
IMPROVING TEACHERS' CAPABILITIES IN UTILIZING THE SCHOOL ENVIRONMENT AS A LEARNING SOURCE THROUGH TEACHER DISCUSSION AT THE STATE SCHOOL OF CARANGWULUNG III SUB-DISTRICT WONOSALAM, JOMBANG REGENCY

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Abstract

The purpose of this study was to determine the teacher's efforts to improve performance in utilizing the school environment as a learning resource and whether discussions could improve teacher performance in utilizing the school environment as a learning resource at SDN Carangwulung III, Wonosalam District, Jombang Regency. This research is an action research that aims to improve teacher performance in utilizing the school environment as a learning resource through discussions at SDN Carangwulung III Wonosalam District. The subjects of this study were teachers of SDN Carangwulung III, Wonosalam District, Jombang Regency, totaling 8 people, consisting of 5 PNS teachers, and 3 non-permanent teachers. Meanwhile, the object of research is the teacher's performance in utilizing the school environment as a learning resource. Implementation process Utilizing the school environment as a learning resource starts with initial supervision. Initial supervision is carried out to identify problems that exist in the determination. There was an increase in the readiness of participants in the discussion activities. The teachers of SDN Carangwulung III, Wonosalam District gave a very positive response to the activity of utilizing the school environment as a learning resource through discussion.

Keywords – Teachers' Capabilities; The School Environment; Teacher Discussion

1. Introduction

According to the current Education Unit Level Curriculum (KTSP), new strategies are needed, especially in learning activities. The learning approach that was previously dominated by the role of the teacher (teacher centered) was renewed with a student centered learning system. In implementing KTSP teachers must be able to choose and apply models, methods or learning strategies that are in accordance with the characteristics of the material so as to be able to develop students' reasoning power optimally. varied methods.

In addition, according to the PAKEM (Creative and Fun Active Learning) approach, teachers must be able to confront students with the real world in accordance with what they experience on a daily basis. One of the learning strategies in accordance with the Pakem approach that allows students to develop creativity, motivation and participation in learning is to use the school environment as a learning resource. This is also in accordance with one of the pillars of the contextual approach, namely the learning community (learning community). To achieve this goal, one of the suggested ways of learning in the KTSP is an effort to bring students' learning activities closer to the facts of everyday life around the students' environment. Utilizing the school environment as a learning resource is an alternative learning strategy to provide theoretical and practical closeness for the optimal development of student learning outcomes. Ekowati (2001) said that utilizing the school environment as a learning resource is a form of learning that favors learning through exploration and discovery (experiencing) and the relationship between subject matter and the context of real life experiences through project activities. In learning with this strategy, the teacher acts as a metacognitive trainer, which helps students find learning material, integrates knowledge and skills in making reports and in displaying results in the form of presentations.

From the observations of the researcher as the principal, so far the teachers are still very rarely use the school environment as a source of learning. The school environment is only used as a place for students to play during breaks. If there is no break, the teacher often chooses to quarantine students in class, even though for example students feel very bored in class.

Like the initial observations made at SDN Karangwulung III, the teachers at the school used the school environment as a learning resource only occasionally in one semester. Teachers more often present lessons in class even though the material presented is related to the school environment. From interviews conducted by researchers, most of the teachers admitted that they were reluctant to invite students to study outside the classroom, because they were difficult to supervise. In addition, there are teachers who say that they cannot and do not know how to use the school environment as a learning resource.

To overcome this, it is necessary to have group discussions among class teachers in the form of teacher council discussions to discuss the problem of using the school environment as a learning resource. Nur Mohamad's research in Ekowati (2001) shows that group discussions have a very positive impact on teachers with low levels of experience and those with high levels of experience.

For teachers with a high level of experience will become more mature and for teachers with a low level of experience will increase knowledge. The advantage of group discussions between the teacher councils is that the teacher's involvement is holistic and comprehensive in all activities. On the other hand, teachers can exchange opinions, give suggestions, feedback and various social reactions with their professional peers as opportunities for them to improve their performance and experience.

The purpose of this study was to determine the teacher's efforts to improve performance in utilizing the school environment as a learning resource and whether discussions could improve teacher performance in utilizing the school environment as a learning resource at SDN Karangwulung III, Wonosalam District, Jombang Regency.

2. Method

This research is an action research that aims to improve teacher performance in utilizing the school environment as a learning resource through discussions at SDN Karangwulung III Wonosalam District. The action that will be taken is the Discussion of Teacher Performance Improvement in utilizing the school environment as a learning resource. The type of action research chosen is the emancipatory type. This type of emancipation is considered the most appropriate because this research was conducted

to overcome problems in the environment of the researcher's own work area based on daily experience. In other words, based on the results of observations, self-reflection, teachers are willing to make changes so that their performance as educators will experience increased changes. The research design used is the Kemmis model design which consists of four steps, namely: planning, implementation, observation and reflection (Wardhani, 2007: 45).

The subjects of this study were teachers of SDN Karangwulung III, Wonosalam District, Jombang Regency, totaling 8 people, consisting of 5 PNS teachers, and 3 non-permanent teachers. Meanwhile, the object of research is the teacher's performance in utilizing the school environment as a learning resource.

The research was conducted on teachers at SDN Karangwulung III, Wonosalam District, Jombang Regency. The choice of research location was because SDN Karangwulung III, Wonosalam District, Jombang Regency, because the researchers were at the school. In addition, the results of the supervision found teacher weaknesses in utilizing the school environment as a learning resource. This research was conducted for three months from August to October 2017, starting from preparation to reporting.

3. Result and Discussion

Description of Initial Conditions

The description of the results obtained based on recorded facts / observations in the field, the teachers of SDN Karangwulung III Wonosalam District at first was that understanding of the use of the school environment as a learning resource was still very lacking, this was due to the teacher's perception that the use of the school environment as a learning resource was not so important. .

Of the 8 teachers who were observed the following results were obtained:

- a. A learning approach that is more dominated by the role of the teacher (teacher centered)
- b. Learning is confined to the classroom,
- c. The models, strategies, methods used are less varied

With these initial conditions, it is necessary to take concrete actions that are expected to be able to improve teacher performance in utilizing the school environment as a learning resource

1. Description of cycle I (First)

a. Planning consists of:

- 1). A coordination meeting between the Principal and the entire board of teachers at SDN Karangwulung III, Wonosalam District, Jombang Regency to convey research and ask for input on existing problems as well as discuss technical issues, research implementation time, and matters related to research and or discussions carried out.
- 2). The Principal together with the teacher council provide materials on the use of the school environment as a learning resource
- 3). Grouping teachers by Class and subject
- 4). Examining the concept of using the school environment as a learning resource
- 5). Discuss the use of the school environment as a learning resource
- 6). Class Presentation.
- 7). Produce the concept of using the school environment as a learning resource. In addition to general planning, there is also technical planning for the implementation of activities such as:
 - 1). Gathering teachers through the Principal's invitation
 - 2). Arrange teacher board meeting schedule: day, date, time, and place
 - 3). Prepare teacher board meeting materials
 - 4). Ask the teacher to bring materials such as curriculum, syllabus, lesson plans, and so on.
 - 5). Grouping teachers by class and subject.
 - 6). Preparing food for the meeting

- 7). Ask the teacher to bring a laptop (there are at least 4 laptops and 1 LCD).

b. Action Execution

At this stage, various steps are taken, namely:

- 1). Attendance of participants
- 2). Principal's Briefing
- 3). General briefing to all participants
- 4). Participants are grouped
- 5). Reviewing: competency standards (SK), Basic Competencies (KD) and indicators in the syllabus
- 6). The teacher makes analysis per indicator
- 7). Visual presentation Utilization of the school environment as a learning resource

c. Observation results

At this stage, observations were made on the implementation of the action, namely focusing on the competence of teachers in utilizing the school environment as a learning resource. The purpose of the observations is to find out which activities should be maintained, improved, or eliminated so that the coaching activities through the teacher council meeting actually run in accordance with the existing objectives and are able to improve the performance of participants in utilizing the school environment as a learning resource.

Participants' activities were also observed, regarding: the mental and physical readiness of the teacher, the readiness of the materials brought by the teacher during the discussion, the presence of the teacher, the readiness of the laptop, and the teacher's response.

From the results of observations of the activities of 8 participants using the prepared observation sheets, the following data were obtained:

Table 1. Summary of observations about teacher readiness in attending teacher council meetings in cycle I.

	Aspects Observed							
	Teacher's mental and physical readiness		Material readiness		Teacher's readiness		Laptop readiness	
	S	TS	S	TS	H	TH	S	TS
	4	4	2	6	8	0	2	6
Percentage (%)	50	50	25	75	100	0	25	75
Achievement of success indicators	Not achived		Not Achived		Achived		Not Achived	

From the table above, it appears that: in terms of mental and physical readiness; 4 people or 50% of participants are ready and 4 people or 50% are classified as not ready. On the aspect of material readiness; 2 people or 25% of participants are ready and 6 people or 75% are not ready. In the aspect of teacher attendance, 8 or 100% were present and 0 or 0% were absent. In the aspect of laptop readiness, 2 people or 25% are ready and 6 people or 75% are not ready. Based on this description, it seems that the teacher's readiness in participating in the discussion has not met the success criteria for several aspects.

Utilization of the school environment as a visible learning resource Identification of priorities The learning needs of students by the teacher which includes the type of learning resource environment used is categorized as very poor, Determining the topic, or type of environment as a learning resource in accordance with the competencies to be achieved, categorized as lacking, Preparation of a draft containing details the use of the environment as a learning resource and the distribution and use of learning resources in study groups that include the use of the environment as a learning resource are also categorized as less.

Based on the description in the table, it seems that the teacher's performance in utilizing the school environment as a learning resource at SDN Karangwulung III,

Wonosalam District, Jombang Regency is still lacking or has not met the indicators for the use of learning resources that have been set in all aspects.

d. Reflection cycle I

From the results obtained, it shows that the teacher's performance in utilizing the school environment as a learning resource in the first cycle has not shown results in accordance with the performance indicators that have been set. After reflecting on the results obtained, it was decided to improve in terms of discussion activities, especially clarifying aspects that are not in accordance with the performance indicators that have been set. From these results it appears that in general teachers make learning resource instruments that refer to the use of the school environment as a learning resource and of 8 people participating in the teacher council discussions, 2 people cannot submit possible results because physical, mental, material, and laptop readiness are indeed lacking.

From these problems, it was decided to improve several steps in cycle I, namely focusing on the use of the school environment as a learning resource for those who have not submitted their results, and improving facilities/materials held in cycle II.

2. Description of Cycle II (second) Results

In the second cycle, the steps taken were in accordance with the reflection of the results of the first cycle, by focusing on explaining aspects that were not understood by the teacher in the use of the school environment as a learning resource, focusing more on the aspects of individual guidance. In this case, it can be clearly described that basically the teachers of SDN Karangwulung III, Wonosalam District, Jombang Regency, some do not or do not understand the use of the school environment as a learning resource. Of the 8 teachers, all were involved in cycle II to deepen their knowledge about the use of the school environment as a learning resource. After the second cycle is explained and focused so that the use of the school environment as a learning resource can be implemented properly and refers to reflection and problem solving in the first cycle.

Table 2. Summary of observations about teacher readiness in attending teacher council meetings in cycle II.

	Aspects Observed							
	Teacher's mental and physical readiness		Material readiness		Teacher's readiness		Laptop readiness	
	S	TS	S	TS	H	TH	S	TS
	7	1	6	2	8	0	6	2
Percentage (%)	89,50	12,50	75,00	25,00	100	0	75,00	25,00
Achievement of success indicators	Achived		Achived		Achived		Achived	

From the table above, it appears that: in terms of mental and physical readiness 7 people or 89.50% are ready and 1 person or 12.50% are not ready. On the aspect of material readiness: it appears that 6 people or 75.00% are ready and 2 people or 25.00 are not ready. In the presence of 8 people present or 100% and 0 people or 0% absent. In the aspect of laptop readiness, it appears that 6 people or 75.00% are ready and 2 people or 25.00% are not ready.

Based on this description, it seems that the teacher's readiness to participate in the discussion has not met 100% for all aspects, perhaps because most of the teachers are devoted, who enter if there are teaching hours or many teachers are nearing their retirement period so they do not have the passion to innovate about education.

Based on the analysis and discussion as described in the previous section, it can be concluded that there was an increase in the activity of participants in this activity, therefore the use of the school environment as a learning resource needs to be applied and even increased, according to research conducted in cycle I to cycle II. in each aspect with the target of achievement in accordance with the established criteria. Thus it can be concluded that through the use of the school environment as a learning resource, it is very necessary for teachers

The success of this action is due to a thorough understanding of the use of the school environment as a learning resource through intensive mentors in the form

of organizing teacher discussions referring to the consultative cooperative method where teachers are expected to discuss, cooperate and consult actively. This activity will really help them in understanding the use of the school environment as a learning resource

In relation to coaching through discussion, this research is also in accordance with what Armstrong (1990: 209) said that the purpose of the discussion is to obtain the required level of performance in their work quickly and economically and develop existing performances so that their achievements at Current tasks are improved and they are prepared to accept greater responsibilities in the future. Siswanto (1989: 139) said that the discussion aims to gain added value for the person concerned, especially those related to the increase and development of the knowledge, attitudes, and skills concerned. The discussion is intended to enhance performance by developing appropriate ways of thinking and acting as well as knowledge about job duties including the task of carrying out self-evaluation (As'ad, 1987: 64).

From the explanation above, it shows that increasing teacher competence through discussion activities that emphasize collaborative consultative methods will provide opportunities for sharing between one teacher and another. Thus, understanding of the Minimum Completeness Criteria can be improved both in theory and in implementation.

4. Conclusion

Implementation process Utilizing the school environment as a learning resource starts with initial supervision. Initial supervision is carried out to identify problems that exist in the determination. The next step is to use the school environment as a learning resource to analyze the results of supervision and then follow up by holding discussions. The discussion is carried out using stages that emphasize practical knowledge so that it is easily digested by the teacher. Next is to provide practice Utilizing the school environment as a learning resource in accordance with predetermined steps. To convince teachers to make use of the school environment as a learning resource, presentations were made to each group of subject teachers. Researchers observe and

assess the use of the school environment as a learning resource that has been determined by the teacher. From this assessment, it is then evaluated which parts are not in accordance with the criteria, then proceed with improvements. Through these stages the teacher in determining the use of the school environment as a learning resource increases.

There was an increase in the readiness of participants in the discussion activities. In utilizing the school environment as a learning resource, there is also an increase in teacher performance in determining Utilizing the school environment as a learning resource through coaching in the form of Discussion Utilizing the school environment as a learning resource from cycle I to cycle II and achieving the minimum target that has been set, namely from 50 % to 91.16%, meaning that 41.16% of teachers have been effective in utilizing the school environment as a learning resource. Thus it can be concluded that through discussion can improve teacher performance in utilizing the school environment as a learning resource

The teachers of SDN Karangwulung III, Wonosalam District gave a very positive response to the activity of utilizing the school environment as a learning resource through discussion. Thus, the discussion activities have a positive impact on teacher performance in determining the use of the school environment as a learning resource.

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