%. With this increase in results, the Principal feels that the results obtained are enough and there is no need to carry out the next cycle.

Conclusion

Based on the processing and analysis of data from the results of research that has been carried out on improving teachers' abilities in the application of the Cooperative Scrip learning method. From the results of research that has been carried out by the Principal, continuous teacher coaching is able to improve teachers' abilities in the application of the Cooperative Scrip learning method in learning. This can be seen from the findings that have been obtained through the action of coaching the Principal, namely (1) The use of the Cooperative Scrip learning method can be understood by the teachers assisted by the Principal which is measured by mastery before coaching of 58.14 with a level of ability results of 33.33%, but after taking action in cycle 1 the average result is obtained of 62.59 where 5 teachers or 55.55% have reached the level of results (total score > 65), while the other 4 people have not reached a good level (number < 65). In the second cycle, the average test results of the ability test were 70.74 where 7 people or 77.78% had reached a

good level (the number of > scores was 65), while the other 2 people (22.22%) had not reached the level of learning completeness (the number of < 65), (2 that the Principal's supervision in the application of the Cooperative Scrip learning method can increase the teacher's mastery of understanding the Cooperative Scrip learning method.

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