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**PERUBAHAN DAN PERKEMBANGAN KURIKULUM TERHADAP
PEMBELAJARAN SEJARAH KEBUDAYAAN ISLAM DI MADRASAH
TSANAWIYAH**

*(The Curriculum Changes and the Development of Islamic Cultural History Learning at
Madrasah Tsanawiyah)*

Fatmawati

Madrasah Tsanawiyah Negeri 2 Bulukumba

Corresponding Email: Fatar.zabid@gmail.com

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Abstract

The aim of this paper is to explain the curriculum changes and developments toward Islamic Cultural History Learning at Madrasah Tsanawiyah Negeri 2 Bulukumba. Do curriculum changes and developments affect Islamic Cultural History Learning at Madrasah Tsanawiyah Negeri 2 Bulukumba? The methods applied in this paper are qualitative research. Where the researcher will convey the data by describing the form of a sentence, and the researcher's descriptive research is descriptive. In contrast to the descriptive approach, which only describes the phenomena, symptoms, events, and events that occur. The results of the study show that; a teacher must have knowledge of the curriculum, including curriculum implementing teachers who should implement the curriculum in a textbook, trying to imply that the teacher is fully obedient to the operational and technical guidelines contained in the curriculum. Textbooks are almost entirely responsible for the content of learning resources. Teachers should consider developing a curriculum that actually provides opportunities for development; the character of the teacher must develop in addition to referring to the curriculum that has been set, taking into account the characteristics of the region and the diverse students. Teachers have the autonomy to design lesson plans, materials to be delivered, how to deliver them, and how to assess them as curriculum developers. Teachers are more creative and innovative in their use of models or lessons, developing teaching materials, and utilizing various learning resources. Learning takes a contextual and enjoyable approach to ensure that students have an enjoyable learning experience.

Keywords: Curriculum, Education, and Islamic Culture History

Abstrak

Tujuan dari tulisan ini adalah untuk menjelaskan Perubahan dan perkembangan Kurikulum terhadap Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Negeri 2 Bulukumba. apakah Perubahan dan perkembangan Kurikulum berpengaruh terhadap Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Negeri 2 Bulukumba? Sedangkan metode yang digunakan pada tulisan ini adalah; metode penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat, sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Hasil pada penelitian menunjukkan bahwa; sebagai guru harus memiliki pengetahuan tentang kurikulum tersebut, diantaranya; Guru pelaksana kurikulum harus melaksanakan kurikulum secara text book, artinya guru sepenuhnya taat terhadap juklak dan juknis yang terdapat dalam kurikulum. Sumber belajar pun hampir sepenuhnya mengadakan kepada materi yang terdapat pada buku pelajaran. Guru sama sekali tidak berpikir mengembangkan kurikulum yang sebenarnya memberikan peluang untuk dikembangkannya; Karakter guru selain pada mengacu kurikulum yang telah ditetapkan, tetapi harus mengembangkannya sesuai dengan kebutuhan, situasi, dan kondisi peserta didik, mengingat karakteristik daerah dan peserta didik beragam. Sebagai pengembang kurikulum, guru memiliki otonomi untuk merancang rencana skenario pembelajaran, materi yang akan diberikan, cara

menyampaikannya, dan cara untuk menilainya. Dalam melaksanakan pembelajaran pun, guru lebih kreatif dan inovatif menggunakan model atau belajaran, mengembangkan bahan ajar dan menggunakan sumber belajar yang beragam. Pembelajaran lebih mengedepankan pendekatan kontekstual dan yang menyenangkan agar peserta didik mendapatkan pengalaman belajar yang menarik dan menyenangkan.

Kata Kunci: Kurikulum, Pembelajaran, Sejarah Kebudayaan Islam

PENDAHULUAN

Kurikulum di Indonesia selalu mengalami perkembangan dan perubahan seiring terjadinya perkembangan zaman yang menuntut adanya perubahan dari berbagai macam aspek yang di Indonesia, dengan demikian membuat grass root menjadi bingung dan munculnya berbagai macam pemikiran tentang para stakeholders yang ada. Seperti yang kita ketahui bersama bahwa, terjadinya perubahan dan perbaikan kurikulum itu dengan rentang 5-10 tahun dikarenakan adanya perbaikan mutu pendidikan. Akan tetapi yang kita temukan dilapangan berbeda jauh dengan relaita yang ada.

Ada ungkapan menggelitik yang acapkali muncul seiring perubahan penguasa negeri ini yakni “ganti menteri ganti kurikulum”, nyatanya dalam perjalanan sejarah sejak kemerdekaan Indonesia tahun 1945, kurikulum pendidikan nasional memang telah berulang kali mengalami perubahan, yaitu pada tahun 1947, 1952, 1964, 1968, 1975, 1984, 1994, dan 2004, 2006 serta yang terbaru adalah kurikulum 2013. Perubahan tersebut merupakan konsekuensi logis dari terjadinya perubahan sistem politik, sosial budaya, ekonomi, dan iptek dalam masyarakat berbangsa dan bernegara. Sebab, kurikulum sebagai seperangkat rencana pendidikan perlu dikembangkan secara dinamis sesuai dengan tuntutan dan perubahan yang terjadi di masyarakat, (Schubert, 1986).

Dari perspektif historis dari masa ke masa, determinan paradigma politik dan kekuasaan yang secara bersama-sama mewarnai dan mempengaruhi secara kuat sistem pendidikan Indonesia selama ini. Corak sistem pendidikan suatu Negara pada gilirannya kembali pada stakeholder yang

paling berkuasa dalam pengambilan kebijakan. Pada tataran ini, maka sistem politiklah yang berkuasa. Siapa yang berkuasa pada periode tertentu akan menggunakan kekuasaannya untuk menentukan apa dan bagaimana pendidikan diselenggarakan. Kecenderungan inilah yang kemudian turut menjadi penguat pada apa yang kemudian disitilahkan “ganti menteri ganti kebijakan”, termasuk didalamnya kurikulum pendidikan, sebab muatan-muatan politis, value, ideologi, maupun tujuan-tujuan tertentu yang diinginkan penguasa acapkali juga disetting sedemikian rupa dalam kerangka kurikulum, (Alhamuddin, 2014).

Seiring dengan perkembangan zaman, dengan berbagai alasan dan rasionalisasi kurikulum Indonesia terus mengalami pergantian dari periode ke periode. Keberadaan kurikulum memberi pengaruh yang signifikan bagi kualitas pendidikan yang ada di Indonesia. Oleh karena itu, melalui tulisan ini, penulis menganggap penting untuk mengurai lebih mendalam dan cermat akan kurikulum pendidikan Indonesia dari periode ke periode, sekaligus memperbandingannya, sehingga sebagai pelaku pendidikan tulisan ini diharapkan dapat menjadi bahan diskusi solutif untuk memahami pokok permasalahan pendidikan Indonesia dalam perspektif kurikulum.

Secara garis besar kurikulum madrasah memiliki variasi yang berbeda-beda tergantung situasi dan kondisi yang terjadi di berbagai macam tempat. Perbedaan variasi kurikulum tersebut dibagi menjadi 3 periode yaitu: 1). Kurikulum madrasah sebelum kemerdekaan, 2). Kurikulum madrasah sesudah kemerdekaan, dan 3). Kurikulum madrasah pasca kemerdekaan. Sebelum kemerdekaan, kurikulum madrasah

cenderung tidak terstruktur karena orientasinya adalah dakwah penyebaran agama Islam. Terdapat juga di beberapa wiayah seperti di Sumatera khususnya Aceh, madrasah sudah memiliki bentuk kurikulum yang terstruktur walaupun masih cukup sederhana terutama pasca masifnya gerakan pembaharuan yang dibawa oleh para tokoh nasional yang belajar di Timur Tengah. Pasca kemerdekaan, kurikulum madrasah secara nasional sudah memiliki bentuk yang terstruktur dan berkembang sesuai dengan kebutuhan dan perkembangan zaman hingga bisa menjadi kurikulum seperti saat ini. Meskipun sudah mengalami perkembangan yang pesat, perbaikan demi perbaikan pada kurikulum madrasah masih perlu dilakukan untuk menjawab berbagai macam kebutuhan pada situasi dan kondisi yang terjadi di masa sekarang dan masa yang akan datang, (Hanif Fathon, 2020).

Sejarah Kebudayaan Islam pada umumnya dirasakan lebih sulit untuk dipahami daripada ilmu-ilmu lainnya. Salah satu penyebabnya adalah karena sejarah mempelajari sesuatu yang sudah terjadi dan tidak dialami oleh peserta didik, dan tidak adanya kesesuaian antara kemampuan peserta didik dengan cara penyajian materi sehingga Sejarah Kebudayaan Islam (SKI) dirasakan sebagai pelajaran yang sulit untuk diterima.

Bersarakan penjelasan pada latar belakang di atas, maka rumusan masalah pada tulisan ini adalah, *apakah Perubahan dan perkembangan Kurikulum berpengaruh terhadap Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Negeri 2 Bulukumba?* Sedangkan tujuan dari tulisan ini adalah untuk menjelaskan Perubahan dan perkembangan Kurikulum terhadap Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Negeri 2 Bulukumba.

KERANGKA TEORI

Madrasah

Secara etimologi, kata “madrasah” dalam Kamus Besar Bahasa Indonesia

merupakan sekolah ataupun akademi yang umumnya bersumber pada Agama Islam. Sebaliknya di dalam Ensiklopedi Islam di Indonesia, kata madrasah merupakan kata yang berasal dari bahasa Arab, dari kata dasar “darasa” yang maksudnya “belajar”.

Madrasah yang berasal dari bahasa arab merupakan isim makna dari fi'il madhi “darasa” yang artinya tempat duduk untuk belajar tempat atau wahana untuk mengetahui proses pembelajaran secara formal dan memiliki konoasi spesefik, maksudnya pada madrasah itulah anak menjalani proses belajar secara terarah, dipimpin, dan terkendali. Termonologi madrasah pada gilirannya lebih populer di sebut dengan sekolah, (Samsul Nizar, 2013: 259).

Pada awal kemunculannya, madrasah sebagai lembaga pendidikan yang lahir dari inisiatif dan sumberdaya masyarakat Islam bertujuan menyiapkan layanan pendidikan Agama Islam bagi anak-anak Muslim. Disamping itu, untuk merespon kebijakan Kolonialisme Belanda yang gencar mendirikan Sekolah umu tanpa memasukkan mata pelajaran Agama Islam, (Ridwan & Hanafi Pelu, 2021: 15).

Sejarah Kebudayaan Islam

Sejarah Kebudayaan Islam di MTs Negeri atau swasta merupakan salah satu mata pelajaran yang menelaah tentang asal-usul, perkembangan, peranan kebudayaan/peradaban Islam dan para tokoh yang berprestasi dalam sejarah Islam di masa lampau, mulai dari perkembangan masyarakat Islam pada masa Nabi Muhammad SAW dan Khulafaurrasyidin, Bani ummayyah, Abbasiyah, Ayyubiyah sampai perkembangan Islam di Indonesia. Secara substansial mata pelajaran Sejarah Kebudayaan Islam memiliki kontribusi dalam memberikan motivasi kepada peserta didik untuk mengenal, memahami, menghayati Sejarah Kebudayaan Islam, yang mengandung nilai-nilai kearifan yang dapat digunakan untuk melatih kecerdasan, membentuk sikap, watak dan kepribadian

peserta didik, (Direktorat Jenderal Pendidikan Islam Kemenag RI, 2019).

Menurut Peraturan Menteri Agama Republik Indonesia Nomor 000912 tahun 2013 tentang Kurikulum Madrasah 2013 Mata pelajaran Sejarah Kebudayaan Islam. Mata pelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah bertujuan agar peserta didik memiliki kemampuan-kemampuan sebagai berikut:

1. Membangun kesadaran peserta didik tentang pentingnya mempelajari landasan ajaran, nilai-nilai dan norma-norma Islam yang telah dibangun oleh Rasulullah saw dalam rangka mengembangkan kebudayaan dan peradaban Islam;
2. Membangun kesadaran peserta didik tentang pentingnya waktu dan tempat yang merupakan sebuah proses dari masa lampau, masa kini, dan masa depan Melatih daya kritis peserta didik untuk memahami fakta sejarah secara benar dengan didasarkan pada pendekatan ilmiah;
3. Menumbuhkan apresiasi dan penghargaan peserta didik terhadap peninggalan sejarah Islam sebagai bukti peradaban umat Islam di masa lampau;
4. Mengembangkan kemampuan peserta didik dalam mengambil ibrah dari peristiwa-peristiwa bersejarah (Islam), meneladani tokoh-tokoh berprestasi, dan mengaitkannya dengan fenomena sosial, budaya, politik, ekonomi, ipteks dan lain-lain untuk mengembangkan kebudayaan dan peradaban Islam, (Sulasman, 2014: 39).

Peristiwa masa lalu dapat dijadikan pedoman bagi generasi yang akan datang. Pedoman tersebut didapat dengan mempelajari berbagai peninggalan sejarah. Hal ini berarti sejarah menjadi penghubung antara generasi sekarang dan yang akan

datang. Menurut Louis Gottschalk dan Nugroho Notosusanto, tujuan mempelajari sejarah dapat dibagi menjadi empat yaitu: edukatif, inspiratif, rekreatif dan instruktif. Jika dikaitkan dengan tujuan pembelajaran SKI di MTS dengan tujuan mempelajari sejarah sangatlah relevan. Dari segi edukatif peserta didik dibangun pengetahuannya tentang sejarah kebudayaan islam dalam kontes ruang dan waktu dengan belajar materi-materi yang berkaitan langsung dengan sejarah masyarakat islam periode Rasul, Pertengahan dan samapai periode modern. Kemudian dari sisi inspiratif juga sangat relevan contohnya peserta didik mampu membangun kesadaran tentang pentingnya nilai-nilai dan norma-norma islama serta hal-hal yang dapat diteladani dari belajar SKI untuk kehidupan mereka sehari-hari. Kemudian dari segi rekreatif dan intruktifnya yakni mempelajari sejarah juga dapat memberikan kesenangan (rekreasi) dalam diri. Membaca kisah-kisah sejarah seakan mengajak kita bertualang melewati batas ruang dan waktu. Begitu pula dengan mengunjungi berbagai lokasi bersejarah, seperti berkunjung ke masjid-masjid, dan museum.

Kurikulum

Secara etimologi, kurikulum berasal dari bahasa Yunani yaitu kata *curir* dan *currere* yang merupakan istilah bagi tempat berpacu, berlari, dari sebuah perlombaan yang telah dibentuk semacam rute pacuan yang harus dilalui oleh para kompetitor sebuah perlombaan. Dengan kata lain, rute tersebut harus dipatuhi dan dilalui oleh para kompetitor sebuah perlombaan. Konsekuensinya adalah, siapapun yang mengikuti kompetisi harus mematuhi rute *currere* tersebut. Dalam dunia pendidikan, istilah kurikulum ditafsirkan dalam pengertian yang berbeda-beda oleh para ahli. Kurikulum dalam dunia pendidikan seperti kata Ronald C. Doll: “Kurikulum sekolah adalah muatan proses, baik formal maupun informal yang diperuntukkan bagi pelajar untuk memperoleh pengetahuan dan

pemahaman, mengembangkan keahlian dan mengubah apresiasi sikap dan nilai dengan bantuan sekolah”. Sedangkan Maurice Dulton mengatakan “Kurikulum dipahami sebagai pengalaman-pengalaman yang didapatkan oleh pembelajar di bawah naungan sekolah”, (Ali Mudlofir, 2012: 1-2).

Sedangkan kurikulum menurut UU Sisdiknas 2003 Bab 1 Pasal 1: Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu, (Kementerian Pendidikan Nasional RI, 2003).

Kurikulum 1947, “Rentjana Pelajaran 1947”

Kurikulum pertama yang lahir pada masa kemerdekaan memakai istilah dalam bahasa Belanda “leer plan” artinya rencana pelajaran, istilah ini lebih populer dibanding istilah “curriculum” (bahasa Inggris). Perubahan arah pendidikan lebih bersifat politis, dari orientasi pendidikan Belanda ke kepentingan nasional. Sedangkan asas pendidikan ditetapkan Pancasila. Kurikulum yang berjalan saat itu dikenal dengan sebutan “Rentjana Pelajaran 1947”, yang baru dilaksanakan pada tahun 1950. Sejumlah kalangan menyebut sejarah perkembangan kurikulum diawali dari Kurikulum 1950. Bentuknya memuat dua hal pokok: (1) daftar mata pelajaran dan jam pengajarannya; (2) garis-garis besar pengajaran. Pada saat itu, kurikulum pendidikan di Indonesia masih dipengaruhi sistem pendidikan kolonial Belanda dan Jepang, sehingga hanya meneruskan yang pernah digunakan sebelumnya. Rentjana Pelajaran 1947 boleh dikatakan sebagai pengganti sistem pendidikan kolonial Belanda. Karena suasana kehidupan berbangsa saat itu masih dalam semangat juang merebut kemerdekaan maka pendidikan sebagai development conformism lebih menekankan pada pembentukan karakter manusia Indonesia

yang merdeka dan berdaulat dan sejajar dengan bangsa lain di muka bumi ini. Orientasi Rencana Pelajaran 1947 tidak menekankan pada pendidikan pikiran. Yang diutamakan adalah: pendidikan watak, kesadaran bernegara dan bermasyarakat. Materi pelajaran dihubungkan dengan kejadian sehari-hari, perhatian terhadap kesenian dan pendidikan jasmani.

Kurikulum 1952, “Rentjana Pelajaran Terurai 1952”

Setelah “Rentjana Pelajaran 1947”, pada tahun 1952 kurikulum di Indonesia mengalami penyempurnaan. Kurikulum ini lebih merinci setiap mata pelajaran yang kemudian diberi nama “Rentjana Pelajaran Terurai 1952”. Kurikulum ini sudah mengarah pada suatu sistem pendidikan nasional. Yang paling menonjol dan sekaligus ciri dari kurikulum 1952 ini bahwa setiap rencana pelajaran harus memperhatikan isi pelajaran yang dihubungkan dengan kehidupan sehari-hari. Silabus mata pelajarannya menunjukkan secara jelas bahwa seorang guru mengajar satu mata pelajaran, (Ahmad Djauzak, 1991-1995).

Kurikulum 1964, “Rentjana Pendidikan 1964”

Usai tahun 1952, menjelang tahun 1964, pemerintah kembali menyempurnakan sistem kurikulum di Indonesia. Kali ini diberi nama Rentjana Pendidikan 1964. Pokok-pokok pikiran kurikulum 1964 yang menjadi ciri dari kurikulum ini adalah bahwa pemerintah mempunyai keinginan agar rakyat mendapat pengetahuan akademik untuk pembekalan pada jenjang SD, sehingga pembelajaran dipusatkan pada program Pancawardhana, yaitu pengembangan moral, kecerdasan, emosional/ artistik, keprigelan, dan jasmani. Ada yang menyebut Panca wardhana berfokus pada pengembangan daya cipta, rasa, karsa, karya, dan moral. Mata pelajaran diklasifikasikan dalam lima kelompok bidang studi: moral, kecerdasan, emosional/artistik, keprigelan

(keterampilan), dan jasmaniah. Pendidikan dasar lebih menekankan pada pengetahuan dan kegiatan fungsional praktis, (Oemar Hamalik, 2004).

Kurikulum 1968

Kelahiran Kurikulum 1968 bersifat politis, mengganti Rencana Pendidikan 1964 yang dicitrakan sebagai produk Orde Lama. Dari segi tujuan pendidikan, Kurikulum 1968 bertujuan bahwa pendidikan ditekankan pada upaya untuk membentuk manusia Pancasila sejati, kuat, dan sehat jasmani, mempertinggi kecerdasan dan keterampilan jasmani, moral, budi pekerti, dan keyakinan beragama. Dalam kurikulum ini tampak dilakukannya perubahan struktur kurikulum pendidikan dari Pancawardhana menjadi pembinaan jiwa pancasila, pengetahuan dasar, dan kecakapan khusus. Kurikulum 1968 merupakan perwujudan dari perubahan orientasi pada pelaksanaan UUD 1945 secara murni dan konsekuen. Kurikulum 1968 menekankan pendekatan organisasi materi pelajaran: kelompok pembinaan Pancasila, pengetahuan dasar, dan kecakapan khusus. Mata pelajaran dikelompokkan menjadi 9 pokok. Djauzak menyebut Kurikulum 1968 sebagai kurikulum bulat. "Hanya memuat mata pelajaran pokok saja". Muatan materi pelajaran bersifat teoritis, tidak mengaitkan dengan permasalahan faktual di lapangan. Titik beratnya pada materi apa saja yang tepat diberikan kepada peserta didik di setiap jenjang pendidikan. Isi pendidikan diarahkan pada kegiatan mempertinggi kecerdasan dan keterampilan, serta mengembangkan fisik yang sehat dan kuat.

Kurikulum 1975

Kurikulum 1975 menekankan pada tujuan, agar pendidikan lebih efektif dan efisien. Latar belakang lahirnya kurikulum ini adalah pengaruh konsep di bidang manajemen, yaitu MBO (management by objective) yang terkenal saat itu, "Metode, materi, dan tujuan pengajaran dirinci dalam Prosedur Pengembangan Sistem Instruksional (PPSI), yang dikenal dengan

istilah "satuan pelajaran", yaitu rencana pelajaran setiap satuan bahasan. Setiap satuan pelajaran dirinci menjadi: tujuan instruksional umum (TIU), tujuan instruksional khusus (TIK), materi pelajaran, alat pelajaran, kegiatan belajar-mengajar, dan evaluasi. Kurikulum 1975 banyak dikritik. Guru dibuat sibuk menulis rincian apa yang akan dicapai dari setiap kegiatan pembelajaran, (Winarno Surakhmad, 2009: 69).

Kurikulum 1984, "Kurikulum 1975 yang disempurnakan"

Kurikulum 1984 mengusung process skill approach. Meski mengutamakan pendekatan proses, tapi faktor tujuan tetap penting. Kurikulum ini juga sering disebut "Kurikulum 1975 yang disempurnakan". Posisi peserta didik ditempatkan sebagai subjek belajar. Dari mengamati sesuatu, mengelompokkan, mendiskusikan, hingga melaporkan. Model ini disebut Cara Belajar Peserta Didik Aktif (CBSA) atau Student Active Learning (SAL). Konsep CBSA yang elok secara teoritis dan bagus hasilnya di sekolah-sekolah yang diujicobakan, mengalami banyak deviasi dan reduksi saat diterapkan secara nasional. Sayangnya, banyak sekolah kurang mampu menafsirkan CBSA. Yang terlihat adalah suasana gaduh di ruang kelas lantaran peserta didik berdiskusi, di sana-sini ada tempelan gambar, dan yang menyolok guru tak lagi mengajar model berceramah. Akhirnya penolakan CBSA bermunculan.

Kurikulum 1994 dan Suplemen Kurikulum 1999

Kurikulum 1994 merupakan hasil upaya untuk memadukan kurikulum-kurikulum sebelumnya, terutama kurikulum 1975 dan 1984. Sayangnya, perpaduan antara tujuan dan proses belum berhasil. Sehingga banyak kritik berdatangan, disebabkan oleh beban belajar peserta didik dinilai terlalu berat, dari muatan nasional sampai muatan lokal. Materi muatan lokal disesuaikan dengan kebutuhan daerah masing-masing, misalnya bahasa daerah kesenian,

keterampilan daerah, dan lain-lain. Berbagai kepentingan kelompok-kelompok masyarakat juga mendesak agar isu-isu tertentu masuk dalam kurikulum. Akhirnya, Kurikulum 1994 menjelma menjadi kurikulum super padat. Kejatuhan rezim Soeharto pada 1998, diikuti kehadiran Suplemen Kurikulum 1999. Tapi perubahannya lebih pada menambal sejumlah materi pelajaran saja.

Kurikulum 2004, “KBK (Kurikulum Berbasis Kompetensi)”

Sebagai pengganti kurikulum 1994 adalah kurikulum 2004, yang disebut dengan Kurikulum Berbasis Kompetensi (KBK). Suatu program pendidikan berbasis kompetensi harus mengandung tiga unsur pokok, yaitu: pemilihan kompetensi yang sesuai; spesifikasi indikator-indikator evaluasi untuk menentukan keberhasilan pencapaian kompetensi; dan pengembangan pembelajaran. KBK memiliki ciri-ciri sebagai berikut: Menekankan pada ketercapaian kompetensi peserta didik baik secara individual maupun klasikal, berorientasi pada hasil belajar (learning outcomes) dan keberagaman. Kegiatan pembelajaran menggunakan pendekatan dan metode yang bervariasi, sumber belajar bukan hanya guru, tetapi juga sumber belajar lainnya yang memenuhi unsur edukatif. Penilaian menekankan pada proses dan hasil belajar dalam upaya penguasaan atau pencapaian suatu kompetensi. Struktur kompetensi dasar KBK ini dirinci dalam komponen aspek, kelas dan semester. Keterampilan dan pengetahuan dalam setiap mata pelajaran, disusun dan dibagi menurut aspek dari mata pelajaran tersebut. Pernyataan hasil belajar ditetapkan untuk setiap aspek rumpun pelajaran pada setiap level. Perumusan hasil belajar adalah untuk menjawab pertanyaan, “Apa yang harus peserta didik ketahui dan mampu lakukan sebagai hasil belajar mereka pada level ini?” Hasil belajar mencerminkan keluasan, kedalaman, dan kompleksitas kurikulum dinyatakan dengan kata kerja yang dapat diukur dengan berbagai teknik penilaian.

Setiap hasil belajar memiliki seperangkat indikator. Perumusan indikator adalah untuk menjawab pertanyaan, “Bagaimana kita mengetahui bahwa peserta didik telah mencapai hasil belajar yang diharapkan?”, (Wina Sanjaya, 2005).

Kurikulum 2006, “KTSP (Kurikulum Tingkat Satuan Pendidikan)”

Pelaksanaan KBK masih dalam uji terbatas, namun pada awal tahun 2006, uji terbatas tersebut dihentikan. Dan selanjutnya dengan terbitnya permen nomor 24 tahun 2006 yang mengatur pelaksanaan permen nomor 22 tahun 2006 tentang standar isi kurikulum dan permen nomor 23 tahun 2006 tentang standar kelulusan, lahirlah kurikulum 2006 yang pada dasarnya sama dengan kurikulum 2004. Perbedaan yang menonjol terletak pada kewenangan dalam penyusunannya, yaitu mengacu pada jiwa dari desentralisasi sistem pendidikan.

Pada kurikulum 2006, pemerintah pusat menetapkan standar kompetensi dan kompetensi dasar, sedangkan sekolah dalam hal ini guru dituntut untuk mampu mengembangkan dalam bentuk silabus dan penilaiannya sesuai dengan kondisi sekolah dan daerahnya. Hasil pengembangan dari semua mata pelajaran, dihimpun menjadi sebuah perangkat yang dinamakan Kurikulum Tingkat Satuan Pendidikan (KTSP). Penyusunan KTSP menjadi tanggung jawab sekolah di bawah binaan dan pemantauan Dinas Pendidikan Daerah dan wilayah setempat.

Kurikulum 2013

Pemerintah melakukan pemetaan kurikulum berbasis kompetensi yang pernah diujicobakan pada tahun 2004 (curriculum based competency). Kompetensi dijadikan acuan dan pedoman bagi pelaksanaan pendidikan untuk mengembangkan berbagai ranah pendidikan; pengetahuan, keterampilan, dan sikap dalam seluruh jenjang dan jalur pendidikan, khususnya pada jalur pendidikan sekolah.

Kurikulum 2013 berbasis kompetensi memfokuskan pada pemerolehan

kompetensi-kompetensi tertentu oleh peserta didik. Oleh karena itu, kurikulum ini mencakup sejumlah kompetensi dan seperangkat tujuan pembelajaran yang dinyatakan sedemikian rupa, sehingga pencapaiannya dapat diamati dalam bentuk perilaku atau keterampilan peserta didik sebagai suatu kriteria keberhasilan. Kegiatan pembelajaran perlu diarahkan untuk membantu peserta didik menguasai sekurang-kurangnya tingkat kompetensi minimal, agar mereka dapat mencapai tujuan-tujuan yang telah ditetapkan. Sesuai dengan konsep belajar tuntas dan pengembangan bakat. Setiap peserta didik harus diberi kesempatan untuk mencapai tujuan sesuai dengan kemampuan dan kecepatan belajar masing-masing, (E. Mulyasa, 2013).

Tema utama kurikulum 2013 adalah menghasilkan insan Indonesia yang produktif, kreatif, inovatif, afektif, melalui pengamatan sikap, keterampilan, dan pengetahuan yang terintegrasi. Untuk mewujudkan hal tersebut, dalam implementasi kurikulum, guru dituntut secara profesional merancang pembelajaran secara efektif dan bermakna, mengorganisir pembelajaran, memilih pendekatan pembelajaran yang tepat, menentukan prosedur pembelajaran dan pembentukan kompetensi secara efektif, serta menetapkan kriteria keberhasilan.

Kurikulum Merdeka

Kurikulum Merdeka Belajar-Kampus Merdeka merupakan implementasi dari Kebijakan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nadiem Makarim yang antara lain memberikan hak belajar 3 (tiga) semester di luar Program Studi kepada Mahapeserta didik sebagaimana diatur dalam Permendikbud No. 3 Tahun 2020.

Kebijakan Merdeka Belajar - Kampus Merdeka ini sesuai dengan Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi, pada Pasal 18 disebutkan bahwa pemenuhan masa dan

beban belajar bagi mahapeserta didik program sarjana atau sarjana terapan dapat dilaksanakan: 1) mengikuti seluruh proses pembelajaran dalam program studi pada perguruan tinggi sesuai masa dan beban belajar; dan 2) mengikuti proses pembelajaran di dalam program studi untuk memenuhi sebagian masa dan beban belajar dan sisanya mengikuti proses pembelajaran di luar program studi, (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020).

Sebagai bagian dari upaya pemulihan pembelajaran, **Kurikulum Merdeka** (yang sebelumnya disebut sebagai kurikulum prototipe) dikembangkan sebagai kerangka kurikulum yang lebih fleksibel, sekaligus berfokus pada materi esensial dan pengembangan karakter dan kompetensi peserta didik. Karakteristik utama dari kurikulum ini yang mendukung pemulihan pembelajaran adalah: a) Pembelajaran berbasis proyek untuk pengembangan *soft skills* dan karakter sesuai profil pelajar Pancasila, b) Fokus pada materi esensial sehingga ada waktu cukup untuk pembelajaran yang mendalam bagi kompetensi dasar seperti literasi dan numerasi, c) Fleksibilitas bagi guru untuk melakukan pembelajaran yang terdiferensiasi sesuai dengan kemampuan peserta didik dan melakukan penyesuaian dengan konteks dan muatan lokal.

METODE PENELITIAN

Metode dan Jenis Penelitian

Metode penelitian adalah cara untuk mendapat data dan informasi. Menurut (Creswell, 2016) “adalah sebuah prosedur dari langkah-langkah yang digunakan untuk mengumpulkan dan menganalisis informasi untuk meningkatkan pemahaman tentang suatu topik atau isu. Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Sutrisno Hadi, 2009), mengungkapkan penelitian kualitatif ialah

prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh penenliti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Menurut (Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tententu antara suatu gejala dan gejala lainnya dalam masyarakat.

Instrument Penelitian

Instrument yang digunakan oleh peneliti pada penelitian ini adalah, peneliti itu sendiri sebagai instrumen kunci (*instrument key*). Menurut (Arikunto, 2017), peneliti memiliki kebebasan untuk memilih bentuk data apa saja yang diperlukan.

Teknik Pengumpulan Data

Pengumpulan data merupakan kegiatan yang penting bagi kegiatan penelitian, karena pengumpulan data yang menentukan berhasil tidaknya suatu penelitian. Sedangkan menurut (Emzir, 2014), bahwa teknik pengumpulan data terdiri dari observasi, wawancara dan dokumentasi. Pada penelitian ini, peneliti hanya focus pada observasi dan wawancara saja.

1. Observasi, teknik pengumpulan data dengan melakukan pengamatan langsung pada objek kajian. Menurut (Arikunto, 2017), observasi ialah pemilihan, pengubahan, pencatatan, dan pengodean serangkaian perilaku dan suasana yang berkenaan dengan organisasi, sesuai dengan tujuan-tujuan empiris.
2. Wawancara, teknik pengumpulan data dengan mengajukan pertanyaan langsung oleh pewawancara kepada responden, dan jawaban-jawaban responden dicatat atau direkam (Emzir, 2014)

Teknik Analisis Data

Dalam penelitian ini, jenis dan sumber data yang digunakan ialah:

1. Data Primer; Menurut (Suryabrata, 2016), data primer ialah data yang diperoleh atau dikumpulkan langsung di lapangan oleh orang yang melakukan penelitian atau yang bersangkutan yang memerlukannya. Data primer di dapat dari sumber informan yaitu individu atau perseorangan seperti hasil wawancara yang dilakukan oleh peneliti, yaitu; hasil observasi, hasil wawancara, hasil observasi lapangan dan data informan.
2. Data Sekunder; Data sekunder adalah data yang diperoleh atau dikumpulkan oleh orang yang melakukan penelitian dari sumber-sumber yang telah ada. Data ini digunakan untuk mendukung informasi primer yang telah diperoleh yaitu dari bahan pustaka, literatur, penelitian terdahulu, buku, dan lain sebagainya, (Sutrisno Hadi, 2009).

HASIL DAN PEMBAHASAN

Berdasarkan hasil yang dimetukan oleh penulis, bahwa permasalahan yang dihadapi oleh guru di Madrasah tentang terjadinya perubahan dan pergantian kurikulum dan berimbas pada peserta, yaitu; kurikulum terlalu kompleks, dimana membuat peserta didik terbebani dengan segudang materi yang harus dikuasainya. Peserta didik harus berusaha keras untuk memahami dan mengejar materi yang sudah ditargetkan. Hal ini akan mengakibatkan peserta didik tidak akan memahami seluruh materi yang diajarkan. Peserta didik akan lebih memilih untuk mempelajari materi dan hanya memahami sepintas tentang materi tersebut. Dampaknya, pengetahuan peserta

didik akan sangat terbatas dan peserta didik kurang mengeluarkan potensinya, daya saing peserta didik akan berkurang. Selain berdampak pada peserta didik, guru juga akan mendapat dampaknya. Tugas guru akan semakin menumpuk dan kurang maksimal dalam memberikan pengajaran. Guru akan terbebani dengan pencapaian target materi yang terlalu banyak, sekalipun masih banyak peserta didik yang mengalami kesulitan, guru harus tetap melanjutkan materi. Hal ini tidak sesuai dengan peran guru; Kurikulum sering sekali mengalami perubahan. Namun, perubahan tersebut hanyalah sebatas perubahan nama semata. Tanpa mengubah konsep kurikulum, tentulah tidak akan ada dampak positif dari perubahan kurikulum; Kesulitan yang paling banyak dikeluhkan oleh para guru adalah mengenai pemahaman tentang Kompetensi Inti (KI) dan Kompetensi Dasar (KD); semua Guru belum dilatih untuk melaksanakan Kurikulum 2013 dalam Kegiatan Pembelajarannya, akan tetapi guru-guru dipaksa untuk melaksanakannya, pada tahun 2022 muncul lagi kurikulum merdeka belajar yang disebut sebagai kurikulum prototype yang menambah beban kebingungan kami para guru.

Perubahan merupakan sesuatu yang alamiah, artinya segala sesuatu dalam kehidupan ini sudah pasti akan terus mengalami perubahan, karena perubahan sendiri merupakan ketetapan Allah yang tidak mungkin untuk dihindari. Perubahan juga terjadi pada kurikulum. Kurikulum berubah sesuai dengan tuntutan zaman. Guru adalah orang yang mengimplementasikan kurikulum dalam satuan pendidikan. Setiap pergantian kurikulum, maka guru dan pihak-pihak terkaitlah yang harus paling siap. Hakikat kurikulum itu ada pada guru, jika guru tidak bisa mendalami kurikulum yang berlaku, maka tujuan pendidikan yang diinginkan tidak akan tercapai. Sebaik apapun kurikulum tersebut, tidak akan membuahkan hasil jika guru tidak mampu melaksanakannya.

Kurikulum sebenarnya merupakan suatu konsep kurikulum yang mendorong pembelajaran berpusat pada peserta didik. Peserta didik dituntut untuk aktif dan kreatif dalam proses pembelajaran dan guru dengan segala keilmuannya tidak hanya berperan sebagai pengajar tapi dituntut untuk menjadi inspirator. Pembelajaran lebih mengoptimalkan daya pikir dan kreativitas peserta didik untuk menambah keterampilan dan pengetahuannya, belajar menemukan melalui eksperimen. Perbedaan yang mendasar dengan kurikulum sebelumnya adalah, guru tidak lagi menerapkan metode berceramah dan bukan hanya satu-satunya sumber pengetahuan, bisa saja peserta didik mendapatkan pengetahuan dari sumber lainnya, seperti dari internet. Peran guru mendorong peserta didiknya untuk mengalami sendiri proses yang membuat meningkatnya pengalaman mereka.

Pengembangan kurikulum merupakan sesuatu hal yang dapat terjadi kapan saja sesuai dengan kebutuhan. Pesatnya perkembangan ilmu pengetahuan dan teknologi serta perubahan yang terjadi dalam kehidupan bermasyarakat dan berbangsa merupakan hal-hal yang harus segera ditanggapi dan dipertimbangkan pada pengembangan kurikulum pada setiap jenjang pendidikan. Munculnya peraturan perundang-undangan yang baru telah membawa implikasi terhadap paradigma baru dalam proses pengembangan kurikulum. Kondisi masa sekarang dan kecenderungan yang akan terjadi pada masa yang akan datang memerlukan persiapan dari generasi muda dan peserta didik yang memiliki kompetensi multidimensional. Mengacu pada hal-hal tersebut, pengembangan kurikulum harus mampu mengantisipasi segala persoalan yang dihadapi masa sekarang dan masa yang akan datang.

Guru sebagai pelaku utama dalam dunia pendidikan harus siap dengan segala perubahan kebijakan, meskipun tidak kita sukai. Saat ini yang dibutuhkan adalah peran

nyata, untuk terus melakukan sosialisasi kurikulum yang telah terjadi perubahan tersebut, agar para guru benar-benar siap mengimplementasikannya.

Sosialisasi kurikulum harus sampai pada guru-guru pelaksana tidak dibedakan. Artinya, bahwa kurikulum baru bisa berjalan jika sudah dilakukan sosialisasi secara efektif. Selain itu ada tiga hal yang perlu dipertimbangkan dalam melakukan desiminasi, antara lain kesiapan para guru, kondisi geografis dan penyebaran informasi.

Oleh karena itu, sebagai guru perlu memiliki sikap yang peka terhadap kurikulum, sehingga guru mampu menghadapi tantangan terkait dengan perubahan dan perbaikan kurikulum tersebut.

Dengan demikian, sebagai guru harus memiliki pengetahuan tentang kurikulum tersebut, diantaranya; Guru pelaksana kurikulum. Tipe guru ini melaksanakan kurikulum secara text book, artinya dia sepenuhnya taat terhadap juklak dan juknis yang terdapat dalam kurikulum. Sumber belajar pun hampir sepenuhnya mengadakan kepada materi yang terdapat pada buku pelajaran. Dia sama sekali tidak berpikir mengembangkan kurikulum yang sebenarnya memberikan peluang untuk dikembangkan; Guru pengembang kurikulum. Karakter guru seperti ini adalah selain dia mengacu kurikulum yang telah ditetapkan, tetapi dia mengembangkannya sesuai dengan kebutuhan, situasi, dan kondisi peserta didik, mengingat karakteristik daerah dan peserta didik beragam. Sebagai pengembang kurikulum, guru memiliki otonomi untuk merancang rencana skenario pembelajaran, materi yang akan diberikan, cara menyampaikannya, dan cara untuk menilainya. Dalam melaksanakan pembelajaran pun, dia lebih kreatif dan inovatif menggunakan model atau belajar, mengembangkan bahan ajar dan menggunakan sumber belajar yang beragam. Pembelajaran lebih mengedepankan pendekatan kontekstual dan yang

menyenangkan agar peserta didik mendapatkan pengalaman belajar yang menarik dan menyenangkan. Guru sebagai kurikulum itu sendiri. Artinya, guru menjelma menjadi “kurikulum hidup” (teacher as a living curriculum). Guru bukan hanya sebatas menjadi penyampai materi pelajaran, tetapi juga sebagai pendidik yang membentuk karakter peserta didik. Oleh karena itu, guru wajib menjadi teladan (uswah hasanah/ role model) bagi peserta didiknya karena apa yang diucapkan dan dilakukannya akan menjadi contoh bagi peserta didik. Dengan kata lain, guru sebagai “kurikulum hidup” adalah sumber belajar yang berjalan yang menebar hikmah dan pelajaran kepada peserta didik sehingga mampu menjadi motivator dan inspirator bagi semua peserta didiknya.

KESIMPULAN

Pembelajaran Sejarah Kebudayaan Islam di Mts merupakan salah satu mata pelajaran yang menelaah tentang asal-usul, perkembangan, peranan kebudayaan/peradaban Islam dan para tokoh yang berprestasi dalam sejarah Islam di masa lampau, mulai dari perkembangan masyarakat Islam pada masa Nabi Muhammad SAW dan Khulafaurrasyidin, Bani ummayyah, Abbasiyah, Ayyubiyah sampai perkembangan Islam di Indonesia. Pada proses pelaksanaannya masih banyak kekurangan di pembelajaran SKI di Mts terutama masalah pengembangan materi ajar, sumber daya manusia, dan bahan-bahan pembelajaran.

Kurikulum selalu dinamis dan senantiasa dipengaruhi oleh perubahan-perubahan dalam faktor yang mendasarinya. Tujuan pendidikan dapat berubah secara fundamental, bila suatu negara beralih dari negara yang dijajah menjadi perubahan yang menyeluruh. Dalam sejarah perkembangan kurikulum di Indonesia telah tercatat sebanyak sebelas kali dimana setiap kurikulumnya mempunyai kelebihan dan

kekurangannya. Dan kurikulum ini dapat berubah kapanpun sesuai dengan kebutuhan pendidikan di Indonesia. Dalam setiap perubahan dan perkembangan kurikulum selalu disertai tujuan pendidikan yang ingin dicapai. Kurikulum pendidikan nasional sudah mengalami beberapa kali perubahan. Setiap perubahan kurikulum pendidikan nasional disertai dengan tujuan pendidikan yang berbeda-beda, karena dalam setiap perubahan tersebut dan suatu tujuan tertentu yang ingin dicapai untuk memajukan pendidikan nasional kita. Perbedaan tujuan itu terletak pada pendekatan dalam merealisasikannya.

Harapan kita semua bahwa kurikulum yang baru tidak akan mengalami nasib yang sama dengan kurikulum-kurikulum sebelumnya. Akan tetapi mampu memberikan pencerahan terhadap perubahan paradigma berpikir para pelaksana di lapangan, serta mampu memfasilitasi dan membantu meningkatkan kompetensi peserta didik sehingga mampu bersaing baik di kancah nasional maupun internasional dengan bangsa-bangsa yang lain.

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THE INTERPLAY OF EFFECT OF FAW GAME AND PSYCHOLOGICAL BEHAVIOUR STUDENTS' IN LEARNING VOCABULARY

Andi Uceng and Andi Sadapotto

Englis Departement, Teacher Training and Eduaction Faculty Universitas

Muhammadiyah Sidenreng Rappang, Indonesia

Corresponding Email: andiuceng@gmail.com

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Abstract

The purpose of this study was to determine whether the use of FAW games in vocabulary learning could influence the behavior of students' psychiatology. In this study, researchers focused on aspects of students' interests and attitudes. This study used a qualitative research method, the population of this study was seventh grade students of SMP N 2 Baranti in the years 2018-2019. The total population is 101 students consisting of four classes. Class VII₁ was taken as a sample using a cluster sampling technique, the total number of samples was 25. The instruments used in this study were questionnaires of interest and attitude. The results of this study indicate that students' interest in using FAW game method is quite high, students feel more relaxed in learning so that their understanding of vocabulary increases. Besides that students' attitudes in vocabulary learning using the FAW game method show good things, students are more active and cooperate with other students. This shows that H1 is accepted. Based on the results of the interest questionnaire list, 16 students (64%) were very interested in the FAW game method and based on the results of the attitude questionnaire 19 students (76%) showed good attitude.

Keywords: Vocabulary, FAW game

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan game FAW dalam pembelajaran kosakata dapat mempengaruhi perilaku psikiatri siswa. Dalam penelitian ini, peneliti memfokuskan pada aspek minat dan sikap siswa. Penelitian ini menggunakan metode penelitian kualitatif, populasi penelitian ini adalah siswa kelas VII SMP N 2 Baranti tahun ajaran 2018-2019. Jumlah populasi adalah 101 siswa yang terdiri dari empat kelas. Kelas VII₁ diambil sebagai sampel dengan menggunakan teknik cluster sampling, jumlah sampel sebanyak 25. Instrumen yang digunakan dalam penelitian ini adalah angket minat dan sikap. Hasil penelitian ini menunjukkan bahwa minat siswa dalam menggunakan metode permainan FAW cukup tinggi, siswa merasa lebih rileks dalam belajar sehingga pemahaman kosakatanya meningkat. Selain itu sikap siswa dalam pembelajaran kosakata menggunakan metode permainan FAW menunjukkan hal-hal yang baik, siswa lebih aktif dan bekerjasama dengan siswa lain. Hal ini menunjukkan bahwa H1 diterima. Berdasarkan hasil daftar angket minat, 16 siswa (64%) sangat tertarik dengan metode permainan FAW dan berdasarkan hasil angket sikap 19 siswa (76%) menunjukkan sikap yang baik.

Kata Kunci: kosa kata, FAW game

INTRODUCTION

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral

relationship, politic, science, technology and many others. In fact, people use the language used by many people over the world to connect and share with another. Therefore, people should understand and master

English in order to gain broader knowledge, information and technology.

As foreign language, English is very important for development of science in Indonesian, especially for education. As knowledge, English is taught as a foreign language and is almost a language that is highly recommended to be studied. When we learn about English, things that are very important for us to master are vocabulary. Vocabulary rewords that are taught in a foreign language. Vocabulary is a list or collection of words and phrases that are usually arranged and explained alphabetically or explained.

In learning English there are 4 aspects, namely listening, speaking, writing, and reading. Every individual has different levels of difficulty, including difficulty in communicating, difficulty understanding Grammar, or lack of vocabulary. Basically everyone experiences the same thing when learning English, from memorizing vocabulary, understanding grammar and other language structures. The above problems are actually not because of the learner's fault, but it could be an error in the learning method that is not interesting or too rigid, therefore it is necessary to have effective learning activities. In learning English students must be able to master 4 aspects of skill.

Vocabulary is one component of language that plays an important role in the systematic learning of a language. Without good vocabulary mastery, people will not be able to communicate and express their ideas effectively. As Burton said in Nurudin (2002) "Vocabulary is needed by people to understand the meaning of words and help them express ideas correctly".

Therefore, Napa (1991) observed that learning English vocabulary takes an important position. It means that when people lack english vocabulary, they could not speak English well, write a sentences well, comprehend a text well, and

absolutely could not understand about what the other people say.

As well, Morales (2004) states that vocabulary is a list of words used in several conversations. Lehr (2004) vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which is used in listening, speaking.

Likewise, Good (1959) in the Education Dictionary defines vocabulary as: 1) the contents and functions of words from a language that are thoroughly studied so that they become part of student understanding, speaking, then reading, and writing Vocabulary, and 2) words have meaning when heard are heard or seen even though it is not produced by the individual himself to communicate with others.

Similarly Webster (1983) states that vocabulary is a list of words and sometimes, phrases, usually arranged in alphabetical order defined as dictionaries, glossaries, or lexicons, all words used by certain people, classes, professions, etc.

From the opinions above, we can conclude that vocabulary is one of the important components such a structure, pronunciation and intonation. The vocabulary is very important to learn, because if a student is weak in vocabulary mastery, we cannot communicate our thoughts and ideas either orally or in writing.

Teaching English for young learners is not easy. The teacher has to consider what material sholud be given to interest the learnest learn English. In this case, the material should be issued by departement of education and culture in the curriculum one aspect that must be taught is vocabulary. Vocabulary is one of the language elements that support to master of the four language skill (listening, reading, writing, speaking).

English is quite difficult to the learners of English. They have difficulties to understand and express their idea in English to other people because they do not have good vocabulary command. Therefore,

efforts are needed to improve our vocabulary, in order to obtain good results from learning English. However, sometimes problems are found, especially in junior high school in the learning process of English. Learning Vocabulary English is a basic and very important part of learning English.

To learn the word new vocabulary, we also need to understand what the word means. To truly learn new English words, we must understand them and be able to use those words correctly when we speak or write. We might learn English words faster when those words are important for our lives that are all lacking or come from a subject that interests us. One way that can help students to learn English Vocabulary is to see and hear many repetitions of words in an interesting topic or context such as stories or readings.

Learning vocabulary is actually very easy, the vocabulary that is used every day can be the first step to increase our word in English, but most students find it difficult even afraid to speak English especially learning vocabulary, the students had difficulty in differentiated the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, sometimes students feel bored and less interested in class when learning English. The vocabulary problem must be solved, because it can make it difficult for students to continue to the next level or class. May be also students are less motivated in learning English because they feel English is difficult. So that makes students become bored in learning English. In addition, the delivery of material carried out by teachers is monotonous, making the learning process unattractive. The media used is also not able to make students more active in learning vocabulary in English.

In the development of English vocabulary, researcher are not only focused on the development and mastery of English student vocabularies but are more focused on seeing how students' physical behavior towards the methods used by researchers in developing

vocabulary. Attitudes and student interest in the methods used are the main objects of the researcher.

Based on the statement above, the researcher applied games method in learning English vocabulary. Julia Dobson (1997) stated that “ Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation. It means that game is one of ways to relax routine of classroom, so that it will make fun. Moreover, as it is stated in Games for Language Learning book. Games are a simple way to entertain and attract students' attention, thus making students more relaxed and eager to learn English, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

One of game that may can increase the students' vocabulary mastery is FAW (Find-Arrange Word) Game. FAW game is a game where students given some word and the students must be finding and arranges the word with the keyword and suggest from the researcher. Ideally if the students can play many games in English their vocabulary mastery would be up. It can be seen from less vocabulary that they have memorized and they are not able to mention the meaning of simple vocabulary.

Based on the reason above, the researcher carries out a research under the title “The Effect of FAW Games In Improving Students' Psychological Behaviour In Learning Vocabulary ”

RESEARCH METHODE

A. Research Design

Research design is a strategy to achieve established research goals and acts as a guide or guide for researchers during the research process. In this study, researchers wanted to collect, process, analyze data from research conclusions. This research method is a qualitative research method. Qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that

cannot be explained, measured or described through a quantitative approach.

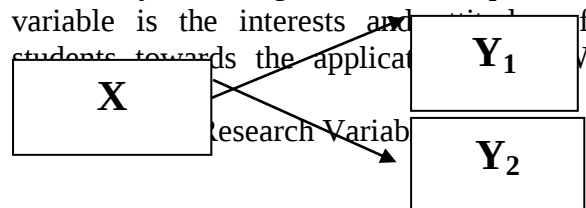
Menurut Sugiyono (2011), metode penelitian kualitatif adalah metode penelitian yang didasarkan pada filosofi post-positivisme, yang digunakan untuk memeriksa kondisi benda-benda alam, (berlawanan dengan eksperimen) di mana peneliti merupakan instrument kunci, pengambilan sampel sumber data dilakukan secara sengaja dan bola salju, teknik pengumpulan tri-gradasi (gabungan), analisis data bersifat induktif atau kualitatif, dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi

According to Sugiyono (2011), qualitative research methods are research methods based on post positivism philosophy, used to examine natural object conditions, (as opposed to experiments) where the researcher is a key instrument, purposive and snowball sampling of data sources. Tri-graft collection techniques (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

B. Variable of the Research

1. Research Variable

There are two variables in this study, namely the dependent variable (X) and the independent variable (Y). The independent variable is the use of FAW games in vocabulary teaching, and the dependent variable is the interests and attitudes of students towards the application of FAW game.



Where:

X: The Use FAW Game in Teaching Vocabulary

Y₁: Students' Interest

Y₂: Students' Attitude

2. The Operational Definition of Variable.

There are several terms that necessary be clarified in other to avoid readers from misunderstanding the concept or ideas. They are:

- Find Arrange Word (FAW) game is a word play made by researcher as a strategy to increase students' interest in learning English especially in developing student vocabulary. This strategy is a game that is designed to be a medium of student learning in finding a vocabulary in a short time.
- Interest is would take someone to think about his positive response or attitude to something likes, enjoy, and appreciate which makes him having a desire to do. To clearly define what actually interest means some theorists would define it.
- Attitudes can be translated correctly as attitudes and was ingress to act on things. Attitude are always directed at something, object. There is no attitude without any object; attitude may be directed at object, people, but also events, sights, institutions, norms, value and others.

C. The Population and Samples

1. Population

Population is the totality or the whole subject of research whether objects, people, or other things in which important information can be taken in the form of research data. Menurut Arikunto (2002), pengertian populasi adalah objek yang secara keseluruhan digunakan untuk penelitian, According to Arikunto (2002), the notion of population is the object as a whole used for research. So if there is someone who wants to examine all the characteristics and elements in a research area, of course the research is included in population research.

In this research, the population is the students of this research in the students

at seventh grade of SMP 2 Baranti in academic years 2017-2018 is consist of four class that include of VII.₁, VII.₂, VII.₃, VII.₄. So the total member of student is 101 students.

Table 3.1. Population at seventh grade of SMP 2 Baranti

No	Class	Population
1	VII. ₁	25
2	VII. ₂	27
3	VII. ₃	24
4	VII. ₄	25
SUM		101

(Students data document of SMP 2 BARANTI 2019)

2. Sample

The sample is part of the subject in the population, which is certainly capable of representing the population representation. Sample is the selected elements (people or object) chosen for participation in a study, people are referred to as subject or participants. Sampling is the process of selecting a group of people, events, behaviors, or other elements to conduct research. *Sampel diambil sebagian dari seluruh objek yang diteliti dan dianggap mewakili iseluruh populasi. (Soekidjo. 2005)*, the sample is partially taken from the entire object under study and is considered to represent the entire population. (Soekidjo. 2005)

In this research the researcher applied cluster sampling technique the researcher choose one class sample. Cluster Sampling is a sampling technique where selection refers to groups not to individuals. *Cluster sampling adalah metode pengambilan sampel berdasarkan kelompok tertentu (Sugiyono: 2003)*, Cluster sampling is a method of sampling based on certain clusters (Sugiyono : 2003). Some clusters are then randomly chosen as representatives of the population, and then all elements in the selected cluster are used as research samples. This class is VII₁ which consists of 25 students.

Table 3.2 Sample (Cluster sapling)

No	Class	Population
1	VII. ₁	25
2	VII. ₂	-
3	VII. ₃	-
4	VII. ₄	-
SUM		25

(Students data document SMP 2 BARANTI 2019)

D. Procedure of Collecting Data

In analyzing the psychological behavior of students using FAW games in improving their vocabulary, researchers would make observations, provide a list of questions and conduct interviews. Observation is a method or method of analyzing behavior systematically by looking at or observing individuals or groups directly. An interview is a conversation between two or more people and takes place between the speaker and the interviewer. The purpose of the interview is to get information where the interviewer asks questions to be answered by the interview. Questionnaire is a list of questions sent to respondents both directly and directly. Questionnaires in general can take the form of questions or statements that can be answered in the form of a questionnaire. In this study, researchers would use a closed questionnaire.

E. Instrument of the Research.

In any scientific research, instruments for collecting data are very important. The accuracy of the results of a study is very dependent on how accurately the tool is used. Before the research is conducted, the data collection instrument must be well prepared.

1. In the initial stages, researchers observed students' initial knowledge of their vocabulary in English. The researcher would see how students behave in learning vocabualry.
2. After that the researcher would conduct interviews with students,

listing the researchers' questions during interviews related to the learning model that is often done by students in the teaching and learning process.

3. And in the final stage, the researcher would provide a questionnaire. The questionnaire would use a closed questionnaire. This questionnaire contains questions related to students' daily habits in learning English, especially in mastering vocabulary. Questionnaires would be given at the end of the meeting or after the application of the FAW game in vocabulary teaching. Highest score of 100 and lowest of 20.

F. Technique of Data Analysis

The researcher provides a closed questionnaire whose answer has been provided by the researcher. The researcher would measure student psychological behavior according to the student's answer choices.

1. Analyzing the data from the questionnaire to see the students' interest through simulation in learning vocabulary based on Likert Scale.

Table 3.3 Likert Scale

Positive Statement		Negative Score	
Categor	Score	Category	Score
Strongly Agree	5	Strongly Disagree	1
Agree	4	Disagree	2
Undecided	3	Undecided	3
Disagree	2	Agree	4
Strongly Disagree	1	Strongly Agree	5

(Sugiyono, 2010)

2. Classifying of the students' interest based on the score classification, as follows :

Table 3.4

Score	Classification
85-100	Strongly Interested
69-84	Interested
51-68	Moderate
36-50	Uninterested
20-35	Strongly Uninterested

(Sugiyono, 2010)

3. Analyzing the data from the questionnaire to see the students' attitude through simulation in learning vocabulary.

Table. 3.5

Category	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

(A. Muri Yusuf 2005)

4. Classification of student learning attitudes based on classification, as follows :

Table 3.6

Score	Classification
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Less
< 20	Not Good

(Cepi Safruddin Abdul Jazar 2009)

4. Calculating the mean score, standard deviation, and frequency table to know the students' interest by using descriptive statistical analysis in SPSS 21.0 program for window evaluation version.

FINDING AND DISCUSSION

A. Findings

This section discusses the psychological behavior of students towards the application of the FAW game method in the vocabulary learning process. The psychological behavior of students who are focused by researchers is their interests and attitudes, how the attitudes of students in the process of learning vocabulary using the FAW game method and how much students are interested in applying this method.

1. Students' Interest

By learning the vocabulary through the FAW game method, it turns out that there are many students who are interested and like this method. The following is a table of percentage of student interest

Table. 4.1. The percentage of students' interest.

NO	Clasificati on	Scor e	Students' Interest	
			F	%
1	Strongly Interested	85- 100	16	64
2	Interested	69-84	6	24
3	Moderate	51-68	3	12
4	Uninterest ed	36- 50	0	0
5	Strongly unintereste sted	20- 35	0	0
TOTAL			25	100

The table above shows that 16 (64%) were very interested in the FAW game method, 6 (24%) were interested in this method, 3 (12%) in category moderate. And not students in categories uninterested and strongly uninterested. That means students are strongly interested in the applying FAW game method in learning vocabulary.

2. Student Attitude

In vocabulary learning using the FAW game method. Students' physical behavior

shows good things, students are more active and work together with their group teams to find and arrange several letters to be put together into one vocabulary that matches the keywords given by the researcher. It is not difficult to attract students' attention in applied this game, the method applied by researchers makes students more relaxed to receive vocabulary lessons.

Table. 4.2. The percentage of students' attitude.

NO	Clasificat ion	Score	Students' Interest	
			F	%
1	Very Good	81-100	1	4
2	Good	61-80	19	76
3	Enough	41-60	5	20
4	Less	20-40	0	0
5	Not Good	<20	0	0
TOTAL			25	100

The table above shows that 1 (4%) were very good category, 19 (76%) were in good category, 5 (20%) in category enough. And not students in categories less and not good. That means the attitude of students in the learning process is good.

3. Hypothesis

attitude quisionnaire, students behave well in the learning process Based on the result of the interet quisionnaire and the attitude of studebts the hypothesis of thi study was accepeted. Students were interested in using FAW game method in learning vocabulary. The assesing attitude is concluded based on the

B. Discussion

This section deals with findings presented from descriptive statistics and interpretation of test results. Based on the data above, it shows that students are more active in learning vocabulary through the

FAW game method and students are interested in the methods applied by researchers in the vocabulary learning process.

1. Students Interest

The description of the data collected through interview tests and questionnaire lists shows that students are very interested in the FAW game method in vocabulary learning. In the research process carried out by researchers students are more relaxed in learning vocabulary

According to Hadfield (1987) who said that "A game is an activity with a rule, a goal and an element of fun. The game is a good way of practicing language, for they provide a model of what learners will use the language in real in future"

This research data shows students are interested and more active by using the FAW game method in learning vocabulary. It can be concluded that students are interested in learning vocabulary using the FAW game method and students are more active in class when learning vocabulary using the FAW game method.

2. Students Attitude

Student learning behavior greatly influences the chase process. In this study students' attitudes during vocabulary learning using the FAW game method showed good things. Sstudents' are enthusiastic and more active in the class. The level of interaction and cooperation with other friends also increase.

In the opinion of Mayke Tedjasaputro (2000) states that learning by playing provides an opportunity for children to manipulate, practice, and get a variety of innumerable concepts and understandings.

With the application of games in the learning process helps students to more easily receive material. the classroom atmosphere is more crowded with the eagerness of students who feel challenged with the game FAW this game. Apart from the cooperation and activeness of students, students are also easier to remember

vocabulary that they have found and then arranged into one vocabulary.

CONCLUSION

The application of FAW games in vocabulary learning adds to the activeness of students while studying and students are also interested in using the method of this game. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know vocabulary.

Observation made by the researcher at the beginning of the study to the final stage, the behavior of students in the class seemed more active when applying the FAW game method in learning vocabulary. The attitude of students is also on a scale good in measuring the data collection through attitude questionnaire.

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(Andi Uceng and Andi Sadapotto)

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**PENERAPAN LESSON STUDY BERBASIS SUPERVISI KELAS UNTUK
MENINGKATKAN KEMAMPUAN MENGAJAR GURU PAI**

(The Implementation of Lesson Study Based Class Supervision to Improve the Teaching Ability of PAI)

Zainuddin

Pengawas Pendidikan Islam Tingkat Dasar Kota Mataram

Corresponding Email: zainuddinpai4@gmail.com

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Abstract

The aims of this study were to determine the effectiveness of the Lesson Study in improving the teaching ability of Islamic Religious Education (PAI) teachers in elementary schools in Mataram City's Cakranegara and Sandubaya sub-districts through Class Supervision. The problem formulation in this paper is based on the objectives stated above. Does the implementation of Lesson Study in Supervision class improve the teaching ability of PAI teachers in elementary schools throughout the Cakranegara and Sandubaya sub-districts of Mataram City? While the research method applied in this paper is qualitative. Where the researcher will describe the data in the form of sentences. Meanwhile, the researcher is conducting descriptive research. Whereas the descriptive approach describes only the phenomena, symptoms, events, and events that occur. The findings of this study show that; Classroom supervision using Lesson Study can improve the quality of learning by helping teachers to collaborate together to develop learning tools, and helps teachers to be innovative as an alternative that can encourage changes in learning practices in improving the quality of learning. This is due to the relationship between classroom supervision, the implementation of Lesson Study, and teachers' increasing ability in preparing learning tools and resources.

Keywords: lesson study, class supervision, teaching ability

Abstrak

Tujuan penelitian ini untuk mengetahui penerapan Lesson Study dalam meningkatkan kemampuan mengajar guru PAI di SD Se-Kecamatan Cakranegara dan Sandubaya Kota Mataram melalui Supervise Kelas. Berdasarkan tujuan di atas, maka rumusalah masalah pada tulisan ini adalah, Apakah Supervise Kelas melalui penerapan Lesson Study dapat meningkatkan kemampuan mengajar guru PAI di SD Se-Kecamatan Cakranegara dan Sandubaya Kota Mataram? Sedangkan metode penelitian yang digunakan pada tulisan ini adalah, penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskriptif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Hasil pada penelitian ini menunjukkan bahwa; supervisi kelas dengan menerapkan Lesson Study dapat meningkatkan mutu pembelajaran, yaitu; guru dapat berkloraborasi bersama untuk menyurur perangkat pembelajaran sehingga guru mampu melakukan inovatif sebagai salah satu alternatif yang dapat mendorong terjadinya perubahan pada praktik pembelajaran dalam meningkatkan mutu pembelajaran hal ini karena adanya hubungan antara antara supervise kelas, penerapan Lesson Study dan meningkatnya kemampuan guru dalam menyusun perangkat pembelajaran dan mengelola proses pembelajaran sehingga terjadinya pembelajaran yang efektif dan efisien.

Kata Kunci: lesson study, supervise kelas, kemampuan mengajar

PENDAHULUAN

Pendidikan merupakan seperangkat alat digunakan untuk memanusiakan manusia menjadi manusiawi dalam mengarungi alam untuk meningkatkan kualitas dan mutu.

Pendidikan merupakan lembaga terpenting yang memegang peranan penting dalam memajukan pembangunan peradaban bangsa. Peradaban yang dimaksud adalah adanya proses yang mengubah cara hidup manusia, (Abdul Syukur Al-azizi, 2017: 10). Dalam hal ini menunjukkan maju mundurnya suatu peradaban ditentukan oleh pendidikan. Peradaban dan kebudayaan umat manusia tidak akan tertuju kalau tidak mempunyai lembaga yang membimbing manusia ke tujuan tersebut. Sebab manusia dilahirkan ke dunia tidak mempunyai kemampuan dalam bertindak dan ilmu yang mampu menghasilkan perkembangan yang maju, maka dari hal tersebut pendidikanlah yang dapat membangun kemampuan bertindak dan pengetahuan tersebut dalam jiwa manusia, (Kadar M. Yusuf, 2015: 1).

Pembelajaran merupakan suatu interaksi yang dilakukan oleh guru dan peserta didiknya. Pembelajaran akan menyenangkan apabila guru mampu menguasai materinya dan menggunakan metode, model, teknik, strategi dan taktiknya untuk meningkatkan kualitas pembelajarannya.

Menurut (La Uba&Hanafi Pelu, 2020), pembelajaran yang menyenangkan adalah proses belajar mengajar yang bukan saja terfokus kepada hasil yang dicapai peserta didik, namun bagaimana proses pembelajaran yang menyenangkan mampu memberikan pemahaman yang baik, kecerdasan, ketekunan, kesempatan dan mutu serta dapat memberikan perubahan perilaku dan mengaplikasikannya dalam kehidupan mereka. Pembelajaran yang menyenangkan juga akan melatih dan menanamkan sikap Moderat bagi peserta didik dan juga dapat menciptakan suasana pembelajaran yang menyenangkan sehingga memberikan kreatifitas peserta didik untuk mampu belajar dengan potensi yang sudah

mereka miliki yaitu dengan memberikan kebebasan dalam melaksanakan pembelajaran dengan cara belajarnya sendiri.

Para pakar pendidikan dunia merumuskan beberapa definisi tentang Lesson Study. Salah satunya disebutkan bahwa Lesson Study is a teacher-led instructional improvement cycle in which teachers work collaboratively to formulate goals for student learning, plan a lesson, reflect on the gathered evidence, revise the lesson study for improvement and re-teach the revised lesson (Lesson Study adalah siklus peningkatan pengajaran yang dipimpin guru dimana guru bekerja secara kolaboratif untuk merumuskan tujuan untuk pembelajaran peserta didik, merencanakan pelajaran, mengajar dan/atau mengamati pelajaran, merefleksikan bukti yang dikumpulkan, merevisi pelajaran untuk perbaikan dan mengajar kembali pelajaran yang di revisi).

Lewis menjelaskan bahwa Lesson Study melatih profesionalitas guru dalam mengajar, (Hariz Abizar, 2017: 54). Lebih lanjut menurut Hendayana dkk Lesson study adalah suatu model pembinaan profesi pendidik melalui pengkajian pembelajaran secara kolaboratif dan berkelanjutan berlandaskan prinsip-prinsip kolegialitas dan mutual learning untuk membangun komunitas belajar, (Dianna Ratnawati, 2019).

Pendidikan Agama Islam adalah nama kegiatan atau usaha-usaha dalam mendidikan Agama Islam. Secara formal, Pendidikan Agama Islam dipahami sebagai mata pelajaran yang diberikan kepada peserta didik di setiap satuan pendidikan, (Sutiah, 2018: 9). Umumnya Pendidikan Agama Islam adalah usaha sadar dan terencana dari seseorang pendidik dalam menyiapkan peserta didik untuk mengenal, memahami, menghayati serta mengimani, bertakwa dan berakhlak mulia sehingga dapat mengamalkan ajaran islam di dalam perilaku kehidupan sehari-hari, juga dalam mengembangkan ilmu pengetahuan dan

teknologi dengan berdasarkan utamanya kitab Al-Quran dan Al-Hadis melalui bimbingan, pembelajaran dan pelatihan serta pengalamanpengalamanya, (Nino Indrianto, 2020: 4).

Bersarakan penjelasan pada latar belakang di atas, maka rumusan masalah pada tulisan ini adalah, *Apakah Supervise Kelas melalui penerapan Lesson Study dapat meningkatkan kemampuan mengajar guru PAI di SD Se-Kecamatan Cakranegara dan Sandubaya Kota Mataram?* Tujuan penelitian ini untuk mengetahui penerapan Lesson Study dalam meningkatkan kemampuan mengajar guru PAI di SD Se-Kecamatan Cakranegara dan Sandubaya Kota Mataram melalui Supervise Kelas.

KERANGKA TEORI

Lesson Study

Lesson Study merupakan study atau penelitian atau pengkajian terhadap pembelajaran. Lesson study merupakan model pembinaan profesi pendidik melalui pengkajian pembelajaran secara kolaboratif dan berkelanjutan berlandaskan prinsip-prinsip kolegalitas dan saling membantu untuk membangun masyarakat belajar.

Sejarah *lesson study* yang pertama kali dicetuskan di Jepang tidak bisa dilepaskan dari kata *kounaikenshu* yaitu sebuah CPD (*continuing professional development*) bentuk pengembangan profesional berkelanjutan. *Kounaikenshu* yang mulai berkembang pada sekitar tahun 1960-an pada dasarnya adalah bentuk pelatihan berkelanjutan berbasis sekolah (*school-based in servicetraining*) dimana setiap guru secara terus menerus melakukan *workshop* bersama rekan-rekannya untuk meningkatkan kualitas profesional mereka, (Putu Ashintya Widhiartha, dkk., 2009: 1).

Sedangkan secara terminologi, Lesson study/jugyoukenkyuu, adalah sebuah pendekatan untuk melakukan perbaikan-perbaikan pembelajaran di Jepang. Perbaikan-perbaikan pembelajaran tersebut dilakukan melalui proses-proses kolaborasi

antar para guru untuk merencanakan (plan), mengamati (observe), dan melakukan refleksi (reflect) terhadap pembelajaran (lesson study).

Lesson Study adalah terjemahan dari kata-kata Jepang Jugyou (intruksi, pelajaran atau Lesson) dan kenkyuu (riset atau study). Istilah jugyou kenkyuu meliputi suatu keluarga besar dari suatu strategi peningkatan pembelajara, oleh sekelompok guru yang mengumpulkan data tentang proses pembelajaran dan kemudian secara kolaboratif menelitinya, (Ratu Vina Rohmatika, 2018: 70).

Menurut (Hendayana Sumar dkk, 2009: 5), Lesson study adalah model pembinaan (pelatihan) profesi pendidik melalui pengkajian pembelajaran secara kolaboratif dan berkelanjutan berlandaskan prinsip-prinsip kolegalitas dan mutual learning untuk membangun komunitas belajar.

(Lewis, 2002), menyebutkan bahwa Lesson study adalah suatu proses yang kompleks, didukung oleh penataan tujuan secara kolaboratif, percermatan dalam pengumpulan data tentang belajar siswa, dan kesepakatan yang memberi peluang diskusi yang produktif tentang isu-isu yang sulit. Lebih lanjut, Lewis menyatakan, bahwa. Lesson Study pada hakikatnya merupakan aktivitas siklikal berkesinambungan yang memiliki implikasi praktis dalam pendidikan.

Supervise

Supervisi merupakan kegiatan dan pembinaan yang dilakukan oleh seseorang yang profesional untuk membantu guru dan tenaga pendidikan lainnya dalam memperbaiki bahan, metode dan evaluasi pengajaran dengan melakukan stimulasi, koordinasi dan bimbingan secara berkelanjutan agar guru menjadi lebih profesional dalam meningkatkan ketercapaian tujuan sekolah.

Istilah supervisi berasal dari bahasa Inggris yaitu supervision yang artinya pengawasan, pemeriksaan. Orang yang

melakukan supervisi disebut supervisor. Terdapat beberapa istilah yang hampir sama dengan supervisi, antara lain: pengawasan, pemeriksaan, dan inspeksi. Supervisi merupakan pengawasan terhadap pelaksanaan kegiatan teknis edukatif di sekolah, bukan sekadar pengawasan fisik terhadap fisik material, (Suharsini Arikunto, 2009).

Supervisi merupakan pengawasan terhadap kegiatan akademik yang berupa proses belajar mengajar, pengawasan terhadap guru dalam mengajar, pengawasan terhadap situasi yang menyebabkannya. Kegiatan supervisi bertujuan untuk memperbaiki proses dan hasil belajar mengajar. Kegiatan utamanya adalah membantu guru, tetapi dalam konteksnya yang luas menyangkut komponen sekolah yang lain karena guru juga terkait dengan komponen tata usaha, sarana, lingkungan sekolah, dan lain-lain, (Herabudin, 2009).

Menurut (E. Mulyasa, 2002), supervisi adalah segala usaha pejabat sekolah dalam memimpin guru-guru dan tenaga kependidikan lainnya, untuk memperbaiki pengajaran, termasuk menstimulasi, menyeleksi pertumbuhan dan perkembangan jabatan guru-guru, menyeleksi dan merevisi tujuan-tujuan pendidikan, bahan pengajaran, dan metode-metode mengajar serta evaluasi pengajaran.

Sedangkan menurut (Syaiful Sagala, 2010), supervisi adalah bantuan dan bimbingan profesional bagi guru dalam melaksanakan tugas instruksional guna memperbaiki hal belajar dan mengajar dengan melakukan stimulasi, koordinasi dan bimbingan secara kontinu untuk meningkatkan pertumbuhan jabatan guru secara individual maupun kelompok.

Menurut Bafadal (2005), supervisi adalah suatu layanan profesional berbentuk pemberian bantuan kepada personel dalam meningkatkan kemampuannya sehingga lebih mampu mempertahankan dan melakukan perubahan penyelenggaraan

sekolah dalam rangka meningkatkan pencapaian tujuan sekolah.

Menurut Manullang (2005), supervisi merupakan proses untuk menerapkan pekerjaan apa yang sudah dilaksanakan, menilainya dan bila perlu mengoreksi dengan maksud supaya pelaksanaan pekerjaan sesuai dengan rencana semula. Supervisi merupakan usaha memberi pelayanan agar guru menjadi lebih profesional dalam menjalankan tugas melayani peserta didik.

Menurut Masaong (2010), supervisi adalah usaha menstimulasi, mengkoordinasi, dan membimbing pertumbuhan guru-guru di sekolah, baik secara individu maupun kelompok, dengan tenggang rasa dan tindakan-tindakan pedagogis yang efektif sehingga mereka lebih mampu menstimulasi dan membimbing sehingga siswa lebih mampu berpartisipasi dalam masyarakat yang demokratis.

Supervise Kelas

Supervise kelas adalah merupakan proses aktivitas untuk meningkatkan kemampuan profesionalitas guru dalam pengembangan peningkatan situasi belajar mengajar yang lebih baik. b. Membantu guru dalam melihat secara lebih jelas dalam memahami keadaan dan kebutuhan siswanya.

Adapun objek pengajian supervisi ialah perbaikan situasi belajar-mengajar dalam arti yang luas. Sedangkan Oliva dalam Piet menggunakan istilah domain. Ia mengemukakan sasaran supervisi pendidikan meliputi tiga domain, yaitu:

- a. Memperbaiki pengajaran;
- b. Pengembangan kurikulum;
- c. Pengembangan staf, (A. Piet Sahertian, 2008).

Supervisi kunjungan kelas dilaksanakan melalui tahapan atau langkah-langkah tertentu agar pelaksanaan dapat berjalan lancar dan mencapai tujuan yang ditentukan. Langkah-langkah supervisi kunjungan kelas meliputi:

- 1) Tahap persiapan/Tahap pertemuan awal. Tahap persiapan ini merupakan pembuatan kerangka kerja, instrumen penilaian dipersiapkan oleh supervisor dan guru sebaiknya juga mengetahui indikator-indikator yang menjadi objek penilaian. Selanjutnya guru diberitahukan waktu akan diadakan supervisi. Aktivitas-aktivitas yang dilakukan pada tahap persiapan ialah a) mempersiapkan instrumen atau alat observasi kunjungan kelas, b) memberitahukan kepada guru yang akan disupervisi termasuk waktu kunjungan kekas, mengadakan kesepakatan pelaksanaan supervise;
- 2) Tahap Pelaksanaan Pada tahap ini guru mengajar di kelas atau dilapangan, dengan menerapkan keterampilan-keterampilan yang disepakati bersama. Supervisor dan kepala sekolah melakukan observasi dengan menggunakan instrumen yang telah disepakati. Beberapa hal yang perlu diperhatikan dalam observasi, yaitu a) supervisor dan kepala sekolah menempati tempat yang telah disepakati bersama, b) observasi harus berfokus pada aspek yang telah disepakati, c) kepala sekolah perlu membuat komentar yang sifatnya terpisah dengan hasil observasi, d) jika ada ucapan atau perilaku guru dirasa mengganggu proses pembelajaran, supervisor atau kepala sekolah perlu menasehatinya;
- 3) Tahapan Pertemuan Umpan Balik Tahap ini hasil observasi didiskusikan secara terbuka antara supervisor, kepala sekolah dan guru. Beberapa hal yang diperlukan kepala sekolah dalam pertemuan umpan balikan antara lain sebagai berikut: a) kepala

sekolah memberikan penguatan terhadap penampilan guru agar tercipta suasana yang akrab dan terbuka, b) kepala sekolah mengajak guru menelaah tujuan pembelajaran kemudian aspek pembelajaran yang menjadi fokus perhatian dalam supervisi, c) menanyakan perasaan guru tentang jalannya pelajaran, d) secara bersama-sama menentukan rencana pembelajaran berikutnya, termasuk supervisor dan kepala sekolah memberikan dorongan moral bahwa guru mampu memperbaiki kekurangannya dan meningkatkan kinerjanya, e) prosedur supervisi pendidikan yang dimaksudkan dalam hal ini adalah rangkaian kegiatan supervisi pendidikan untuk memberikan bantuan dan bimbingan kepada kepala sekolah dan guru agar termotivasi melakukan perbaikan-perbaikan, f) pemilihan dan penetapan pendekatan dalam supervisi pendidikan tentu harus dilakukan sinkronisasi dengan metode dan teknik-teknik supervisi yang akan diterapkan supervisor dalam mengembangkan model supervisi pendidikan, (Suharsimi Arikunto, 2006: 40).

Kemampuan Gengajar Guru PAI

Guru merupakan seseorang yang memiliki kompetensi dalam melaksanakan aktivitasnya baik itu kompetensi mengajar maupun kompetensi dalam menyusun perangkat pembelajaran dan menyusun materi pembelajaran.

Guru merupakan seorang pendidik yang digugu dan ditiru, dalam hal ini guru menjadi teladan bagi anak didiknya. Sebagai role model yang nyata, secara tidak langsung anak didik akan mengimitasi atau meniru siapa yang menjadi gurunya meliputi tutur, sikap, dan tidak terkecuali semangat serta

motivasi pundi mitasi oleh anak. Kelancaran proses seluruh kegiatan pendidikan keagamaan terutama di sekolah, sepenuhnya berada dalam tanggung jawab para guru. Guru adalah seorang pemimpin yang harus mengatur, mengawasi dan mengelola seluruh kegiatan proses pembelajaran di sekolah yang menjadi lingkup tanggung jawabnya, (Tri Sutrisno, 2011).

Guru menjadi pembimbing perjalanan pengetahuan dan pengalaman serta rasa bertanggung jawab atas kelancaran perjalanan peserta didik dalam proses pembelajaran. Adanya beberapa hal yang mempengaruhi proses berjalannya pembelajaran seperti motivasi, kematangan, hubungan peserta didik dengan guru, kemampuan verbal, rasa aman dan keterampilan guru dalam berinteraksi dengan menjadi factor penting dalam proses pembelajaran, (Annisa Anita Dewi, 2017: 10).

Proses belajar pada manusia dapat dirumuskan sebagai suatu aktivitas mental atau psikis yang berlangsung dalam interaksi aktif dengan lingkungan, yang menghasilkan perubahan-perubahan dalam pengetahuan dan nilai sikap. Perubahan itu bersifat relative konstan dan berbekas. Sehingga guru menjadi penting dalam proses pembelajaran peserta didik dalam berupaya mewujudkan perubahan sikap dan tingkah laku, (Siti Suprihatin, 2015).

Menurut al-Ghazali, *“makhluk yang paling mulia di muka bumi ialah manusia. Sedangkan yang paling mulia penampilannya ialah kalbunya. Guru atau pengajar selalu menyempurnakan, mengagungkan dan mensucikan kalbu itu serta menuntunnya untuk dekat kepada Allah...”* Dia juga berkata: Seorang yang berilmu dan kemudian bekerja dengan ilmunya itu, dialah yang dinamakan orang besar di bawah kolong langit ini. Ia bagai matahari yang mencahayai orang lain, sedangkan ia sendiri pun bercahaya. Ibarat minyak kasturi yang baunya dinikmati

orang lain, ia sendiripun harum, (Abidin Ibnu Rusn, 2009: 63-64).

Menurut Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen pasal 10 ayat (1) kompetensi guru, meliputi kompetensi pedagogic, kompetensi, kepribadian, kompetensi social dan kompetensi professional yang semuanya itu diperoleh dan dimiliki melalui proses pendidikan profesi, (Kemenetrian Pendidikan Nasional RI, 2005).

METODE PENELITIAN

Metode penelitian adalah cara untuk mendapat data dan informasi. Menurut (Creswell, 2016) dalam (Hanafi Pelu&Muh. Zainal, 2022), merupakan sebuah prosedur dari langkah-langkah yang digunakan untuk mengumpulkan dan menganalisis informasi untuk meningkatkan pemahaman tentang suatu topik atau isu. Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Sutrisno Hadi, 2015), mengungkapkan penelitian kualitatif ialah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenomena, gejala, peristiwa dan kejadian yang terjadi. Menurut (Lexi J. Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tertentu antara suatu gejala dan gejala lainnya dalam masyarakat. Instrument yang digunakan oleh peneliti pada penelitian ini adalah, peneliti itu sendiri sebagai instrumen kunci (*key instrument*). Menurut (Suharsimi Arikunto, 2017), peneliti memiliki kebebasan untuk memilih bentuk data apa saja yang diperlukan. Pengumpulan data merupakan

kegiatan yang penting bagi kegiatan penelitian, karena pengumpulan data yang menentukan berhasil tidaknya suatu penelitian. Sedangkan menurut (Emzir, 2014), bahwa teknik pengumpulan data terdiri dari observasi, wawancara dan dokumentasi.

Pada penelitian ini, peneliti hanya fokus pada observasi dan wawancara saja;

1. Observasi, teknik pengumpulan data dengan melakukan pengamatan langsung pada objek kajian. Menurut (Suharsimi Arikunto, 2017), observasi ialah pemilihan, perubahan, pencatatan, dan pengodean serangkaian perilaku dan suasana yang berkenaan dengan organisasi, sesuai dengan tujuan-tujuan empiris;
2. Wawancara, teknik pengumpulan data dengan mengajukan pertanyaan langsung oleh pewawancara kepada responden, dan jawaban-jawaban responden dicatat atau direkam, (Emzir, 2014).

Dalam penelitian ini, jenis dan sumber data yang digunakan ialah:

1. Data Primer; Menurut (S. Suryabrata, 2016), data primer ialah data yang diperoleh atau dikumpulkan langsung di lapangan oleh orang yang melakukan penelitian atau yang bersangkutan yang memerlukannya. Data primer di dapat dari sumber informan yaitu individu atau perseorangan seperti hasil wawancara yang dilakukan oleh peneliti, yaitu; hasil observasi, hasil wawancara, hasil observasi lapangan dan data informan;
2. Data Sekunder; Data sekunder adalah data yang diperoleh atau dikumpulkan oleh orang yang melakukan penelitian dari sumber-sumber yang telah ada. Data ini

digunakan untuk mendukung informasi primer yang telah diperoleh yaitu dari bahan pustaka, literatur, penelitian terdahulu, buku, dan lain sebagainya, (Sutrisno Hadi, 2015).

HASIL DAN PEMBAHASAN

Berdasarkan hasil penelitian yang dilakukan oleh penulis, dengan demikian hasil dan pembahasan penelitian sebagai berikut;

Kemampuan guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study adalah keinginan guru Pendidikan Agama Islam untuk mengembangkan profesional yang lebih efektif. Dengan kemampuan ini, nantinya diharapkan ada perubahan nyata pada guru Pendidikan Agama Islam dalam peningkatan kemampuan mengajar. Tanggung jawab guru dalam melaksanakan tugas Pada indikator kemampuan pertama, yaitu tanggung jawab guru dalam melaksanakan tugas didapatkan alasan mengikuti kegiatan Lesson Study: (1) Lesson Study sangat membantu pembelajaran, (2) guru dapat mengetahui kekurangannya, (3) meningkatkan kualitasnya agar menjadi profesional, (4) menambah pengetahuan tentang metode pengajaran dan mempermudah penyampaian materi kepada siswa, dan (5) dapat menambah ilmu sesuai perkembangan zaman. Kemampuan guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study adalah bentuk tanggung jawab dalam mengemban tugas.

Indikator kemampuan kedua yaitu melaksanakan tugas dengan target yang jelas. Kemampuan guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study, yaitu: (1) ingin mengembangkan kompetensi dan ingin melakukan proses belajar mengajar dengan menggunakan metode, media, dan strategi yang tepat, (2) ingin memiliki perangkat pembelajaran, (3) ingin bisa menyampaikan materi dengan menarik dan siswa mudah menerimanya,

serta memperoleh pengetahuan dan pengalaman baru, (4) dan ingin memiliki kepercayaan diri yang tinggi.

Guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study memiliki target ingin mengembangkan kompetensi dan ingin melakukan proses belajar mengajar dengan menggunakan metode, media, dan strategi yang tepat. Kemampuan ini sangat sesuai dengan Peraturan Pemerintah Nomor 19 Tahun 2005 yang telah terjadi perubahan Peraturan Pemerintah Nomor 32 tentang BSNP, ditegaskan bahwa pendidik harus memiliki kompetensi sebagai agen pembelajaran pada jenjang pendidikan dasar dan menengah serta pendidikan anak usia ini. Upaya yang dilakukan Guru Pendidikan Agama Islam bahwa kompetensi merupakan kemampuan melaksanakan sesuatu yang diperoleh melalui pendidikan dan latihan. Guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study memiliki target ingin memiliki pemahaman dan kemampuan untuk menyusun perangkat pembelajaran.

Guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study juga memiliki target ingin bisa menyampaikan materi dengan menarik dan siswa mudah menerimanya, serta memperoleh pengetahuan dan pengalaman baru. Profesionalisme guru terdapat dua perspektif untuk mengikuti pelatihan Lesson Study. Pertama, dilihat dari latar belakang pendidikan. Kedua, penguasaan guru terhadap materi bahan ajar. Selain itu, penerapan Lesson Study yang dilaksanakan tersebut agar memudahkan proses supervise yang dilakukan pengawas, karena tugas pengawas untuk mengetahui sejauhmana kemampuan guru-guru dalam menyusun rencana pembelajaran, melaksanakan proses pembelajaran baik itu dengan menggunakan metode, model, teknik dan strategi dalam menyampaikan materi ajar tersebut, sehingga penerapan Lesson study tersebut dapat berimplikasi kepada satuan pendidikannya.

Dengan demikian, guru menerapkan lesson study tersebut, guru juga harus mempunyai kepercayaan diri yang tinggi sebagai bagian dari persyaratan yang harus dimiliki, sehingga guru mempunyai syarat-syarat tertentu yang dapat diklasifikasikan menjadi beberapa kelompok yaitu: (1) persyaratan fisik, (2) persyaratan psikis, (3) persyaratan mental, (4) persyaratan moral, (5) persyaratan intelektual atau akademis. Target yang ingin dicapai guru Pendidikan Agama Islam dalam peningkatan kepercayaan diri terhadap kebutuhan penghargaan bahwa setelah memenuhi kebutuhan fisiologis, keamanan dan sosial, seseorang berharap diakui orang lain, memiliki reputasi dan percaya diri.

Indikator kemampuan ketiga, memiliki tujuan yang jelas dan menantang. Pada indikator kemampuan ini diperoleh tujuan guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study, yaitu: (1) Untuk memperoleh pemahaman yang lebih baik tentang proses pembelajaran, (2) untuk mengetahui kemampuan diri sendiri menurut pandangan teman sejawat, (3) untuk meningkatkan kualitas pembelajaran, (4) dan untuk memperoleh sesuatu yang bermanfaat dalam melaksanakan pembelajaran. Tujuan yang ditetapkan oleh guru Pendidikan Agama Islam sudah sesuai dengan teori penetapan tujuan (goal setting theory) yaitu teori yang mengemukakan bahwa niat untuk mencapai tujuan merupakan sumber kemampuan kerja yang utama

Kemampuan untuk memperoleh pemahaman yang lebih baik tentang proses pembelajaran ini, yang memandang seorang guru dikatakan profesional atau tidaknya dari dua perspektif, yaitu (1) dilihat dari tingkat pendidikan minimal dari latar belakang pendidikan, dan (2) penguasaan guru terhadap materi bahan ajar, mengelola proses pembelajaran, mengelola siswa, dan lain-lain.

Sedangkan kemampuan untuk mengetahui kemampuan diri sendiri menurut pandangan teman sejawat ini senada dengan

salah satu manfaat yang bisa diperoleh dari kegiatan Lesson Study adalah membangun hubungan kolegial dan mutual learning. Kemampuan ini sejalan dengan teori penguatan, yakni perilaku merupakan sebuah fungsi dari konsekuensi konsekuensinya. Kehendak seseorang ditentukan pula oleh berbagai konsekuensi eksternal, artinya dari berbagai faktor di luar diri seseorang turut berperan sebagai penentu dan pengubah perilaku sehingga berlaku “hukum pengaruh” dan terjadilah modifikasi perilaku.

Guru juga terkemampuan untuk memperoleh sesuatu yang bermanfaat dalam melaksanakan pembelajaran. Manfaat dari kegiatan Lesson Study adalah (1) memicu munculnya kemampuan untuk mengembangkan diri, (2) melatih guru mencermati siswa, (3) menjadikan penelitian sebagai bagian integral pendidikan, (4) membantu penyebaran inovasi dan pendekatan baru, (5) menempatkan para pendidik pada posisi terhormat, (6) memunculkan knowledge sharing, dan (7) membangun hubungan kolegial dan mutual learning.

Indikator kemampuan keempat, yaitu ada umpan balik atas hasil pekerjaannya. Umpan balik tersebut diterima (1) kebanyakan menyoroti aktivitas siswa, namun hakikatnya umpan balik tersebut untuk guru sebagai bahan introspeksi, dan (2) kebanyakan disampaikan dengan cara yang bijak untuk memperbaiki, bukan bermaksud menghakimi guru. Umpan balik yang diterima kebanyakan menyoroti aktivitas siswa, namun hakikatnya umpan balik tersebut untuk guru sebagai bahan introspeksi agar bisa lebih baik lagi dalam pembelajaran sehingga bisa terbentuk menjadi guru profesional. Kemampuan pendidik yang profesional setidaknya perlu melakukan ciri pendidikan yang efektif, yaitu kemampuan yang terkait dengan pemberian umpan balik dan penguatan. Umpan balik tersebut disampaikan dengan cara yang berbeda, namun kebanyakan

disampaikan dengan cara yang bijak untuk memperbaiki, bukan bermaksud menghakimi guru. Umpan balik merupakan salah satu manfaat yang bisa diperoleh dari kegiatan Lesson Study adalah memunculkan knowledge sharing dan membangun hubungan kolegial dan mutual learning.

Adanya umpan balik dari rekan sejawat menunjukkan bahwa upaya guru mendapat perhatian dan direspons dengan baik. Pemberian umpan balik ini juga bisa meningkatkan kemampuan guru dalam mengikuti kegiatan Lesson Study karena peningkatan kemampuan guru bisa diketahui dari umpan balik ini. Pemberian umpan balik dengan saling menghargai dan niat untuk memperbaiki, tanpa ada maksud menghakimi guru, merupakan sikap yang perlu dilakukan untuk membentuk guru yang profesional.

Indikator kemampuan kelima, memiliki perasaan senang dalam bekerja. Rasa senang mengikuti kegiatan Lesson Study karena (1) banyak sekali manfaatnya dan bisa memberikan kepuasan saat mengajar, (2) memperoleh ilmu, pengalaman, dan wawasan, sekaligus dapat praktek, dan (3) Lesson Study berbeda dengan diklat atau workshop pada umumnya.

Kemampuan merasa banyak sekali manfaatnya dan bisa memberikan kepuasan saat mengajar ini sesuai dengan banyaknya manfaat yang diperoleh dalam Lesson Study adalah; (1) memicu munculnya kemampuan untuk mengembangkan diri, (2) melatih guru “mencermati” siswa, (3) menjadikan penelitian sebagai integral pendidikan, (4) membantu inovasi baru, (5) menjadikan para pendidik pada posisi terhormat, (6) memunculkan knowledge sharing, dan (7) membangun hubungan kolegial dan mutual learning. Kemampuan bisa memperoleh pengetahuan untuk mengembangkan profesionalisme guru profesional memiliki ciri-ciri harus memiliki landasan pengetahuan yang kuat, berdasarkan atas kompetensi individual serta ada kerja sama dan kompetensi yang sehat antar sejawat.

Dalam Lesson Study, guru juga memiliki kesempatan untuk menunjukkan kemampuan mengajarnya sebagai bahan evaluasi, sejalan dengan tugas guru sebagai pengajar dalam prakteknya tugas mengajar berkaitan erat dengan unjuk kerja yang di dalamnya ada tugas membimbing dan mendidik.

Indikator kemampuan keenam, yaitu selalu berusaha untuk mengungguli orang lain. Agar menjadi unggul atau berusaha menjadi guru profesional, sikap yang dikembangkan guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study adalah (1) mengedepankan sikap kebersamaan dan mau menerima masukan untuk kemajuan bersama, (2) bersikap aktif dan memiliki semangat tinggi, dan (3) dengan cara meniru keteladanan Nabi Muhammad SAW. Guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study mengedepankan sikap kebersamaan dan mau menerima masukan untuk kemajuan bersama daripada saling mengungguli yang sifatnya individual. Sikap kolegal yang ditanamkan dalam Lesson Study adalah saling memperbaiki, bukan saling mengalahkan. Diharapkan semua guru menjadi profesional. Dalam setiap kegiatan open class, guru model diminta tampil sebaik-baiknya dalam rangka *fastabiqul khairat*, agar bisa diadopsi oleh observer. Yang pada akhirnya akan membentuk *learning community*. Inilah sebenarnya esensi Lesson Study, yaitu (1) para guru saling belajar, dan (2) anak mendapatkan autentik learning. Agar menjadi guru terbaik dan profesional, Guru Pendidikan Agama Islam dalam mengikuti kegiatan Lesson Study dengan cara bersikap aktif dan memiliki semangat tinggi.

Berusaha bersama untuk mewujudkan impian jauh lebih baik dan mudah dicapai daripada dikerjakan sendiri. Saling membantu dalam kebaikan merupakan ajaran Rasulullah yang patut dikembangkan umat, terlebih lagi guru Pendidikan Agama Islam. Tepat kiranya, dalam Lesson Study ini guru Pendidikan Agama Islam

menanamkan sikap kebersamaan dengan mencontoh perilaku Rasulullah akan memberikan dampak positif luar biasa dalam mendidik siswa.

Indikator kemampuan ketujuh, diutamakan prestasi dari yang dikerjakan. Prestasi yang dialami oleh guru Pendidikan Agama Islam setelah mengikuti kegiatan Lesson Study adalah (1) Penilaian Kinerja Guru dan Daftar Penilaian Pelaksanaan Pekerjaan (DP3) menjadi meningkat, (2) kemampuan mengajar menjadi lebih baik, dan (3) peningkatan hasil RPP, pelaksanaan pembelajaran, dan diskusi untuk perbaikan. Kemampuan pendidik yang profesional setidaknya perlu melakukan ciri pendidikan yang efektif, di antaranya yaitu memiliki pengetahuan yang terkait dengan iklim belajar di kelas, kemampuan yang terkait dengan strategi manajemen pembelajaran, dan peningkatan diri.

Indikator kemampuan yang kedelapan, adalah selalu berusaha memenuhi kebutuhan hidup dan kebutuhan kerjanya. Guru Pendidikan Agama Islam merasa terkemampuan dalam mengikuti kegiatan Lesson Study karena hanya memenuhi sebagian kebutuhan biaya, sementara sebagian lainnya ditanggung oleh sekolah, bahkan ada yang sepenuhnya ditanggung sekolah. Gaji dan tunjangan sertifikasi bisa lebih dihemat karena sudah terbantu oleh sekolah yang menanggung kebutuhan biaya pelatihan guru. Guru tidak dibebani biaya secara keseluruhan menjadi kemampuan dalam mengikuti kegiatan Lesson Study, sehingga gaji dan tunjangan sertifikasi bisa digunakan sesuai dengan Teori Kebutuhan dari Abraham H. Maslow, yaitu: (1) kebutuhan fisik (*physiological needs*), seperti: rasa lapar, haus, istirahat dan sex; (2) kebutuhan rasa aman (*safety needs*), tidak dalam arti fisik semata, akan tetapi juga mental, psikologikal dan intelektual; (3) kebutuhan kasih sayang (*love needs*); (4) kebutuhan harga diri (*esteem needs*), yang pada umumnya tercermin dalam berbagai simbol status; dan (5) aktualisasi diri (*self*

actualization), tersedianya kesempatan bagi seseorang untuk mengembangkan potensi diri sehingga berubah menjadi kemampuan nyata. Adanya guru yang tidak dibebani biaya penuh dalam kegiatan Lesson Study merupakan kemampuan guru Pendidikan Agama Islam untuk memperoleh hasil kegiatan Lesson Study dengan biaya sedikit, sehingga gaji dan tunjangan sertifikasi bisa digunakan untuk keperluan pribadi dan keluarganya.

Implementasi Lesson Study yang dimaksud di sini berarti pelaksanaan atau penerapan kegiatan Lesson Study yang dilaksanakan oleh guru Pendidikan Agama Islam sesuai dengan jadwal yang telah ditetapkan di sekolah situs.

a) Plan (Perencanaan) Tahap Plan (perencanaan) ini diikuti oleh guru-guru dalam satu kelompok atau guru-guru yang memiliki jam kosong dan dipimpin oleh seorang moderator. Tahap perencanaan ini mempunyai tujuan merancang pembelajaran yang berpusat pada siswa agar siswa dalam proses pembelajaran berperan sangat aktif. Pada tahap ini diawali oleh guru model bersama guru lain mengidentifikasi masalah yang ada di kelas. Perencanaan dilakukan oleh guru model dan dibantu oleh rekan sejawat. Selanjutnya rencana proses pembelajaran (RPP) dipresentasikan. Guruguru yang hadir mendiskusikan perencanaan pembelajaran yang telah dibuat oleh guru model dengan memberi masukan dan alternatif pembelajaran. Guru-guru juga berbagi tugas untuk menyiapkan sarana yang dibutuhkan dalam kegiatan open class. Kegiatan ditutup dengan simulasi pembelajaran dan tambahan masukan-masukan jika masih diperlukan.

Dalam tahap Plan (perencanaan) ini sudah mengacu pada tahapan Lesson Study. Guru-guru memfokuskan Lesson Study, dengan tiga kegiatan utama, yakni: (a) menyepakati tema; (b) memilih cakupan materi; (c) memilih tema pembelajaran dan tujuan yang disepakati. Guru model sudah merencanakan rencana pembelajaran

(Research Lesson), yang meliputi kegiatan pengkajian pembelajaran yang ada, mengembangkan kegiatan pembelajaran, meminta masukan dari teman sejawat. Tahap Plan (perencanaan) ini juga sesuai dengan tahapan, yaitu; memfokuskan Lesson Study, merencanakan rencana pembelajaran (Study Lesson), dan persiapan untuk observasi. Diskusi yang dilakukan dalam tahap Plan membahas karakteristik materi dan siswa, media pembelajaran, serta perangkat evaluasi. Tujuan yang dibahas membutuhkan kerja sama melalui pertemuan yang intensif agar hasil sesuai dengan tujuan pembelajaran yang diharapkan. Guru yang terlibat dalam Lesson Study merancang apapun yang dibutuhkan dalam pembelajaran. Beberapa hal yang harus dipersiapkan adalah silabus dan RPP (Rencana Pelaksanaan Pembelajaran), materi, alat atau media, serta lembar evaluasi. Observer atau pengamat proses pembelajaran juga membutuhkan beberapa persiapan, antara lain mengetahui rancangan serta lembar observasi untuk mengamati sikap siswa belajar. Oleh karena itu semua harus saling membantu dalam persiapan menjelang diadakannya open class.

b) Do (Pelaksanaan) Tujuan pelaksanaan adalah menguji keefektifan rencana yang telah dibuat dan disepakati oleh para guru. Guru model adalah guru Pendidikan Agama Islam dan observer adalah guru-guru yang tidak memiliki jadwal mengajar pada saat kegiatan open class berlangsung atau rekan-rekan sejawat dalam kelompok mata pelajaran. Sebelum Lesson Study dimulai salah satu guru menyiapkan Lembar observasi dan nomor dada. Lembar observasi diberikan kepada observer yang mengikuti kegiatan Lesson Study. Untuk nomor dada diberikan kepada siswa dan dikancingkan di baju depan.

Dalam tahap Do (pelaksanaan) ini sudah mengacu pada tahapan Lesson Study. Melaksanakan pembelajaran di kelas dan mengobservasi. Dalam hal ini pembelajaran dilakukan oleh salah satu seorang guru

model dan guru yang lain menjadi observer. Tahap Do (pelaksanaan) ini juga sesuai dengan tahapan, yaitu; persiapan untuk observasi dan melaksanakan pembelajaran dan observasi, serta melaksanakan tanya-jawab/diskusi dalam pembelajaran. Tahap Do (pelaksanaan), yaitu; guru model mengajar, sementara guru yang lain mengamati sesuai tugasnya dan memberi masukan serta saran pada guru.

c) See (Refleksi) Kegiatan refleksi ini dipimpin oleh seorang moderator. Dalam tahap See semua pengamat (Observer) akan ikut melakukan refleksi. Refleksi dimulai oleh guru model dengan penyampaian kesan-kesan selama pembelajaran. Dalam refleksi ini observer memberikan masukan sesuai dengan observasinya terhadap pembelajaran yang telah dilaksanakan. Setelah mendengarkan berbagai masukan dari observer maka masukan-masukan tersebut didiskusikan, lalu hasilnya dicatat dalam notulen. Selanjutnya hasil tersebut dibuat langkah rencana tindak lanjut. Setelah dirasa cukup, maka kegiatan refleksi ini ditutup. Lembar observasi dan berkas lainnya yang digunakan dalam kegiatan open class dikumpulkan untuk dibuat arsip kegiatan Lesson Study berikutnya.

Dalam tahap See (refleksi) ini sudah mengacu pada tahapan Lesson Study menurut Lewis dalam Abizar (2017:66) yaitu mendiskusikan dan menganalisis pembelajaran yang telah dilaksanakan, serta merefleksikan pembelajaran dan merencanakan tahap-tahap selanjutnya. Tahap See (refleksi) ini juga sesuai dengan tahapan Richardson dalam Subadi (2010:16), yaitu melaksanakan tanya-jawab/diskusi pembelajaran, dan melakukan refleksi serta merencanakan tahap selanjutnya. Tahap See (refleksi) ini juga relevan dengan tahapan Robinson dalam Ristianti (2016:18), yaitu melakukan refleksi.

KESIMPULAN

Berdasarkan uraian dan penjelasan pada pembahasan di atas terkait dengan hasil

penelitian, maka dapat disimpulkan beberapa hal sebagai berikut:

1. Tahapan-tahapan Lesson Study dalam pembelajaran PAI secara garis besar terbagi menjadi dalam tiga tahapan yaitu perencanaan (Plan), Pelaksanaan (Do) dan refleksi (See);
2. Lesson Study dapat mendukung peningkatan mutu pembelajaran dan menjadi suatu cara inovatif sebagai salah satu alternative yang dapat mendorong terjadinya perubahan pada praktik pembelajaran dalam meningkatkan mutu pembelajaran hal ini karena adanya kerelevansian antara kedua hal tersebut yang pada intinya Lesson Study dapat meningkatkan kemampuan guru dalam mengelola pembelajaran untuk memungkinkan proses pembelajaran dapat terjadi secara efektif dan efisien;
3. Kegiatan Lesson Study dapat mendorong perubahan budaya dan sikap guru. Perubahan perubahan yang menuju ke arah positif ini sangat menunjang terhadap pelaksanaan peningkatan profesionalitas seorang guru yang dituntut menjadi seorang yang profesional. dengan dukungan perubahan sikap dan budaya pada guru mengajar dalam pembelajaran PAI guru PAI menjadi lebih inovatif, metode pembelajaran yang digunakan lebih bervariasi dan relevan dengan tingkat kemampuan peserta didik, guru dapat saling berbagi pengalaman dan ide terhadap kolega dalam merencanakan pembelajaran baik merumuskan tujuan pembelajaran, membahas dan mendalami materi dan meningkatkan kualitas rancangan RPP, membangun komunikasi secara efektif dengan

elemen sekolah, meningkatkan kemampuan mengobservasi aktifitas belajar, saling mekemampuan dan memberi saran dan masukan yang membangun.

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EFFECT OF VIVA VIDEO MEDIA TO IMPROVE ENGLISH VOCABULARY MASTERY TO ENGLISH LEARNERS

Nadirah, Sam Hermansyah, Ibrahim Manda, Buhari, Syamsu T, Andi Sadapotto, Muhammad Sabri.

Teacher Training and Education Faculty of Universitas Muhammadiyah Sidenreng Rappang

Corresponding Email: nadirahsam@gmail.com

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Abstract

The objectives of the research were to find out: (1) whether or the effect Of viva video media to Improve english vocabulary mastery in the Eighth-Grade of SMP Negcri 4 Baranti and (2) whether or the effect Of viva video media to Improve english vocabulary mastery in the Eighth-Grade of SMP Negeri 4 Baranti. This research employed mixed method design that applied experimental and control group. The population of the research was the Eighth Gradestudents of SMP Negeri 4 Baranti. Total number of population was 60 students and two classes of them were taken as sample by using cluster sampling technique, class VIII.B as experimental group and class VIII.C as control group. The number of each class was 20 students so the total sample of the research was 40 students. The result of data analysis showed that there was significant difference between achievement of the students the effect Of viva video media to Improve english vocabulary mastery Eighth Grade students of SMP Negeri 4 Baranti. It was proved by the mean score of experimental group was higher than control group in post-test (73.94> 63.94). Furthermore, the result of the t-test value (2.814) was greater than t-table ($\alpha = 0.05$; $df = 38$; t-table = 2.0858) which means that H_0 was accepted. The data analysis of questionnaire showed that the students had high interest toward the effect of viva video to improve vocabulary mastery. It was supported by 4 students (20%) who were strongly interested, 14 students (70%) who were interested and 2 students (10%) who were moderate. The mean score of students' answers in questionnaire (79.55) was classified as interested category. Based on the data analysis, the researcher concluded that: (1) the effect Of viva video media to Improve english vocabulary mastery; (2) the effect Of viva video media to Improve english vocabulary mastery was interesting for the students.

Keywords: Vocabulary, Viva video

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui: (1) apakah atau pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris di kelas VIII SMP Negcri 4 Baranti dan (2) apakah atau pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris di kelas VIII SMP Negeri 4 Baranti. Penelitian ini menggunakan rancangan metode campuran yang menerapkan kelompok eksperimen dan kontrol. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 4 Baranti. Jumlah populasi 60 siswa dan diambil dua kelas sebagai sampel dengan teknik cluster sampling, yaitu kelas VIII.B sebagai kelompok eksperimen dan kelas VIII.C sebagai kelompok kontrol. Jumlah setiap kelas adalah 20 siswa sehingga jumlah sampel penelitian adalah 40 siswa. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan antara prestasi belajar siswa. Pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris siswa kelas VIII SMP Negeri 4 Baranti. Hal ini dibuktikan dengan nilai rata-rata kelompok eksperimen lebih tinggi dari kelompok kontrol pada post-test (73,94 > 63,94). Selanjutnya hasil nilai t-test (2,814) lebih besar dari t-tabel ($\alpha = 0,05$; $df = 38$; t-tabel = 2,0858) yang berarti H_0 diterima. Analisis data kuesioner menunjukkan bahwa siswa memiliki minat yang tinggi terhadap efek viva video untuk meningkatkan penguasaan kosakata. Hal ini didukung oleh 4 siswa (20%) yang sangat tertarik, 14 siswa (70%) yang tertarik dan 2 siswa (10%) yang sedang. Rerata skor jawaban siswa dalam angket (79,55) tergolong dalam kategori tertarik. Berdasarkan analisis data, peneliti menyimpulkan bahwa: (1) pengaruh media video viva terhadap

peningkatan penguasaan kosakata bahasa Inggris; (2) pengaruh media video viva terhadap peningkatan penguasaan kosakata bahasa Inggris menarik bagi siswa.

Kata Kunci: kosa kata, Viva video

INTRODUCTION

Vocabulary is one of the language aspects that are very important for communication English. If we have less vocabulary, we will not understand what people say. Vocabulary is needed to improve the four language skills that consist of listening, speaking, reading and writing. Vocabulary is the most important language aspect. Dr. Taffy E. Raphael (1985) Vocabulary, broadly defined, is knowledge about words and word meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print. In communication, the students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provide organ of sentence.

Vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively. Vocabulary is the total number of words in a language (Homby, 1995; 1331). Vocabulary is an important part to mastery English well. According to Piaget's theory, a child at the age of 7 to 10 years is always interesting in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them.

With a limited vocabulary anyone will also has a limited understanding in terms of English such as speaking. It is true that it might be impossible to learn a language without mastering in vocabulary. Then it becomes the problems confronted by English language learners. Because of the limited vocabulary, the learners can not communicate to others clearly. Sometimes it is difficult to group the idea transmitted to

them. The acquisition of a large number of vocabularies can help the students to speak. Regarding the important role of English, Today, let's talk about why English is the most important language in the world. Considering the size of the country it beggars belief how the English language has remained at the forefront of languages students desire to learn (www.newflashenglish.com).

Among the four language skills, writing is regarded as the most difficult skill which not even all native speakers of English truly master it. Nevertheless, in SMPN 4 BARANTI the teaching and learning of English vocabulary involves only giving lists of vocabulary items and asking the students to memorize them. As a result, the students were not motivated to learn English vocabulary and the spelling. Therefore, the students need a more interesting way to learn the meaning and how to get more vocabulary.

One of the way to know development student's whether they are interested in learn about vocabulary is through viva video media. Why i say that because this is very objective for learning students, viva video have many new vocabulary it inside application which is very important to know . Beside that students will also learn to make videos.

Based on the explanation above, this research focused to take sample at the second year students of SMP Negeri 4 BARANTI to find out The Effect of Viva video media to improve simple english vocabulary.

METHODS

Research Design

The researcher applies pre-experimental design (The One-Group Pretest-Post-test Design) to know the students ability in

vocabularyThe One-Group Pmtest-Post-test Design involves a single group that is pretested (O),exposed to a treatment (X), and post tested (O)

The class will be given pre-test and post-test in which the pre-test administers to measure prior competence of vocabs mastery while the post-test administers to measure the effect of the treatment. The design is presented in the following:

Table 3.1			
Group	Pre-test	Treatment	Post-test
N	O ₁	X	O ₂

Table 3.1 Researcgh Design

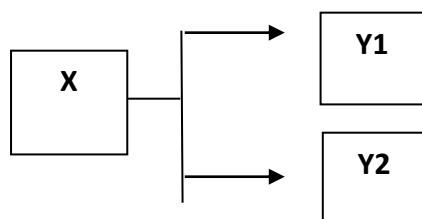
O₁ : Pre-test

O₂ : Post-test

X : The treatment

Variable Design and Operational Definitions

Figure 2 : Variable Design



Where:

X : The Viva video aplication

Y1 : The Student's Vocabulary mastery

Y2 : Students Interest

The are two variable at this research namely independent variable (X) and dependent variable (Y). Independent variable is the use student vocabulary mastery and student's interest.

Operational Definitions Of Variable

To make clear the variables in this research, the researcher had described operational definition as follows::

a. The vocabulary mastery is the student's achievement in knowledge of words and word meaning in English.

b. Viva Video application is a media that can train to the students and can add new vocabulary. Also to identifying kind and meaning of the word as train make slide Video English Language.

FINDINGS AND DISSCUSSION

FINDINGS

This section the researcher was discussed what about researcher was found in the field of the research. The findings presented of the students' achievement in vocabulary mastery The Students' Vocabulary.

a. Scoring classification of students' pre-test.

After giving a test, the researcher analyzed the students' score of V1113 as experimental group and V1112 as control group. The scoring classification of the students score is presented in table 4.1.

Table 4.1 the classification of Students Score for Experimental Group and Control Group on Pre-test

CLASSIFICATION	Score	Experimental Group	Post test
		F (%)	F (%)
Very good	86-100	0	0
		0	0
		1	0
Good	71-85	5	0
		5	6
Fair	56-70	14	30
		14	14
Poor	41-55	70	70
Total		20	20
		100	100

Discussion

The description of collected data as explained in the previous section showed the students reading test from 29 students at MTS DDI Kulo in academic years 2017/2018. it can be concluded that the highest score pre test was 70 and the lower score was 40. After their gave treatment, which was using webtoon, the result of the post test was different from the pre test. The lower score was 60 and the highest score was 80. The students' competence of pre test before they were given treatment was poor, but after they were given treatment was good. It means that the using webtoon in reading was succes

the students' reading ability were improve after the treatment by using webtoon. It was proved by the mean score of post test that higher than the mean score of pre test ($80 > 60$). It increased to good level from poor level.

Based on the students' result obtained and stated in findings above, the researcher used paired sample t-test in inferential statistic through SPSS 21.0 program for windows evaluation versions to the test hypothesis. In pre-test and post-test, the researcher found that p-value was lower than α ($0.000 < 0.05$). This meant that H_0 was rejected and H_1 was accepted. It meant that the use of webtoon could improve students' reading ability in the first year students of MTS DDI Kulo.

CONCLUSION

The discussion section deals with the findings that derived from descriptive statistic and inferential statistics, some theories, and the interpretation of test result both of the groups. After doing that, the researcher generally presented the description of the data that were gained from the questionnaire based on the students' interest toward the application viva video media.

- a. The Students' vocabulary mastery

by using viva video media

The description of the collected data through the test as explained in the previous section showed that the students' Vocabulary mastery was improved after the treatment by using viva video media especially for expen'mental group. It was proved by the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group ($73,94 > 54.60$). It became average level from poor level.

- b. The Students' Interest toward the Using viva video media in vocabulary mastery.

The result of the findings showed that the Eighth-Grade students of SMP Negeri 4 baranti had high interest on the using viva video media in vocabulary mastery. It was proved by the mean score of the questionnaire was 79.55 which was classified into interested category.

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Finally, The researcher realizes that this thesis is far from being perfect. Therefore, the researcher expects some suggestions and criticism for this thesis. At last, the researcher hopes that this thesis will be beneficial for all.

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MENINGKATKAN MOTIVASI MENGAJAR GURU MELALUI SUPERVISI AKADEMIK DI MADRASAH IBTIDAIYYAH

(Increasing Teacher Motivation through Academic Supervision in Madrasah Ibtidaiyyah)

Hanafi

Kepala Madrasah Ibtidaiyyah Negeri 2 Buton Tengah

Corresponding Email: hanafi.mtsn3buteng@gmail.com

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Abstract

The aims of this study to explain that academic supervision can increase the motivation of teaching teachers at Madrasah Ibtidaiyyah Negeri 2 Buton Tengah. The formulation of the problem in this paper is, can academic supervision increase teacher teach motivation at Madrasah Ibtidaiyyah Negeri 2 Buton Tengah? While the research method in this paper is a qualitative research method. Where the researcher will convey the data by describing it in the form of sentences. Meanwhile, the type of research used by the researcher is descriptive type. Whereas the descriptive approach only describes the phenomena, symptoms, events, and events that occur. The results of this study indicate that; Scholarly supervision carried out by the head of Madrasah is exceptionally viable and practical to extend master instructing motivation, because in supervision there's an appraisal of the master's ability in learning and increment master's instructing inspiration. The execution of scholarly supervision at Madrasah Ibtidaiyyah Negeri 2 Buton Tengah in arrange to move forward execution is carried out utilizing the taking after methods: (1) bunches and is carried out at the starting of the year, the starting of the semester, and week after week. This supervision is in understanding with the hypothesis of the ace assembly supervision strategy since it is carried out intermittently, (2) person since it is carried out within the shape of lesson perceptions and course visits.

Keywords: teachers motivation, academic supervision

Abstrak

Tujuan penulisan pada penelitian ini adalah untuk menjelaskan melalui supervisi akademik dapat meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah. Rumusan masalah pada tulisan ini adalah, apakah melalui supervisi akademik dapat meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah? Sedangkan metode penelitian pada tulisan ini adalah metode penelitian adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Hasil penelitian ini menunjukkan bahwa; Supervisi Akademik yang dilakukan oleh kepala Madrasah sangat praktis dan realistis untuk meningkatkan motivasi mengajar master, sebab dalam supervisi ada penilaian terhadap expertise master dalam pembelajaran dan meningkatkan motivasi mengajar master. Pelaksanaan supervisi akademik di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah dalam rangka meningkatkan kinerja dilaksanakan dengan menggunakan teknik: (1) kelompok dan dilaksanakan setiap awal tahun, awal semester dan mingguan. Supervisi ini sesuai dengan teori teknik supervisi rapat master karena dilaksanakan secara priodik, (2) person karena dilaksanakan dalam bentuk observasi kelas dan kunjungan kelas.

Kata Kunci: motivasi mengajar guru, supervise Akademik

PENDAHULUAN

Salah satu fungsi utama pemerintah adalah menyelenggarakan pelayanan umum yang tujuannya untuk mewujudkan kesejahteraan masyarakat. Pelayanan umum yang memuaskan dapat terwujud apabila dilaksanakan secara efisien, efektif, berkeadilan, transparan dan akuntabel. Hal ini sekaligus mengisyaratkan bahwa setiap pemerintah harus mengikuti perkembangan yang terjadi di tengah-tengah masyarakat.

Perkembangan pendidikan sekarang ini sangat pesat dengan hadirnya teknologi abad 21 yang disebut dengan teknologi 4.0, dimana diharapkan guru dapat meningkatkan motivasi mengajar dan keahliannya dalam melaksanakan tugasnya sebagai guru, yaitu guru mampu menyusun perangkat pembelajaran dan meningkatkan keahliannya dalam menyampaikan materi pembelajarannya. Selain itu, guru diharuskan selalu memotivasi dirinya untuk mengikuti perkembangan, sehingga guru tidak melewatkan informasi. Dengan demikian, guru dapat memotivasi dirinya dengan bervariasi dalam mengajar, baik itu dalam penggunaan media, pendekatan, metode, model, teknik dan strategi pembelajaran.

Sejak manusia dilahirkan hingga sepanjang hidupnya, manusia tidak lepas dari suatu kebutuhan yaitu untuk mendapatkan pendidikan. Dewasa ini, masyarakat sering memandang bahwa kualitas sumber daya manusia perlu ditingkatkan dan di Indonesia pendidikan merupakan salah satu faktor yang harus didukung karena kemajuan suatu bangsa tidak lepas dari kemajuan pendidikannya. Dalam pembukaan Undang-undang dasar Negara Republik Indonesia tahun 1945 antara lain menyatakan bahwa tujuan pembentukan negara Indonesia adalah untuk melindungi segenap bangsa dan seluruh sumpah darah Indonesia dan untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa, dan ikut melaksanakan ketertiban dunia berdasarkan kemerdekaan perdamaian abadi, dan

keadilan sosial, (Republik Indonesia, 2008: 6).

Menurut UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional bahwa pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta ketrampilan yang diperlukan dirinya, masyarakat, Bangsa dan Negara. Dalam pelaksanaan fungsi dan tugasnya, guru sebagai profesi menyandang persyaratan tertentu sebagaimana tertuang di dalam Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional. Dalam pasal 39 (1) dan (2) dinyatakan bahwa: Tenaga kependidikan bertugas melaksanakan administrasi, pengelolaan, pengembangan, pengawasan, dan pelayanan teknis untuk menunjang proses pendidikan pada satuan pendidikan, (Kementerian Pendidikan RI, 2003).

Pendidik merupakan tenaga profesional yang bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan pembimbingan dan pelatihan, serta melakukan penelitian dan pengabdian kepada masyarakat, terutama bagi pendidik pada perguruan tinggi. Untuk dapat melaksanakan tugas dan tanggung jawab di atas, seorang guru dituntut memiliki beberapa kemampuan dan ketrampilan tertentu. Kemampuan dan ketrampilan tersebut sebagai bagian dari kompetensi profesionalisme guru. Kompetensi merupakan suatu kemampuan yang mutlak dimiliki oleh guru agar tugasnya sebagai pendidik dapat terlaksana dengan baik, (Akhmad Zaenal Abidin, 2019).

Tugas guru erat kaitannya dengan peningkatan sumber daya manusia melalui sector pendidikan, oleh karena itu perlu upaya-upaya untuk meningkatkan mutu guru untuk menjadi tenaga profesional.

Peningkatan mutu pendidikan dapat berhasil tergantung pada banyak hal, terutama mutu gurunya, (H. AR. Tilaar, 2000: 104).

Untuk menjadikan guru sebagai tenaga profesional maka perlu diadakan pembinaan secara terus menerus dan berkesinambungan, serta menjadikan guru sebagai tenaga kerja perlu diperhatikan, dihargai dan diakui keprofesionalannya. Untuk membuat mereka menjadi profesional tidak semata-mata hanya meningkatkan kompetensinya baik melalui pemberian penataran, pelatihan maupun memperoleh kesempatan untuk belajar lagi namun perlu juga memperhatikan guru dari segi yang lain seperti peningkatan disiplin, pemberian motivasi, pemberian bimbingan melalui supervisi, dan pemberian insentif yang layak dengan keprofesionalnya sehingga memungkinkan guru menjadi puas dalam bekerja sebagai pendidik, (E. Mulyasa, 2002).

Berdasarkan penjelasan di atas, maka rumusan masalah pada tulisan ini adalah, *apakah melalui supervisi akademik dapat meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah?* Tujuan penulisan pada penelitian ini adalah untuk menjelaskan melalui supervisi akademik dapat meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah.

KERANGKA TEORI

Motivasi Mengajar Guru

Motivasi guru merupakan dorongan atau keinginan yang timbul dari seseorang guru untuk mendidik, mengajar (merencanakan, melaksanakan, dan menilai), membimbing, mengarahkan, dan melatih peserta didik dengan sebaik-baiknya dengan mengarahkan seluruh potensi yang ada.

Motivasi dapat diartikan sebagai dorongan yang timbul dari dalam diri individu untuk menggerakkan atau melakukan suatu kegiatan sehingga atau tingkah laku untuk mencapai tujuan yang telah ditentukan. Seseorang dalam bekerjapun

membutuhkan motivasi yang disebut dengan motivasi kerja. Motivasi kerja yang tinggi dapat membuat seseorang lebih giat dan rajin dalam bekerja. Giat dalam bekerja berarti dapat melaksanakan tugas-tugas maupun yang lainnya secara baik, (Kompri, 2016: 2-3).

Keberhasilan seseorang untuk mencapai tujuan yang diinginkan tidak terlepas dari motivasi diri yang dimilikinya. Motivasi dapat menggerakkan dan mendorong manusia untuk mencapai tujuan. Karena dengan motivasi manusia dapat menggerakkan jiwa dan raga untuk berbuat sesuatu.

Motif diartikan dengan istilah “dorongan”. Dorongan merupakan gerak jiwa dan raga untuk berbuat. Motif merupakan driving force (daya gerak atau daya dorong) yang menggerakkan manusia untuk bertindak dengan tujuan tertentu, (Saefullah, 2012: 255).

Motivasi diri merupakan panggilan jiwa, keikhlasan tanpa embelembel, kesiapan mental yang tulus, afeksi nuraniah, aktualisasi potensi, alami, dan rangsangan internal yang muncul dari dalam diri pemimpin untuk mengemban tugas pokok dan fungsi secara kreatif, efisien, produktif, dan kontinyu. Sepi ing gawe rame ing pamrih, (Sudarwan Danim, 2010: 117).

Menurut Wexley & Yulk yang dikutip oleh Saefullah, mengartikan motivasi sebagai “the process by which behavior is energized and directed “. Artinya proses menggerakkan agar agar bertindak dengan energies. Ada psikolog yang mengartikan motif dengan needs (dorongan, kebutuhan). Dengan demikian, motivasi berarti dorongan yang menimbulkan seseorang untuk bertindak laku dalam mencapai tujuan yang diinginkan. Jadi latar belakang seseorang bertindak adalah dorongan dari dalam ataupun dari luar, (Saefullah, 2012: 255).

Motivasi sebagai suatu kondisi kejiwaan dan mental seseorang berupa aneka keinginan, harapan, dorongan, dan kebutuhan yang membuat seseorang

melakukan sesuatu untuk mengurangi kesenjangan yang dirasakan. Selain itu motivasi dapat didefinisikan sebagai semangat atau dorongan terhadap seseorang untuk melakukan serangkaian kegiatan dengan bekerja keras dan cerdas demi mencapai tujuan tertentu.

Motivasi dapat menimbulkan seseorang untuk bertindak laku dalam mencapai tujuan yang diinginkan dan membuat seseorang melakukan sesuatu untuk mengurangi kesenjangan yang dirasakan. Motivasi bisa membangkitkan seseorang untuk memenuhi keinginan, harapan, dorongan, dan kebutuhan yang diinginkan, (Yaslin Ilyas, 2003: 49).

Motivasi menurut Juwono dalam (Aini Yulfita, 2013), membagi motivasi kedalam 2 jenis, antara lain;

1. Motivasi Internal

Motivasi yang dibangkitkan dari dalam diri sendiri, dimana tenaga kerja dapat bekerja karena tertarik dan senang dengan pekerjaannya, kepuasan dan kebahagiaan dalam dirinya. Yang termasuk dalam motivasi internal antara lain: Kebutuhan, Keinginan, Kerjasama, Kesenangan kerja, Kondisi karyawan, Dorongan;

2. Motivasi Eksternal

Motivasi yang berasal dari luar. Yang termasuk dalam motivasi eksternal adalah; : Imbalan (gaji), Harapan, Insentif (bonus).

Guru sebagai pengemban tugas untuk menghasilkan peserta didik yang berkualitas perlu memiliki motivasi kerja. Guru yang memiliki motivasi kerja akan selalu meningkatkan kinerja sesuai dengan tujuan yang telah ditetapkan. Motivasi setiap guru berbeda-beda, hal ini dapat dilihat dari banyaknya kegiatan yang diikuti baik di sekolah maupun luar sekolah dan prestasi yang telah dicapainya. Guru yang aktif

mencerminkan bahwa guru tersebut memiliki semangat yang tinggi untuk meningkatkan kualitas diri.

Menurut Edy Sutrisno, faktor-faktor yang mempengaruhi motivasi yaitu faktor intern dan ekstern. Faktor intern meliputi:

- 1) Keinginan untuk dapat hidup;
- 2) Keinginan untuk dapat memiliki;
- 3) Keinginan untuk memperoleh penghargaan;
- 4) Keinginan untuk memperoleh pengakuan; dan,
- 5) Keinginan untuk berkuasa

Sedangkan faktor ekstern yang mempengaruhi motivasi kerja meliputi:

- 1) Kondisi lingkungan kerja;
- 2) Kompensasi yang memadai;
- 3) Supervisi yang baik;
- 4) Adanya jaminan pekerjaan;
- 5) Status dan tanggung jawab; dan
- 6) Peraturan yang fleksibel, (Edy Sutrisno, 2009: 116-120).

Motivasi yang ada pada diri setiap orang itu memiliki ciri-ciri sebagai berikut; (a) Tekun menghadapi tugas, artinya dapat bekerja terus menerus dalam waktu yang lama, tidak pernah berhenti sebelum selesai, (b) Ulet menghadapi kesulitan, dapat diartikan dengan tidak lekas putus asa. Tidak memerlukan dorongan dari luar untuk berprestasi sebaik mungkin (tidak dapat puas dengan prestasi yang telah dicapainya), (c) Menunjukkan minat terhadap bermacam-macam masalah orang dewasa (misalnya masalah pembangunan agama, politik, ekonomi, keadilan, pemberantasan korupsi, penentangan terhadap setiap tindak kriminal, amoral dan sebagainya), (d) Lebih senang bekerja mandiri, artinya, ulet dalam memecahkan berbagai masalah dan hambatan secara mandiri, (e) Cepat bosan pada tugas yang rutin (hal-hal yang bersifat mekanis, berulang-ulang begitu saja, sehingga kurang kreatif). Tidak akan terjebak pada sesuatu yang bersifat rutinitas dan mekanis, (f) Dapat mempertahankan pendapatnya (kalau sudah yakin akan sesuatu), artinya harus mampu

mempertahankan pendapatnya kalau sudah yakin dan dipandangnya sudah cukup rasional, (g) Tidak mudah melepaskan hal yang diyakini, artinya tidak mudah akan melepaskan hal yang diyakini kalau sudah yakin dan dipandangnya sudah cukup rasional, (h) Senang mencari dan memecahkan masalah soal-soal. Harus peka dan responsif terhadap berbagai masalah umum, dan bagaimana cara memikirkan pemecahannya, (Sardiman, 2000: 81).

Supervisi Akademik

Supervisi akademik diselenggarakan dengan maksud membantu guru mengembangkan kemampuannya profesionalnya dalam memahami akademik, kehidupan kelas, mengembangkan keterampilan mengajarnya dan menggunakan kemampuannya melalui teknik-teknik tertentu.

Secara etimologis, istilah “supervisi” diambil dari bahasa Inggris *Supervision* artinya pengawasan. Supervisi pendidikan berarti kepengawasan di bidang pendidikan. Sedangkan, secara morfologis, istilah “supervisi” terdiri dari kata *super* dan *visi* yang berarti atas/lebih dan lihat, tilik, awas. Seorang “supervisor” mempunyai posisi di atas atau mempunyai kedudukan yang lebih tinggi daripada orang-orang yang disupervisinya, (Luk-luk Nur Mufidah, 2009: 3).

Menurut Kimball Wiles yang dikutip Sahertian, menjelaskan bahwa supervisi pendidikan adalah bantuan yang diberikan untuk memperbaiki situasi belajar mengajar yang lebih baik. Dengan demikian, situasi belajar mengajar di sekolah akan lebih baik tergantung kepada keterampilan supervisor sebagai pemimpin, yang mana dapat mengatur, mengawasi dan memberikan contoh pada bawahannya (guru atau staf sekolah), (Piet A. Sahertian, 2008: 18).

Menurut Sahertian, tujuan supervisi adalah memberikan layanan dan bantuan untuk meningkatkan kualitas mengajar guru di kelas yang pada gilirannya untuk meningkatkan kualitas belajar siswa, selain

itu juga untuk pengembangan potensi kualitas guru. Sesuai dengan yang dikemukakan Olive bahwa sasaran (*domain*) supervisi pendidikan adalah; 1) mengembangkan kurikulum yang sedang dilaksanakan di sekolah; 2) meningkatkan proses belajar mengajar di sekolah; 3) mengembangkan seluruh staf di sekolah, (Piet A. Sahertian, 2008: 18).

Sedangkan tujuan supervisi menurut Sergiovanni yang dikutip Pidarta ialah; 1) Tujuan akhir adalah untuk mencapai pertumbuhan dan perkembangan para siswa, sehingga dengan demikian sekaligus akan dapat memperbaiki masyarakat; 2) Tujuan kedua adalah membantu kepala sekolah dalam menyesuaikan program pendidikan dari waktu ke waktu secara kontinu; 3) Tujuan dekat adalah bekerja sama mengembangkan proses belajar mengajar yang tepat; dan 4) Tujuan perantara adalah membina para guru agar dapat mendidik para siswa dengan baik, atau menegakkan disiplin kerja secara manusiawi, (Made Pidarta, 2009: 20).

Menurut Syaiful Sagala, tujuan dari supervisi akademik adalah (a) Membantu guru-guru dalam mengembangkan proses belajarmengajar, (b) Membantu guru-guru menterjemahkan kurikulum ke dalam bahasa belajar-mengajar, (c) Membantu guru-guru mengembangkan staf sekolah, (Syaiful Sagala, 2008: 235-236).

Sama halnya menurut N.A. Ametembun yang dikutip dalam Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia merumuskan tujuan supervisi akademik sebagai berikut: a. Membina guru untuk lebih memahami tujuan pendidikan yang sebenarnya dan peranan sekolah mencapai tujuan itu. b. Memperbesar kesanggupan guru untuk mempersiapkan peserta didiknya menjadi anggota masyarakat yang efektif. c. Membantu guru mengadakan diagnosis secara kritis terhadap aktivitas-aktivitasnya dan kesulitan mengajar belajar. d. Meningkatkan kesadaran guru serta warga

sekolah lainnya terhadap tata kerja yang demokratis dan kooperatif. e. Membantu guru untuk dapat mengevaluasi aktivitasnya dalam konteks tujuan aktivitas perkembangan peserta didik. f. Mengembangkan ‘esprit de corps’ guru, yaitu adanya rasa kesatuan dan persatuan antar guru-guru, (Tim Dosen Universitas Pendidikan Indonesia, 2011: 316).

Menurut Asmani, tujuan dari supervisi akademik adalah untuk membantu para guru dalam mengembangkan kompetensi, mengembangkan kurikulum, dan juga mengembangkan kelompok kerja guru dan membimbing penelitian tindakan kelas, (Jamal Ma'mur Asmani, 2012: 101).

Berdasarkan penjelasan di atas, maka menurut penulis Fungsi supervisi menyangkut bidang kepemimpinan, hubungan kemanusiaan, pembinaan proses kelompok, administrasi personil, dan bidang evaluasi. Penjelasan tersebut mempertegas bahwa supervisi dilakukan secara intensif kepada guru.

Madrasah

Madrasah merupakan sebuah kata dalam bahasa Arab yang artinya sekolah. Asal katanya yaitu darasa (baca: darosa) yang artinya belajar. Di Indonesia, Madrasah dikhususkan sebagai sekolah (umum) yang kurikulumnya terdapat pelajaran-pelajaran tentang keislaman. Madrasah Ibtidaiyah (MI) setara dengan Sekolah Dasar (SD), Madrasah Tsanawiyah (MTs) setara dengan Sekolah Menengah Pertama (SMP), dan Madrasah Aliyah (MA) setara dengan Sekolah Menengah Atas (SMA), (Kementerian Agama RI, 2013).

Secara etimologi, kata “madrasah” dalam Kamus Besar Bahasa Indonesia adalah sekolah atau perguruan yang biasanya berdasarkan Agama Islam. Sedangkan di dalam Ensiklopedi Islam di Indonesia, kata madrasah adalah kata yang berasal dari bahasa Arab, dari kata dasar “darasa” yang artinya “belajar”. Madrasah berarti tempat untuk belajar. Kata darasa dengan pengertian “membaca dan belajar”, yang merupakan

akar kata madrasah itu sendiri, berasal dari Bahasa Hebrew atau Aramy.

Madrasah juga berarti Aliran atau Madzhab. Secara harfiah kata “madrasah” berarti atau setara maknanya dengan kata Indonesia “sekolah” (yang notabene juga bukan kata asli bahasa Indonesia). Pada umumnya pemakaian kata madrasah dalam arti sekolah, mempunyai konotasi khusus, yaitu sekolah-sekolah Agama Islam. Madrasah mengandung arti tempat atau wahana dimana anak didik mengenyam pembelajaran, dengan maksud di madrasah itulah anak menjalani proses belajar secara terarah, dipimpin, terkendali. Jika dikaji dari pengertian bahasa, istilah madrasah merupakan isim makan (nama tempat), berasal dari kata darasa, yang bermakna tempat orang belajar. Dari akar makna tersebut kemudian berkembang menjadi istilah yang kita pahami sebagai tempat pendidikan, khususnya yang bernuansa Islam, (La Uba dan Hanafi Pelu, 2020).

METODE PENELITIAN

Metode penelitian adalah cara untuk mendapat data dan informasi. Menurut (John W. Creswell, 2016: 3), metode penelitian merupakan rencana dan prosedur penelitian yang meliputi langkah-langkah berupa dari asumsi-asumsi luas hingga metode-metode terperinci dalam pengumpulan, analisis dan interpretasi data. adanya tanpa dimanipulasi, diatur dengan eksperimen atau test. Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Sutrisno Hadi, 2009), mengungkapkan penelitian kualitatif ialah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang

terjadi. Menurut (J. Lexy Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tertentu antara suatu gejala dan gejala lainnya dalam masyarakat. Selain itu, menurut (Suharsimi Arikunto, 2019: 3), “Penelitian deskriptif adalah penelitian yang dimaksudkan untuk menyelidiki keadaan, kondisi atau hal lain-lain yang sudah disebutkan, yang hasilnya dipaparkan dalam bentuk laporan penelitian”. Dalam penelitian deskriptif fenomena ada yang berupa bentuk, aktivitas, karakteristik, perubahan, hubungan, kesamaan dan perbedaan antara fenomena yang satu dengan yang lainnya.

HASIL DAN PEMBAHASAN

Pelaksanaan supervisi akademik merupakan langkah konkrit sebagai tindakan untuk meningkatkan motivasi mengajar guru. Supervisi bukanlah semata-mata penilaian dari kepala madrasah kepada para guru, namun merupakan bentuk kesadaran antara guru dan kepala madrasah untuk mencari kekurangan dalam menjalankan tugas pembelajaran di kelas maupun diluar kelas dan bermuara pada penyempurnaan motivasi mengajar guru. Sikap seperti ini merupakan bagian dari sikap profesional guru yang harus dilaksanakan dalam bentuk pertanggung jawaban tugasnya sebagai seorang guru.

Supervisi kepala madrasah dalam konteks peningkatan kinerja guru sebagai tindakan untuk menjaga mutu kinerja guru dengan harapan akan mendorong prestasi siswa. Supervisi merupakan salah satu dari lima kompetensi yang harus dimiliki kepala madrasah. Sebagaimana yang termaktup dalam Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 Tentang Kepala Sekolah/Madrasah. Terdapat lima dimensi kompetensi yaitu; kepribadian, manajerial, kewirausahaan, supervisi, dan sosial. Supervisi akan memberikan arti

penting dalam proses pembelajaran sebab akan memberikan data yang berupa kesenjangan antara realitas aktual motivasi mengajar guru dan harapan motivasi mengajar guru yang harus di capai.

Berdasarkan hasil yang ditemukan oleh peneliti di atas, maka peneliti akan membahasakan hasil penelitian tersebut; supervise ini dilaksanakan karena sangat praktis dan realistis untuk meningkatkan motivasi mengajar guru. Kemudian ketika penulis tanyakan terkait program yang telah tersusun dan terjadwal secara rapih, kepala sekolah mengomentari, program itu tetap menjadi acuan, tetapi semua pelaksanaannya bisa menyesuaikan. Supervisi di Madrasah ini dilaksanakan menyesuaikan dengan waktu yang tidak mengganggu proses pembelajaran, kapan saja bisa dilaksanakan. Dan para guru selalu menyampaikan apa adanya terkait situasi madrasah. Oleh karena itu, supervisi dilaksanakan di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah Sangat praktis dan realistis untuk dilaksanakan. Praktis dikerjakan karena tidak terlalu terikat oleh waktu tinggal menyesuaikan kesepakatan antara guru dan kepala madrasah selaku supervisor. Sedangkan realistis di kerjakanapadanya tidak ada hal-hal yang ditutup-tutupi, sehingga akan menghasilkan data yang obyektif. Demikian juga dalam supervisi ada kegiatan penilaian dan pemecahan masalah. Dengan penilaian akan diketahui kekurangan dan kelebihan guru, terkait dengan hal-hal yang negatif tersebut akan dijadikan pedoman untuk melakukan tindakan perbaikan. Dan diharapkan penilaian ini dapat menggerakkan perubahan untuk mempercepat mencapai tujuan. Secara teoritis supervisi yang dilakukan kepala madrasah ini sesuai dengan teori prinsip-prinsip supervisi, yaitu praktis dan realistis. Praktis mudah dikerjakan sesuai kondisi sekolah dan realistis berdasarkan kenyataan sebenarnya. Dengan supervisi akademik di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah ini kepala Madrasah bisa

melaksanakan pembinaan atau bimbingan kepada para guru kapan saja asal ada kesempatan antara kedua belah pihak guru dan supervisor serta tidak terikat oleh waktu dan tempat. Demikian juga data yang dihasilkan merupakan data yang sebenarnya tidak dimanipulasi dan tidak dibuat-buat.

Sebagai langkah untuk meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah kepala Madrasah melakukan tindakan supervisi, karena dalam supervisi ada tindakan penilaian terhadap motivasi mengajar guru. Sebagaimana yang disampaikan oleh kepala madrasah, “bahwa untuk meningkatkan motivasi mengajar guru di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah, kepala madrasah melakukan tindakan supervisi, dikarenakan dalam supervisi tersebut ada tindakan penilaian motivasi mengajar guru yang berupa penilaian perencanaan, pelaksanaan dan evaluasi serta skill para guru. Hasil dari penilaian ini dapat dijadikan bahan untuk membimbing para guru yang mempunyai persoalan-persoalan dalam proses pembelajaran, sehingga dalam supervisi ini persoalan dapat terpecahkan.” Lebih lanjut, kepala Madrasah melakukan supervisi untuk mengevaluasi motivasi mengajar guru dalam menggunakan teknologi pembelajaran dan kesesuaiannya dengan peraturan pemerintah. Hal ini sesuai dengan teori fungsi supervisi, bahwa supervisi pendidikan mempunyai fungsi penilaian (evaluasi) terhadap motivasi mengajar guru dengan jalan penelitian, yakni mengumpulkan informasi dan fakta-fakta mengenai motivasi mengajar guru dengan cara melakukan penelitian”. Tindakan supervisi yang dilakukan kepala madrasah tersebut juga selaras dengan pendapatnya teori fungsi supervisi penilaian, selain itu, dengan mengevaluasi hasil penelitian, sehingga Kepala Madrasah dan guru bisa mengetahui apakah situasi pendidikan yang diteliti itu mengalami kemunduran, kemandegan atau kemajuan, memperhatikan atau mengembirakan.

Penilaian di sini bukanlah evaluasi yang akan menghakimi guru yang disupervisi tetapi hasil dari penilaian sebagai bahan untuk memberikan bimbingan. Supervisi juga bukan pembatasan gerak kreatifitas guru melainkan dalam tindakan tersebut guru dilatih untuk melakukan penilaian terhadap tindakan pembelajaran sejak dini berarti guru diberi otoritas lebih luas dalam menyelesaikan masalah-masalah dalam pembelajaran. Dengan penilaian sejak awal dalam proses pembelajaran akan mendeteksi kegagalan sejak dini. Maka, penilaian tersebut merupakan suatu kegiatan guna menilai perilaku pegawai dalam pekerjaannya, baik secara kualitatif maupun kuantitatif.

Dalam menilai kinerja guru ini memiliki dua fungsi, yaitu: (1) untuk menilai kemampuan guru dalam menerapkan semua kompetensi dan ketrampilan yang diperlukan dalam proses pembelajaran, pembimbingan, atau pelaksanaan tugas tambahan yang relevan dengan fungsi sekolah/ madrasah, (2) untuk menghitung angka kredit yang diperoleh guru atas kinerja pembelajaran, pembimbingan, atau pelaksanaan tugas tambahan yang relevan dengan fungsi sekolah/madrasah yang dilakukan pada tahun tersebut.” Lebih lanjut kepala madrasah menegaskan, agar para guru tetap siap untuk bekerja, maka ilmunya harus selalu diperbarui, entah cara mengajarnya, ilmunya, skillnya dan lain sebagainya. Terutama menghadapi ketidakpastian kurikulum. Dalam pelaksanaan supervisi kepala madrasah akan mendapatkan data-data terkait dengan motivasi mengajar guru secara obyektif. Data tersebut tidak hanya mengacu pada kesenjangan antara standar dan realitas obyektif di lapangan melainkan juga ketercapaian yang melampaui standar. Selanjutnya kesenjangan itu di analisa oleh kepala Madrasah dan guru yang disupervisi dan akan mencari jalan keluar untuk penyelesaiannya. Kemudian kepala madrasah akan menginventarisir bagi guru yang telah

mencapai standar dan meningkatkan pada standar yang lebih tinggi. Penilaian seperti ini dilakukan terus menerus secara berkesinambungan, sehingga motivasi mengajar guru akan terjaga terus dan prestasi siswa akan selalu meningkat. Organisasi madrasah yang terus berbenah seperti ini akan menjaga hubungan baik dengan pelanggannya, yaitu orang tua siswa, siswa dan guru, setaf di madrasah.

KESIMPULAN

Supervisi Akademik yang dilakukan oleh kepala Madrasah sangat praktis dan realistis untuk meningkatkan motivasi mengajar guru, sebab dalam supervisi ada penilaian terhadap skill guru dalam pembelajaran dan meningkatkan motivasi mengajar guru. Pelaksanaan supervisi akademik di Madrasah Ibtidaiyyah Negeri 2 Buton Tengah dalam rangka meningkatkan kinerja dilaksanakan dengan menggunakan teknik: (1) kelompok dan dilaksanakan setiap awal tahun, awal semester dan mingguan. Supervisi ini sesuai dengan teori teknik supervisi rapat guru karena dilaksanakan secara priodik, (2) individual karena dilaksanakan dalam bentuk observasi kelas dan kunjungan kelas.

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INTERPLAY OF SELF CONFIDENCE AND ORAL COMMUNICATION OF ENGLISH LEARNERS

Buhari, Muhammad Hanafi, Andi Sadapotto, Ibrahim Manda, Nadirah, Andi Atira Masyita.

English Department, University of Muhammadiyah Sidenreng rappang, Indonesia

Corresponding Email: buharabuhara@gmail.com

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Abstract

This Article aims to describe whether there is a relationship between students' self-confidence with students' oral ability. This research uses cluster sampling method and oral test. The population in this research is the students of class VII SMPN 9 Pinrang. The total population is 104 students. The sample used is class VIII.1 amounted to 28 students. The method used in the assessment of speech is an oral test. Result of research by using Pearson Product Moment obtained r value count 0,700 and with value of product r product moment product with $N = 28$ found 0,478 at significant level 1% and found 0,374 at level signifikan 5%. And to know the level of product moment correlation then coefficient $0.61-0.80 =$ substantial. Thus it can be interpreted to the r_{xy} that between variable X and variable Y . It can be seen on the analysis result that is: $0,700 > 0,478$ (5%) and $0,700 > 0,374$ (1%) with $d.b:28$. This means H_0 is rejected and H_a accepted. The conclusion in this study is there is a significant relationship between student self-confidence and oral ability of eight-year students SMPN 9 Pinrang.

Keywords: Self Confidence, Oral Skill

Abstrak

Artikel ini bertujuan untuk mendeskripsikan apakah ada hubungan antara rasa percaya diri siswa dengan kemampuan lisan siswa. Penelitian ini menggunakan metode cluster sampling dan tes lisan. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 9 Pinrang. Jumlah populasi adalah 104 siswa. Sampel yang digunakan adalah siswa kelas VII.1 yang berjumlah 28 siswa. Metode yang digunakan dalam penilaian kemampuan berbicara adalah tes lisan. Hasil penelitian dengan menggunakan Pearson Product Moment diperoleh nilai r hitung 0,700 dan dengan nilai r product moment product dengan $N = 28$ didapatkan 0,478 pada taraf signifikan 1% dan ditemukan 0,374 pada taraf signifikan 5%. Dan untuk mengetahui tingkat korelasi product moment maka koefisien $0,61-0,80 =$ substansial. Dengan demikian dapat diinterpretasikan terhadap r_{xy} bahwa antara variabel X dan variabel Y . Hal ini dapat dilihat pada hasil analisis yaitu : $0,700 > 0,478$ (5%) dan $0,700 > 0,374$ (1%) dengan $d.b:28$. Artinya H_0 ditolak dan H_a diterima. Kesimpulan dalam penelitian ini adalah terdapat hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan lisan siswa kelas VIII SMPN 9 Pinrang.

Kata Kunci: Percaya Diri, Keterampilan Lisan

INTRODUCTION

Self-confidence brings influence in the students learning process it has dose relation to the information of the students' motivation. There are a lot of aspect the encourage people to be successful in their learning such as attitude,

motivation, diligent, and self-confidence in learning. Self-confidence is one aspect that is able to make people success it plays an important role, as the fact show many people failed in their business, in the country; high self-confidence can up lift people's willingness or

strong desire in to accomplish something. The success of the people may be greatly offended by their competence in communication. The students' in learning English particularly in oral must have self confidence.

Without self-confidence the students' may not have courage to speak to people. Basic on the researcher experience when she was studying in junior high school up to university level, most students' are reluctant to use English to communicate with another only few of them usually used it. Oral is one the ways of exchanging giving and students (giving and talking) information through oral communication on the world becomes more and more useful. Oral to another people is the activity that can give someone a high degree of self confidence. Many students are frightening to give small talk in the classroom; Vassile(1992:7) added public oral is the member on fear on students. Oral does not only involve the knowledge of oral but also psychological actor, in this case self-confidence without having self-confidence, the students will get many troubles to speak English in the classroom. In English learning specially English is a foreign language, students must need self-confidence to achieve on the subject.

Vassile(1993) stated that among of the students has the same intellectual ability, those who have highly self-confidence obtained higher achievement test score on basic skills, than those with less self-confidence. In this research, the writer have chosen the students SMPN 9 Pinrang specially the eight year as her research object. The students SMPN 9 Pinrang have support and motivation from headmaster, teacher and the all of the students parents. Basic on her experienced she has done Teaching Field Practice in there. The writer saw the enthusiast of the students to learning English. The fact is when the headmaster of SMPN 9 Pinrang went to a free course for the students who have talent, than a frame two classes that consist of 28 students. All the students in SMPN 9 Pinrang can be said know basic English pattern, because the students in English classroom class follow in English exam if they want to enter in the class.

In the other hand, this research has purpose to know that what the student's in eighth year is worth to enter the class. The writer hope with chosen SMPN 9 Pinrang as her research object the students have encourage English to be

support from the all of the their teacher headmaster and their parents. It is that the students who have self-confidence can perform all learning activities better than those with low self-confidence. According to Cock in Madja (1997:2) more learners do better than the other because they have better self-confidence in themselves, if they do not practice well resulting in title of learning of oral. Calvin Coolidge in his philosophy stated that Nothing in the world can take the of persistence". Talent will not nothing in more common than unsuccessful of talent. Genius is not the world is full of educated. Referring to the explanation and being aware of the fact above, the writer is interested in conduction a research under a title. "The Correlation between Self-Confidence and Oral Skill of the Students at the Eight Grade Students of SMPN 9 Pinrang.

METHOD

Research Design

The method was cluster sampling technique of this research was use description corelation at method to find out the effect from students self confidence to students oral skill at the eight grade students of SMPN 9 Pinrang. Of the explained from the result of the student's is questionnaire.

Variable of the Research and Operational Definitions

In this research, the writer used two kinds of variable namely independent variable and dependent variable. Independent variable is the student's self-confidence and dependent variable is the result in their oral skill. Self-confidence is a feel that something can make the students brave, and always want to try that something is interesting. Oral skill is students want to speak to his or her friends without shy, and afraid to make mistake if they speak. Variable of the self-confidence in oral English with its indicators, fluency, vocabulary common, motivation, shame and shyness, fear and anxiety. The distribution of the self-confidence is questionnaire. Variable of the student's English oral skill with the indicator in fluency and accuracy and comprehension. The distribution of the student's English oral skill in the oral test.

Population and Sample

From the population that the researcher find out the eight grade students SMPN 9

Pinrang the 2016/2017 year, that consist of four class, where there are 25 and 28 students for each class with population are 104 students, as explanation in the table of population as below:

Table 1. The population of the research

NO	Class	Student
1	VIII 1	28
2	VIII 2	25
3	VIII 3	25
4	VIII 4	26
Total		104

From the data of population, there are not many classes in the eight year and the writer choose classes as a sample that consist of VIII 28 students for each class, and the total number for the sample are 28 students.

Instrument of the Research

The writer used the questionnaire to find out the data from the student's oral skill and the teacher's opinion about the students self- confidence. In questionnaire, the writer has given are questionnaire to the students, to find out the opinion. In suggestion there is any significant To find out the relationship of the students' confidence with their oral skill, the authors retrieve data from oral with The researcher gives the theme to the students. Which the theme of the oral test relates to economics, culture, sports, school, and country.

Procedure of data Collecting

In this procedure oral test researchers choose to see the level of their ability to believe in and the students' oral skill. At previous meetings students have given different test themes. So in this procedure the oral test chooses to look at the student's level of confidence and oral skill. At this stage one by one student's progress and give their opinions on one of the themes that students have chosen.. And researchers will observe the beliefs and the askill to speak when students perform.

Technique of data Analysis

From the data have been collected, the writer explained the result from questionnaire from the student's opinion self-confidence and their oral skill. In this research, the data collection was analyzed to find out the students self-confidence in oral. The score of the oral was given follows:

Table 2.the of self- confidence each item

Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

Table 4.the of self- confidence scale classification

No	Scores	Self confidence classification
1	4,1-5	High
2	3,1-4	Substantial
3	2,1-3	Moderate
4	1,1-2	Low
5	>1	Very low

Scoring Classification

Classification	Score	Criteria
High	5	Pronunciation is slighthy influenced by mother tounge. A view minor grammatical and lexical error.
Substansial	4	Pronunciation is still moderately influence by mother tounge but not serious phonological errors. A few minor grammatical and lexical error.

moderate	3	Pronunciation is influence by the mother tounge, only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Low	2	Pronunciation is seriously influence by tge mother tounge with the mother toungr with errors causing a breakdown in communication. Many grammatical and

To interpret the result of the correlation of product moment analysis, the standard correlation person use as shown in the table below :

No		Interpretation
1	0	Nothing correlation
2	0,01- 0, 20	Very low
3	0,21- 0,40	Low
4	0, 41-0,60	Moderate
5	0, 61- 0,80	Substantial
6	0,81- 0, 99	High
7	1	Higher

RESULTS AND DISCUSSION

The mean score of the students self-confidence in speech

To know the students self-confidence is the writer used mean score analysis to find outh the score then the result was tabulate and classified into self-confidence classification. The mean score if students the self-confidence the steps as follows :

Resp onde nt	Score of item	Score of classifi cation	Respond ent	Score of item	Score of classific ation
1	7	3,5	11	7	3,5
2	6	3	12	8	4
3	9	4,5	13	9	4,5
4	6	3	14	8	4
5	7	3,5	15	7	3,5
6	7	3,5	16	6	3
7	8	4	17	6	3
8	7	3,5	18	7	3,5
9	9	4,5	19	7	3,5
14	8	4	20	7	3,5
21	8	4	25	7	3,5
22	6	3	26	8	4
23	7	3,5	27	6	3
24	7	3,2	28	7	3,5
Su m				200	Σ100

This discussion is for the purpose of providing specific discussion of the data analysis. It aims at describing the correlation between self confidence and oral skill of the student's at the eight grade students of SMPN 9 Pinrang. Based on the calculation of the result of the self confidence and oral skill, person product moment value is 0,700 and if it is consulted to the table of person product moment with N=28 it is found 0,478 in level of significant 1% and it is found 0,374 in level

significant S%. This means that is the person product moment value is grearer la product moment table. And if it is consulted io the degree of correlation product moment the coefficient $0.61-00,80 =$ substantial . The outcome of the calculation between the students self confidence and student s Oral Skill has substantial correlation the calculation shows Ho rejected and accepted, it means that there is significant correlation between self Confidence and oral skill of the students of eight grade of SMPN 9 Pinrang.

CONCLUSION

Based on the finding and the discussions in previous chapter, Writer concludes follows:

The students self confidence is substantial at SMPN 9 Pinrang as the means score of the student's is 3,57. The students oral skill is good at SMPN 9 Pinrang as the means score of the student's is 3,31. There is significant correlation between self confidence and oral skill of the students of the eight year of SMPN 9 Pinrang, this means that without self-confidence the students will always afraid, shy to speak English another, this interferences makes them to speak fluency to another.

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PENGUNAAN MODEL PEMBELAJARAN UNTUK MENINGKATKAN KREATIVITAS PENGAJARAN GURU PAI

(Improve PAI Teacher's Teaching Creativity by Using a Learning Model)

Mislahah

Pengawas PAI Lombok Barat

Corresponding Email: mislahah@gmail.com

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Abstract

The aim of this article is to show how the implementation of learning models can increase the creativity of PAI teachers' teaching. The research method used in this paper is a qualitative research method, where the researcher will convey the data by describing the form of a sentence, the type of research used by the researcher is a descriptive type. Whereas the descriptive approach only describes the phenomena, symptoms, events, and events that occur. The results showed that; Learning models are extraordinarily effective in improving the quality of learning outcomes. Students are more than just listeners; they as well assist students in finding and able to comprehending difficult concepts, as well as developing critical thinking skills and the ability to assist friends when they are discussing. PAI teacher creativity in learning includes (1) teacher creativity in using models, especially by employing various and appropriate learning models; and (2) teacher creativity in teaching. The use of various models should make the learning process more interesting and improve learning quality. Furthermore, the model must be tailored to the students' content, situation, interests, and abilities. (2) creative teachers in their use of different and consistent learning models in their subject matter; teachers also develop learning models by finding and exploring learning models that are different from those already made in schools. (3) teachers' creativity in using learning resources. Learning outcomes are the abilities and skills that students acquire through learning activities such as patterns of behavior, values, understanding, attitudes, appreciation, and skills.

Keywords: learning model, creativities, teaching, religious teachers

Abstrak

Tujuan tulisan ini untuk menjelaskan penggunaan model pembelajaran dapat meningkatkan kreativitas pengajaran guru PAI. Model penelitian yang digunakan pada tulisan ini adalah model penelitian kualitatif, dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat, jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Hasil penelitian menunjukkan bahwa; Penggunaan model pembelajaran sangat efektif dalam meningkatkan kualitas hasil belajar. Siswa lebih dari sekedar pendengar, tetapi membantu siswa untuk menemukan dan memahami konsep-konsep yang sulit, serta membantu mengembangkan keterampilan berpikir kritis dan kemampuan untuk membantu teman ketika mereka sedang berdiskusi. Kreativitas guru PAI dalam pembelajaran: (1) kreativitas guru dalam menggunakan model, yaitu dengan menerapkan model pembelajaran yang berbeda dan sesuai; Penggunaan model yang berbeda seharusnya membuat proses pembelajaran lebih menarik dan meningkatkan kualitas pembelajaran. Selanjutnya, model harus disesuaikan dengan isi, situasi, minat dan kemampuan siswa. (2) guru kreatif dalam menggunakan model pembelajaran yang berbeda dan konsisten dalam materi pelajarannya; Guru juga mengembangkan model pembelajaran dengan mencari dan mengeksplorasi model pembelajaran yang berbeda dari yang sudah dibuat di sekolah. (3) kreativitas guru dalam menggunakan sumber belajar, yaitu guru memanfaatkan sumber belajar yang ada di dalam dan di luar kelas bahkan di luar sekolah Hasil belajar merupakan keahlian dan keterampilan yang diperoleh siswa melalui kegiatan belajar melalui pola perilaku, nilai, pemahaman, sikap, apresiasi, dan keterampilan.

Kata Kunci: model pembelajaran, kreativitas, pengajaran, guru PAI

PENDAHULUAN

Perkembangan Pendidikan dan Pembelajaran di abad 21 sekarang ini guru dituntut untuk meningkatkan kualitas dan kuantitas kompetensinya dalam melaksanakan pembelajaran. Guru diharapkan mampu menyesuaikan dirinya dengan tantangan digital dalam pembelajaran, dengan demikian sebagai guru diharapkan mampu memilih model, model, strategi, teknik dan menggunakan dalam pembelajaran. Selain itu, guru juga diharuskan mampu menguasai teknologi untuk diterapkannya dalam proses pembelajaran, sehingga kreativitas guru dan peserta didik dalam pembelajaran mengalami perubahan dan perbaikan demi meningkatkan kualitas Pendidikan dan pembelajaran pada satuan Pendidikan tersebut.

Pendidikan merupakan salah satu prioritas fundamental dalam pembangunan bangsa. Untuk ini Pasalnya, pemerintah Indonesia terus berupaya meningkatkan kualitas produknya pendidikan. Pemberdayaan pendidikan dapat dilakukan dengan banyak strategi, seperti mereformasi kurikulum sekolah atau sistem sekolah, atau keduanya, (Hanafi Pelu&Murni Mahmud, 2021).

Madrasah merupakan sistem pendidikan sekolah umum yang berciri khas Islam klasik yang awalnya mengadopsi aspek-aspek tertentu dari sistem sekolah Belanda. Itu diperkenalkan di awal 1900-an, (Holger Daun and Reza Arjmand, 2018). Kurikulum Madrasah diberikan 30 persen mata pelajaran agama dan 70 persen mata pelajaran umum oleh pemerintah. Madrasah dibagi menjadi tiga tingkatan: Madrasah Ibtidaiyah (SD), Madrasah Tsanawiyah (SMP) dan Madrasah Aliyah (SMA), (Ridwan&Hanafi Pelu, 2021). Pendidikan di Madrasah diharapkan menjadi Nasional Plus yang baik pendidikan umum berdasarkan kurikulum nasional ditambah pendidikan agama dirancang untuk menanamkan

pemahaman yang kuat tentang nilai-nilai agama dan moral berdasarkan prinsip-prinsip Islam. Visi ini menggemakan perdebatan apakah Madrasah harus lebih berkonsentrasi pada pendidikan agama sementara tetap miskin dalam pendidikan umum, atau mengembangkan pendidikan umum dengan biaya pendidikan agama yang buruk, (Z.. Rohmah&C. Bentley, 2007).

Belajar adalah kegiatan yang dilakukan guru untuk mengubah perilaku peserta didik menjadi lebih baik. Pembelajaran bertujuan untuk membantu peserta didik mengembangkan pengalaman yang beragam, baik secara kuantitas maupun kualitas, meliputi pengetahuan, keterampilan, nilai atau norma yang berfungsi sebagai pengontrol sikap dan perilaku peserta didik, (Abdurrafiq dan Hanafi Pelu, 2021).

Mengajar memang merupakan profesi yang kompleks; itu juga merupakan tantangan dimana guru harus memenuhi berbagai tuntutan sosial dan intelektual. Guru yang sukses tidak hanya bertanggung jawab untuk mentransfer pengetahuan, mereka harus mentransfernya efektif dan berhasil, dan untuk alasan itu saja, mereka harus mengatur ruang kelas, menerapkan pedagogi kelas yang efektif dan bekerja sama dengan keragaman peserta didik dan teman-temannya, (McCaughtry, N, Kulinna, PH, Cothran, D, Martin, J, and Faust, R., 2005). Terlepas dari peran penting guru di kelas, banyak Guru-guru Indonesia ditemukan kurang memiliki kompetensi mengajar, (Azzumardi Azra, 2002). Ini telah diamati oleh (C. Bjork, 2005), dan dianggap berasal dari tradisi panjang pengajaran yang berpusat pada guru dan pembelajaran hafalan di kelas bahasa Indonesia, (Teuku Zulfikar, 2009).

Pendidikan agama merupakan salah satu pendidikan terpenting dalam kehidupan manusia, khusus tentang ajaran islam. Demikian materi pendidikan agama islam tidak hanya menjadi pengetahuan, tetapi

juga dapat membentuk sikap dan kepribadian peserta didik. Sehingga mereka menjadi manusia yang beriman dan bertaqwa. Secara umum, kualitas pendidikan agama Islam belum memenuhi harapan. Karena ada beberapa indikasi seperti kemampuan membaca Al-Qur'an dan kemampuan beribadah masih kurang. Untuk mengatasi masalah tersebut, guru harus mampu meningkatkan kualitas pembelajaran agama Islam di sekolah. Sehingga akan berdampak pada meningkatkan kualitas pendidikan agama Islam di Indonesia. Salah satunya adalah memiliki kreativitas dalam program belajar mengajar. Yaitu dengan membuat yang baru dan suasana yang lebih menarik dalam setiap kegiatan pembelajaran di sekolah, (Heru Saiful Anwar&Mohammad Anggi Hidayat, 2019).

Guru akan memiliki referensi pembelajaran sesuai dengan kemampuan dirinya dan peserta didik yang akan menjadi subjek dan objek pembelajaran di kelas dan di luar kelas, semakin baik dan terinci. Perencanaan pembelajaran yang disiapkan oleh guru, akan menjadi lebih membantu dan memudahkan guru dalam mengimplementasikan proses pembelajaran. Dalam menyusun rencana pelajaran setiap mata pelajaran, Langkah-langkah yang harus diperhatikan oleh seorang guru adalah: 1) Mendeskripsikan atau menentukan kompetensi dasar; 2) Memilih bahan ajar; 3) Perencanaan kegiatan pembelajaran; 4) Pemilihan dan penggunaan model pembelajaran yang sesuai dengan perangkat pembelajaran dan 5) melakukan evaluasi.

Berdasarkan penjelasan di atas, maka rumusan masalah pada tulisan ini adalah; *apakah penggunaan model pembelajaran dapat meningkatkan kreativitas pengajaran guru PAI?* Tujuan tulisan ini untuk menjelaskan penggunaan model pembelajaran dapat meningkatkan kreativitas pengajaran guru PAI.

LANDASAN TEORI

Sebuah model pembelajaran menggambarkan mekanisme mental dan

fisik yang berkontribusi pada perolehan keterampilan dan pengetahuan baru, serta bagaimana mekanisme ini digunakan untuk memfasilitasi dan memfasilitasi pembelajaran.

Untuk mencapai tujuan pembelajaran, model pembelajaran merupakan elemen penting dalam kegiatan belajar mengajar.

Model pembelajaran digunakan oleh guru sebagai pedoman dalam merencanakan pembelajaran di kelas. Joyce & Weil dalam (Rusman, 2012), berpendapat bahwa model pembelajaran adalah rencana atau pola yang dapat digunakan untuk mengembangkan kurikulum (rencana pembelajaran jangka panjang), merancang materi pembelajaran, dan memandu pembelajaran di dalam dan di luar kelas.

Menurut (Bruce Joyce and Marsha Wei, 2003), The essential task of this realization of Models of Teaching, as, indeed, of all earlier editions, is to describe a rich variety of approaches to teaching—in sufficient detail and with a sufficient illustration of their uses and purposes in real learning situations as to make each model an active, or at least potentially active, part of a teacher's repertoire. No teacher, prospective, neophyte, or veteran, could examine these models without a renewed sense of the multiplicity of educational purposes, the range and diversity of useful teaching behaviors, or the intellectual zest inherent in the craft. Yang artinya bahwa; Tugas penting dari realisasi Model Pengajaran ini, seperti, memang, dari semua edisi sebelumnya, adalah untuk menggambarkan berbagai macam pendekatan untuk mengajar—dengan cukup detail dan dengan ilustrasi yang memadai tentang penggunaan dan tujuannya dalam situasi pembelajaran nyata untuk membuat setiap model aktif, atau setidaknya berpotensi aktif, bagian dari repertoar guru. Tidak ada guru, calon, orang baru, atau veteran, yang dapat memeriksa model-model ini tanpa pemahaman baru tentang keragaman tujuan pendidikan, jangkauan,

dan keragaman manfaat perilaku mengajar, atau semangat intelektual yang melekat dalam kerajinan.

Sedangkan menurut Adi dalam (Suprihatiningrum, 2013), memberikan definisi Model pembelajaran adalah kerangka konseptual yang menggambarkan prosedur pengorganisasian pengalaman belajar untuk mencapai tujuan akademik. Model pembelajaran membimbing guru dalam penciptaan dan pelaksanaan kegiatan pembelajaran.

Kreativitas belajar merupakan kemampuan untuk menemukan cara-cara bagi pemecahan permasalahan yang dihadapi peserta didik dalam situasi belajar yang didasarkan pada tingkah laku peserta didik guna menghadapi perubahan-perubahan yang tidak dapat dihindari dalam perkembangan proses belajar peserta didik.

Menurut (Utami Mundandar, 2012), Kreativitas didefinisikan sebagai kapasitas untuk menciptakan sesuatu yang baru, yang dapat memberikan ide-ide baru yang dapat diterapkan dalam pemecahan masalah, atau untuk melihat hubungan baru antara unsur-unsur yang sudah ada sebelumnya.

Sedangkan menurut (Slameto, 2010), Kreativitas seseorang dapat dilihat dari kreativitas atau aktivitas karyawannya; yang penting dalam kreativitas bukanlah penemuan sesuatu yang belum pernah diketahui sebelumnya, tetapi bahwa produk kreativitas adalah sesuatu yang baru bagi diri sendiri dan tidak harus menjadi sesuatu yang baru bagi orang lain atau dunia pada umumnya.

Selain itu, Menurut Gallagher dalam (Yeni Rachmawati dan Euis Kurniati, 2005), mengatakan bahwa "Creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and product, in fashion that is novel to him or her "(kreativitas merupakan suatu proses mental yang dilakukan individu berupa gagasan ataupun produk baru, atau mengkombinasikan antara keduanya yang pada akhirnya melekat pada dirinya).

Pengajaran adalah proses belajar atau belajar, sebuah kelas dapat dilakukan oleh seorang dosen, guru atau ustadz yang mengajar atau memberikan ilmu kepada peserta didik yang belajar. Akibatnya, peserta didik menjadi cerdas dan berpengetahuan.

Sedangkan Pembelajaran adalah usaha sadar guru untuk membantu peserta didik atau anak didik, agar mereka dapat belajar sesuai dengan kebutuhan dan minatnya. Sementara pengajaran adalah kegiatan yang dilakukan guru dalam menyampaikan pengetahuan kepada peserta didik. Pengajaran juga diartikan sebagai interaksi belajar dan mengajar.

Pendidikan merupakan gabungan dari dua kegiatan yaitu kegiatan mengajar dan kegiatan belajar. Kegiatan pendidikan meliputi peran guru dalam konteks berusaha menciptakan jaringan komunikasi yang harmonis antara proses belajar mengajar. Jaringan komunikasi yang harmonis ini menunjukkan keberhasilan kegiatan dan proses pendidikan. Jika pendidik mampu mengubah diri peserta didik dalam arti yang seluas-luasnya serta menumbuhkan dan mengembangkan kesadaran belajar peserta didik, maka pembelajaran akan berhasil dan berhasil. Manfaat yang secara langsung berkontribusi pada pertumbuhan pribadi, (Daryono, 2016).

Dengan demikian pengajaran merupakan suatu peristiwa yang terjadi antara dua kreativitas yang berbeda antara pihak guru dengan pihak peserta didik. Aktivitas guru ialah mengajar yang berperan mengupayakan jalinan komunikasi atau interaksi yang harmonis antara kegiatan belajar yang dilakukan oleh peserta didik.

Guru merupakan seseorang memiliki kemampuan dan keahlian dengan latar belakang pendidikan sebagai pendidik yang profesional dengan tugas utamanya menyampaikan pesan-pesan moral dan kebaikan dengan tugasnya untuk mendidik, mengajar, membimbing, mengarahkan,

melatih, menilai, dan mengevaluasi peserta didik.

Pendidikan Agama Islam (PAI) memiliki cakupan yang sangat luas, antara lain materi yang berkaitan dengan materi normatif (Al Quran), materi yang berkaitan dengan iman atau keyakinan akan adanya Tuhan (aqidah). Tentang norma kehidupan manusia (Syariah/Fiqh), tentang sikap dan perilaku antar manusia (ahlaq), tentang memahami realitas masa lalu (tarikh). Guru PAI adalah pendidik profesional yang misinya membantu peserta didik dan masyarakat memahami materi agama Islam dan menjalankan perintah Allah. Guru PAI harus memainkan dua peran: pendidik dan guru di sekolah, dan membekali peserta didik dengan pemahaman materi agama Islam sehingga mereka dan masyarakat dapat memiliki perspektif dan pemahaman yang benar tentang agama yang baik dan benar dengan memiliki sikap dan tindakan yang benar, santun, damai, dan tanpa kekerasan, sehingga kehidupan dapat harmonis, (Jamil Suprihatiningrum, 2013).

Perbedaan utama antara guru PAI dan guru non-PAI terletak pada keterampilan sosial dan pendidikan mereka. Guru PAI memiliki keterampilan interpersonal yang lebih luas daripada guru non-PAI, dan guru PAI harus mampu mengajar tidak hanya peserta didik tetapi juga masyarakat di luar sekolah. Dengan kata lain, seorang guru PAI yang profesional secara otomatis dapat memenuhi standar profesional seorang guru, tetapi seorang guru yang profesional tidak selalu memenuhi standar seorang guru Islam yang profesional. Guru PAI profesional dinilai lebih tinggi dari guru non-PAI. Idealisme ini tidak cukup pada tataran normatif. Itu harus diterjemahkan ke dalam realitas kehidupan social, (Jamal Ma'mur Asmani, 2012).

Guru PAI profesional setidaknya memiliki tiga tanggung jawab. Misi Islam. Islam dapat ditunjukkan dan dipahami oleh siapa saja di planet ini. misi pendidikan. Anda dapat melakukan proses pembelajaran

yang ideal. misi pendidikan. Anda dapat membimbing dan membina etika dan karakter peserta didik Anda di dalam dan di luar sekolah. Profil seorang guru dapat dijadikan contoh bagi peserta didik dan masyarakat dan merupakan faktor kunci keberhasilan misi pendidikan seorang guru, (M. Saekan Muchith, 2016).

Oleh karena itu, sebagai seorang guru Pendidikan Agama Islam harus memiliki kompetensi dan moral serta akhlaq yang baik sebagai contoh tauladan baik kepada peserta didik pada satuan Pendidikan maupun dimasyarakat dimana guru tersebut tinggal.

MODEL PENELITIAN

Model penelitian adalah cara untuk mendapat data dan informasi. Menurut (John Creswell, 2016), model adalah sebuah prosedur dari langkah-langkah yang digunakan untuk mengumpulkan dan menganalisis informasi untuk meningkatkan pemahaman tentang suatu topik atau isu. Model yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Sutrisno Hadi, 2009), mengungkapkan penelitian kualitatif ialah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Menurut (John Leksi Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tertentu antara suatu gejala dan gejala lainnya dalam masyarakat.

PEMBAHASAN

Berdasarkan hasil penelitian yang dilakukan oleh penulis, maka penulis

menemukan permasalahan, sebagai berikut; Selain mata pelajaran Pendidikan Agama Islam, Karena sekolah kami mengadakan kegiatan pendampingan, kami berharap pemahaman anak-anak tentang Islam semakin dalam. Sholat dhuha dijadwalkan setiap minggu. Guru harus terlebih dahulu membaca bersama doa, surah pendek, dan bacaan doa sebelum mengajar anak-anak sehingga mereka dapat secara otomatis menghafalnya ketika diulang setiap hari. Sekolah kami bertanggung jawab untuk membaca dan menulis Al-Qur'an. Setiap hari siswa berusaha pulang bersama gurunya sepulang sekolah, namun kami juga merekrut guru dari alumni dan sekitarnya.

Berdasarkan hasil wawancara peneliti dengan Guru PAI tentang mengenai kreativitas guru PAI dalam menggunakan model pembelajaran, beliau mengungkapkan bahwa saya menggunakan model pembelajaran yang berbeda selama pembelajaran PAI. Diantaranya model ceramah, demonstrasi, diskusi, hafalan, uswatun hasanah, ekskursi, targieb tarhieib, dan tanya jawab terkait materi yang saya adaptasi. Pada waktu itu. Sebelum memberikan materi, pilih model yang akan digunakan dalam pelatihan nanti. Selain menggunakan beberapa model di dalam kelas, saya mencoba membuat pembelajaran PAI semenarik mungkin. Misalnya, menyediakan konten pengajaran dalam kondisi dan situasi yang nyaman sehingga siswa tidak menjadi gugup atau bosan saat mengajar.

Hasil wawancara peneliti dengan Guru PAI tentang penggunaan sumber belajar, Saya menyesuaikan dengan kebutuhan siswa saya. Karena siswa membutuhkan proses pembelajaran yang serius, tidak membosankan, dan menyenangkan, dimana mereka dapat menyerap apa yang saya sampaikan. Kecuali Al-Qur'an dan buku perpustakaan. Siswa juga biasanya berselancar di internet mencari contoh masalah yang ada. Alam semesta

juga berfungsi sebagai sumber belajar. Bervariasi berdasarkan bahan.

Selain itu juga, peneliti melakukan wawancara dengan peserta didik untuk mendapatkan informasi tentang penggunaan sumber belajar, Guru-guru kami menggunakan sumber belajar, biasanya buku pelajaran, Alquran untuk mengajar, belajar di perpustakaan, berdoa di mushola biasa, dan belajar di luar kelas dan taman. Kadang-kadang saya diberi tugas untuk berselancar di Internet, tetapi saya biasanya melakukannya di rumah.

Salah satu faktor yang mempengaruhi peningkatan kualitas pembelajaran adalah model pembelajaran. Model pembelajaran adalah cara menyampaikan materi kepada siswa. Karena model pembelajaran sangat penting dalam proses belajar mengajar, maka guru perlu kreatif dalam penggunaan dan penerapannya.

Proses pembelajaran seorang guru terasa kurang lengkap jika guru tersebut tidak menggunakan model pembelajaran. Model pembelajaran membantu siswa belajar lebih mudah dan memahami apa yang diajarkan. Pelajaran yang mereka pelajari sangat penting untuk proses pembelajaran.

Misalnya materi tentang Keimanan kepada Allah dijadikan sebagai model pembelajaran kemudian sebagai model ceramah. Misalnya, jika materinya berkaitan dengan Al-Qur'an, model yang digunakan adalah demonstrasi siswa membaca ayat Al-Qur'an satu per satu. Selain itu, penggunaan model pembelajaran dalam memberikan materi muamara dan akhlak memudahkan siswa dalam menghafal ayat-ayat Al-Qur'an ketika menghafalnya. Selain itu juga menggunakan model Uswatun Hasanah dengan memberikan contoh yang baik kepada siswa., (Hisyam Zini, 2008).

Model pembelajaran membantu siswa menguasai keterampilan tertentu. Oleh karena itu, model pembelajaran dapat dimaknai sedemikian rupa sehingga rencana-rencana yang telah disusun diterjemahkan ke

dalam kegiatan-kegiatan yang sebenarnya guna mencapai tujuan yang telah disusun secara optimal. Model pembelajaran Dalam merancang kegiatan pembelajaran ini, guru perlu memahami karakteristik siswa, tujuan pembelajarannya, tujuan atau kompetensi yang harus dikuasainya, materi yang akan disajikan, dan metode pembelajarannya. Digunakan untuk mempermudah penyajian materi pengemasan dan pengemasan jenis penilaian terpilih dan cara penggunaan untuk mengukur pencapaian tujuan pembelajaran atau kompetensi siswa, (Aziz Wahab, 2008).

Menurut (M. Vera, 2019), model pembelajaran merupakan suatu rencana atau pola yang digunakan sebagai pedoman untuk merencanakan pembelajaran di kelas atau pembelajaran tutorial. Model pembelajaran mengacu pada pendekatan pembelajaran yang digunakan, seperti tujuan pembelajaran, tahapan kegiatan pembelajaran, lingkungan pembelajaran, dan pengelolaan mata kuliah.

Kreativitas seorang guru dalam menggunakan model adalah dengan memvariasikan penggunaan model pembelajaran. Ini berarti menggunakan beberapa model untuk mengajar, atau menyelaraskan satu model dengan yang lain. Dengan menggunakan model yang berbeda, kami membuat proses pembelajaran lebih menarik dan menyenangkan sehingga siswa tidak bosan di kelas. Selain itu, model harus disesuaikan dengan materi dan karakteristik siswa. Tujuannya adalah untuk membantu siswa lebih memahami materi yang disajikan oleh guru dan membantu mereka mencapai tujuan pembelajarannya, (A. Mustika Abidin, 2017).

Salah satu keterampilan mengajar yang memainkan peran yang sangat penting dalam pembelajaran adalah mempertahankan variasi. Variasi pembelajaran adalah perubahan alur kegiatan yang dimaksudkan untuk meningkatkan keterlibatan siswa dan mengurangi kebosanan atau kebosanan. Salah satu variasi kegiatan pembelajaran

adalah dengan menggunakan model pembelajaran, (Suciati, 2018).

Untuk mencapai pembelajaran yang optimal, guru membutuhkan kemampuan dan kemauan untuk menggali berbagai sumber belajar yang dibutuhkan, bukan hanya mengandalkan apa yang tersedia di kelas. Guru perlu belajar dari berbagai sumber belajar seperti majalah, koran, dan internet, serta menggunakan sumber belajar yang ada di sekolah. Pemanfaatan sumber belajar dalam pembelajaran sangat penting, selain untuk melengkapi, memelihara dan meningkatkan khasanah pembelajaran, sumber belajar juga dapat meningkatkan aktivitas dan kreativitas siswa yang sangat penting baik bagi guru maupun siswa, (Aunurrahman, 2011).

Sumber belajar yang digunakan guru PAI tidak hanya di dalam kelas, tetapi juga di taman bermain. Mengembangkan sumber belajar sangat penting dalam pembelajaran untuk membantu siswa memahami materi dan menjaga mereka agar tidak bosan dalam kelas, (Tohirin, 2005).

Kreativitas seorang guru dalam menggunakan sumber belajar adalah dengan memvariasikan penggunaan sumber belajar. Sumber belajar digunakan tidak hanya di dalam kelas, tetapi juga di luar kelas bahkan di luar sekolah. Hal ini memungkinkan siswa untuk memahami materi dengan baik dan jelas serta memperluas pengetahuannya. Agar pembelajaran selalu up to date dan dapat mengikuti perkembangan masyarakat sekitar, (Sunarto, 2018).

Kualitas pembelajaran merupakan kemampuan yang diperoleh anak melalui kegiatan belajar. Belajar itu sendiri adalah proses yang berusaha untuk mencapai beberapa bentuk perubahan perilaku yang relatif permanen. Hal ini dapat ditentukan dengan penilaian untuk mengetahui apakah hasil belajar yang dicapai sesuai dengan tujuan yang diinginkan. Penilaian memungkinkan Anda untuk mengukur tingkat pengetahuan siswa. Kemajuan hasil belajar seorang siswa diukur dari sikap dan

keterampilannya, bukan dari tingkat penguasaan materinya. Oleh karena itu, hasil belajar siswa mencakup semua yang mereka pelajari di sekolah, termasuk pengetahuan mata pelajaran, sikap, dan keterampilan, (Moh. Uzer Usman, 2009).

Hasil belajar merupakan hasil yang telah diperoleh oleh peserta didik pada satuan Pendidikan tertentu yang menunjukkan kemampuan yang sebenarnya dari seorang siswa untuk melalui proses penyampaian pengetahuan dari orang yang disebut orang dewasa atau orang yang berpengetahuan. Jadi, hasil belajar memberi tahu kita seberapa baik seorang siswa memahami, memahami, dan memahami topik tertentu., (E. Mulyasa, 2012).

Kreativitas guru PAI untuk meningkatkan kualitas pembelajaran. Meningkatkan pembelajaran dengan melakukan diskusi kelompok, melibatkan siswa, melatih siswa, dan memanfaatkan sumber belajar yang ada di sekolah. Selain itu, guru harus kreatif dalam kegiatan pembelajarannya. Kreativitas seorang guru dalam pembelajaran sangat berpengaruh terhadap pemahaman siswa. Semakin kreatif guru dalam pembelajarannya, semakin mudah siswa memahaminya. Agar siswa memahami pelajaran pendidikan agama Islam yang dijelaskan oleh guru, kreativitas guru harus digunakan untuk merancang pembelajaran agar hasil belajar siswa baik, (N, L. Waty, 2018).

PENUTUP

Penggunaan model pembelajaran sangat efektif dalam meningkatkan kualitas hasil belajar. Siswa lebih dari sekedar pendengar, tetapi membantu siswa menemukan dan memahami konsep-konsep yang sulit, dan membantu mengembangkan keterampilan berpikir kritis dan kemampuan untuk membantu teman ketika mereka sedang berdiskusi. Peningkatan pemahaman dan hasil belajar siswa melalui model pembelajaran dapat dilihat pada aktivitas guru dalam pengelolaan pembelajaran,

aktivitas siswa dalam kegiatan belajar mengajar, dan peningkatan hasil belajar siswa.

Kreativitas guru PAI dalam pembelajaran: (1) kreativitas guru dalam menggunakan model, yaitu dengan menerapkan model pembelajaran yang berbeda dan sesuai; Penggunaan model yang berbeda seharusnya membuat proses pembelajaran lebih menarik dan meningkatkan kualitas pembelajaran. Selanjutnya, model harus disesuaikan dengan isi, situasi, minat dan kemampuan siswa. (2) guru kreatif dalam menggunakan model pembelajaran yang berbeda dan konsisten dalam materi pelajarannya; Guru juga mengembangkan model pembelajaran dengan mencari dan mengeksplorasi model pembelajaran yang berbeda dari yang sudah dibuat di sekolah. (3) kreativitas guru dalam menggunakan sumber belajar, yaitu guru memanfaatkan sumber belajar yang ada di dalam dan di luar kelas bahkan di luar sekolah.

Hasil belajar merupakan keahlian dan keterampilan yang diperoleh siswa melalui kegiatan belajar. Dalam arti lain, hasil belajar adalah pola perilaku, nilai, pemahaman, sikap, apresiasi, dan keterampilan.

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THE INTERPLAY OF COMPENSATION STRATEGIES AND STUDENTS' READING COMPREHENSION OF LANGUAGE LEARNERS

Ibrahim Manda, Andi Sadapotto, Muhammad Hanafi, Buhari, Lababa, Usman M, Elfany Dwi Purwika

Lecturer and Student of English Department, Teacher Training and Education Faculty of Universitas Muhammadiyah Sidenreng Rappang, Indonesia.

Corresponding Email: ibrahimmanda@gmail.com

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Abstract

Language learning strategies are offered and employed as boosting and facilitating factors. Having its benefits, language learning strategies appear to be effective terms of different language skills. Reading comprehension is one of the important skills and language learning strategies have some facilities in this skill too. There are some strategies that appropriate for reading comprehension and most of them have purpose to make the reading process more effective and time-efficient. One of the strategy is compensation strategy that help reader comprehend their reading faster by guessing intelligently using linguistic and non-linguistic clues. So, this study is conduct to measure the degree of the correlation between compensation strategies and students' reading comprehension. The research design applied in this research is quantitative and the approach of this research is correlation quantitative research. The sample of this research is the third year students of Nusantara PGRI University Kediri that consisting 24 students. To get the data, the researcher used two instruments. They are questionnaire and reading test. Based on the result of this research, the mean score of students' questionnaire is 40,125. The score is in the average of often using compensation strategy. It means that the students in Nusantara PGRI University Kediri often used compensation strategies. Besides, the result also shows that the students' reading comprehension in Nusantara PGRI University is good enough. It was proved by the mean score of the reading test is 77. Then, the data is computed by using Pearson Product Moment Formula. The result shown that the score of r_{xy} is higher than r_{xy} -table in significant 1% and 5%. In other words, there is any significant correlation between students' compensation strategy and students' reading comprehension. According to the result of this research, it can be concluded that the better compensation strategies applied by the students so the better reading comprehension achieve. From that statement, the researcher suggests the students to apply the compensation strategies to increase their English skill, especially reading. The writer also suggests the teacher to help the students in applying compensation strategies by giving them a game to teach them about how to guess the meaning of a new word from prefixes, suffixes and the other clues of compensation strategies.

Keywords: Correlation, Compensation Strategies and Reading Comprehension

Abstrak

Strategi pembelajaran bahasa ditawarkan dan digunakan sebagai faktor pendorong dan fasilitasi. Karena manfaatnya, strategi pembelajaran bahasa tampaknya merupakan istilah yang efektif untuk keterampilan bahasa yang berbeda. Pemahaman membaca adalah salah satu keterampilan penting dan strategi pembelajaran bahasa memiliki beberapa fasilitas dalam keterampilan ini juga. Ada beberapa strategi yang tepat untuk pemahaman bacaan dan sebagian besar bertujuan untuk membuat proses membaca lebih efektif dan efisien waktu. Salah satu strateginya adalah strategi kompensasi yang membantu pembaca memahami bacaannya lebih cepat dengan menebak secara cerdas menggunakan petunjuk linguistik dan non-linguistik. Jadi, penelitian ini dilakukan untuk mengukur tingkat korelasi antara strategi kompensasi dan pemahaman membaca siswa. Desain penelitian yang digunakan dalam penelitian ini adalah kuantitatif dan pendekatan penelitian ini adalah

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penelitian kuantitatif korelasional. Sampel penelitian ini adalah mahasiswa tahun ketiga Universitas PGRI Nusantara Kediri yang berjumlah 24 mahasiswa. Untuk mendapatkan data, peneliti menggunakan dua instrumen. Yaitu angket dan tes membaca. Berdasarkan hasil penelitian, rata-rata skor angket siswa adalah 40,125. Skor tersebut rata-rata sering menggunakan strategi kompensasi. Artinya mahasiswa Universitas PGRI Nusantara Kediri sering menggunakan strategi kompensasi. Selain itu, hasil tersebut juga menunjukkan bahwa pemahaman membaca mahasiswa di Universitas PGRI Nusantara sudah cukup baik. Hal ini dibuktikan dengan nilai rata-rata tes membaca adalah 77. Kemudian data tersebut dihitung dengan menggunakan Rumus Pearson Product Moment. Hasil penelitian menunjukkan bahwa nilai r_{xy} lebih tinggi dari r_{xy} -tabel pada signifikansi 1% dan 5%. Dengan kata lain, ada hubungan yang signifikan antara strategi kompensasi siswa dan pemahaman membaca siswa. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa semakin baik strategi kompensasi yang diterapkan oleh siswa maka semakin baik pula pencapaian pemahaman bacaan. Dari pernyataan tersebut, peneliti menyarankan siswa untuk menerapkan strategi kompensasi untuk meningkatkan kemampuan bahasa Inggris mereka, terutama membaca. Penulis juga menyarankan guru untuk membantu siswa dalam menerapkan strategi kompensasi dengan memberi mereka permainan untuk mengajari mereka tentang bagaimana menebak arti kata baru dari awalan, akhiran dan petunjuk lain dari strategi kompensasi.

Kata Kunci: Korelasi, Strategi Kompensasi dan Pemahaman Membaca

INTRODUCTION

Reading is as one of the most important skills that have to be mastered by second language learners, especially English learners. There are so many purposes why people read a passage, a text, a book, and etc. For example, students read a history book and the children read a fairytale. They are reading, but their purpose is not the same. The students read history book to get information or knowledge (education purposes) and the children read comics for getting pleasure. In short, both of them are reading but they have different purposes. Reading has a big correlation with text. In line with that statement, Fuenzalida (2011: 4) argues that reading implies interaction between readers and texts, a degree of knowledge of the world and determined topics, some knowledge of the target language and also the interpretation of the writer's message which can vary from reader to reader. All statements above make reading, especially reading a text in foreign language, is undoubtedly a difficult subject for second language learners. Learners must have learning strategies to comprehend what they read. It can be said that learning strategies are important for the students to make their learning easier, faster, more enjoyable, and more effective. Learning strategies are the step taken by students to enhance their own learning. Furthermore, Oxford (1990 : 14) also divides learning strategies such as: Strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective,

and social under the indirect class). Compensation strategy, seems appropriate to apply in reading because it is important for the students to increase their skill in guessing about the theme of an article and comprehending the reading activity better. It is concluded that using language learning strategies could be of a contributing effect for enhancing reading comprehension skill. In fact, most of the students in universities do not realize about the importance and the role of compensation strategy, especially in reading. It is supported by Ismail Yaman (2013) who states that "It is an undeniable fact that it is not so Artikel Skripsi Universitas Nusantara PGRI Kediri Elfany Dwi Purwika | 11.1.01.08.0063 FKIP – Pendidikan Bahasa Inggris simki.unpkediri.ac.id || 6|| simple and smooth to ensure the integration of language learning strategies in English classes where traditional understandings are rather hard to break. Some of the preceding problems posing difficulty in this regard are the unwillingness of the students accustomed to the dominance of teacher-talk, hardness to break the classical habits of both teachers and learners, limited time and so on." From the statements above, the writer conducts a study to prove the correlation between compensation strategy and reading comprehension of students, entitled "The Correlation Between Compensation Strategies and Students' Reading Comprehension of the Third Year University Students of Nusantara PGRI Kediri Academic Year 2014/2015" II. METHOD In this research, the writer used the quantitative research. The technique that used correlation descriptive quantitative research. In

this study, the writer conducted the research at Nusantara PGRI University that is located on K.H. Achmad Dahlan street no. 76 Mojoroto, Kediri. The population was the third year students of English Department in Nusantara University. The population was 158 students, the sample was 24 students. The instrument which was used in this research is a reading comprehension test and questionnaire about compensation strategies to measure the correlation between compensation strategies and the students' reading comprehension. To know the correlation between two variables, students' compensation strategies and students' reading comprehension, the researcher used Pearson Product Moment Formula.

METHOD

In this research, the writer used the quantitative research. The technique that used correlation descriptive quantitative research. In this study, the writer conducted the research at Nusantara PGRI University that is located on K.H. Achmad Dahlan street no. 76 Mojoroto, Kediri.

The population was the third year students of than r_x – table in significant 1 % and 5 %.

The Comparison between r_x and r_x – Table

r_x	r_x - Tabel signifika nt 1 %	r_x - Ta bel signific ant 5 %	H a	H o
0,5228	0,404	0,515	Accepted	Rejected

It can be concluded that the strategies, compensation strategies can help reader comprehend text efficiently. The result above is also supported by Ismail Yaman who conducted a research about teaching cognitive and compensation strategies for reading

comprehension. It was experiment quantitive research in the Ondokus Mayis University. This study is aimed to find out whether teaching cognitive and compensation strategies for reading comprehension skill makes a statically significant.

RESULT & DISCUSSION

The data analysis showed the score of the students' reading comprehension. The mean of the students' reading comprehension was 77. As a result, the reading comprehension of the third grade students at University of Nusantara PGRI Kediri was good enough. Also from the data analysis it can be co ncluded that there is any significant correlation between students' compensation strategy and students' reading comprehension. It can be seen from the result of the data where the score r_x is higher.

Difference in the students' reading performance. The result indicates a statically significant progress between pre-test and post-test. It shows that using language learning strategies could be of contributing effect for enhancing reading comprehension skill. According to the discussion above, it can be concluded that the using of compensation strategy help the students' reading comprehension.

CONCLUSION

Reading is as one of the most important skills that have to be mastered by second language learners, especially English learners. There are so many purposes why people read a passage, a text, a book, and etc. For example, students read a history book and the children read a fairytale.

The data analysis showed the score of the students' reading comprehension. The mean of the students' reading comprehension was 77. As a result, the reading comprehension of the third grade students at University of Nusantara PGRI Kediri was good enough. Also from the data analysis it can be co ncluded that there is any significant correlation between students' compensation strategy and students' reading comprehension. It can be seen from the result of the data where the score r_x is higher.

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**PELAKSANAAN SUPERVISI AKADEMIK PADA PROSES PEMBELAJARAN
DALAM JARINGAN (DARING) DI MASA PANDEMI COVID-19**

*(Implementation of Academic Supervision of Online Learning Processes During The
Covid-19 Pandemic)*

Hadana Oper

Kepala MAN Seram Bagian Barat, Maluku

Corresponding Email: hadanaoper@gmail.com

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Abstract

This study aims to determine the mechanism for implementing academic supervision in the online learning process during the Covid-19 period. The problem statement in this study is, how is the mechanism of implementing academic supervision in Madrasah during the Corona Virus Disease (Covid-19) pandemic by learning online in the odd semester of the 2020/2021 school year? The method of this study is action research, where the researcher is the headmaster of that Madrasah. The results of the research is, the learning process carried out during the Covid-19 pandemic by online teachers where the teacher teaches at the madrasah while the students learn. From home by using an Android phone or laptop that is connected to the network. Changes in the learning system during the Covid-19 period also changed the supervision system as was done by the head of MAN Seram Bagian Barat, namely by teaching teachers online using a laptop connected to focus, then the headmaster of the Madrasah (as writer) observing the learning process as well as providing an assessment with using an instrument that has been applied. This kind of supervision mechanism during the Covid-19 pandemic was very effective because even though during the Covid-19 pandemic and the learning program was different from the normal period, the supervision program that had been launched by the Madrasah principal and the learning process is running well.

Keywords: academic supervision, learning, networking, covid-19

Abstrak

Penelitian ini bertujuan untuk mengetahui mekanisme pelaksanaan supervise akademik pada proses pembelajaran daring di masa covid-19. Sedangkan rumusan masalah pada penelitian ini adalah, bagaimanakah mekanisme pelaksanaan supervisi akademik yang dilakukan oleh kepala madrasah pada masa pandemi Corona Virus Desease (Covid-19) dengan pembelajaran secara daring pada semester ganjil tahun pelajaran 2020/2021. Pada penelitian ini adalah penelitian Tindakan Sekolah/Madrasah, dimana peneliti merupakan Kepala Madrasah, sedangkan hasil yang didapat pada Penelitian Tindakan Sekolah/Madrasah ini adalah, proses pembelajaran yang dilakukan dimasa pandemi covid-19 oleh guru secara daring dimana guru mengajar di madrasah sedangkan siswa belajar dari rumah masing-masing dengan menggunakan Handphon Android atau Laptop yang terkoneksi dengan jaringan internet. Perubahan sistim pembelajaran di masa covid-19 ini juga mengubah sistem supervise seperti yang dilakukan oleh kepala MAN Seram Bagian Barat yaitu dengan cara guru mengajar secara daring dengan menggunakan Laptop yang terkoneksi dengan infocus kemudian kepala madrasah (penulis) mengamati proses pembelajaran tersebut sekaligus memberikan penilaian dengan menggunakan instrument yang sudah disiapkan. Mekanisme supervise semacam ini di masa pandemi covid-19 sangat efektif karena walaupun dimasa pandemic covid-19 dan program pembelajaran berbeda dengan masa normal namun program supervise yang sudah dicanangkan oleh kepala madrasah tetap berjalan dengan lancar.

Kata Kunci: supervisi akademik, pembelajaran, daring covid-19

PENDAHULUAN

Peluang dan tantangan pengembangan pendidikan pada masa kini dan masa yang akan datang semakin kompleks. Hal ini ditandai dengan adanya kemajuan ilmu pengetahuan dan teknologi yang selalu membawa perubahan dari semua sektor kehidupan termasuk dalam dunia pendidikan. Untuk menjawab berbagai tantangan tersebut guru sebagai garda terdepan hendaknya selalu meningkatkan kompetensinya terutama dalam penguasaan teknologi karena proses pembelajaran saat ini dan kedepannya sudah berbasis teknologi. Hal ini sejalan dengan pandangan Kunandar bahwa profesionalisme seorang guru dituntut agar terus berkembang sesuai dengan perkembangan ilmu pengetahuan, teknologi dan kebutuhan masyarakat termasuk kebutuhan terhadap sumber daya manusia yang berkualitas dan memiliki kapasitas agar mampu bersaing baik dalam forum regional, nasional maupun internasional.

Guru memiliki peranan yang sangat mendasar dalam mengembangkan potensi dan mengantarkan anak didiknya agar beriman dan bertaqwa kepada Allah, berakhlak mulia, cerdas, terampil, kreatif, inovatif, mandiri dan bertanggung jawab melalui proses pembelajaran yang berkualitas. Untuk menunjang tugas-tugas guru dalam proses pembelajaran maka kepala madrasah selaku manager mempunyai fungsi melaksanakan supervisi sehingga kemampuan guru meningkat dalam membimbing pertumbuhan murid-muridnya, (Permadi, Dadi H. dan H. Daeng Arifin, 2013).

Kepala madrasah dan guru harus selalu sinergi dalam membaca kondisi yang terjadi di masyarakat sehingga setiap perubahan yang terjadi di lingkungannya dapat segera dipahami dan selanjutnya menjadikan kondisi tersebut sebagai bagian yang integral dari proses pendidikan dan pembelajaran. Pernyataan ini sejalan dengan

kondisi saat ini yakni mewabahnya Corona Virus Disease (Covid-19) yang masih menghantui kehidupan masyarakat baik di kota maupun di desa, (Kompri, 2017).

Mencermati perkembangan penyebaran Covid-19 baik melalui media cetak maupun media elektronik sampai dengan tulisan ini di tulis belum ada tanda-tanda akan menghilang dari bumi Nusantara ini termasuk di Kabupaten Seram Bagian Barat. Dengan adanya Covid-19 ini proses pembelajaran di MAN Seram Bagian Barat masih dilaksanakan secara daring dengan menggunakan Handphone Android (HP) dan Laptop serta pembelajaran luar jaringan (luring) bagi siswa yang tidak memiliki Handphon Android (HP) dan Laptop.

Untuk meningkatkan kualitas proses pembelajaran daring pada masa Covid-19, maka kepala madrasah perlu melaksanakan supervisi akademik namun pelaksanaannya berbeda dengan masa normal. Dalam supevisi akademik inilah kepala madrasah selaku supervisor dapat memberikan bimbingan dan masukan kepada guru-guru agar mengajar dengan baik sesuai dengan rambu-rambu dalam proses pembelajaran yang sudah tertuang dalam Rencana Pelaksanaan Pembelajaran (RPP) serta protocol kesehatan Covid-19 seperti cuci tangan pakai sabun dengan air mengalir, pakai masker, jaga jarak dan tetap di rumah saja, (E. Mulyasa, 2015).

Berdasarkan penjelasan pada latar belakang yang dikemukakan di atas, maka rumusan masalah dalam Penelitian Tindakan Sekolah (PTS) ini adalah: *Bagaimanakah mekanisme pelaksanaan supervisi akademik yang dilakukan oleh kepala madrasah pada masa pandemi Corona Virus Disease (Covid-19) dengan pembelajaran secara daring pada semester ganjil tahun pelajaran 2020/2021?* Berdasrkan rumusan masalah di atas, maka tujuan dari Penelitian Tindakan Sekolah (PTS) ini adalah untuk mengetahui bagaimanakah mekanisme pelaksanaan supervisi akademik yang

dilakukan oleh kepala madrasah pada masa pandemi Corona Virus Desease (Covid-19) dengan pembelajaran secara daring pada semester ganjil tahun pelajaran 2020/2021.

LANDASAN TEORI

Pembelajaran di Masa Pandemi Covid-19

Proses pembelajaran adalah suatu proses yang diselenggarakan secara sadar dan terarah untuk membimbing dan mengarahkan anak didik agar memiliki pengetahuan, sikap dan keterampilan yang memadai sehingga kelak mereka dapat berguna bagi agama, nusa dan bangsa. Proses pembelajaran mengikuti setiap perubahan yang terjadi dalam kehidupan masyarakat. Hal ini diperlukan agar ada sinkronisasi atau kesesuaian skenario pembelajaran dan kondisi yang sedang terjadi di lingkungan masyarakat. Dengan demikian guru harus selalu membaca kondisi yang ada disekitarnya karena dalam kehidupan ini sangatlah dinamis yaitu setiap saat selalu terjadi perubahan dan hal tersebut juga turut mempengaruhi pendidikan dan pembelajaran. Dengan adanya perubahan di masyarakat tersebut setiap guru harus selalu siap untuk menghadapinya sekaligus memberikan respon sebagaimana layaknya baik untuk dirinya sendiri terlebih lagi untuk kemajuan pembelajaran anak didiknya, (Trianto Ibnu Badar dan Al-Tabany, 2014).

Menurut Oemar Hamalik dalam (Abdurrafiq dan Hanafi Pelu, 2021: 82-83), Pembelajaran adalah suatu kombinasi yang tersusun meliputi unsur-unsur manusiawi (siswa dan guru), material (buku, papan tulis, kapur dan alat belajar), fasilitas (ruang, kelas audio visual), dan proses yang saling mempengaruhi mencapai tujuan pembelajaran.

Sedangkan menurut Black & Wiliam, (1998) dalam (Ridwan dan Hanafi Pelu, 2021: 72), pembelajaran adalah kemampuan dan keterampilan guru dalam melaksanakan keseluruhan perencanaan yang telah dibuatnya. Pembelajaran ketika dipraktekkan

secara efektif, dapat meningkatkan pembelajaran siswa.

Sekarang ini bangsa Indonesia masih dilanda penyebaran wabah pandemi Corona Virus Desease (Covid-19). Jika kita membaca media, baik media cetak maupun media elektronik serta laporan dari gugus tugas pencegahan Covid-19 sampai saat ini (akhir Oktober 2020) belum ada tanda-tanda wabah ini akan berakhir. Hal ini dibuktikan juga dengan anggota masyarakat yang hendak bepergian antar kabupaten maupun antar propinsi baik yang menggunakan angkutan darat, laut maupun udara diwajibkan mengurus keterangan kesehatan dari rumah sakit atau puskesmas, menggunakan masker, jaga jarak, menggunakan antiseptic hand sanitizer dan mencuci tangan pakai sabun dengan air mengalir, (M. Hosnan, 2014).

Pada masa pandemi Corona Virus Desease (Covid-19) ada beberapa sistem pembelajaran yang digunakan yaitu (1) bagi daerah yang masuk dalam zona hijau dan zona kuning di bolehkan melaksanakan pembelajaran tatap muka langsung yaitu peserta didik dan guru masuk sekolah seperti biasa lalu dilaksanakanlah pembelajaran di dalam ruang kelas tetapi tetap menggunakan protokol kesehatan yaitu sebelum penggunaan ruang kelas disemprot dulu dengan menggunakan pembunuh kuman, kemudian saat masuk sekolah cuci tangan dengan sabun pakai air yang mengalir, menggunakan masker dan menjaga jarak, (2) bagi daerah yang masuk dalam zona orange dan zona merah, maka proses pembelajarannya dilaksanakan secara **daring** (dalam jaringan) dengan menggunakan Handphone (HP) Android atau Laptop. Bagi peserta yang tidak memiliki Handphon (HP) Android atau Laptop guru-guru mengantisipasinya dengan pembelajaran secara **luring** (luar jaringan). Terhadap sistim **luring** (luar jaringan) ada beberapa mekanisme yang bisa ditempuh tergantung kesepakatan antara guru dengan peserta didik, bisa guru datang ke rumahnya peserta didik

melaksanakan pembelajaran atau guru mengantarkan materi atau tugas kepada peserta didik di rumahnya, bisa juga peserta didik datang kesekolah untuk mendapatkan materi pembelajaran atau tugas dari guru. Adapun batas waktu pengumpulan tugas dan cara pengumpulannya tergantung kesepakatan antara guru dan peserta didik, (Sri Muslim Banum, 2013).

Dalam Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020 Tentang pelaksanaan kebijakan pendidikan dalam masa darurat penyebaran Corona Virus Disease (Covid-19) pada bagian kedua poin (a) disebutkan bahwa belajar dari rumah melalui pembelajaran daring/jarak jauh dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi peserta didik tanpa terbebani tuntutan menuntaskan seluruh capaian kurikulum untuk kenaikan kelas maupun kelulusan. Sedangkan pada poin (c) disebutkan bahwa aktivitas dan tugas pembelajaran belajar dari rumah dapat bervariasi antar peserta didik sesuai dengan minat dan kondisi termasuk mempertimbangkan kesenjangan akses/fasilitas belajar di rumah.

Terkait dengan pembelajaran di masa pandemi Corona Virus Disease (Covid-19) di semester ganjil tahun pelajaran 2020/2021 ini pada Madrasah Aliyah Negeri Seram Bagian Barat kami mengacu pada Surat Edaran Bupati Seram Bagian Barat Nomor: 800/806/2020 tentang panduan penyelenggaraan pendidikan di masa pandemic Corona Virus Disease (Covid-19) tahun pelajaran 2020/2021. Dalam Surat Edaran tersebut disebutkan bahwa Kabupaten Seram Bagian Barat dalam penyebaran pandemic Corona Virus Disease (Covid-19) ditetapkan termasuk dalam zona Orange, karena itu semua sekolah/madrasah dalam wilayah Kabupaten Seram Bagian Barat proses pembelajarannya menggunakan sitem daring sedangkan guru dan tenaga kependidikan tetap masuk kerja seperti biasa tetapi tetap menerapkan protokol kesehatan

yaitu menggunakan masker, cuci tangan pakai sabun dengan air mengalir dan jaga jarak, (Bupati Seram Bagian Barat, 2020/2021).

Hakikat Supervisi Akademik Dimasa Covid-19

Istilah supervisi berasal dari bahasa inggris yaitu dari kata **super** artinya di atas dan **vision** artinya melihat atau mensupervisi. Jadi secara keseluruhan supervisi diartikan melihat dari atas. Dari pengertian tersebut maka supervisi adalah pelayanan untuk membantu, mendorong, membimbing serta membina guru-guru agar ia mampu meningkatkan kemampuan dan keterampilan dalam menjalankan tugas pembelajaran. Sementara menurut Sri Banum Muslim supervisi adalah serangkaian pemberian bantuan kepada guru dalam bentuk layanan professional yang diberikan oleh supervisor (kepala sekolah/pengawas) guna meningkatkan mutu proses dan hasil belajar mengajar, (Saiful Sagala, 2012).

Secara terminologi supervisi akademik adalah supervisi yang mengarah pada pengendalian dan pembinaan bidang akademik melalui kegiatan dan proses pembelajaran di sekolah agar hasil belajar peserta didik menjadi lebih baik. Dengan demikian supervisi akademik adalah kegiatan pengawasan yang ditujukan untuk memperbaiki berbagai kondisi dalam upaya meningkatkan kualitas pembelajaran melalui usaha memotivasi, membimbing, membina dan mengarahkan orang-orang yang berkaitan dengan keegiatan akademik. Supervisi akademik adalah bantuan professional kepada guru melalui siklus perencanaan yang sistematis, pengamatan yang cermat dan umpan balik yang obyektif dan segera. Dengan cara ini guru dapat menjadikan umpan balik tersebut untuk memperbaiki kinerjanya, (Suharsimi Arikunto, 2004).

Mekanisme Supervisi Akademik di Masa Pandemi Covid-19

Supervisi tidak terjadi begitu saja melainkan terkandung tujuan tertentu yang

ingin dicapai. Tujuan supervisi erat kaitannya dengan tujuan pendidikan di sekolah sebab supervisi pada dasarnya dilaksanakan dalam rangka membantu guru-guru agar dapat melaksanakan tugasnya lebih baik sehingga tujuan pembelajaran yang diharapkan bisa dicapai secara optimal.

Supervisi pada hakekatnya merupakan salah satu fungsi pokok manajemen pendidikan yakni melakukan control bahwa pembelajaran dilaksanakan dengan benar dan berkualitas, karena itu kepala madrasah sebagai supevaisor harus melaksanakannya dengan penuh rasa tanggung jawab sehingga tercipta suasana akademik di kelas yang dinamis dan menyenangkan serta guru merasa terbantu terutama dalam situasi belajar mengajar kearah yang lebih baik. Dengan demikian kepala madrasah harus melaksanakan supervisi secara periodik setiap semester termasuk di masa pandemi Corona Virus Desease (Covid-19).

Pelaksanaan supervisi akademik yang dilakukan oleh Kepala MAN Seram Bagian Barat pada masa covid-19 berbeda dengan pada masa normal. Pada masa normal supervisi akademik dilaksanakan melalui kunjungan kelas yaitu guru mengajar secara tatap muka langsung dengan peserta didik di kelas sesuai dengan jadwal mengajarnya pada hari itu dan supervisor masuk ke kelas dimaksud untuk memantau proses pembelajaran yang dilakukan oleh guru tersebut lalu memberikan penilaian sesuai dengan instrument yang sudah disiapkan. Sedangkan mekanisme pelaksanaan supervisi akademik di masa pandemi covid-19 ini dilakukan dengan cara guru mengajar dengan menggunakan Laptop atau computer yang tersambung dengan layar infocus dan supervisor (kepala madrasah) mengamati proses pembelajaran yang dilakukan oleh guru melalui layar infocus sekaligus memberikan penilaian sesuai instrument yang disesuaikan dengan masa Covid-19 yang telah disiapkan. Karena itu masa pandemic Covid-19 bukan menjadi halangan

bagi Kepala Madrasah untuk melaksanakan supervise akademik.

Peran Kepala Madrasah Sebagai Supervisor dimasa Covid-19

Dalam Peraturan Menteri Agama (PMA) Republik Indonesia Nomor 58 tahun 2017 tentang kepala madrasah pada pasal 1 ayat 2 disebutkan bahwa kepala madrasah adalah pemimpin madrasah. Sebagai pemimpin kepala madrasah merupakan figur sentral yang tidak hanya mampu memahami manajemen madrasah tetapi juga berbagai hal yang berkaitan dengan kepemimpinan. Kondisi tersebut menunjukan bahwa berhasil tidaknya suatu madrasah dalam mencapai tujuan serta mewujudkan visi dan misinya terletak pada bagaimana manajemen dan kepemimpinan kepala madrasah khususnya dalam menggerakkan serta memberdayakan berbagai potensi yang ada disesuaikan tuntutan globalisasi, perubahan masyarakat dan perkembangan ilmu pengetahuan dan teknologi, (Kementerian Agama RI, 2017).

Kepala madrasah yang efektif dalam mengelola program dan kegiatan pendidikan adalah yang mampu memberdayakan seluruh potensi kelembagaan dalam menentukan kebijakan pengadministrasian dan inovasi kurikulum di madrasah yang dipimpinnya. Untuk mengetahui efektif tidaknya tugas-tugas yang dilaksanakan oleh guru dalam proses pembelajaran, maka salah satu tugas kepala madrasah adalah sebagai supervisor, (E. Mulyasa, 2011).

Kegiatan supervisi kepala madrasah dalam keseluruhan proses pendidikan merupakan bagian integral terhadap keseluruhan kegiatan pendidikan lainnya sehingga tujuan pendidikan yang telah ditetapkan dapat tercapai dengan efektif dan efisien. Oleh karena itu lancar tidaknya administrasi suatu madrasah atau tinggi rendahnya mutu madrasah tidak hanya ditentukan oleh jumlah guru dan kecakapan-kecakapannya melainkan juga ditentukan oleh bagaimana kepala madrasah melaksanakan kepemimpinannya termasuk

dalam melaksanakan supervisi untuk meningkatkan kualitas pembelajaran. Dengan demikian supervisi perlu dilakukan dengan asumsi bahwa kegiatan tidak dapat diharapkan berjalan dengan baik dan lancar secara berkesinambungan bila tidak dilakukan pengawasan atau supervise, (Priansa Juni Doni dan Setiana Sonny Suntany, 2018).

Peningkatan kinerja guru dalam proses pembelajaran tidak bisa dilepas pisahkan dengan peran kepala sekolah sebagai pemimpin suatu lembaga pendidikan. Selaku pemimpin, kepala madrasah mempunyai tugas dan tanggung jawab yang sangat besar terhadap kelancaran proses pembelajaran di madrasah yang dipimpinnya, (Wina Sanjaya, 2009). Oleh karena itu, dalam melaksanakan tugas mengajarnya setiap guru harus disupervisi secara periodik oleh kepala madrasah sebab keberhasilan kepala madrasah sebagai supervisor dapat dilihat dari meningkatnya kesadaran guru dalam meningkatkan kinerjanya, (Hasan Basri, 2015). Dengan demikian walaupun di masa sulit seperti sekarang ini akibat dari mewabahnya pandemi Corona Virus Disease (Covid-19) tetapi tidak boleh menyurutkan semangat dan motivasi bagi guru-guru agar tetap melaksanakan tugas dan tanggung jawabnya yakni mengajar walaupun dengan sistem jarak jauh dengan cara daring demikian pula kepala madrasah harus lebih kreatif dan inovatif agar tetap melaksanakan supervisi akademik walaupun dengan sistem dan mekanisme yang agak sedikit berbeda pada waktu pembelajaran secara normal seperti sebelum terjadinya pandemi Corona Virus Disease (Covid-19) ini, (Priansa Juni Doni, 2014).

METODE PENELITIAN

Metode penelitian adalah cara untuk mendapat data dan informasi. Menurut (John Creswell, 2016), “adalah sebuah prosedur dari langkah-langkah yang digunakan untuk mengumpulkan dan menganalisis informasi untuk meningkatkan pemahaman tentang

suatu topik atau isu. Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Sutrisno Hadi, 2015), mengungkapkan penelitian kualitatif ialah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh peneliti adalah jenis deskriptif. Dimana pendekatan deskriptif hanya mendeskripsikan fenomena, gejala, peristiwa dan kejadian yang terjadi. Menurut (Lexy J. Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tertentu antara suatu gejala dan gejala lainnya dalam masyarakat.

HASIL DAN PEMBAHASAN

Mekanisme pelaksanaan supervise dimasa pandemi Covid-19 yang dilaksanakan oleh kepala MAN Seram Bagian Barat terhadap guru-guru pada semester ganjil tahun pelajaran 2020/2021 yaitu guru mengajar dengan menggunakan Laptop yang terkoneksi dengan invocus kemudian kepala madrasah sebagai supervisor mengamati proses pembelajaran tersebut melalui layar invocus sekaligus memberikan penilaian sesuai dengan instrument yang telah disediakan. Dari hasil pengamatan tersebut menunjukkan bahwa walaupun dimasa pandemi Covid-19 guru tetap mengajar sesuai jadwal dan peserta didik tetap mendapatkan hak-haknya yakni berupa ilmu pengetahuan sedangkan tugas kepala madrasah sebagai supervisor juga tetap terlaksana.

Supervisi pada dasarnya dilaksanakan dalam rangka membantu dan membimbing guru agar dapat melaksanakan tugasnya secara lebih baik dan berkualitas sehingga tujuan pembelajaran diharapkan bisa dicapai

sesuai dengan harapan. Supervisi merupakan salah satu aspek penting yang dilakukan oleh kepala madrasah untuk meningkatkan kualitas pembelajaran. Hal ini menunjukkan bahwa peningkatan kualitas pembelajaran bukan hanya ditentukan oleh guru itu sendiri melainkan harus diupayakan bersama antara guru dan kepala sekolah selaku supervisor. Karena itu, kepala MAN Seram Bagian Barat selaku supervisor melaksanakan supervisi akademik terhadap 39 orang guru baik pegawai negeri sipil (PNS) maupun honorer pada semester genap Tahun Pelajaran 2020/2021 dan hasilnya nampak terjadi kenaikan kualitas proses pembelajaran daring pada masa Covid-19.

Setelah dilaksanakan supervisi ini ditemukan pula beberapa kekurangan sebagian guru dalam apersepsi, motivasi siswa untuk belajar, penyampaian protokol kesehatan dalam memutus mata rantai penyebaran Covid-19, evaluasi proses pembelajaran, dan penyampaian materi pada pertemuan yang akan datang. karena itu kepala madrasah selaku pelaksana supervisi memanggil guru-guru tersebut secara khusus untuk berdiskusi dan memberikan pembinaan dengan harapan terjadi perubahan pada pelaksanaan pembelajaran yang akan datang.

PENUTUP

Berdasarkan pembahasan yang dikemukakan di atas, maka penulis dapat mengambil kesimpulan bahwa: proses pembelajaran dimasa pandemi covid-19 ini dilaksanakan oleh guru secara daring dimana guru mengajar di madrasah sedangkan siswa belajar dari rumah masing-masing dengan menggunakan Handphon Android atau Laptop yang terkoneksi dengan jaringan internet. Perubahan sistim pembelajaran di masa covid-19 ini juga mengubah sistim supervise seperti yang dilakukan oleh kepala MAN Seram Bagian Barat yaitu dengan cara guru mengajar secara daring dengan menggunakan Laptop yang terkoneksi dengan infocus kemudian kepala madrasah

(penulis) mengamati proses pembelajaran tersebut sekaligus memberikan penilaian dengan menggunakan instrument yang sudah diasiapkan.

Mekanisme supervise semacam ini di masa pandemi covid-19 sangat efektif karena walaupun dimasa pandemic covid-19 dan program pembelajaran berbeda dengan masa normal namun program supervise yang sudah dicanangkan oleh kepala madrasah tetap berjalan dengan lancar.

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PELAKSANAAN SUPERVISI AKADEMIK PADA PROSES PEMBELAJARAN DALAM JARINGAN
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INVESTIGATING GRAMMATICAL ERRORS IN RECOUNT TEXT WRITTEN OF EFL LEARNERS

Andi Sadapotto, Usman M, Muhammad Hanafi, Abd Kahar, Lababa, Lajetta
Lecturers and Student of English Department, Muhammadiyah University of
Sidenreng Rappang, Indonesia
Corresponding Email: andisadapotto@gmail.com

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Abstract

This research aimed to find out the most frequent errors that the students made in writing recount text. This research used descriptive method with quantitative data analysis technique to answer proposed question. The scope of this research is limited to grammatical analysis and the mechanics of writing components to the forty recount texts written by the third year students of STKIP Muhammadiyah Rappang. The errors were classified into six categories : errors in using verb form; the use of article; the use of preposition; noun pluralization; the use of pronoun; the use of conjunction. The research findings indicated that the most frequent errors made by the students were in using verb form, punctuation, preposition, noun, article, and pronoun. It can be inferred that the students have not mastered the grammar well. They face a lot of problems English language in general and in particular in writing the English language.

Keywords: recount text, grammatical errors, writing

Abstrak

Penelitian ini bertujuan untuk mengetahui kesalahan yang paling sering dilakukan siswa dalam menulis teks recount. Penelitian ini menggunakan metode deskriptif dengan teknik analisis data kuantitatif untuk menjawab pertanyaan yang diajukan. Lingkup penelitian ini terbatas pada analisis gramatikal dan mekanisme penulisan komponen teks recount keempat puluh yang ditulis oleh mahasiswa tahun ketiga STKIP Muhammadiyah Rappang. Kesalahan diklasifikasikan ke dalam enam kategori: kesalahan dalam menggunakan bentuk kata kerja; melalui penggunaan artikel; penggunaan kata depan; pluralisasi kata benda; penggunaan kata ganti; penggunaan konjungsi. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering dilakukan siswa adalah dalam penggunaan bentuk kata kerja, tanda baca, kata depan, kata benda, artikel, dan kata ganti. Dapat disimpulkan bahwa siswa belum menguasai grammar dengan baik. Mereka menghadapi banyak masalah bahasa Inggris pada umumnya dan khususnya dalam menulis bahasa Inggris.

Kata Kunci: teks recount, kesalahan tata bahasa, penulisan

INTRODUCTION

Writing is getting more and more essential today, while in the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. Heaton (1988: 35) stated that the writing skills are complex and sometimes difficult to teach,

requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Ironically, even though writing is perceived to be hardest skill to acquire, it is becoming more demanding in the age of entire communication via email and other communicative technologies.

Grammar is the first writing components that should be considered in composing a good writing. Grammar is the main component in language learning. Harmer (2001 : 12) defined grammar as the description of the ways in which words can change their forms and can be continued into sentences in that language.

Having a good grammar system of a language, will help the students in delivering their ideas, messages and feelings either to the listeners or the readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. The students need to know the grammatical system of language they can communicate with others in order to transfer the message properly but differ from the pre-eliminatory observation by the third students of SMAN 6 Pinrang, almost all the students lack of grammar mastery, their teachers said that the students made grammatical errors when they made a composition, it because grammar is not taught specifically. According to James (1988) “ errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners. Since grammar is seen only as a means to an end, some learners tend to re-emphasize its importance and in the process, they make many more errors. The learners usually face difficulties in learning grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of prepositions, articles and the use of correct tense ”.

The students cannot avoid errors mostly occur in learning process. Littlewood (1992) stated that making errors during studying the second language can be considered as a means of building learners’ abilities. Therefore, it is important to analyze the errors because by learning the errors there are many advantages for example, Sercombe (2000) explained that error analysis serve three purposes. Sercombe (2000) explained

that error analysis serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. In addition, Weireesh (1991) also argued that error analysis is a valuable aid to identify and explain difficulties faced by learners. It serves as a reliable feedback to design a remedial teaching method. Moreover, it can be said that error analysis is the best tool for describing and explaining errors made by the students. By investigating students written work, it will provide a means to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

Based on the statement above the researcher realizes the importance to error analysis in the students’ writing. That’s why the researcher interested to conduct this research. Based on the curriculum, recount text is being taught at the first year and the second year, so the third year students have understood how to write a recount composition in English.

METHOD

Research Design

This research used descriptive quantitative research. According to Gay (2006 : 9), quantitative research is the collection and analysis of numerical data in order to explain , predict , and or control phenomena of interest the method was used to describe the errors made by the third year students of STKIP muhammadiyah Rappang in writing recount text

Research subject

The subject population of this research was the third year students of STKIP Muhammadiyah Rappang in 2016 – 2017 academic year . there were four classes that consist of two exact classes and two social classes , each class consisted of 4 students

the total number of subject population was 160 students

The researcher used purposive sampling method . according to gay (2006:113) purposive sampling is the process of selecting a sample that is believed representative of a given population . it meant that the researcher purposively selected.

The participant or the class that she believed would yield a good recount text. In addition, the english teacher suggested the class based on her observation during

Teach the class. The sample was 40 which consisted of 31 girls and 9 boys, it mean that there would be 40 recount texts to be analyzed. Most of the sample was 16 years old and all of the sample have studied english for 6-9 years.

Place and time of the research

This research will be held at stkip muhammadiyah rappang on second semester of 2016 -2017 academic year.

Instrument of the research

The instrument of this research is written text which made by the students of class the students will do the task in the classroom. The students are given 60 minutes for writing recount text about the students unforgettable experience in their life (personal recount). The text should be composed at least 3 paragraphs (orientation, event and re-orientation) which consist of 200 300 words the researcher will take the result of the students' recount writing to become primary data which will be analyzed in term of finding the grammatical errors the researcher classifies the grammatical errors into six categories verb forms, article, preposition, oun, pronoun, and conjunction.

Procedure of collecting data

In conducting the research , the researcher had a meeting with the headmaster and english teacher talked about the purpose . the arranged the time . in the class , the

researcher explained what is recount text to refresh the students understanding about recount itself . then the students wrote recount text in 60 minutes . after that the researcher collected their works and then analyzed the grammatical errors that they made.

Technique of data analysis

In analyzing the data , there were some steps had been done by the researcher , it was modified from Ellis (1997:15-19) as followed

1. Identification of errors

In this step , the researcher identified of found out the students errors by reading the students worksheet one by one and then underlining their errors.

2. Classification of errors

In this step , the researcher stated the classes of the errors that have been found into 6 categories , they were :

- a. Errors in using verb forms
- b. Errors in the use of article
- c. Errors in the use of preposition
- d. Errors in noun pluralization
- e. Errors in the use of pronoun
- f. Errors in the use of conjunction

Tabulating the result

In this step , the researcher tabulated the result of students errors in order to see how many students did those errors

Calculating the errors

In this step , the researcher calculated the errors in order to know how to frequent those errors have been made by the students . the researcher used descriptive analysis (percentage)

The Formula was :

Where :

P : percentage of each error

Fq : number of frequency

N : Total sample

DISCUSSION

Based of the findings above , generally , the students grammar mastery and writing

ability at STKIP Muhammadiyah Rappang were still slow, the frequency of the errors that made by students reached 92.5% in using verb forms, 85% errors in using preposition, 75% errors in using noun, 57.5% in using article, 52.5% errors in using pronoun, 37.5% errors in using conjunction and 22.5%.

The findings found that the most frequent error made by the students was error in using verb forms. there were 37 students made this error with the percentage 92.5% in using verb, there are some rules that have to be obeyed, such as the form of the sentence whether it is in active or passive, the tense of the sentence, transitive and intransitive verb, finite and non-finite verb, auxiliary verb and linking verb. since the students were asked to write recount text, it meant that the tense that used was past tense. the researcher found that some students failed to put verb 2 in their composition. they confused to use the tense correctly. they also failed to put verb 1 after modal and they couldn't differentiate whether use active and passive voice in using punctuation, the researcher found that the students didn't aware about which word they should use the true punctuation and whenever select the punctuation mark. in using preposition, the researcher found that the students couldn't differentiate whether use "on, in and at" in the composition, in using noun, the researcher found that the students failed to recognize whether countable and uncountable noun and which word referred to singular and plural noun in using the article, the researcher found that the students couldn't differentiate whether use definite and indefinite article. In using pronoun, the researcher found that the students failed to use personal pronoun, interrogative pronoun, demonstrative pronoun and reflexive pronoun. in using conjunction, the researcher found that the students failed to use the correct conjunction to connect word, phrase, even clause. moreover, in subject verb agreement to

construct a correct sentence structurally. the verb must agree with the subject. Thus, the students must be able to identify the subject whether it is singular or plural, so that it made the students failed to produce the correct form of the verb.

The findings found by the researcher were similar with the previous researcher found, Zheng and Park (2013), Watcharapunyawong and Usaha (2012), Ikhwana (2008), Ramba (2007) and Gunatang (2005) that the second and foreign language learners were not aware of rule of english writing. it generally felt that the second and foreign language learners face a lot of problems in english language in general and in particular in writing the english language. that's why error analysis is very important in students writing, as Corder (1974: 125) viewed "the study of error is part of investigation of the process of language learning. in this respect, it resembles methodologically the study of the acquisition of the mother tongues. it provides us with a picture of linguistic development of the learner and may give us indications as to the learning process. moreover Corder (1973:262) argued that studying students error also has some advantages for foreign language teachers: Errors provide feedback; the teachers something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus need further attention. in terms of broader planning, they provide the information for designing a remedial syllabus of a programme of re-teaching.

In addition, based on the findings and previous related studies, the second language learner of chinese, korean, iran, india, thai, and indonesian have difference in the most frequent errors that they made in their composition. the most frequent error of chinese and korean students was error in using verb, noun, preposition and article. the students of iran did the most frequent error in punctuation and the minimum error

was in conjunction . in india the most frequent error that the students made was in the use of article and minimum error was in the spelling . whether in thai , the most frequent error that the students made in narrative writing was error in verb tense , then the desriptive writing was in article and the last in comparison writing was in error in noun pluralization . however the students of indonesia partuculary at STKIP Muhammadiyah Rappang made the most frequent error in using verb form , preposition , and noun pluralization.

The researcher assumed that those errors caused by mother tongue interference or indonesian language , some students before wrote an english sentence , they made a draft in indonesia language , then they translated into english language , it made them usually maker errors , for example : i went to the living room and i found everyone at there.

In addition to the six categories that the researcher analyzed , the researcher found that some students usually used inappropriate vocabulary , the studnets failed to recognize which one the vocabulary that they should use appropriate with the context of the sentences . Therefore , the researcher suggested for the next researcher to add the kind of errors that the students usually made in construct english sentences .

Moreover , the researcher found that some students didnt follow the instructions from the researcher . their compostions were not appropriate with the instrument of the researcher such as the total of paragraph that should consist of three (orientation , event and reorientation) and the total of wrods that should concist of 200-300 . However , those problems were not a constraint for the researcher ,because the students composition based on their own unforgottable experiences.

CONCLUSION

Based on the findings and discussions of the previous chapter in this study, the researcher

concluded that the most frequent errors made by the third year students of STKIP Muhammadiyah Rappang in writing recount text was in useng verb form, preposition, noun, article, and pronoun. According to the findings, it can be inferred that the students have not mastery the grammar well. They face a lot of problems in English language in general and in particular in writing the English language.

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MODERATE TEACHER PASCA PANDEMIC COVID-19 AT MADRASAH

Hanafi Pelu¹, Murni Mahmud², Syahril Nur³ & Kisman Salija⁴

¹Balai Diklat Keagamaan Makassar

²³⁴Universitas Negeri Makassar, Indonesia

Corresponding Email: silawanehanafi@gmail.com

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Abstract

This study aims to explain the Moderate Teachers pasca Pandemic Covid-19 at Madrasah. The method in this paper is, ethnography to explain the language, culture, customs, and habits. The result of this research is; Moderate teachers always consider modification and formulating learning indicators and objectives in the moderation itself in pandemic Covid-19. Moderate teachers in formulating learning indicators and objectives, always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence.

Keywords: moderate teachers, pandemic covid-19, madrasah

Abstrak

Penelitian ini bertujuan untuk menjelaskan Guru Moderat pasca Pandemi Covid-19 di Madrasah. Metode dalam penulisan ini adalah, etnografi untuk menjelaskan bahasa, budaya, adat istiadat, dan kebiasaan. Hasil dari penelitian ini adalah; Guru moderat selalu mempertimbangkan modifikasi dan merumuskan indikator dan tujuan pembelajaran dalam moderasi itu sendiri di masa pandemi Covid-19. Guru moderat dalam merumuskan indikator dan tujuan pembelajaran, selalu adil, tidak memihak salah satu atau sekelompok siswa, disesuaikan dengan kondisi yang sesuai dengan siswa dan lingkungan serta fasilitas sekolah, tidak berlebihan, dan menjauhi tujuan yang dapat mengarah pada kekerasan

Kata Kunci: guru moderat, pandemi covid-19, madrasah

INTRODUCTION

Education is the process of transforming humans into humans based on their abilities and expertise. Learning is the process of changing one's behavior from not knowing to know now through habituation, whereas learning is an interaction between the teacher and his students, both in and out of the classroom. As a result, the learning process takes place without regard for time or space.

Education has had a phenomenal impact around the world, particularly in Indonesia, as a result of the virus (Covid-19), which has made stakeholders'. The government, in this case through the Minister of Religion, issued a circular to all stakeholders throughout Indonesia encouraging them to participate in online (virtual) learning processes. Madrasah, teachers, and learning outcomes online (virtually), where teachers' creativity and expertise are required to use and implement online-based applications.

Furthermore, parents, must keep monitoring and help guide their children in the online-based learning process to ensure that the active learning process carried out by teachers and students flows efficiently.

An unknown new human coronavirus, now termed Coronavirus disease 2019 (COVID-19), was identified in December 2019 in the Chinese city of Wuhan, (Liu, Huan, Rong, Howie, Qi, Xinye, Fu, Jinming, Huang, Hao, Cao, Lei, Shan, Linghan, Zhao, Yashuang, Li, Kang, Hao, Yanhua, Jiao, Mingli, Wu, Qunhong, & Zhang, Xue., Health and Care Journal of Chinese). The Coronavirus disease (COVID-19) pandemic and its related efforts of containment have generated a worldwide health crisis impacting all sectors of human life, Bhattacharya, Sweta, et al 2021. Covid-19 is a virus whose transmission is very fast and it is difficult to know the characteristics of people who have been infected with this virus because the incubation period is approximately 14 days, (Abdul Rahman, 2020). Almost all countries have experienced the impact of this pandemic so many countries have set lockdown statuses and other anticipations to break the chain of spreading Covid-19. As a result of this policy, many sectors were paralyzed, for example, the economic sector was paralyzed primarily by this pandemic. Apart from the impacted economic sector, education is also one of the sectors that have also experienced the direct impact of this pandemic.

Online learning is something new for Indonesian education, especially in E-Learning Madrasah that which can be used in Madrasah only. According to (O'Connor, S., & Andrews, T., 2018), online learning or blended-learning methods can improve learning outcomes; also is effective in teaching English grammar to foreign English learners. The most common form of teaching is direct information transfer from the teachers to the students. However, when conventional teaching methods are used,

students often lose interest, engage less during lessons, or miss class. Online learning creates a relaxed and enjoyable environment where students can learn anytime, anywhere, (Maruf, N., & Anjely, A. M. R., 2020).

Collaborative learning and interactions between teachers and students is a vital successful online learning. (Chuang, Y. T., 2017), reported that good collaborative between e-learning and pedagogical method helps to improve students' perceptions of classroom participation and in-class interaction. Collaborative learning in blended learning is widely used in academic fields to know the level of knowledge building and perception level on usefulness for online and mobile collaborative learning environments, (Sun, Z., Liu, R., Luo, L., Wu, M., & Shi, C., 2017).

'Islamic moderation', 'moderate Muslim' and 'moderate Islam' are highly contextualized terms as deferent regions and contexts provide different sheds of denotations. However, these particular vocabularies were generated by the media and academia in the backdrop of the Iranian revolution in 1979 to describe Muslims, Islam, and Islamists and their relationship with the West. In this context, specialists found 'Moderation' as a suitable vocab to deal with the then newly emerged situation. Since then, "it has become a catchword for journalists, scholars, policy-makers as well as politicians. For instance, Geneive Abdo, an American journalist of Middle East origin, came up with the phrase "moderate Islamists" (as opposed to "hard-liner Islamists"). Some of her fellow journalists immediately adopted it", (F, Hoveyda, 2001).

Madrasah is a classical system of Islamic school education that initially adopted certain aspects of the Dutch school system. It was introduced in the early 1900s, (Holger Daun and Reza Arjmand, 2018). The Madrasah curriculum is given 30 percent religious subjects and 70 percent

general subjects by the government. Madrasah is divided into three levels: Madrasah Ibtidaiyah (Islamic elementary school), Madrasah Tsanawiyah (Islamic Senior High School) and Madrasah Aliyah (Islamic high school). Madrasah education is expected to be National Plus a good general education based on the national curriculum plus a religious education designed to inculcate a strong understanding of religious and moral values based on the tenets of Islam. This vision echoes the debate whether Madrasahs should concentrate more on religious education while remaining poor in general education, or develop general education at the cost of poor religious education, (Rohmah, Z. & Bentley, C., 2007).

Based on the explanation above in the background about the moderate teachers in Pandemic Covid-19 at Madrasah, the researcher would like to formulate a research question; *how do the teachers implement the moderation in pasca Pandemic Covid-19 at Madrasah?* Then, the purpose of this research is, to explain the teachers implementing the moderate in Pandemic Covid-19 at Madrasah.

THEORETICAL REVIEW

In Indonesia, moderation knows as the Islamic concept and Islamic ideology. In the education level, especially in Madrasah (Islamic school), (Kementerian Agama RI, 2019), issued a decree number 184, 2019 state that in every Madrasah Ibtidaiyyah, Madrasah Tsanawiyah and Madrasah Aliyah must implement moderation in Madrasah curriculum to give the differences with others school or general school in 2020/2021 years, they are; character development, corruption education, and religious moderation development.

Furthermore, the Ministry of Religious Affair (2019)'s Decree number 184 of 2019 concerning Guidelines for Implementing Curriculum in Madrasah in CHAPTER III Development of Curriculum

Implementation in Madrasah section D concerning the Implementation of Religious Moderation Development, Character Education, and Corruption Education, consists of;

1. Every subject teacher is required to instill the value of religious moderation, strengthening character education and anti-corruption education for students;
2. Inculcating the value of religious moderation, strengthening character education, and anti-corruption education for students is a hidden curriculum in the form of habituation, culture, and empowerment in everyday life; and,
3. The implementation of religious moderation values, strengthening character education, and corruption education for students does not have contained in the lesson plan (RPP), but teachers are required to condition the classroom atmosphere and carry out habituation that allows the formation of moderate thinking in religious culture, character building, and anti-corruption culture, as well as conveying moral to students.

Instilling Islamic moderation values must be done not only through religious subjects but also in general subjects like Math, Biology, English, and so forth because students as the next generation being in charge of the survival of this nation should be early supplied with Islamic moderation values. (M. Irveanty, 2013), stated that with the existence of Islamic character values that have been integrated into every subject in school, especially in English lessons then it is expected that students can apply the values of Islamic character in daily life. Integrating the Islamic moderation value in the teaching and learning process is not hard work. The teacher can choose the teaching methods

which cover the classroom activity involving collaborative activity.

English has been the first foreign language to be learned in schools in Indonesia. Formal English language instruction was nationally launched at Senior high school. It was governed by the enactment of Law No. 21/2016 on standardized content, specifying that English is one of the compulsory subjects in junior and senior high schools, (Minister of Education and Culture RI, 2016). The aim of English language learning at the Senior high school level is to help students attain a functional communication level. Students are expected to master the four skills of English: listening, speaking, reading, and writing. Such skills are integrated into the English teaching-learning process. As for the importance of English, it is taught to be used only in a formal school, but also in an informal school. Unfortunately, while English has been promoted as a compulsory lesson in Indonesia, the reality shows that the development of English teaching in formal educational institutions in Indonesia, even at the school level, has not changed significantly. Some studies show that many factors influence English learning; the teaching method is one of the factors, (Agudo, J. de D. M., 2017).

In the Indonesian context, students need to consider learning English to accomplish the education curriculum requirement, and to attain promotional or professional development at work. But instead of learning English for such purposes, students should learn English based on their needs to learn English, (M. Lamb, 2004). This is because having a specific English will guarantee to find a job in the future time, (V. K. Bhatia, 2016). Therefore, preparing students for active learners and engagement through the practice of developing critical thinking skills should be considered. For the educational system, individuals who are actively engaged in society make appropriate choices that will result in the

improvement of their conditions and those of other communities. Such international events usually bring together people from different linguistic and socio-cultural backgrounds with the result that a common language of communication is frequently adopted more often than not this lingua franca is English, (P. Rogerson-Revell, 2007). For example, this implies the development of particular skills in English, which include the ability to think critically and to read between the lines. As (L. Cammarata, 2010), said that the ability to ask questions about meanings rather than to simply acknowledge given the truths and the capability to question one's interpretation of reality.

The teaching of English as a foreign language nowadays still becomes an important discussion among English language practitioners, especially in an effort to create an effective process of English language teaching, (Mahmud, M., & Nur, S., 2018). Studies had been conducted in order to know the effectiveness of teachers' and students' roles in the class, (L. S. Keiler, 2018). Gender issues in relation to English language teaching, have also been investigated recently, (Amerian, M., & Esmaili, F., 2015). Many other studies had revealed the complicated problems faced by English learners in learning English, (S. D. Krashen, 2003)& (Tesol Writing Team, 2018). Furthermore, the success of English language teaching is still a major issue in the educational system in the world, (Mahmud, M., 2019). The need to achieve good English proficiency, therefore, becomes a high priority. However, in some countries, studies proved that there are still many problems encountered in the English language teaching process. (M. Maros, T. K. Hua&K. Salehuddin, 2017), study in Malaysia, for example, proved the difficulties faced by the students in using correct English grammar. Another example of a study in Columbia, (D. A. L. Vásquez,

2008), proved that there are so many types of errors made by the students in their writing composition.

(Gilly Salmon, 2000), about E-Moderating: The key to teaching and learning online. The results show that E-Moderating lays out a useful model for leading intellectually engaging, highly interactive, and effective online courses.

(Ridwan Yulianto, 2020), about Implementation of Madrasah Culture in Building Attitude Religious Moderation. The results show that implementation of religious moderation through madrasah culture is embodied in 4 values. Among these values is 1) tawasuth, 2) Tawazun, 3) I'tidal 4) Tasamuh.

(Samsul. A. R, 2020), The Role of Religious Teachers in Instilling Religious Moderation. The results show that the Role of Religious teachers in instilling religious moderation in educational institutions is very important because the teacher has an important role to provide a broad understanding and understanding of Islam that is *Rahmatan Lil Alamin* who can appreciate differences.

(Ulfatul Husna, 2020), Religious Moderation in SMA Negeri 1 Krembung (Islamic education approach faces the challenges of extremism). The results show that the religious moderation design at SMAN 1 Krembung, using persuasion and preventive approaches, was able to reduce the fluctuation of extremism. Studied about Religious Moderation as a New Approach to Learning Islamic Religious Education in Schools. The results found that Conserving moderation of religion at school can habituating students to uphold justice by respecting and respecting the opinions and choices of others and balancing humanity and divinity.

RESEARCH METHOD

This study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of

participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time.

According to (Curry LA, Nembhard IM, Bradley EH, 2009), Ethnography is a form of field research that seeks to learn the culture of a particular setting or environment.

RESULTS AND DISCUSSION

While taking research discussions and sharing with teachers about moderation in teaching and learning, the teachers are enthusiastic about the researcher's explanation. Some of them give questions on how to implement moderation in teaching and learning. The researcher explains the implementation of moderate itself in teaching and learning, moderation means is how to keep the middle, justice, balance, and tolerance of teachers while teaching and learning, try to understand the student's ability and their capacity in receiving materials had explained by the teachers in teaching and learning processes, not only that but also researcher said that is the same with free learning (*Merdeka Belajar*).

Moderate teachers is that teachers use to align professional judgements about student achievement. When undertaking moderation, teachers engage in professional conversations and calibrate their judgements by selecting and reviewing a sample of student work or other student data. The moderation process enables teachers to develop a shared understanding of curriculum and student achievement and enhances fairness and consistency in teacher judgements.

In pandemic Covid-19, the moderate teachers must be create to used, method, media and model to deliver the materials that has been put it the Lesson Plan.

Because, the moderate teachers must be able to understand the ability of students in the particularly.

In formulating learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence.

A teaching plan for the moderate teachers must be prepared by the teachers because the plan is the content of the teaching materials that the teachers will deliver in the teaching and learning process, the Teaching plan is also a description of the process or procedure for presenting the material.

Based on the result above about Moderate the teachers' pandemic covid-19 at Madrasah. There are many thing that happened in Madrasah, therefore, the discussion of Moderate Teacher in Pandemic Covid-19 at Madrasah focus on the three (3) indicators of Moderate teachers, namely;

1. **Tolerance (*Tasamuh*);** If in the learning process, where the teacher asks and allows students to answer, then as a teacher tries to understand and correct answers to students, but before straightening these answers, the teacher also provides opportunities for other students to answer and improve what his friend said earlier. Furthermore, as a teacher, we must try to understand the diversity of characters, abilities, and competencies of these students, because each student has different literacy skills in answering and conveying their ideas. "Recognizing and respecting differences, both in religious aspects and various other aspects of life".
2. **Fairness (*I'tidal*);** meanwhile, if in the learning process, a teacher must give equal rights to every student to express opinions and assessments. Because, most teachers in the field only side with

active and intelligent students, while in the assessment, teachers also have elements of closeness and kinship. In addition, teachers must provide equal opportunities for all students to share their opinions, so that the differences and diversity are used as material and input for Madrasah to innovate and change, both in delivering learning material and in providing assessment. As a teacher, we must always try to understand the religious abilities and intelligence of students based on the characteristics of thinking, language, the environment in which they live, and the local wisdom that each student has.

3. **Balancing (*Tawazun*);** in implementing the concept of balance in teaching and learning, the teacher must consider students' abilities. Because, in the concept of moderation there are two extremes, namely; left extreme and right extreme, where the left extreme and right extreme are the students who are fanatical about the material presented and there are also students who think the learning material is just mediocre content. Furthermore, as a teacher, he or she must be able to put the position of him or herself in the middle path (mainstreaming) or position himself in the midst of all of the students to balance maintain among all of the students who have different abilities.

CONCLUSION

Moderate teachers must consider modification in formulating learning indicators and objectives in the moderation itself in pandemic Covid-19. Moderate teachers in formulating learning indicators and objectives, always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive and stay away from goals that can lead to violence.

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IMPROVING ENGLISH VOCABULARY MASTERY BY USING CROSSWORD PUZZLE IN ELEMENTARY CLASS

Abd Kahar, Andi Uceng, Andi Sadapotto, Nadira, Sam Hermansyah, Muhammad
Hanafi, Usman M, Andi Atira Masyita
Universitas Muhammadiyah Rappang, Indonesia.
Corresponding Email: sadapotto.andi@gmail.com

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Abstract

This research is aimed to find out: (1) The improvement of the students' vocabulary mastery through crossword puzzles and (2) The effect of teaching learning process when teaching vocabulary by using crossword puzzle is implemented. The method used in this research is classroom action research. It was carried out in two cycles. The techniques for collecting data are observation, interview, questionnaire, field notes, photograph and test. The data were analyzed by using qualitative technique and quantitative technique. The researcher conducted the tests before (pre-test) and after (post-test). The research result shows the improvements in students' vocabulary mastery and gives good effect in teaching learning process. The mean score of pre-test was 50, the post-test 1 was 69, and the post-test 2 was 80. Beside that, there were good effects in the teaching learning process such as the students were more active in following the lesson; the students became less noisy; the students were not ashamed to answer the question; and the students could focus more on the lesson.

Keywords: crossword puzzle, students' vocabulary mastery

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) Peningkatan penguasaan kosakata siswa melalui teka-teki silang dan (2) Pengaruh proses belajar mengajar ketika pengajaran kosakata dengan menggunakan teka-teki silang dilaksanakan. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Itu dilakukan dalam dua siklus. Teknik pengumpulan data adalah observasi, wawancara, angket, catatan lapangan, foto dan tes. Teknik analisis data menggunakan teknik kualitatif dan teknik kuantitatif. Peneliti melakukan tes sebelum (pre-test) dan sesudah (post-test). Hasil penelitian menunjukkan peningkatan penguasaan kosakata siswa dan memberikan efek yang baik dalam proses belajar mengajar. Nilai rata-rata pre-test adalah 50, post-test 1 adalah 69, dan post-test 2 adalah 80. Selain itu, ada efek yang baik dalam proses belajar mengajar seperti siswa lebih aktif dalam mengikuti pelajaran. ; siswa menjadi kurang berisik; siswa tidak malu menjawab pertanyaan; dan siswa bisa lebih fokus pada pelajaran.

Kata Kunci: teka-teki silang, penguasaan kosakata siswa

INTRODUCTION

The aim of teaching English is to develop the students' ability in communication. Then, teaching English is needed for preparing the globalization era and developing the science. So, we can increase the competition with world

community. To master all, they should prepare them self with vocabularies. Vocabulary is one of the language component that support the student in learning language. Burns and Broman (1975: 295) state the definition of vocabulary in general. They say that vocabulary may be

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defined as the stock of words uses by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different. Coady (1997: 5) states that vocabulary is central of language and of critical importance to typical language learner. While Candlin in Taylor (1990, ix) states that vocabulary is central to language teaching and learning. Vocabulary is really needed in both English teaching learning. Therefore, the students of elementary school still had difficulty in mastering vocabulary.

The researcher conducted pre-research at fourth grade students of SDN 1 SIDRAP to find the students' problem of English class. The pre-research begins with distributing questionnaire to gather information about the teaching learning English. After that, the researcher conducted observation to know the situation of the teaching learning process, how the teacher teach English, the students' behavior when teaching learning process happened, the method that teacher used in teaching English. Then the researcher had some interview with the teacher and students. Next, the researcher did a pre-test to know the students' vocabulary mastery. Based on the pre-research, the researcher finds out that the students' vocabulary mastery in SDN 1 SIDRAP is still low, about 75% students get the bad mark (under six). This problem can be seen from their low scores in vocabulary and students got difficulties in four aspects of vocabulary, such as spelling, meaning, pronunciation and using word. The researcher also found that the teaching learning process was not effective as follows: 1) the students were passive during teaching learning process 2) the class was noisy 3) the students were afraid to answer the question 4) the students did not focus on the lesson. The causes of this problem are (1) The teacher uses the same technique each time in teaching vocabulary.

It made the students feel so bored, (2) The technique that teacher used cannot motivate the student to learning English, (3) The source that teacher used is only from a textbook. Based on the fact, the students' vocabulary mastery needs improvement. So, the writer brings the way of teaching vocabulary by using crossword puzzles, to improve the students' vocabulary mastery. It facilitates the students to get better mastery of vocabulary. Case (1994: 5) states that puzzle are useful for language learners because the enjoyment, satisfaction, reflection, and play can focus learners attention on the language in a concentrated but nonstressful way. Nation (1986: 1) states that puzzles are one obvious type of self-motivating material. For native speakers, puzzles of various sorts have a strong appeal. Puzzles are self-motivating because they offer a challenge that can usually be met successfully. According to the Jones (1992), the crossword puzzles can be used in a variety of ways: to teach new vocabulary, to help students to memorize what they already know. This research aims to find out that crossword puzzle improve the students' vocabulary mastery and to identify the effect in teaching learning process when crossword puzzle is implemented in the writing class.

RESEARCH METHOD

The research was conducted in SDN 1 SIDRAP in academic year 2019/2020. It was conducted at 7th May 2019 until 31th May 2019. The subject of this research was the fourth grade students' of SD N 1 SIDRAP. There were 20 students, consisting 6 boys and 14 girls.

The research method in this study is an action research. For starting point, it is necessary to give a definition of action research. Mills (2000: 6) says that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the way that their

particular schools operate, how they teach, and how well the students learn. Elliot (1991: 69) defines that action research is the study of social situation with a view to improving the quality of action within it. It aims to feed practical judgement in concrete situation, and the validity of the theories or hypotheses it generates depends not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully.

Action research is a research that is conducted in cycles. As there are many experts give the definition of action research, there are many experts that give the models of action research too. In this research, the writer followed Kemmis and McTaggart model of action research. They refer to four basic steps or moment of action research: planning, acting, observing and reflecting. Planning is a step that identified the problem, the writer then makes some plan to prepare everything related to . Then, acting is the section which the teacher conducts the teaching and learning activity. Observing is step where teacher observes the teaching and learning process in the classroom. Then the teacher can create the better way of teaching. Then, reflecting is step where the teacher makes an investigation of what she has done to find the strength and weakness of teaching learning process.

In this research, the researcher uses five instruments to collect the data. They are observation, interview, field notes, photograph and test. In analyzing the data, the researcher uses qualitative technique and quantitative technique. In analyzing qualitative data, the researcher uses Burns method. Burns (1999:157) gives several steps in analyzing qualitative data. The steps are given as follows: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcome. Meanwhile, quantitative data are analyzed by using descriptive statistics. They are analyzed by comparing the result of pre-test and post-test. It is used to know

whether there is improvement of students' vocabulary mastery.

RESULTS AND DISCUSSION

Pre-Research

Before conducting the action research, the researcher did observation, interviewed the teacher and gave the pre-test to the students. From the observation and interview and pre-test results, the researcher found a fact that the students' score for English was low. About 75% students get the bad score (less than six). The students' mean score was 50 in the scale of 0-100. The researcher concluded that the students' vocabulary mastery was still low. In addition, the classroom situation were inefficient. The students were not active. They kept silent when the teacher asked them some questions because they did not know the answer. The method and the materials made them bored and do not focus on teaching learning process.

Based on the fact happened in pre-research, the researcher found these problems: 1) the students' vocabulary mastery was still low; 2) the effect of teaching English was not good. The causes of these problems are: 1) The teacher used the same technique every time she taught vocabulary. It made the students feel so bored. 2) The technique that teacher used could not motivate the student to learn English. 3) The source that teacher used was limited, only from a textbook.

Cycle 1

Planning

Before starting the action, the researcher made lesson plans, the teaching materials, worksheet and test item for the first cycle. It was planned to have three meetings in the first cycle.

Acting

In this activity, the students are divided into ten groups. The teacher distributes folded paper (written a letter). The students write the blank box with the

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letter. After the letter could form an English word, the teacher spelled it followed by students. There was a distinction between English language and Indonesian language. In English language, the written was different from the pronunciation. So, the teacher taught how to pronounce the word correctly. The students imitated after the teacher till they could pronounce the word correctly. To introduce an English word, the teacher mentioned the meaning of this word into Indonesian language. She asked the student to memorize the word so that they could use this word in a sentence.

Observing

When the researcher was implementing the action, the collaborator observed the classroom situation and teaching learning process by using crossword puzzles. The effect of teaching learning process by using crossword puzzles was better for students than before. It can be seen from the students' progression in teaching learning process. The students were more active; the students actively followed teacher's instruction. They actively imitated what the teachers said and tried to focus on teaching learning activity. They paid attention in teaching learning activity because they took part in this activity. It was simple and easy for students. So, the students could enjoy the activity. The use of crossword puzzles warmed up the students' motivation to learn English. They were enthusiastic to struggle to come forward to the class. They were confident to write the letters on the blackboard and speak up the English word. They could answer the question although their answer was often false.

The results of post-test showed an improvement comparing with the pre-test. They could do the task and answer the question. The main score of the pre-test was 50, while the post-test one score was 69 from the level 0-100. There were several problems coming from students. For one thing, the students were noisy. When the

teacher divided the students into some pairs, they fell into chaos and confusion. For another thing, some of the students had difficulty in pronouncing the words and remembering the English words and their meaning. Furthermore, some students were still afraid to answer the questions because some of students blamed the other students who made mistakes in answering the question.

Reflecting

According to the observation result, the researcher found some problems during the teaching and learning activity which should be solved in the second cycle were: 1) the students still had difficulty in remembering the English word and its meaning, 2) the students had difficulty in pronouncing the words, 3) the students were afraid to answer the question, 4) the students blamed the other students who made mistakes in answering the question, 5) The students were noisy and did not pay attention the the teacher's instructions. The causes of the problems were: 1) the researcher only asked the student to fill the crossword puzzle by letter that write in folded paper and it can not trigger the students' memory to remember the word, 2) in practicing pronunciation, the researcher asked all the students to imitate what teacher say collectively and it can not control the pronunciation individually, 3) the researcher did not pay more attention to the students who made chaos and noisy during teaching and learning process.

Cycle 2

Revising Plan

Based on the result of reflection above, the teacher and the researcher planned to solve the problem which had occurred in cycle one. The researcher planned to change the form of crossword puzzle. In first cycle, the researcher made a game to fulfill the crossword puzzle. The researcher used folded paper as media. And the researcher found some problems. The researcher solved the problem with solution

in second cycle, the researcher would not make a game. To trigger the students' memory about the English word, the researcher would ask the student to fill the uncomplete crossword puzzles by their knowledge. By using it, students would try to remember the English word and would practice to be brave in writing the answer in front of the class. The researcher would focus more in teaching pronunciation. She would give more practice pronunciation to all students one by one. It was done to help students how to pronounce word correctly. The researcher would pay more attention to the students who made chaos and noisy during teaching and learning process. She would warm up the students' motivation to be active in teaching learning process.

Acting In this activity, the students write the letter on the blank box. After the letter could form an English word, the teacher spelled the letter and followed by students. There was a distinction between English language and Indonesian language. In English language, the written was different with the pronunciation. So, the teacher taught how to pronounce the word correctly. The students imitated after the teacher till they could pronounce the word correctly. To introduce an English word, the teacher mentioned the meaning of this word into Indonesian language. She asked the student to memorize the word so that they could use this word in a sentence.

Observing

The observation toward the research implementation in Cycle 2 was also done by the collaborator. The teaching learning process by using crossword puzzles in the cycle also showed the students' improvement on vocabulary mastery and the effect of teaching learning process.

The result of observation showed the improvement on vocabulary mastery. The score of post-test two is better than the one of post-test one. The mean score of post-test two was 80. Besides, students had motivation in following the lesson. Those

showed better improvement from the previous test.

The effect of teaching learning process by using crossword puzzle was indicated by the following facts. First, the students were more active in following the lesson. Second, most of the students were not ashamed to answer the question. Third, students became less noisy. They could focus more on the lesson. Fourth, the use of crossword puzzles in teaching learning activity could warm up the students' motivation to learn English. Finally, the students paid attention in teaching learning activity because the student took part in that activity. It built an enjoyable situation because it was simple and easy for students. So, they could actively follow teacher's instruction.

Reflecting

Based on the observation result, teacher and the researcher reflected the implementation of cycle two as follows: 1) the students could pronounce the word correctly, 2) the students remembered the vocabularies taught and their meaning, 3) the students were active in following the lesson and became more focused on the lesson, 4) the students were not ashamed to answer the question.

The teacher and the researcher concluded that the use of crossword puzzles could improve student's vocabulary mastery and make the teaching learning activity effective. Each cycle of the research showed an improvement. The achievement of the students' vocabulary mastery increased. The mean score of post test one was 69. The mean score of post test two was 80. The students could pronounce the word correctly and more fluently than before. So, the students' pronunciations improved. The students could remember the vocabularies taught and its meaning.

The teaching English by using crossword puzzle gave the good effect to students. The students were more active in following the lesson because the use of

IMPROVING ENGLISH VOCABULARY MASTERY BY USING CROSSWORD PUZZLE IN ELEMENTARY CLASS

(Abd Kahar, Andi Uceng, Andi Sadapotto, Nadira, Sam Hermansyah, Muhammad Hanafi, Usman M, Andi Atira Masyita)

crossword puzzles built the students' motivation in following the lesson. So, the students could focus more on teaching learning activity. Most of the students were not ashamed to answer the question given by the researcher.

DISCUSSION

The last step of this action research was discussing the result of the research as a final reflection. Firstly, teacher and researcher identified some problems as follow: (1) the students' vocabulary mastery was still low; (2) the effect of teaching learning process was not good. The causes of this problem are: (1) The teacher used the same technique each time in teaching vocabulary. (2) The technique that teacher used cannot motivate the student to learning English. (3) The source that teacher used was limited, only from a textbook. It made the students feel so bored. So, they were not active and did not pay attention in teaching learning process.

Based on the problem found, one of the appropriate method in teaching vocabulary is using crossword puzzles. The use of crossword puzzle could improve English vocabulary mastery especially in spelling, pronouncing, using and meaning. Crossword puzzle was a medium to improve students' English vocabulary especially young learner. This medium creates enjoyable atmosphere to the class, it can warm up the students' motivation because the students take part in this activity. In this activity, The students write the blank box with the letter. After the letter could form an English word, the teacher spelled it followed by students. There was a distinction between English language and Indonesian language. In English language, the written was different with the pronunciation. So, the teacher taught how to pronounce the word correctly. The students imitated after the teacher till they could pronounce the word correctly. To introduce an English word, the teacher mentioned the meaning of this word

into Indonesian language. She asked the student to memorize the word so that they could use this word in a sentence.

The action reseach had been implemented in two cycles. In the first cycle, the researcher introduced new English words to students about parts of the body by using crossword puzzles. She explained the new words and their meaning to student. She also taught them how to spell and pronounce the words correctly. They were also drilled in pronouncing the words, such as: eye, cheek, ear, hair, head, knee, neck, face, hand, nose, elbow, lip, legs, mouth, tooth, finger, arm, eyebrow, tongue, and toe. They practiced to pronounce the word although they made mistakes in pronouncing the words. The result was not good enough. The mean score of pre-test was 50. The mean score of post-test 1 was 69. Some of the students had difficulty in pronouncing the words and remembering the English word and its meaning.

Based on the classroom situation, the effect of teaching learning process was better than before. It could be seen through their paticipating in teaching learning process. The students were more active although there were some students who made noisy. It was seen when the teacher divided the students into some group. They fell into chaos and confusion. The students actively followed the teacher's instruction. They actively imitated what the teachers said and tried to pay attention in teaching learning activity because they took part in this activity. They were enthusiastic to struggle to come forward to the class. Some students bravely wrote letters on the blackboard and spook up the English word. They could answer the question although their answer was false. But some students were still afraid to answer the question because there were some of students who blamed the other student who made mistake in answering the question.

Based on the problem found in the first cycle, teacher and researcher planned to

improve the teaching learning activity in cycle two. In cycle two, the use of crossword puzzles of parts of the body could show the improvement of students' vocabulary mastery and the effectiveness of teaching learning process; the improvement of students' vocabulary mastery included: 1) The mean score of posttest 2 increased to 80; 2) The students could memorize the words and its meaning; 3) The students could pronounce the words correctly. The effects of the teaching learning process could be indicated by: 1) The students were more active in following the lesson; 2) Most of the students were not ashamed to answer the question; 3) The students became less noisy; 4) They could focus more on the lesson and could be actively follow teacher's instruction. The students could pronounce the word correctly and more fluently than before. So, the students' pronunciations increased. The students could memorize the vocabularies taught and their meaning.

CONCLUSION

The result of this action research shows that the improvement of students' vocabulary mastery and the effect of teaching learning process; the improvement of students' vocabulary mastery could be seen in the increasing of mean score of pre-test 50, post-test 1: 69 and posttest 2: 80, the students could memorize the vocabularies taught and their meaning and pronounce the words correctly. So, the students' pronunciations improved. The effects of the teaching learning process could be indicated by: the students were more active in following the lesson, most of the students were not ashamed to answer the question, students became less noisy so, they could focus more on the lesson and could be actively follow teacher's instruction.

From the statements, it can be concluded that crossword puzzle is able to improve the students' vocabulary mastery and the teaching learning process of using crossword puzzles give good effect to students.

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IMPROVING THE STUDENTS' KNOWLEDGE OF OPEN CLASSES THROUGH GROUP INVESTIGATION

Ika Sastrawati & Haslinda
Universitas Muhammadiyah Makassar
Corresponding Email: ikasastrawati@unismuh.ac.id

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Abstract

This research aimed to find out the improvement of the students' knowledge in open classes which focused only on noun and adjective through group investigation. The research method used was a pre-experimental design with one group pretest and posttest design. The population was the eighth-year students of SMP Muhammadiyah 1 Makassar, the academic year 2009/2010 which consisted of 140 students and separated into four classes. The sample was taken by purposive sampling technique and the total number of samples was 30 students. The instrument used for measuring the students' improvement scores in the form of percentages was a written test. The data were gathered after scoring the students' ability in open word class, especially for nouns and adjectives, tabulated in percentage, and analyzed using a t-test to prove the significance of the hypothesis ($p=0,05$, $df=29$). The findings of the research were (1) the students' improvement in noun test was 41 % with t-test 13.43 and t-table 2.045 ($13.43 > 2.045$), it was significant because the t-test was higher than the t-table; (2) the students' improvement in the adjective test was 80 % with t-test 11.4 and t-table 2.045 ($11.4 > 2.045$), it was significant because t-test was higher than t-table, and the improvement on both noun and adjective altogether was 50 % with t-test 16.43 and t-table 2.045 ($16.43 > 2.045$).

Keywords: open classes, students' knowledge, group investigation

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan pengetahuan siswa di kelas terbuka yang hanya berfokus pada kata benda dan kata sifat melalui investigasi kelompok. Metode penelitian yang digunakan adalah pre-experimental design dengan one group pretest and posttest design. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Muhammadiyah 1 Makassar tahun ajaran 2009/2010 yang berjumlah 140 siswa dan dibagi menjadi empat kelas. Pengambilan sampel dilakukan dengan teknik purposive sampling dan jumlah sampel sebanyak 30 siswa. Instrumen yang digunakan untuk mengukur peningkatan skor siswa dalam bentuk persentase adalah tes tertulis. Data dikumpulkan setelah menilai kemampuan siswa dalam kelas kata terbuka, terutama untuk kata benda dan kata sifat, ditabulasikan dalam persentase, dan dianalisis menggunakan uji-t untuk membuktikan signifikansi hipotesis ($p=0,05$, $df=29$). Hasil penelitian ini adalah (1) peningkatan siswa dalam uji kata benda sebesar 41% dengan t-test 13,43 dan t-tabel 2,045 ($13,43 > 2,045$), signifikan karena t-test lebih tinggi dari t-tabel ; (2) peningkatan siswa dalam tes kata sifat adalah 80% dengan t-test 11,4 dan t-tabel 2,045 ($11,4 > 2,045$), signifikan karena t-test lebih tinggi dari t-tabel, dan peningkatan pada kedua kata benda dan kata sifat secara keseluruhan adalah 50% dengan t-test 16,43 dan t-tabel 2,045 ($16,43 > 2,045$).

Kata Kunci: kelas terbuka, pengetahuan siswa, investigasi kelompok

INTRODUCTION

Teaching English is something that is not so easy to do. English has different letters and their sounds. It also has many rules in its grammar. English has four skills; listening, speaking, reading, and writing. Each skill has its own rules. English grammar is still becoming the most difficult aspect of learning this language. Most students tended to be confused about using tense and choosing appropriate verbs when they wanted to make a sentence in English (Ameliani, 2019:6). Furthermore, lack of many vocabularies and grammatical errors are the main difficulties which were faced by the students. (Arono, et al, 2019:92). It indicates that there must be something done by the teachers to overcome these problems.

However, sometimes the teachers neglect the students' condition and the methods they apply in their teaching, so it is not surprising that the student's achievement in this language is still low compared to the national achievement standard. As this is so, in teaching English, a teacher must do something that makes the students feel comfortable and enjoyable during the learning process. A teacher should offer the students interesting and authentic materials. Not only teaching but also a teacher should use appropriate methods in teaching to make the students enjoy their class as well as to improve the students' achievement.

A method is one thing that can make the teaching and learning process more interesting. The method is a teacher's way of transferring knowledge to students in the process of learning. (Ariandika, et al, 2018:277). Method refers to a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating new knowledge. By using the appropriate method, a teacher can help the students in acquiring and integrating new knowledge. Relating to this phenomenon, the cooperative learning method is believed can overcome this problem.

Cooperative learning is one method that can be used in teaching English. This is such a group activity that offer opportunities for the teachers to develop a sense of community ethos. Ayuwanti (2016: 107) emphasize that knowledge cannot be directly transferred from the teacher to students, which means the students need to be mentally active building their knowledge structure based on their cognitive maturity. Cooperative learning or usually called CL is defined as an instructional method that gained the students to help each other in learning academic content, this method is focusing on students center approach. (Slavin in Attamimi, 2014:20). That sense of belonging, working together, taking risks, and encouraging each other become additional instructional strategies that teachers strive to facilitate in school classrooms (Moberly, 2003:3). Effective learning takes place when the person is active in the learning period. Instead of the traditional teaching method in which the teacher is active, cooperative learning activities help student shape their learning period with the help of their participation. (Yavuz, et al, 2018: 592). Not only increase the students' motivation, but cooperative learning also increases self-confidence, improves communication skills, and increases active participation in the education process. (Ying Chu, 2014:171)

Cooperative learning consists of many models of teaching, such as STAD (Student Team Achievement Division), Jigsaw, Think-Pair-Share (TPS), Number-head Together, Round Table, Group Investigation (GI), and so forth. (Robert. E. Slavin: 1983:5). All models have their strengths and weakness. It is the teacher's chance to select which model the teacher understands well and can be applied in their teaching, and how the model can give a contribution to the students learning.

Group investigation is one the model of cooperative learning that can be regarded as a learning model of active students that can

make meaningful learning positively related to students learning achievement because the principles of this group investigation include student-centered, learning by doing, developing social skills, develop curiosity, imagination, develop problem-solving skills, develop students' creativity, develop the ability to use science and technology, cooperation and solidarity. (Sangadji, 2016:96). Applying Group Investigation (GI) in teaching has several advantages, namely, it can develop the students' thinking skills in learning the material independently, it also can improve the students' cognitive aspects and the students learning outcomes, it can develop the students' ability to actively cooperate in group and reveal opinion in group discussion, as well as students, can have skills to interact and communicate well in the group. (Purnamasari, et al, 2018: 133). Slavin in Astra (2015: 75) explained that in Group Investigation students should plan, solve and report. Students participate in problems or project discussions with their friends and teachers. Students can also gain some experience in giving or receiving arguments. Those activities let the students learn a topic intensively and extensively, which are expected to make the students understand.

Based on the background, the research question formulated to meet the research objective in this study is "To what extent can Group Investigation (GI) Method improve the students' knowledge in learning open classes?". Therefore, the purpose of this research was to find out whether the cooperative learning model Group Investigation (GI) can improve students' knowledge of open classes.

RESEARCH METHOD

The research study used a pre-experimental method with the instrument that was students' results of pre-test and post-test. The subject of this study was the 10th-grade students of SMA Muhammadiyah 1 Unismuh Makassar in the 2019-2020

academic years selected purposively. In addition, according to Cohen (1980:2), quantitative research is defined as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Furthermore, Sugiyono (2017:7) explained that quantitative research is a research method based on the philosophy of positivism because it has applied scientific principles in a concrete or empirical, objective, rational, and systematic manner. Then, to be the scope of this study, the researchers limited the students' knowledge in the open classes only to nouns and adjectives. The subjects of this research were given treatment in six steps. The first is identifying the topic to be investigated and organizing students into research groups, the second is planning the investigation in a group, the third is carrying out the investigation, the fourth is preparing the final report, and the fifth is presenting the final report and the sixth is evaluation. (Sharan in Ayuwanti, 2016: 108). The subjects of this research were given a pre-test at the first meeting, a treatment at the second until the fifth meeting, and a post-test in the sixth meeting to know the students' improvement after applying the group investigation technique. The data were collected through the pre-test and post-test, then analyzed using statistical measures namely mean and t-Test to know the effects of using cooperative learning model group investigation in teaching nouns and adjectives at SMA Muhammadiyah 1 Unismuh Makassar.

FINDINGS

The researchers analyzed the data from thirty students who were given a pre-test, then compared it with their scores in the post-test. The result of the data analysis can be illustrated in the following tables:

Table 1 :
The students' knowledge in open word
classes
based on the improvement percentage of
nouns and adjectives.

o	Variabl e	Pr e- test X1	P ost- test X 2	Imp rovement
	Noun :			
	a. Proper noun	6.2	7.3	17 %
	b. Countable noun	4.6	7.1	54 %
	c. Uncountable noun	3.1	5.2	60 %
	Adjective (descriptive adjective)	4.2	7.6	80 %

The students' knowledge of nouns was separated into three categories, proper nouns, countable nouns, and uncountable nouns. In the pre-test, the students' knowledge of proper nouns got a score of 6.2 which was classified as *"fair"* but in the post-test, the students' score moved to 7.3 which was classified as *"fairly good"*. This means that there was a score increase of 1.1, with an improvement percentage of 17 %.

The students' knowledge of countable nouns improved from 4.6 which was classified as *"poor"* in the pretest to 7.1 which was classified as *"fairly good"* in the post-test. It indicates that the student's knowledge was improved by 2.5 points with an improvement percentage of 54%. The students' knowledge of uncountable nouns improved from 3.1 in the pre-test which was classified as *"very poor"* to 5.2 in the post-test which was classified as *"poor"* the improvement percentage was 60 %. The increase was 2.1 points.

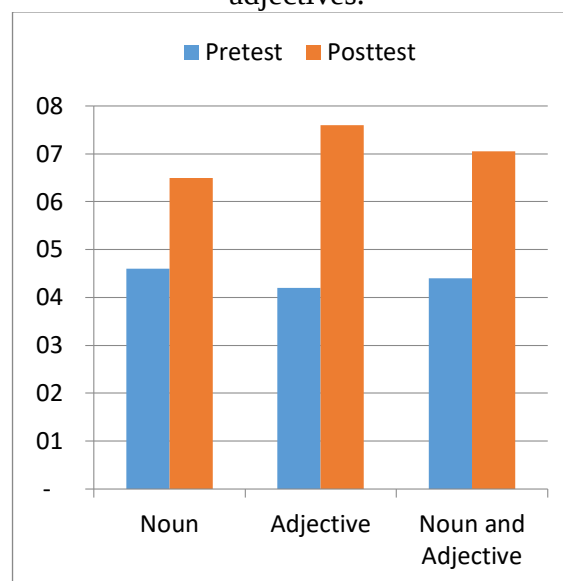
The students' knowledge of adjectives improved from 4.2 which was classified as *"poor"* in the pre-test to 7.6 which was classified as *"good"* in the post-test. It indicates that the student's knowledge was improved by 3.4 points with an improvement percentage was 80 %.

This movement indicates that the Group Investigation method could successfully improve the students' knowledge of nouns and Adjectives as elements of Open Classes.

The above improvement can also be shown by the following graphic:

Graphic 1.

The students' knowledge in open classes based on the percentage of nouns and adjectives.



The graphic above shows the students' ability to classify nouns and use correct adjectives performed by the students of VIII C in SMP Muhammadiyah 1 Makassar. This graphic presents the students' score in the pre-test and post-test which focused on nouns and adjectives as the elements in open word classes. From the graphic, it is known that there is a significant increase in the mean score in the post-test compared to that in the pretest. The highest increase happens to the adjective mean score, the increase reaches 3.4 points, while the others only reach 1.9 points (noun only) and 2.65 points (noun and adjective). This means the Group

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Investigation method could practically improve the students' knowledge of Noun and Adjective as elements of Open Classes.

To know the impact of the Group Investigation on the students' knowledge of Open Classes (Noun and Adjective), the table below might be helpful:

Table 2.

The students' knowledge improvement viewed from the score classification improvement

Kinds	Score Classification							
Of Tests	xc	G		G			P	
Pretest							6	
%				3	3	3		
Post Test					3			
%			0	7	3			

Notes:

Exc = Excellent F =
Fair
VG = Very Good P =
Poor
G = Good
VP = Very Poor
FG = Fairly Good

The table above shows that GI could successfully improve student learning as it could decrease the number of students' scores "Poor" which in the pretest there were 16 students (53 %) but in the post-test, this number decreased to 2 students (6 %). This table also shows that GI could move the number of students' scores "Fair" and "Fairly Good" from 7 students (23 %) to 13 students (43 %) and 8 students (27 %) each, and also could enhance the students to gain "Good" and "Very Good" score classification up to 7 students (23 %).

Based on these findings, it was shown that the treatment (Group Investigation Method) could successfully improve the

students' knowledge of Open Classes (Noun and Adjective).

To find out whether or not the mean score difference was significant in term statistics, the t-test result was presented below:

Table 3. Statistic T-testing Operation

Open Classes	t-test	t-table
Nouns	13,42	2.045
Adjectives	11,43	
Noun and Adjective	16,43	

After calculating the t-test value, then it is compared with the value of the t-table with the level of significance $p=0.05$ with the degree of freedom ($df = 29$), the value of the t-test value is greater than the t-table value. The t-test value for a noun is 13.42, the t-test for an adjective is 11.43, and the t-test value for both noun and adjective is 16.43. This shows that the mean score difference between pretest and post-test is statistically significant.

These findings are used to determine whether or not the hypothesis stated in this research is statistically proved. As stated in the previous chapter that the null hypothesis (H_0) is rejected when the value of the t-test is greater than the value of the t-table and the alternative hypothesis (H_1) is accepted. Therefore, based on the above result where the value of the t-test is greater than the value of the t-table, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that the hypothesis ***"There is a significant difference in the students' knowledge on open classes before and after teaching through Group Investigation"*** is accepted ($p = .05$, $df = 29$). And this also means that Group Investigation Method could significantly improve the students'

knowledge of Nouns and Adjectives as the elements of Open Classes.

DISCUSSION

The research finding indicates that the student's knowledge of open word classes increases by using the group investigation method. The description of the result of the noun and adjective test showed the improvement of the students' knowledge of open classes' through the group investigation method.

Table 1 which presented the students' mean scores on nouns and adjectives showed that the higher improvement was on adjectives, uncountable nouns, and countable nouns. The students' knowledge of adjectives was good because they had learned a few about adjectives in the first year. That's why the higher improvement was on the adjective (80%), compared to uncountable nouns and countable nouns, the improvements were 60% and 54%. This indicated that the student's prior knowledge of uncountable and countable nouns was still lower than the adjective. But, after applying the Group Investigation method in the treatment the students could understand and classify between uncountable nouns and countable nouns.

This finding was not surprising as all steps in the Group Investigation Method had successfully been conducted. From the beginning of the treatment, the students were involved to determine what topics they wanted to investigate. This happened until the end of the treatment. All students took active participation in doing all the given tasks.

The way the students interacted during treatment was also one thing that supported the success of GI. The process of decision-making in solving the problems was done through mutual interaction. All the group members contributed their opinions and then accepted the group decision. In that way, the students felt quite admitted to their existence.

Besides involvement, motivation, and interaction, the learning atmosphere was also one factor that supported the success of GI. During the treatment, the students were given the freedom to move from one desk to another desk, and even to leave the classroom for example to go to the school library to search for information. The researchers were there just to facilitate and help the students who needed supervision.

CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded as follows :

1. The group Investigation method can successfully improve the students' knowledge of nouns and Adjectives as elements of Open Classes.
2. The group Investigation method can become one alternative method to be used in English Language Teaching classrooms.
3. To increase the students learning achievement, the student's involvement, motivation, and interaction should be enhanced quite well as well as the learning atmosphere.

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PELAKSANAAN MANAJEMEN KURIKULUM PADA MADRASAH TSANAWIYAH KABUPATEN JENEPONTO

*(Implementation of Curriculum Management in Madrasah Tsanawiyah, Jeneponto
Regency)*

Hamzah Lallang

Kepala Madrasah Tsanawiyah Negeri 3 Jeneponto

Corresponding Email: hamzahalalang06@gmail.com

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Abstract

The aim of this study is to explain the implementation of curriculum management at Madrasah Tsanawiyah Jeneponto Regency, the formulation of the problem in this study is, how is curriculum management implementation at Madrasah Tsanawiyah Jeneponto Regency? While the research method used for this study will be qualitative. Where the researcher will explain the data in the form of sentences. Meanwhile, the researcher is conducting descriptive research. Whereas the descriptive approach describes only the phenomena, symptoms, events, and events that occur. The results of this study indicate that; to improve the quality of Madrasah Tsanawiyah Negeri Jeneponto Regency, particularly collaborating with the community, both individuals, government, and local organizations for the implementation of quality education and learning, such as: (1) fostering and harmonious cooperative relationships with all educational stakeholders around the madrasah; (3) accommodate and analyze the community's aspirations for ideas, demands, and various educational needs in the form of (a) distributing questionnaires to obtain input, suggestions, and creative ideas from education stakeholders supporting the madrasah; and (b) completing a written report to the community on the results of their observations on the development of education in the area encompassing the madrasah.

Keywords: Curriculum, Management, Madrasah

Abstrak

Tujuan penulisan adalah untuk menjelaskan pelaksanaan manajemen kurikulum pada Madrasah Tsanawiyah Kabupaten Jeneponto, rumusan masalah pada penelitian ini adalah, bagaimanakah pelaksanaan manajemen kurikulum pada Madrasah Tsanawiyah Kabupaten Jeneponto? Sedangkan Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Hasil pada penelitian ini menunjukkan bahwa; untuk meningkatkan mutu Madrasah Tsanawiyah Negeri Kabupaten Jeneponto yaitu melakukan kerjasama dengan masyarakat baik perorangan, organisasi pemerintah dan kemasyarakatan untuk penyelenggaraan pendidikan dan pembelajaran yang bermutu seperti: (1) membina dan hubungan kerjasama yang harmonis dengan seluruh stakeholder pendidikan di sekitar madrasah; (2) mengadakan penjagaan tentang kemungkinan untuk dapat mengadakan kerjasama dengan lembaga lain diluar madrasah untuk memajukan mutu pembelajaran di madrasah; (3) menampung dan menganalisis aspirasi ide, tuntutan dan berbagai kebutuhan pendidikan yang di ajukan oleh masyarakat dalam bentuk: (a) menyebarkan kuesioner untuk memperoleh masukan, saran dan ide kreatif dari stakeholder pendidikan di sekitar madrasah; (b) menyampaikan laporan kepada masyarakat secara tertulis tentang hasil pengamatannya terhadap perkembangan pendidikan di daerah sekitar madrasah.

Kata Kunci: Manajemen, Kurikulum, Madrasah

PENDAHULUAN

Perkembangan Teknologi sekarang ini sangat pesat dengan adanya pengaruh zaman digital, dengan demikian juga dengan perkembangan pendidikan yang merubah pola pikir dan cara kerja para pendidik dan para pemerhati pendidikan. Pendidikan memegang peranan yang sangat penting dalam meningkatkan kualitas sumber daya manusia, terutama dalam proses pembangunan nasional.

(Hamzah B. Uno & Nurdin Muhammad, 2012), mengemukakan bahwa peningkatan mutu pendidikan di madrasah merupakan strategi dalam meningkatkan sumber daya manusia. Pembangunan pendidikan secara umum harus ditekankan pada usaha untuk meningkatkan mutu pendidikan yang berimplikasi pada peningkatan kualitas kehidupan pribadi maupun masyarakat.

Berbagai usaha dan program telah dikembangkan dalam rangka peningkatan mutu pendidikan. Karena masalah akan mutu pendidikan merupakan suatu masalah yang sangat penting walaupun program peningkatan mutu pendidikan selama Indonesia merdeka secara terus menerus selalu dilaksanakan, namun mutu pendidikan yang dicapai masih belum maksimal memuaskan.

Menurut (Cece Wijaya & Tabrani Rusyan, 2009), peningkatan mutu pendidikan merupakan hal penting yang harus dilakukan. Dalam organisasi pendidikan, mutu sekolah perlu ditingkatkan agar berkembang menjadi lebih baik.

Upaya untuk meningkatkan mutu pendidikan di Indonesia masih terus dilakukan. Menurut (Bahrul Hayat, 2010), bahwa dunia pendidikan adalah sebuah mega proyek bersama bagi anak-anak bangsa yang sedang giat-giatnya membangun agar bermartabat dan tidak ketinggalan dari bangsa-bangsa lain di dunia. Masalah pendidikan adalah masalah kita bersama, dan Departemen Agama, juga peduli terhadap masalah pendidikan di Indonesia,

baik yang formal, informal, maupun nonformal, memiliki tanggung jawab yang besar untuk merancang bangun sebuah sistem pendidikan yang sarat dengan nilai-nilai iman dan takwa.

Upaya peningkatan mutu pendidikan ini menjadi penting dalam rangka menjawab berbagai tantangan globalisasi, terutama menghadapi kemajuan ilmu pengetahuan, teknologi, dan pergerakan tenaga ahli yang sangat masif. Maka persaingan antar bangsa pun berlangsung sengit dan intensif sehingga menuntut lembaga pendidikan untuk mampu melahirkan *output* pendidikan yang bermutu, memiliki keahlian dan kompetensi profesional yang siap menghadapi kompetisi global, (N. Fattah, 2012).

Madrasah merupakan salah satu organisasi pendidikan keagamaan yang merupakan wadah untuk menghadapi kompetisi global. Keberhasilan pendidikan di madrasah tergantung pada sumber daya manusia yang ada pada madrasah tersebut, termasuk di dalamnya adalah kepala madrasah, guru dan tenaga kependidikan yang terlibat didalamnya dalam menjalankan manajemen madrasah, (La Uba & Hanafi Pelu, 2020).

Madrasah sebagai salah satu lembaga yang mengelola pendidikan keagamaan berusaha mewujudkan mutu pendidikan sesuai dengan harapan. Menurut (E. Mulyasa, 2005), tetapi dalam realitas mutu pendidikan bila dibandingkan dengan Negara tetangga maka pendidikan Indonesia sangat jauh tertinggal, hal ini bisa dilihat dari Indeks Pembangunan Manusia (*Human Development Index*) dimana HDI Indonesia = 0,629 menempati urutan ke-121 dari 187 negara. Masih berada di bawah Malaysia, Singapura, bahkan Thailand.

Oleh karena itu, Madrasah sebagai lembaga pendidikan Keagamaan maupun pendidikan umum, maka sangat berperan aktif untuk menciptakan sumber daya unggul yang berdaya saing IPTEK dengan berlandaskan IMTAK, sehingga keluaran dari Madrasah menjadi lebih unggul.

Berdasarkan penjelasan di atas, maka rumusan masalah pada tulisan ini adalah: *bagaimanakah pelaksanaan manajemen kurikulum pada Madrasah Tsanawiyah Kabupaten Jeneponto?* Sedangkan tujuan penulisan adalah untuk menjelaskan pelaksanaan manajemen kurikulum pada Madrasah Tsanawiyah Kabupaten Jeneponto.

KAJIAN TEORI

Manajemen merupakan sebuah proses pengaturan, pelaksanaan dan pemataan sesuatu pada tempatnya sesuai dengan kebutuhan dan keperluan organisasi.

Menurut (Sudarwan Danim, 2006), bahwa dalam Manajemen Berbasis Madrasah merupakan paradigma pendidikan, yang memberikan otonomi luas pada tingkat madrasah (perlibatan masyarakat) dalam kerangka kebijakan pendidikan nasional. Otonomi diberikan agar madrasah leluasa mengelola sumber daya dan sumber dana dengan mengalokasikannya sesuai dengan prioritas kebutuhan, serta lebih tanggap terhadap kebutuhan setempat. Perlibatan masyarakat dimaksudkan agar mereka lebih memahami, membantu dan mengontrol pengelolaan pendidikan.

Berbagai macam yang dilakukan pemerintah dan pihak madrasah dalam mengimplementasikan manajemen berbasis madrasah dalam mendukung peningkatan mutu pendidikan pada Madrasah Tsanawiyah di antaranya: pengembangan kurikulum dan pembelajaran, penerapan manajemen pembelajaran, penerapan manajemen guru, penerapan manajemen kesiswaan, penerapan manajemen keuangan dan pembiayaan, penerapan manajemen sarana dan prasarana pendidikan, dan penerapan manajemen hubungan sekolah dengan masyarakat, (Barnawi & M. Arifin, 2012).

Kata Manajemen menurut (Syaiful Sagala, 2013), berasal dari bahasa Inggris dengan kata dasar "*manage*" yang berarti kelola. Pengelolaan atau manajemen

bermakna penggunaan sumber daya organisasi secara efektif untuk mencapai tujuan. Manajemen berasal dari kata "*managio*" yaitu pengurusan atau "*managaire*" atau melatih dalam mengatur langkah-langkah. Manajemen sering diartikan sebagai ilmu, kiat, dan profesi.

Manajemen menurut (Muhammad Fathurrohman&Sulistiyorini, 2014), manajemen adalah proses perencanaan, pengorganisasian, dan pengarahan, usaha-usaha para anggota organisasi dan penggunaan sumber daya manusia organisasi lainnya agar mencapai tujuan yang telah ditetapkan.

Manajemen merupakan sebuah proses perencanaan, pengorganisasian, pengkoordinasian, dan pengontrolan sumber daya untuk mencapai sasaran (*goals*) secara efektif dan efisien. Efektif berarti bahwa tujuan dapat dicapai sesuai dengan perencanaan, sementara efisien berarti bahwa tugas yang ada dilaksanakan secara benar, terorganisir, dan sesuai dengan jadwal. Manajemen sebagai suatu keadaan terdiri dari proses yang ditunjukkan oleh garis (*line*) mengarah kepada proses perencanaan, pengorganisasian, kepemimpinan, dan pengendalian, yang mana keempat proses tersebut saling mempunyai fungsi masing-masing untuk mencapai suatu tujuan organisasi, (Engkoswara&Aan Komariah, 2011).

Sedangkan menurut (Siswanto, 2008), adalah pengelolaan, pembinaan, pengurusan, ketatalaksanaan, kepemimpinan, administrasi dan sebagainya. Manajemen sebagai ilmu dan seni amatlah penting untuk mengatur dan mengendalikan kehidupan sebuah organisasi baik organisasi profit maupun nonprofit. Penguasaan yang baik terhadap manajemen dan segala perangkatnya, memungkinkan sebuah organisasi berjalan dengan baik dan benar.

Jika kata manajemen disandingkan dengan pendidikan mengandung arti sebagai suatu proses kerja sama yang sistematik, sistemik dan komprehensif dalam rangka

mewujudkan pendidikan nasional. Manajemen pendidikan juga dapat diartikan sebagai segala sesuatu yang berkenaan dengan pengelolaan proses pendidikan untuk mencapai tujuan yang telah ditetapkan, baik tujuan jangka pendek, menengah, maupun tujuan jangka panjang, (Tholib Kasan, 2015).

Tujuan manajemen adalah untuk mengatur dan mengarahkan seluruh potensi sumber daya manusia dalam rangka mencapai sasaran, dan manajemen sebagai pengelolaan atau ketatalaksanaan penggunaan sumber daya secara efektif untuk mencapai sasaran yang diinginkan dalam organisasi. Manajemen adalah pengelolaan, pengaturan dan pemanfaatan sumber daya yang dilakukan oleh sebuah lembaga melalui proses perencanaan, pengorganisasian, dan penggerakan secara efektif dan efisien untuk mencapai tujuan tertentu, (Mujamil Qomar, 2007).

Manajemen Berbasis Madrasah, merupakan paradigma baru manajemen pendidikan, yang memberikan otonomi luas pada madrasah dan pelibatan masyarakat dalam kerangka kebijakan pendidikan nasional. Otonomi diberikan agar madrasah leluasa mengelola sumber daya, sumber dana, sumber belajar dan mengalokasikannya sesuai prioritas kebutuhan, serta lebih tanggap terhadap kebutuhan yang diperlukan sesuai dengan kemampuan yang dimilikinya, (Muhaimin dkk, 2009).

Pada sistem Manajemen Berbasis Madrasah kepala madrasah berperan secara mandiri menggali, mengalokasikan, menentukan prioritas, mengendalikan, dan mempertanggung jawabkan pemberdayaan sumber-sumber, baik kepada masyarakat maupun pemerintah. Secara konseptual, Manajemen Berbasis Madrasah dipahami sebagai salah satu alternatif pilihan formal untuk mengelola struktur penyelenggaraan pendidikan yang terdesentralisasi dengan menempatkan madrasah sebagai unit utama peningkatan. Konsep ini menempatkan

redistribusi kewenangan para pembuat kebijakan sebagai elemen paling mendasar, untuk meningkatkan kualitas hasil pendidikan, (Ibrahim Bafadal, 2003).

Manajemen berbasis madrasah merupakan strategi untuk mewujudkan madrasah yang efektif dan produktif. MBM merupakan paradigma baru manajemen pendidikan, yang memberikan otonomi luas pada madrasah dan pelibatan masyarakat dalam kerangka kebijakan pendidikan nasional. Otonomi di berikan agar madrasah leluasa mengelolah sumber daya, sumber dana, sumber belajar dan mengalokasikannya sesuai prioritas kebutuhan, serta lebih tanggap terhadap kebutuhan madrasah setempat, (Fasli Jalal&Dedi Supriadi, 2001).

Menurut Wahyosumidjo, (2010), menyebutkan bahwa Manajemen berbasis madrasah sangat berperan meningkatkan mutu pendidikan pada madrasah karena pengelolaan oleh kepala madrasah yang berkaitan dengan proses perencanaan, pengorganisasian, pelaksanaan, dan pengendalian usaha para anggotanya (guru dan staf) serta pendayagunaan seluruh sumber-sumber daya yang dimiliki madrasah dalam rangka meningkatkan mutu pendidikan pada madrasah secara efektif dan efisien.

Menurut (Anon, 2001), Penerapan Manajemen berbasis madrasah sangat menentukan berhasil atau tidaknya peningkatan mutu pendidikan di madrasah, karena pada prinsipnya Manajemen berbasis madrasah bertumpu pada sekolah dan masyarakat serta jauh dari birokrasi yang sentralistik. Manajemen berbasis madrasah berpotensi untuk meningkatkan partisipasi masyarakat, pemerataan, efisiensi, serta manajemen yang bertumpu pada tingkat sekolah. Manajemen berbasis madrasah dimaksudkan otonomi sekolah, menentukan sendiri apa yang perlu diajarkan, dan mengelola sumber daya yang ada untuk berinovasi.

METODE PENELITIAN

Metode penelitian adalah cara untuk mendapat data dan informasi. Menurut (Creswell, 2016) “adalah sebuah prosedur dari langkah-langkah yang digunakan untuk mengumpulkan dan menganalisis informasi untuk meningkatkan pemahaman tentang suatu topik atau isu. Metode yang akan digunakan pada penelitian ini adalah penelitian kualitatif. Dimana peneliti akan menyampaikan data dengan menguraikan berupa kalimat. Menurut Bodgan dan Taylor dalam (Hadi, *Metodelogi Penelitian*, 2009), mengungkapkan penelitian kualitatif ialah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Sedangkan jenis penelitian yang dipakai oleh penenlti adalah jenis deskriptif. Dimana pendekatan deskritif hanya mendiskripsikan fenoma, gejala, peristiwa dan kejadian yang terjadi. Menurut (Moleong, 2013), deskriptif bertujuan untuk menggambarkan secara tepat sifat-sifat atau karakteristik suatu individu, keadaan, gejala atau kelompok tertentu, pada suatu waktu atau untuk melihat adanya hubungan tententu antara suatu gejala dan gejala lainnya dalam masyarakat.

PEMBAHASAN

Manajemen kurikulum dalam pembelajaran peserta didik pada Madrasah Tsanawiyah Kabupaten Jeneponto tidak akan pernah dihasilkan selama seseorang tidak melakukan kegiatan. Dalam kegiatan untuk mendapatkan kualitas pembelajaran peserta didik pada Madrasah Tsanawiyah Kabupaten Jeneponto tidak semudah yang dibayangkan, akan tetapi penuh perjuangan dengan berbagai tantangan yang harus dihadapi untuk mencapainya. Hanya dengan keuletan dan keoptimisme dirilah yang dapat membantu untuk mencapainya. Maka wajarlah kalau diperlukan manajemen pembelajaran diterapkan pada Madrasah Tsanawiyah Kabupaten Jeneponto dikerjakan oleh guru yang professional.

Implementasi kegiatan manajemen kurikulum dalam pembelajaran Madrasah Tsanawiyah Kabupaten Jeneponto melalui guru merancang perencanaan pembelajaran yang baik dan tepat. Kita lihat hasil wawancara dan observasi berkaitan dengan perencanaan pembelajaran di laksanakan.

Dalam memperoleh penjelasan yang berkaitan dengan kepekaan guru dalam memperhatikan kemampuan peserta didik dalam menyusun perencanaan pembelajaran, sebagai berikut: “Dalam merencanakan pembelajaran guru menganalisis program semester karena merupakan langkah awal sebelum menyusun RPP. Analisis ini dikembangkan berdasarkan alur pencapaian kompetensi sebelumnya. Termasuk memperhatikan perbedaan kemampuan peserta didik diantaranya kemampuan daya serapnya dalam menerima pelajaran karena peserta didik bervariasi dalam menerima pelajaran, akan berbeda kesiapan menerima penjelasan dengan yang berkemampuan rendah. Meskipun kemampuan peserta didik tidak dicantumkan dalam RPP, tatapi dalam membuat RPP dipertimbangkan kemampuan peserta didik. Maka media yang digunakan, metode, dan model pembelajaran yang akan diterapkan kami pertimbangkan dan disesuaikan dengan kemampuan peserta didik. Karena terkadang kami menerapkan model pembelajaran, akan tetapi peserta didik belum mampu mengikuti model pembelajaran tersebut. Maka jika dipaksakan akan menghambat proses pelaksanaan kegiatan belajar”. (Tanrilu, Guru MTs Negeri 1 Kabupaten Jeneponto).

Rencana pembelajaran pada MTs Negeri 1 Kabupaten Jeneponto guru mempertimbangkan kemampuan, keadaan dan karakteristik peserta didik sebagai suatu individu dan kelompok. Peneliti melakukan wawancara dengan guru Madrasah Tsanawiyah Kabupaten Jeneponto.

Perencanaan yang dilaksanakan oleh guru pada MTs Negeri 1 Kabupaten Jeneponto memperhatikan dan mempertimbangkan kemampuan peserta

didik dan kemampuan guru itu sendiri. Pertimbangan tersebut merupakan langkah tepat karena perencanaan merupakan pemetaan langkah-langkah ke arah tujuan yang akan dicapai. Dalam kerangka ini, perencanaan pembelajaran mutlak dikerjakan oleh guru. Perencanaan pembelajaran atau desain instruksional membantu guru mengarahkan langkah dan aktivitas serta kinerja yang akan ditampilkan dalam proses pembelajaran.

Pengajar pada MTs Negeri 1 Kabupaten Jeneponto dapat dipahami bahwa telah menerapkan manajemen pembelajaran dengan merancang perencanaan pembelajaran dengan mempertimbangkan dan mempersiapkan diri atau mental mencakup sikap batin guru, meskipun tidak dicantumkan dalam RPP. Persiapan mental dalam melaksanakan pembelajaran guru mempunyai komitmen dan mencintai profesi pendidik dalam membantu peserta didik mencapai syarat serta hasil mengoptimalkan potensi yang dimiliki, agar proses pembelajaran dapat berjalan dengan efektif.

Berdasarkan hasil wawancara guru pada Madrasah Tsanawiyah Kabupaten Jeneponto maka dapat dipastikan bahwa guru selalu mempertimbangkan kemampuan peserta didik dalam menyusun perencanaan pembelajaran. Dalam perencanaan pembelajaran pada Madrasah Tsanawiyah Kabupaten Jeneponto beberapa hal diperhatikan dan dipertimbangkan guru sebagaimana yang dikemukakan oleh salah seorang guru MTs Negeri 1 Kabupaten Jeneponto sebagai berikut: “Saya merencanakan pembelajaran bukan hanya menyontek perencanaan teman atau menyalin perencanaan yang tahun sebelumnya karena kemampuan peserta didik bervariasi. Olehnya itu yang harus diperhatikan guru di antaranya; penentuan tujuan pembelajaran, mempertimbangkan waktu, strategi optimum, alat dan sumber, serta kegiatan pembelajaran dan evaluasi, serta kemampuan saya sendiri dalam menerapkan yang telah direncanakan, serta

kemampuan peserta didik, bahkan saya memperhatikan lingkungan madrasah. Tujuannya agar dapat mencapai tujuan yang tepat”. (Nasir Bonto, Guru MTs Negeri 1 Kabupaten Jeneponto).

Sesuai dengan hasil wawancara informan di atas, peneliti melakukan wawancara dengan wakil Kepala MTs Negeri 1 Kabupaten Jeneponto Kepala MTs Negeri 1 Kabupaten Jeneponto sebagai berikut: “Sebelum membuat perencanaan pembelajaran, guru di madrasah ini terlebih dahulu harus menguasai secara teoritis dan praktis unsur yang terdapat dalam strategi pembelajaran itu sendiri, mengidentifikasi tujuan, isi, dan teknik serta penilaian merupakan unsur utama yang secara minimal harus ada dalam setiap perencanaan pembelajaran. Sehingga guru mampu mendeteksi keberhasilan strategi yang akan diterapkan dalam proses pembelajaran”. (Abd. Rahman, Wakil Kepala MTs Negeri 1 Kabupaten Jeneponto).

Dalam penerapan manajemen pembelajaran dilakukan dengan perencanaan pembelajaran yang pada hakikatnya rencana kegiatan pembelajaran yang dipilih oleh guru dalam rangka usaha pencapaian tujuan pengajaran yang telah ditetapkan. Dalam RPP disusun agar proses pembelajaran berlangsung secara interaktif, inspiratif, menyenangkan, menantang, efisien, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis para siswa. Pada perencanaan pembelajaran dikaji alternatif kegiatan apa yang akan dilaksanakan, menyeleksi di antara kegiatan yang harus dilaksanakan untuk mencapai tujuan.

Peneliti melanjutkan wawancara berkaitan dengan guru merencanakan pembelajaran pada Madrasah Tsanawiyah Kabupaten Jeneponto sebagai berikut: “Dalam perencanaan disesuaikan dengan garis besar materi yang akan diajarkan,

sehingga mudah dimengerti peserta didik, merancang media yang tepat digunakan untuk memberikan contoh yang sesuai sub materi yang akan dijelaskan, menentukan metode pembelajaran yang akan diterapkan serta menentukan model pembelajaran”. (Darmawati, Guru MTs Al-Falah Kabupaten Jeneponto).

Menurut kepala Kepala MTs Al-Falah Kabupaten Jeneponto mengemukakan bahwa perencanaan pembelajaran dikembangkan oleh guru sebagai berikut: ”Pengembangan RPP dapat dilakukan oleh masing-masing guru tetapi tetap diperiksa oleh kepala madrasah atau guru senior yang ditunjuk oleh kepala madrasah, atau pengawas. Dalam mengembangkan RPP, guru harus memperhatikan silabus, buku teks, guru, peserta didik, jadwal pelaksanaan, format yang telah disiapkan, tugas-tugas belajar yang akan dipelajari dan yang telah diidentifikasi, materi pelajaran, alat pelajaran, masukan dan karakteristik peserta didik yang telah diidentifikasi, bahan pelajaran yang telah direncanakan, metode dan media yang akan digunakan”. (Kasmawati, Kepala MTs Al-Falah Kabupaten Jeneponto).

Masih berkaitan dengan hal tersebut di atas peneliti mengadakan wawancara dengan kepala Madrasah Al-Falah Kabupaten Jeneponto mengemukakan bahwa perencanaan pembelajaran meliputi: “Mengidentifikasi, menetapkan spesifikasi, kualifikasi perubahan tingkah laku dan kepribadian peserta didik, memilih sistem pendekatan (model) pembelajaran, memilih dan menetapkan metode, dan menetapkan standar keberhasilan”. (Kasmawati, Kepala MTs Al-Falah Kabupaten Jeneponto).

Berdasarkan hasil wawancara di atas, tergambar bahwa telah diterapkannya manajemen kurikulum dalam pembelajaran dengan menyusun RPP yang didalamnya terdapat pertimbangan dan yang diperhatikan guru pada MTs Al-Falah Kabupaten Jeneponto dalam perencanaan pembelajaran beragam.

Hasil wawancara di atas, menunjukkan bahwa dalam perencanaan pembelajaran guru pada MTs Al-Falah Kabupaten Jeneponto mempertimbangkan dan memperhatikan, integritas guru itu sendiri, kemampuan peserta didik yang memiliki tingkat multikultural, sehingga guru merancang berbagai langkah strategis agar proses pembelajaran berjalan dengan efektif, semua peserta didiknya bisa mencapai kompetensinya sesuai dengan harapan tanpa ada yang terdiskriminasi.

Berdasarkan uraian di atas, dapat diasumsikan, guru pada MTs Al-Falah Kabupaten Jeneponto melaksanakan perencanaan pembelajaran yang berkaitan dengan kesiapan materi meliputi penguasaan bahan pelajaran yang akan disampaikan kepada peserta didik. Penguasaan ini tercermin dari pemahaman yang utuh tentang materi pokok yang ada dalam kurikulum dan diperkaya dengan wawasan keilmuan mutakhir.

Peneliti juga melakukan wawancara dengan pengawas untuk memastikan apa penyebab sehingga masih ada guru yang tidak membawa RPP pada saat pembelajaran berlangsung di kelas pada Madrasah Tsanawiyah Kabupaten Jeneponto, sebagai berikut: “Sebenarnya saya sebagai pengawas selalu memperingatkan agar guru membawa RPP saat pembelajaran di kelas akan tetapi ada saja alasan guru, khususnya guru yang sudah tua dan merasa senior biasanya cuek. Misalnya suatu ketika saya tanya mana RPP-nya? Kenapa tidak menyusun RPP? Jawabannya ada di file. Ketika saya suruh mengambilnya, dia tidak datang lagi kepada saya sampai waktu habis. Saya juga bertanya kepada kepala madrasah tentang hal tersebut sebagian kepala madrasah menyatakan bahwa semua guru di sini ditekankan membuat RPP dan menggunakannya dalam proses pembelajaran, kalau ada yang tidak membawa kemungkinan hanya lupa”. (Gassing, Pengawas Pendidikan Madrasah Kabupaten Jeneponto).

Berdasarkan hasil observasi menunjukkan bahwa guru pada MTs Al-Falah Kabupaten Jeneponto, sebelum melaksanakan pembelajaran guru menyiapkan perangkat pembelajarannya sebagai acuan dalam pembelajaran agar proses pembelajaran terarah dan mudah dievaluasi keberhasilan guru dalam menerapkan yang telah dirancang sebelumnya, dan mampu mendeteksi hasil belajar peserta didik.

Peneliti memperkuat hasil wawancara dan observasi melalui analisis dokumentasi berkaitan dengan perencanaan pembelajaran pada MTs Al-Falah Kabupaten Jeneponto, terdapat dokumentasi berupa RPP dalam komponen RPP mencakup: (1) identitas madrasah/nama satuan pendidikan, mata pelajaran, dan kelas/semester; (2) alokasi waktu; (3) kompetensi inti, kompetensi dasar, indikator pencapaian kompetensi; (4) tujuan pembelajaran; (5) materi pembelajaran; (6) pendekatan, model dan metode; (7) media/alat, bahan, dan sumber belajar; (8) langkah-langkah pembelajaran, dan (9) penilaian pembelajaran.

Pertimbangan dan yang diperhatikan guru dalam perencanaan pembelajaran bisa sangat beragam, tetapi dalam rencana pembelajaran pada MTs Al-Falah Kabupaten Jeneponto komposisinya setidaknya mencakup lima hal yang disebut sebagai format perencanaan pembelajaran yang berbasis belajar interaktif, yaitu; tujuan pembelajaran, materi pelajaran, strategi atau metode pembelajaran, sumber belajar, dan penilaian hasil belajar.

Berdasarkan dari pemaparan dua madrasah MTs Negeri 1 Jeneponto dan MTs al-Falah dapat dikatakan bahwa guru pada Madrasah Tsanawiyah Kabupaten Jeneponto, membuat rencana pembelajaran untuk mempermudah dan meningkatkan proses kegiatan pembelajaran serta meningkatkan kualitas peserta didik, makin baik perencanaan yang dibuat, akan makin mudah pelaksanaan kegiatan pembelajaran,

sehingga makin tinggi hasil yang dapat dicapai.

Guru pada Madrasah Tsanawiyah Kabupaten Jeneponto, sebelum proses pembelajaran para guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) karena hal tersebut merupakan acuan atau pedoman bagi guru dalam mengajar. Dalam merencanakan pembelajaran guru pada Madrasah Tsanawiyah Kabupaten Jeneponto memperhatikan hubungan antara tujuan pengajaran, kegiatan pembelajaran dan penilaian. Karena ketiga aspek tersebut saling berkaitan satu sama lain. Pada prinsipnya pembuatan Rencana Pelaksanaan Pembelajaran (RPP) ringkas, tetapi terlihat langkah-langkah yang jelas.

Penyusunan menerapkan prinsip-prinsip pedagogis sehingga peserta didik memperoleh pengalaman belajar yang efektif dalam mengembangkan sikap, pengetahuan, dan keterampilan sesuai dengan tujuan pembelajaran yang telah ditetapkan. Rancangan RPP kaya akan inovasi sesuai dengan spesifikasi materi ajar dan lingkungan belajar peserta didik (sumber daya alam dan budaya lokal, kebutuhan masyarakat serta perkembangan ilmu pengetahuan dan teknologi).

Pada dasarnya peningkatan mutu Madrasah Tsanawiyah Kabupaten Jeneponto guru melalui meningkatkan kualifikasi akademik pada Madrasah Tsanawiyah Kabupaten Jeneponto telah berjalan, meskipun masih perlu diperbaiki dengan melanjutkan pendidikan yang lebih tinggi seperti yang masih berpendidikan berpendidikan S1 melanjutkan ke S2 sebagai bentuk meningkatkan kualifikasi akademik pada Madrasah Tsanawiyah Kabupaten Jeneponto.

Peningkatan kualifikasi akademik yang diselenggarakan pada Madrasah Tsanawiyah Kabupaten Jeneponto merupakan proses peningkatan mutu Madrasah Tsanawiyah Kabupaten Jeneponto yang berkaitan dengan peningkatan penguasaan materi pendukung kegiatan

pendidikan dan pembelajaran melalui pendidikan.

Berdasarkan beberapa hasil wawancara, observasi, dan analisis dokumentasi di atas, maka komite Madrasah Tsanawiyah Negeri Kabupaten Jeneponto sebagai mediator antara pemerintah dengan masyarakat di satuan pendidikan dalam rangka peningkatan mutu Madrasah Tsanawiyah Negeri Kabupaten Jeneponto seperti melakukan kerjasama dengan masyarakat baik perorangan, organisasi pemerintah dan kemasyarakatan untuk penyelenggaraan pendidikan dan pembelajaran yang bermutu seperti: (1) membina dan hubungan kerjasama yang harmonis dengan seluruh stakeholder pendidikan di sekitar madrasah; (2) mengadakan penjagaan tentang kemungkinan untuk dapat mengadakan kerjasama dengan lembaga lain diluar madrasah untuk memajukan mutu pembelajaran di madrasah. (b) menampung dan menganalisis aspirasi ide, tuntutan dan berbagai kebutuhan pendidikan yang di ajukan oleh masyarakat dalam bentuk: (1) menyebarkan kuesioner untuk memperoleh masukan, saran dan ide kreatif dari stakeholder pendidikan di sekitar madrasah; (2) menyampaikan laporan kepada masyarakat secara tertulis tentang hasil pengamatannya terhadap perkembangan pendidikan di daerah sekitar madrasah.

PENUTUP

Berdasarkan penjelasan pada pembahasan di atas, maka pelaksanaan manajemen berbasis Madrasah Tsanawiyah di Kabupaten Jeneponto;

1. Pelaksanaan manajemen kurikulum pada MTsN 1 jeneponto dan MTs. Al fah Jeneponto, dengan mengacu kurikulum K13. Guru menggunakan media pembelajaran yang efektif yang berbasis ITC, guru juga menerapkan metode pembelajaran secara bervariasi.

2. Pelaksanaan manajemen tenaga pendidik pada MTsN 1 Jeneponto dan MTs. Al fah Kab. Jeneponto dilakukan dengan cara meningkatkan kualifikasi akademik. semua guru telah memenuhi syarat kualifikasi pendidik yaitu sarjana pendidikan, bahkan 13 orang guru telah menyelesaikan pendidikan S2 untuk meningkatkan potensi guru dalam melaksanakan tugas proses dan hasil pembelajaran, dan mempercepat terwujudnya mutu pendidikan di Madrasah.

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JEJAK PEMIKIRAN PEMBARUAN SOSIAL EKONOMI JAMALUDDIN AL-AFGHANI DAN MUHAMMAD ABDUH DI INDONESIA

(Traces of Jamaluddin Al Afghani and Muhammad Abduh's Socio-Economic Reforms in Indonesia)

Sahrullah¹, Indo Santalia², Wahyuddin G³

¹Universitas Muhammadiyah Makassar

Jl.Sultan Alauddin No.259 Makassar,Sulawesi Selatan indonesia

^{2,3}Universitas Islam Negeri Alauddin Makassar

Jl.Sultan Alauddin No.63 Makassar,Sulawesi Selatan Indonesia

sahrul@unismuh.ac.id¹, indosantalia@uin-alauddin.ac.id², wahyudin.uin58@gmail.com³

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Abstract

Western dominance in the Middle Ages has triggered Muslim scholars to carry out a renewal movement, so the ideas of Islamic Reformation emerged in the late 18th and early 19th centuries AD. To oppose the domination of the western world in several aspects, especially in the social and economic fields, the figure who The most striking on the idea of reform are Jamaluddin Al Afghani and Muhammad Abduh who provided many reform ideas in several ways, both in the fields of religion, education and socio-politics. then these ideas affect the whole world, especially the world of Islamic reform, including Indonesia. KH Ahmad Dahlan with his reform idea has succeeded in making a real contribution to socio-economic life in Indonesia.

Keywords: Jamaluddin Al Afghani; Muhammad Abduh; Ahmad Dahlan; Politic; Economic

Abstrak

Dominasi barat pada abad pertengahan telah memicu cendekiawan muslim melakukan gerakan pembaruan maka muncullah ide-ide Pembaruan Islam pada akhir abad ke-18 dan awal abad ke-19 Masehi. untuk menentang dominasi dunia barat dalam beberapa aspek terutama dalam bidang sosial dan ekonomi, tokoh yang paling mencolok pada ide pembaruan tersebut adalah Jamaluddin Al Afghani dan Muhammad Abduh yang banyak memberikan ide-ide pembaruan dalam beberapa hal baik dalam bidang agama, pendidikan maupun sosial politik. kemudian ide-ide tersebut berpengaruh ke seluruh dunia terutama dunia pembaruan islam tak terkecuali Indonesia. KH Ahmad Dahlan dengan ide pembaruannya telah berhasil memberikan kontribusi nyata bagi kehidupan sosial ekonomi di Indonesia.

Kata Kunci: Jamaluddin Al Afghani; Muhammad Abduh; Ahmad Dahlan; Politik; Ekonomi

PENDAHULUAN

Sejarah pertumbuhan dan perkembangan agama Islam pernah mengalami masa keemasan dan kemunduran serta bangkit kembali atau pembaharuan. Hal ini bukan berarti ajaran agama Islam

yang berubah, tetapi di sebabkan oleh berbagai faktor yang muncul di kalangan umat Islam yang melatarbelakangi pertumbuhan dan perkembangan Islam. Diantara faktor yang menyebabkan kemunduran ummat Islam di maksud

adalah adanya dominasi Barat dengan politik adu domba yang mengakibatkan perpecahan di kalangan umat Islam, adanya fanatisme yang berlebihan terhadap mazhab dan aliran-aliran serta kesukuan. Adanya kemerosotan moral para penguasa yang melenyapkan identitas muslim, melakukan korupsi dan hidup mewah.

Merespon kondisi ummat Islam yang menyedihkan, maka bangkitlah kaum muslimin di negeri-negeri Islam di tandai dengan bangkitnya perhatian terhadap Islam sebagai ideologi yang memiliki kekuatan dan dorongan pembebas. Kembali kepada Alqur'an dan Sunnah Nabi SAW merupakan sumber pokok untuk membuat solusi bagi berbagai problem, baik problem ekonomi sosial politik yang mendesak. Para cendekiawan dan pemuka agama Islam melontarkan pemikiran-pemikiran mereka, banyak tokoh tokoh pembaharu Islam yang lahir dengan ide-ide cemerlang menentang tradisi lama yang dianggap telah mengusung kemerdekaan individu untuk berkreasi dan berinovasi baik tataran yang sempit maupun global.

Dari permasalahan yang begitu kompleks maka muncullah ide-ide Pembaruan Islam pada akhir abad ke-18 dan awal abad ke-19 Masehi. Islam dan Barat telah berkonfrontasi untuk yang kedua kalinya, memungkinkan pertukaran di berbagai bidang, menandakan hal ini. Sebagai hasil dari interaksi ini, ilmu pengetahuan dan teknologi Barat telah memasuki dunia Islam. Dengan ekspedisi Napoleon ke Mesir pada tahun 1798, proses ini berlangsung. Tujuan Napoleon di Mesir adalah untuk mendidik umat Islam tentang sains dan budaya Barat. Kaum Muslim tercengang dengan kemajuan yang dibuat oleh Barat. Mereka tidak percaya bahwa Barat telah belajar dari Islam pada abad ke-12 dan ke-13 M, tetapi sejak itu ia telah melampaui umat Islam dalam hal sains dan teknologi.

Pemikir Islam pada saat itu berusaha untuk memikirkan apa yang harus dilakukan

umat untuk merebut kembali kemajuan yang telah mereka capai di masa lalu. Gagasan pembaruan telah mengemuka baik dalam forum debat terbuka maupun tertutup. Setelah kebangkitan para reformis Islam, yang pada akhirnya menghasilkan solusi praktis untuk masalah kaum Muslimin diantara toko yang dimaksud adalah Muhammad Abduh dan Jamaluddin Al Afghani yang merupakan reformis Islam terkemuka.

Jamaluddin Al-Afghani (1838-1897) yang di kenal dalam dunia Islam sebagai seorang Mujaddid dan Mujahid. Dia sangat banyak merubah cara berpikir umat Islam yang juga seorang reformis dan modernis, dikenal pula sebagai seorang yang pernah aktif dalam politik di dunia Islam (Hasan, 1996). Sedangkan Muhammad Abduh (1849-1905) yang merupakan murid dari Jamaluddin Al Afghani adalah tokoh Islam modernis yang selalu mengkampanyekan perubahan dengan nalar yang sehat bukan dengan berpangku tangan pada dogmatisme keagamaan dan mengesampingkan nalar. Kampanye perubahannya dapat dilihat dari bagaimana Muhammad Abduh ingin melakukan penyesuaian prinsip-prinsip dasar yang tetap berpegang pada Al-Qur'an dan Hadist.

Ide pembaruan Jamaluddin Al-Afghani (1838-1897) dan Muhammad Abduh (1849-1905), tidak hanya berpengaruh dimana kedua tokoh tersebut lahir dan bermukim tapi fikiran-fikiran keduanya telah sampai di Bumi Nusantara dengan lahirnya salah satu tokoh pembaruan di Indonesia yaitu K.H.Ahmad Dahlan yang merupakan pendiri Organisasi Besar yaitu Muhammadiyah. Kemiripan fikiran KH.Ahmad Dahlan dengan kedua tokoh pembaharu dia tas dapat dilihat dari langkah pembaruan yang dilakukan muhammad Abduh dengan memasukkan ilmu umum di Universitas Al Azhar Mesir dan usaha KH Ahmad Dahlan mengubah tradisi sekolah surau di Yogyakarta menjadi sekolah sekolah moderen dengan pelajaran

matematika, ilmu bumi dan anatomi (Wahyu:2018)

Implementasi nyata dari fikiran KH Ahmad Dahlan di Indonesia ditandai dengan pembentukan Muhammadiyah sebagai organisasi modern yang didasarkan atas tafsir konsep umat di dalam Al Imran : 104 menjadi sekolah, panti asuhan, rumah sakit, dan berbagai pelayanan lainnya merupakan implementasi dari surat al-Maun yang terus diajarkan oleh KH Ahmad Dahlan (KRH Hadjid, 2008). Di awal perjuangannya, KH Ahmad Dahlan lebih peduli dengan kemiskinan yang dilihat di masyarakat. Pengajaran Al-Maun kepada murid-muridnya sebagai gerakan dasar, mampu memberikan dampak yang signifikan bagi perkembangan Muhammadiyah dan melahirkan beberapa lembaga pendidikan, dari Pendidikan Anak Usia Dini hingga Perguruan Tinggi. Selain itu, ada fasilitas kesehatan, apotik, panti jompo, dan bisnis seperti koperasi, baitul maal watamwil (BMT), dan Lazismu.

Amal Muhammadiyah tersebut dia atas memang bukan semuanya kegiatan ekonomi profit tapi membawa dampak perubahan meningkatkan taraf hidup masyarakat dari kemiskinan. Berdasarkan latar belakang di atas penulis tertarik untuk membahas Jejak-jejak fikiran Jamaluddin Al Afghani dan Muhammad Abduh di bidang sosial Ekonomi di Indonesia.

METODE PENELITIAN

Literatur review adalah untuk menilai dan meringkas ilmu pengetahuan yang sudah tersedia pada subjek yang diteliti untuk mengidentifikasi kesenjangan yang memerlukan penyelidikan lebih lanjut. Adapun tujuan yang lebih spesifik yang digariskan oleh Okoli & Schabram (2010) adalah untuk: (1) memberikan latar belakang/dasar teoritis untuk penelitian yang akan dilakukan; (2) mengkaji kedalaman atau keluasan penelitian yang ada terkait dengan topik yang akan diteliti; dan (3) menjawab pertanyaan berikut: pertanyaan

praktis dengan pengetahuan tentang hasil penelitian sebelumnya. Adapun pendekatan yang digunakan dalam penelitian ini adalah pendekatan *Narrative Review* yang bertujuan untuk mengidentifikasi dan merangkum artikel yang telah diterbitkan sebelumnya, menghindari duplikasi penelitian, dan mencari bidang studi baru yang belum diteliti (Ferrari, 2015)

PEMBAHASAN

Biografi dan Ide Pembaruan Jamaluddin Al Afghani (1838-1897)

Nama lengkapnya adalah Sayyid Jamaluddin al-Afghani bin Safar. Ia merupakan keturunan Sayyid Ali al-Tirmidzi, yang jika diruntut nasabnya akan sampai pada Husain bin Ali bin Abi Thalib. Hal ini tercermin dari gelar Sayyid yang disandangnya (Nasution, 2000). Mengenai tempat lahirnya ada dua versi yang berbeda Menurut Harun Nasution Al Afghani lahir di Afghanistan pada tahun 1839 dan telah meninggal di Istanbul pada tahun 1897. Jamil Ahmad, Cyrill Glasse, dan Nurcholish Madjid semuanya mengklaim bahwa ia lahir di Asadabi, Iran (Persia).

Ayahnya memberinya pendidikan dan pelatihan dasar, dia diajari membaca Al-Qur'an di usia muda dan juga diajarkan beberapa bahasa Arab dan sejarah. Ayahnya membawa seorang sufi dan instruktur Tafsir, Hadits, dan Fiqih. Pada usia sekitar 18 tahun, pria yang sangat cerdas ini telah mampu menguasai hampir semua cabang ilmu Islam, termasuk filsafat, ushul fiqh, sejarah, metafisika, tasawuf, kedokteran, sains, mistisisme, astronomi, dan astrologi. Rusia, Inggris, Arab, Persia, Turki, dan Turki adalah beberapa bahasa yang dia kuasai dengan lancar (Jamil, 264 h).

Sebagai pembantu pangeran Dost Muhammad Khan, ia memberikan layanan pertamanya kepada keluarga kerajaan Afghanistan. Pada usia 22. Pada tahun 1864, ia kemudian mulai menjabat sebagai penasihat Ali Khan, dan di bawah pemerintahan Azam Khan, ia diberi posisi

perdana menteri. Dalam waktu yang bersamaan Inggris terlalu jauh ikut campur dalam politik Afghanistan. Al Afghani memihak kelompok yang didukung oleh Inggris selama masa pergolakan. Dia meninggalkan negaranya pada tahun 1869 dan melakukan perjalanan ke India, meskipun dia tidak tinggal lama di sana, agar lebih aman ketika kelompoknya dikalahkan. Dia awalnya pindah dan menjadikan Turki rumahnya pada tahun 1870, di mana Perdana Menteri Ali Pasha menunjuknya ke Dewan Pendidikan Turki. Al Afghani kemudian kembali ke Iran, di mana dia ditunjuk sebagai Menteri Penerangan (Asmuni, 1982).

Pengaruh Inggris atas politik Mesir tumbuh pada tahun 1876. Ia bergabung dengan asosiasi Freemason Mesir untuk berteman dengan politisi Mesir., Al Afghani kemudian mendirikan kelompok Al-Hizb al-Wathani (Partai Nasional) pada tahun 1879 untuk mengungkapkan keprihatinannya yang semakin besar terhadap gejolak politik dan pemerintahan saat itu (Asmuni, 1982).

Prinsip-prinsip dasar Al Afghani adalah sebagai berikut: Pertama, kolonialisme Barat, yang merupakan kelanjutan dari perang salib, adalah musuh terbesar; Kedua, umat Islam harus menentang kolonialisme dimanapun itu terjadi; Ketiga, untuk mencapai tujuan ini, umat Islam harus bersatu atau memeluk Pan-Islamisme (Hamka, 1970). Konsep ini menganjurkan penyatuan semua Muslim di seluruh dunia dalam upaya untuk membebaskan mereka dari perbudakan asing. Kerajaan-kerajaan Islam harus memiliki cara hidup yang sama, namun bersatu bukan berarti harus melebur menjadi satu.

Pan-Islamisme secara luas mengacu pada rasa persatuan di antara semua Muslim di seluruh dunia. Al-Afghani terus menggunakan prinsip-prinsip ajaran Islam sebagai katalisator untuk mengobarkan semangat perlawanan terhadap kolonialisme dalam situasi apapun. Dengan kata lain,

umat Islam harus mampu mengklaim kembali keyakinan agama mereka yang asli dan lebih dinamis.

Ide ini berangkat dari kondisi umat Islam yang sedang mengalami kemunduran. Kemunduran umat Islam bukanlah karena Islam, apalagi kalau menganggap Islam tidak sesuai dengan perubahan zaman dan kondisi baru. Umat Islam mundur menurutnya karena telah meninggalkan ajaran-ajaran Islam sebenarnya dan mengikuti ajaran-ajaran yang datang dari luar Islam lagi asing bagi Islam. Ajaran-ajaran asing itu dibawa oleh orang-orang yang pura-pura bersikap suci. Atau orang-orang yang mempunyai keyakinan-keyakinan yang menyesatkan dan oleh hadis-hadis buatan. Misalnya, paham qadha dan qadar. Paham ini telah dirusak dan diubah menjadi fatalisme yang membawa umat Islam kepada keadaan statis. Ajaran Islam yang murni tinggal di bibir dan di atas kertas (sani, 1998).

Ide lain dari pembaruan al-Afghani adalah pernyataan beliau yang mengatakan bahwa pintu ijtihad tidak pernah tertutup dan tidak ada orang yang bisa menutupnya. Reinterpretasi ajaran-ajaran al-Qur'an dan Hadis agar sesuai dengan zaman modern hanya bisa dilakukan melalui ijtihad.

Esai-esainya yang ditampilkan dalam majalah al-Urwat al-Wutsqa mengungkapkan konsep-konsep ini. Dia menyatakan: "Muslim pernah bersatu dalam kesatuan umat di bawah pemerintahan yang luar biasa dalam sebuah artikel berjudul "Persatuan Islam. Umat Islam membuat kemajuan dalam ilmu pengetahuan dan teknologi pada masa itu. Dalam bidang filsafat dan ilmu-ilmu lain, mereka terkenal. Prestasi yang kita capai saat itu telah menjadi warisan dan kebanggaan bagi umat Islam. Muslim harus memahami bahwa mereka tidak boleh berdamai dengan atau bekerja dengan orang-orang yang menjajah mereka.

Hamka, menilai Jamaluddin al-Afghani laksana seekor Rajawali yang selalu memiliki wawasan yang tajam, cemerlang dan sangat ditakuti lawan. “Sang Rajawali” tidak pernah memiliki sarang rendah, tempatnya pun selalu berpindah-pindah. Wibawanya terpancar dari kekuatan mata yang siap melumpuhkan lawan (Hamka, 1970).

Biografi dan Ide Pembaruan Muhammad Abduh (1849-1905)

Muhammad Abduh lahir pada tahun 1849 di sebuah perkampungan Mahallah Nashr, Syubkhait, Provinsi Buhaira, Mesir. Ayahnya, Abduh bin Hasan Khairullah mempunyai silsilah keturunan bangsa Turki, sedang ibunya mempunyai silsilah keturunan sampai kepada Umar bin al-Khaththab. Muhammad Abduh lahir dan tumbuh dewasa dalam lingkungan desa di bawah asuhan ayah dan ibunya yang tidak ada hubungannya dengan pendidikan formal, tetapi mempunyai jiwa keagamaan yang teguh (Nasution, 1992).

Ketika Muhammad Abduh, seorang mahasiswa Afghanistan, baru berusia sepuluh tahun, orang tuanya mengajarnya membaca dan menulis. Ayahnya, Abduh Hasan Khairullah, mengirimnya ke seorang hafiz untuk menghafal Al-Qur'an setelah dia mahir membaca dan menulis. Ketika berusia 12 tahun, ia mampu menghafal seluruh Al-Qur'an hanya dalam waktu dua tahun. Kemudian pada tahun 1862, Al-Jami' al-Ahmadi mengirimnya ke Tanta untuk belajar Islam. Dia meninggalkan studinya setelah dua tahun belajar di sana dan melarikan diri. Dia tidak setuju dengan cara belajar yang diterapkan, yaitu menghafal. karena alasan itu ia mengasingkan diri di salah satu rumah pamannya. Dia terpaksa kembali ke Tanta setelah menghabiskan tiga bulan bersama pamannya. Ia kembali ke kampung halamannya dengan niat menjadi petani karena merasa tidak ada gunanya lagi melanjutkan pendidikan. Ketika dia berusia 16 tahun pada tahun 1865, dia menikah (Prof. Dr. Suyuthi).

Al-Azhar dikunjungi oleh Muhammad Abduh pada tahun 1866. Namun, ketika Muhammad Abduh menempuh pendidikan di Al-Azhar, lingkungan di sana masih dalam suasana primitif dan ketinggalan zaman. Al-Azhar menganggap segala sesuatu yang bertentangan dengan tradisi sebagai kesesatan. Dilarang membaca buku-buku tentang filsafat, ilmu alam, atau geografi. Bahkan menggunakan sepatu dinggap sebagai bid'ah (Ahmad Amin, 1960).

Oleh karena itu, tidak heran jika Muhammad Abduh belajar filsafat, geometri, hubungan internasional, dan politik dari seorang pemikir bernama Hasan Tawil. Walaupun Hasan Tawil belum membuat Muhammad Abduh dengan Ilmu yang diajarkannya. Dia juga tidak terlalu memperhatikan pelajaran yang diajarkan di al-Azhar. Dia lebih senang membaca literatur dari perpustakaan Al-Azhar. Sebaliknya Jamaluddin Al-Afgani mampu memberi Muhammad Abduh kepuasan yang dia butuhkan untuk belajar filsafat, politik, etika, dan matematika. Salah satu hal yang melatarbelakangi gagasan pembaruan Muhammad Abduh adalah munculnya sikap taqlid. Menurutnya, ada tiga ciri pokok taqlid: Pertama, sangat mendewa-dewakan para leluhur dan guru-guru, kedua, mengiktikadkan agungnya pemuka-pemuka agama yang silam; dan ketiga, takut dibenci orang dan dikritik bila ia melepaskan diri dari kekolotannya (Maslina, 2013).

Ketika belajar di al Azhar ini, Muhammad Abduh berjumpa dengan Jamaluddin al Afghani. Afghani disamping sebagai tokoh terkenal di Mesir, juga dikenal sebagai pengagas kebebasan berfikir dalam bidang agama dan politik. Perjumpaannya dengan Afghani ini, mempunyai implikasi yang sangat besar bagi perkembangan pemikiran rasional Muhammad Abduh. Suatu hal istimewa yang diberikan Afghani kepada Muhammad Abduh adalah semangat berbakti kepada masyarakat, menghantam

kekolotan dan taklid. Berkat usaha yang keras, Muhammad Abduh akhirnya lulus ujian dengan mendapat gelar *alimiah* dari al Azhar.

Setelah menyelesaikan kuliah di al Azhar, dia mulai mengajar di bidang logika, ilmu kalam dan moral serta etika. Disamping di al Azhar, Muhammad Abduh juga mengajar di Dar al Ulum yang ketika itu masih merupakan semacam akademi yang didirikan untuk mempersiapkan mereka yang bisa memberikan pendidikan modern di al Azhar. Di *Dar al Ulum* ini Muhammad Abduh mengajarkan *Muqaddimah* karya Ibn Khaldun, *Tahzib al Ahlaq* karya Miskawaih. Dalam waktu yang sama Muhammad Abduh diangkat sebagai guru bahasa Arab di sebuah sekolah bahasa yang didirikan Khedive (Hasaruddin 2012).

Perjalanan hidup Muhammad Abduh secara umum terbagi ke dalam dua fase. Pertama, fase perjuangan melawan imperialisme Barat. Dalam fase ini bersama al-Afghani, Muhammad Abduh menyerukan persatuan Islam dalam menghadapi bahaya Barat. Kedua, fase di mana ia menyerukan pembaharuan sosial, politik dan pendidikan. Pada fase ini ia mengadakan perbaikan-perbaikan sistem pendidikan, pengajaran dan kebudayaan Islam (Zen Amiruddin, 2209).

Muhammad Abduh meninggal pada tanggal 11 Juli 1905. Banyak orang yang memberikan hormat di Kairo dan Alexandria, membuktikan betapa besar pengormatan orang kepada dirinya. Meskipun Muhammad Abduh mendapatkan serangan sengit karena pandangan dan tindakannya terkesan blak-blakan terumata tahun-tahun terakhir hidupnya. Namun, disisilain terasa ada pengakuan bahwa Mesir dan Islam merasa kehilangan sosok pemimpin yang terkenal lemah lembut dan mendalam spiritualnya. Bahkan tidak jarang orang Yahudi dan Kristen memberi penghormatan kepadanya sebagai sarjana, patriot dan bangsawan yang hebat (Ilyas Hasan, 1995).

Ada tiga objek pokok yang menjadi sasaran pembaharuan Abduh. *Pertama* pembaharuan dalam bidang agama, peran akal dan pembebasan dari taklid buta. *Kedua* pembaharuan dalam bidang politik. *Ketiga* pembaharuan dalam bidang pendidikan.

Menurut Abduh, pembaharuan agama berarti menjauhkan pemahaman beragama dari taklid buta, memahami agama lewat pemahaman kaum salaf, kembali kepada sumber-sumber utama dan asli dalam memperoleh pengetahuan (agama) sambil meletakkannya dalam pandangan akal sebagai karunia Allah bagi manusia agar tidak berada dalam kesesatan. Akal juga merupakan kesempurnaan hikmah Allah dalam memelihara aturan alam insani. Dalam hal ini akal merupakan instrumen penemuan ilmu, pendorong untuk menyingkap rahasia-rahasia semesta (al-kaun), penyeru untuk menghormati hakikat-hakikat sejati, dan salah satu sarana terbaik untuk mendidik jiwa dan meluruskan amal perbuatan (Zen Amritudin, 2019).

Dalam bidang politik, Muhammad Abduh sesungguhnya lebih menekankan pada kemerdekaan menentukan pilihan apakah negara berbentuk khalifah atau berbentuk negara demokrasi seperti yang diterapkan di dunia Barat. Kemudian yang terpenting bagi Abduh seperti yang dikemukakan oleh Abdul Athi adalah, memberikan kebebasan politik dan kebebasan berorganisasi kepada umat. Kebebasan inilah yang kemudian disebut Abduh sebagai kebebasan Insyaniah dalam menetapkan pilihannya. Sehingga, kebebasan tersebut diharapkan manusia dapat melakukan dengan penuh kesadaran, sehingga apa yang diharapkannya dapat digapai. Kesadaran yang demikian akan hadir tentunya setelah reformulasi Islam atau mampu bangkit dan keluar dari kungkungan dogma-dogma agama (Ridwan, Tt).

Dalam bidang pendidikan Menurut Abduh, Tujuan pendidikan adalah “mendidik akal dan jiwa dan menyampaikannya kepada batas-batas kemungkinan seorang mencapai

kebahagian hidup dunia dan akhirat” (Maslina, 2009). Muhammad Abduh menitik beratkan pembaruannya di bidang pendidikan. Hal ini sejalan dengan tujuan hidupnya yaitu: **Pertama**, Membebaskan pemikiran dari belenggu taklid dan memahami ajaran agama sesuai dengan jalan yang ditempuh ulama zaman klasik (salaf), yaitu zaman sebelum timbulnya perbedaan faham, yaitu dengan kembali kepada sumber-sumber utamanya. **Kedua**, Memperbaiki bahasa Arab yang dipakai, baik oleh instansi pemerintah maupun surat-surat kabar dan masyarakat pada umumnya, dalam surat menyurat mereka. Selanjutnya Menurutnnya, upaya pembaruan dimulai dengan membangun sistem pendidikan yang kritis dengan metode yang modern. Melalui sistem pendidikan diharapkan terjadi perubahan pola pikir keagamaan bangsa Mesir. Dalam pandangan Muhammad Abduh, kekalahan serta ketertinggalan Mesir terhadap Eropa penjajah disebabkan karena ketidak-mampuan orang-orang Mesir untuk keluar dari jerat dogmatisme yang itu diperkuat oleh pendidikan Mesir yang konvensional (metode hafalan).

Jejak Fikiran dan Pembaruan Jamaluddin Al Afghani dan Muhammad Abduh di Indonesia

Ketika Indonesia telah memproklamkan kemerdekaan pada 17 Agustus 1945 ternyata Belanda masih ingin menjajah lagi Negara Republik Indonesia. Dengan bantuan tentara-tentara sekutunya, hampir seluruh bagian dari Negara Indonesia di caplok lagi oleh Belanda. Aceh dengan semangat juang yang didasarkan pada Islam dengan niat perang suci mampu mempertahankan wilayahnya dari keinginan Belanda untuk menjajah lagi. Dalam hal ini kekuatan yang dimiliki Aceh adalah semangat persatuan Islam yang jika nanti Negara Indonesia sudah aman maka Aceh akan menerapkan syariat Islam. Dan karena itu pula perjuangan ini dipimpin oleh para ulama seperti Tgk Muhammad Daud Beureu-eh. Hal ini sama dengan himbauan

Jamaluddin Al-Afghani agar ulama mengambil bagian dalam berjuang membebaskan diri dari penjajahan kafir. Hanya saja ulama-ulama Aceh ketika itu tidak cukup luas ilmunya seperti Khomeini, sehingga ketika Indonesia benar-benar merdeka mereka terkalahkan dalam politik. Kekecewaan itu kemudian tercetuslah pemberontakan yang dikenal dengan gerakan DI TII. Ketika protes sudah dalam bentuk pemberontakan, hasilnya akan lain, apalagi para pemimpin ini tidak piawai dalam berpolitik, maka cita-cita mereka ingin melaksanakan syari’at Islam tidak terwujud.

Mungkin ada sesuatu yang terjadi dalam masa kontemporer ini di Nusantara yang apabila kita mampu melihat benang merahnya akan bermakna untuk menjelaskan hubungan antara ulama Persia dan ulama Nusantara. Sejak terjadi reformasi (1998) di Indonesia, Aceh dan Jakarta sepakat memberi suatu yang kemudian telah menjadi kegembiraan bagi semua pihak. Sejak tahun 1999 pemerintah pusat memenuhi sebuah permintaan masyarakat Aceh untuk mengembalikan keistimewaan Aceh dalam Agama, pendidikan Adat istiadat dan kedudukan Ulama yang sederajat dengan eksekutif dan legislatif. Dalam hal ini posisi ulama di Aceh hampir sama dengan kedudukan ulama di Iran. Hal ini tidak ditemui sebelum masa revolusi Islam di Iran, padahal Aceh juga sudah pernah mengadakan negoisasi dengan pemerintah pusat pada tahun 1957, tetapi ketika itu pemerintah pusat hanya memberikan keistimewaan bidang agama, pendidikan dan adat saja, tidak ada keistimewaan kedudukan ulama.

Ibnu Taimiyah, yang mengajarkan perlunya kembali ke sumber fundamental Islam, yaitu Al-Quran dan Sunnah, adalah salah satu pelopor awal yang mendesak nilai kemurnian ajaran Islam. Kemudian, pada abad ke-18, Muhammad bin Abdul Wahab memperkenalkan gagasan pembaruan dan mulai mengkritik berbagai kegiatan yang

menyimpang dari ajaran Islam. Ketika Ibn Saud datang untuk memerintah Hijaz menggantikan Sharif Kasim, ide-idenya, yang kemudian menjadi populer dengan doktrin Wahhabi, mendapatkan posisi tersendiri. Tokoh-tokoh selanjutnya seperti Jamaluddin al-Afghani, Muhammad Abduh, dan Rasyid Ridha yang menyerukan reformasi agama untuk memperbaiki kehidupan umat dan dunia Islam (Nurhayati, 2009: 85). Sebagaimana diketahui, tafsir Muhammad Abduh tentang al-Manar lebih menekankan pada penggunaan akal untuk memahami makna al-Qur'an (Nurhayati, 2009: 84). Konsep ini menginspirasi Pemikiran KH Ahmad Dahlan pada masa kebangkitan Islam di Indonesia. Al-Islam wa Nasroniyah karya Abduh, Idzar al-Haq karya Rahmatullah al-Hindi, serta kitab-kitab hadits hasil karya civitas akademika Madrasah Hambali adalah beberapa kitab tambahan (R.H. Hadjid: 4-5). Seiring dengan teori-teori pembaruan Islam yang dipelajarinya, K.H. Ahmad Dahlan terinspirasi untuk mendirikan sekolah atas rekomendasi murid-muridnya dan sejumlah anggota Budi Utomo.

Pada tanggal 8 Dzulhijjah 1330 H/18 November 1912, Muhammadiyah, sebuah gerakan Islam di Indonesia, didirikan. K.H. Ahmad Dahlan mendirikan Muhammadiyah sebagai organisasi pembaruan Islam di Indonesia. organisasi Muhammadiyah adalah salah satu organisasi terbesar di Indonesia. Maksud dan tujuan organisasi Muhammadiyah sebagaimana dalam AD/ART ialah menegakan dan menjunjung tinggi agama Islam sehingga terwujud masyarakat Islam yang sebenar-benarnya. Salah satu usaha untuk mencapai tujuan tersebut, Muhammadiyah melaksanakan da'wah amar ma'ruf nahi mungkar dan tajdid dalam usaha disegala bidang kehidupan seperti halnya mendirikan lembaga Pendidikan di Indonesia. Kelahiran muhammadiyah di Indonesia memiliki sebab-sebab yang melatarbelakangi berdirinya muhammadiyah. Yakni

dilatarbelakangi oleh faktor-faktor subjektif KH Ahmad Dahlan sebagai pendiri organisasi Muhammadiyah, dan faktor objektif yang terjadi di Indonesia pada saat itu.

Namun demikian, bukan berarti Muhammad Abduh berpaham sosialis komunis, dia masih tetap mengakui hak milik perorangan, dan dia selalu menghimbau para hartawan agar mau bekerja sama dan mengorbankan hartanya untuk memajukan pendidikan masyarakat. Usaha yang nampak dalam bidang sosial ini juga Muhammad Abduh mendirikan organisasi sosial yang bernama Al-Jami'iyat Al-Khairiyyat Islamiyat. Tujuan organisasi ini adalah menyantuni fakir miskin anak yang tidak mampu orang tuanya membiayai. Wakaf juga tidak luput dari perhatiannya karena wakaf merupakan sumber dana yang sangat efektif. Untuk itu, ia membentuk majelis administrasi wakaf. Salah satu sasarannya ia ingin memperbaiki masjid, manajemen dan administrasinya.

Dari telaah literatur di atas pembaruan yang dibawa oleh Jamaluddin Al Afghani dan Muhammad Abduh memberikan pengaruh yang sangat besar terhadap kehidupan Sosial Ekonomi di Indonesia. Melalui representasi fikirannya di Indonesia yaitu KH Ahmad Dahlan yang berhasil memberi warna dengan ide pembaruannya yang dikenal dengan teori Al Maun. Gerakan Al Maun melalui Organisasi yang diusung KH Ahmad Dahlan telah berhasil memberikan efek yang sangat besar bagi bangsa Indonesia terutama dalam Bidang Sosial dan Ekonomi. Aset-aset yang dimiliki Muhammadiyah yang dikeluarkan oleh Dewan Ekonomi dan Kewirausahaan (MEK) Pimpinan Pusat Muhammadiyah. 3.370 siswa TK, 2.901 siswa SD/MI, 1.761 siswa SMP/MT, 941 siswa SMA/MA/SMK, 67 pondok pesantren, dan 167 perguruan tinggi melaporkan amal usaha pendidikan. Sementara itu, terdapat lebih dari 318 panti asuhan, 54 panti jompo, dan 82 fasilitas rehabilitasi penyandang disabilitas.

PENUTUP

Gerakan pembaruan yang diusung oleh Jamaluddin Al Afghani dan Muhammad Abduh telah memberikan pengaruh besar terhadap tatanan sosial dan ekonomi dunia terutama bagi Indonesia. Keberadaan gerakan pembaruan yang diadopsi oleh KH Ahmad Dahlan dengan organisasi Muhammadiyah telah memberikan efek sosial dan Ekonomi bagi bangsa Indonesia. Korelasi pemikiran antara Jamaluddin Al Afghani, Muhammad Abduh dan KH Ahmad Dahlan tidak bisa dipisahkan jika dilihat dari fikiran fikirannya yang telah ditulis oleh sejarah peradaban.

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IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH COMMUNICATIVE DRILLING TECHNIQUE

**Usman M, Andi Sadapotto, Muhammad Hanafi, Abd Kahar, Buhari, Nurul Fadhilah
Suardi**

**Lecturers and Student of English Education Departement Universitas Muhammadiyah
Rappang, Indonesia**

Corresponding Email: sadopotto_andi@gmail.com

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Abstract

The objective of the research were to find out : (1) whether or not the ability the use of Communicative Drilling increased pronunciation ability of the second year students at SMP Negeri 4 Pancarijang and (2) whether or not the second year students of SMP Negeri 4 Pancarijang are interested in pronunciation through Communicative Drilling. This research applied Pre-experimental method that appllied one group pretest and posttest. The subject of the research was the second year students of SMP Negeri 4 Pancarijang academic year 2018 – 2019. total number of population was 92 students spread in three classes and one class of them VIII.3 were taken as sample by using cluster sampling technique. The data of the research were collected by using two kinds of instruments, namely pronunciation test and questionnaire. Pronunciation test was used to obtain data of the students' pronunciation ability and questionnaire was used to know the students interest in pronunciation by using communicative drilling. The result of data analysis showed that the mean score of post test (70) was higher than the mean score of post test (28). This showed that was significant difference between the students before and after taught by using communicative drilling. Then, the analysis of interest by using Linkert Scale indicated that the students were interested to pronounce English through communicative drilling. It was proved by mean score of students' interest was (79.9) in categories in interest. The result of the t-test value (7.29) was greater than t-table ($\alpha = 0.05$: 16 = 2.120). This mean that H_1 was accepted. Based on data analysis, the researcher concluded that teaching pronunciation by using Communicative Drilling increased the students' ability to pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English.

Keywords: communicative drilling and pronunciation ability

Abstrak

The objective of the research were to find out : (1) whether or not the ability the use of Communicative Drilling increased pronunciation ability of the second year students at SMP Negeri 4 Pancarijang and (2) whether or not the second year students of SMP Negeri 4 Pancarijang are interested in pronunciation through Communicative Drilling. This research applied Pre-experimental method that applied one group pretest and posttest. The subject of the research was the second year students of SMP Negeri 4 Pancarijang academic year 2018 – 2019. total number of population was 92 students spread in three classes and one class of them VIII.3 were taken as sample by using cluster sampling technique. The data of the research were collected by using two kinds of instruments, namely pronunciation test and questionnaire. Pronunciation test was used to obtain data of the students' pronunciation ability and questionnaire was used to know the students' interest in pronunciation by using communicative drilling. The result of data analysis showed that the mean score of post test (70) was higher than the mean score of post test (28). This showed that was significant difference between the students before and after taught by using communicative drilling. Then, the analysis of interest by using Linkert Scale indicated that the students were interested to pronounce English through communicative drilling. It was proved by mean score of students' interest was (79.9) in categories in interest. The result of the t-test value (7.29) was greater than the t-table ($\alpha = 0.05$: 16 = 2.120). This means that H_1 was accepted. Based on data analysis, the researcher concluded that teaching pronunciation by using Communicative Drilling increased the students' ability to

pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English.

Kata Kunci: *pengeboran komunikatif dan kemampuan pengucapan*

INTRODUCTION

Indonesia is the country where English is positioned as a foreign language. Considering the importance of English, Indonesian government has decided to put English as one of the subjects which is taught in the school from kindergarten until university level. English is considered as important subject to learn since many fields in human life especially education uses English as the language to communicate and to share knowledge and information

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factor. There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987).

Abbas Pourhossein Gilakjani (2016) state that English pronunciation instruction is difficult for some reasons. Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instruction. There is no well-established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important and teachers are not very comfortable in teaching pronunciation in their classes.

Spoken communication is grounded on the communicability not only determined by correct grammar and profuse vocabulary but also on the correct interplay between the segmental and suprasegmental features making up pronunciation. As Burns (2003) concedes, despite minor inaccuracies in vocabulary and grammar, learners are more likely to communicate effectively when they have good pronunciation and intonation. Nowadays, as Pourhosein (2012, p.120) states, despite the "emphasis on the importance of meaningful communication and intelligible pronunciation, it is not enough to leave pronunciation teaching and training to pronunciation classes only"; it is determining that the relatively few hours devoted

to this purpose in the curriculum are planned and devised to make the most of them, giving students the tools to continue improving on their own and the voice to express in which ways they learn the best. In spite of this, "researchers in applied linguistics have paid little attention to learners' perceptions of pronunciation instruction in L2 contexts" (Kang, 2010) so that this article has tried to deepen on students' perceptions and feelings about English pronunciation issues in general and about the English pronunciation subject "Pronunciation and comprehension of oral English" in particular in order to make a diagnostic analysis of the situation which will ideally lead to an improvement in their pronunciation skills.

To solve the problem above, the teacher of English had a role, in helping to hand the learning especially. How the teacher organize the materials are presented to learners and how student and teacher interaction of developing pronunciation ability. From the phenomenon, the researcher can also concluded to apply an effective and efficient strategy to improve the pronunciation ability.

Based on the statements, the researcher intends to make a research about the pronunciation ability is improve under title: Improving Students' Pronunciation through Communicative Drilling Technique Eight Grade students' at Junior High School (SMPN) 4 Pancarijang.

LITERATURE REVIEW

1. Pronunciation

Bachman (1990), states that language competence consists of two main competences. According to Bachman (1990), pronunciation or phonology is a part of grammatical competence. There are many experts that have views what pronunciation in language teaching is. Kelly (2000:1) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features. Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature

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that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio cultural and interpersonal contexts". Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model we use. We can pronounce / gra:s / referred to British English or pronounce / græs / referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly (2000:14) states "In the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP)." However, this model is not often used by teachers since they have already had their accent. As Kelly informs, RP is synonym with Queen's English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world?

The teacher's first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000), it is possible to do that, but teachers still need to know the variation of English. Those who are well informed to variations of English would be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that RP is still the target for Pronunciation, because of its

traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age

Generally speaking, children under the age of puberty stand an excellent change of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people." Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4) Innate phonetic ability

Often referred to as having an "ear" for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list

According to Crystal (1980:267), states that phonetics is the science which studies the characteristics of human sound-making, especially those sound in speech, and provides methods for their description, classification and transcription. According to Dobrovolsky (1989:13) Phonetics is the study of the inventory and structure of the sounds language. This definition provides clear information about phonetics. There are two important keys in phonetics based in this definition: Phonetics studies sounds of language

Akmaijan (1998:51) give clear definition according to him, phonetics is concerned with how speech sounds are produced (articulated) in the vocal tract (a field of study known as articulator phonetics), as well as the with the physical properties of the speech sound waves generated by the vocal tract (a field known as acoustics phonetics). Meanwhile, according to Claire (3) phonetics is concerned with how sound are produced. In other words, phonetics is about sounds of language.

By knowing the process, hopefully the non-native speakers are able to produced English sounds easily and correctly.

Speech Sounds Production

People think that most sounds of all language are made with outgoing breath from the lungs. When people breathe in, air travels through the nose or mouth, down the trachea, which branches into the two bronchi and down into the lungs. Riviere in Trujilos' journal (2002:1) states that speech does not start in the lungs. It starts in the brain. After the creation of the message in the brain, it needs a representation of the sound sequence and a number of commands which will be executed by

speech organs to produce the utterance. So, it needs a phonetic plan of and a motor plan.

The next step is the physical production of sounds. Speech is produced by an air stream from the lungs, which goes through the trachea and the oral and nasal process and articulation.

a). Initiation Process

b). The Phonation Process

c). The Articulation Process

The Speech Organs

There are three systems of body organs which are needed for produced spoken language. They are usually known as the respiratory system, the phonatory system, and the articulator system.

a. Respiratory System

b. Phonatory System

c. Articulatory System

Vowel

Vowel is sounds produced in which there is no obstruction to the flow of air as it passes from the larynx to the lips (Roach, 1983: 10) There are some processes that are responsible for the vowels production: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, blackness/ frontless and roundness. Below is the diagram of the IPA vowels classification.

Diphthongs

Diphthongs are sounds which consists of a movement or glide from one vowel to another (Roach:20). English is rich in diphthongs: [aʊ] as in house, [aɪ] as in fine, [ɔɪ] as in boy, and generally in British English [əʊ] as in go and [eɪ] as in day. Other diphthongs are [ɪə] as in dear, [ʊə] as in poor and [eə] as in bear.

Consonant

Consonants is a speech sounds produced when the speaker either stops or several constricts the airflow in the vocal tract (Akmaijan, 1998:66). Every consonant may be defined according to its place of articulation and manner of articulation.

a). Place of Articulation

Place of articulation is the location of a consonant's obstruction in the vocal tract. The place of articulation of a consonant is determined by the articulator participating in its production.

1). Bilabials consonant

2). Labiodentals consonant

3). Dentals consonant

4). Alveolar

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- 5). Alveo-palatal
- 6). Velars
- 7). Palatal
- 8). Glottal

b). Manner of Articulation

Manner of articulation refers to the way in which the obstruction of the air-stream, which characterizes all consonants, is achieved, at the different places of articulation in the mouth there are several basic ways that the air-stream can be obstructed.

1. Stops
2. Fricatives
3. Affricatives
4. Nasals
5. Liquids
6. Glides

Manners of Interference

a). Closure

There are three different types of closure: stops, rolls, and flaps. As stated above, stops are complete closing followed by an abrupt opening (explosion). When there is velic closure the air the air-stream cannot get out through the nose, nor can get out immediately through the mouth. Since the lungs are still pushing air upwards the air is compressed within the totally enclosed cavity, and then the mouth closure is removed, this is compressed air explodes out the mouth as pie, by, die, etc. This kind of sound, which has compression and explosion, is called plosive.

b). Narrowing

When two speech organs are very close together the air forcing its way, then it is resulting narrowing. The air then becomes turbulent, and this turbulence is heard as friction noise. Sounds having such friction are known as fricatives. Some fricatives are made with a hissy kind of friction, example [s] and [ʃ], and these are sometimes referred to as sibilants; while the non-sibilants have a less hissy, like /f/ and /θ/

c). Opener Positions

If two organs are not so close together that they cause friction they may be playing a major part in shaping the cavities through which the air flows. This position causing frictionless sounds named frictionless continuants. This sound can be produced if the speaker gently lowers the lip away from the teeth when he says along fricative sound (for example /v/) until the friction disappears. This friction /v/ sound can quite often be heard as a defective /t/ in English. The

word ever said with a frictionless /v/ will sound like defective version of the word error.

The problems of Teaching Pronunciation

a. The Learner

It is very common that many foreign language learners have problem in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factoring. Accord to Knworthy in Nunan (1991:106-107) there are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.

- 1). Mother Tongue
- 2). Age
- 3). Amount of exposure
- 4). Phonemic ability
- 5). Personality
- 6). Motivation

The Techniques of Teaching Pronunciation

There are many techniques of teaching pronunciation. According to Marianne, et al in Howlader (2011:275-276) there are some techniques of teaching pronunciation as follows: Direct method: Pronunciation is thought through imitation and repetition; Audio lingual method. Pronunciation is taught through imitation supported by analysis and linguistic information; Silent way/Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts and colored rods. Minimal pair drills: A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice, Community Language Learning, Contextualized minimal pairs, Tongue twister, Developmental approximation drills, Phonetic Training, Practice of vowel shift and stress shift related by affixation, Transformation Drill, Question and Answer Drill.

2. *Definition of Drilling*

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many

teachers when introducing new language items to their students. Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

1.1 Interest

Talking about interest would take someone to think about their positive response or attitude to something likes, enjoy, and appreciate which makes they having a desire to do. To clearly define what actually interest means some theorist would define it. According to Oxford Advanced Learner's Dictionary 9th edition (2016) interest is to attract your attention and make you feel interested; to make yourself give your attention to something.

1.2 Type of interest

Psychologists recognise two different types of interest:

1. Individual interests: short-term interests that each student has, often from their previous experiences such as insects, cancer treatment..
2. Situational interests stimuli from the way they are presented or content that spontaneously creates short-term interests for almost all students such as forensic science contexts; explosion demonstration.

METHOD

2.1 Research Design

This research will apply pre-experimental method design. Pre-experimental method research design combine quantitative and qualitative by sentially mixing both qualitative and quantitative in a research (Gay et al .2006:490). According to Creswell (2014:268) in his book there are three types of mixed designs (Convergent parallel design, explanatory sequential design and exploratory sequential design,). Based on the types, the researcher tried to use Convergent Parallel design.

2.2 Research Variables

In this research there are two kinds of variable namely:

- a. Independent variable

The independent variable is the variable that the experimenter expects to influence the other (Nunan, 1992:25). Is the implementation of the teaching pronunciation through communicative drilling.

- b. Dependent variable

The dependent variable is acting. In this study, the students' achievement manisfested in the test score would be dependent variable. Is the pronunciation ability of students'.

2.3 Population

According to Creswell (2005:142), population is the group of individuals who have the same characteristics. The population of this research is taken from the Eighth Grade students of SMP Negeri 4 Pancarijang in 2018/2019 academic year. The classes are classified based on the students' registration number when they register to enter the school. VIII.1 consist of 22 students, VIII.2 consist of 21 Students and VIII.3 consist of 22 Students. The number of population was 65 students.

Table 1: The Population Eight-Grade SMP Negeri 4 Pancarijang

Classes	Sex		Total
	Male	Female	
VIII.1	10	12	22
VIII.2	10	13	23
VIII.3	13	11	24
VIII.4	12	11	23
Total	45	47	92

2.4 Sample is a subgroup of the target population that the resercher plans to study for generalizing about the target population Creswell (2012:142). In this research, the researcher will apply cluster random sampling technique that one class would be the sample. The researcher choose VIII.2 students as the sample the number of total sample are 23 students.

Table 2: Sample Eighth-Grade SMP Negeri 4 Pancarijang

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Class	Male	Femal e	Number of students
VIII.2	13	11	23
Total Sample			23

2.5 Instrument of the Research

1. Pronunciation test

The Pronunciation test would use communicative drilling as instrument. It is aim at finding out the students' ability to pronounce English words by communicative drilling. The test consist of pre-test and post-test. The pre-test would intend to see the students' ability in learning pronunciation material before the treatment and post-test would intend to see the result of the treatment on students' pronunciation.

2. Questionnaire

The questionnaire would be used to obtain information about the students' attitude toward be used of communicative drilling. And this way also could support the data from other instruments. The questionnaire consists of 20 items, 10 items positive statements and 10 negative statements which use Likert Scale with five options.

RESULTS AND DISCUSSION

2.1 Results

This section deals with the presentation of the students' ability in pronunciation test and students' attitude toward the use of communicative drilling method.

The result of the test are as follow :

1. Students' pronunciation ability

a. Scoring classification of students' test

The classification of the students' score before they given treatment will be presented in the table below :

Table 4.1. the result of pre-test

NO .	Classifi cation	Score	Fre kue nsi	Percentage
1.	Very good	86 – 100	0	0 %
2.	Good	71 – 85	0	0 %
3.	Average	56 – 70	3	17.7 %
4.	Poor	41 – 55	2	11.8 %
5.	Very poor	0 - 40	12	70.8 %
Tot			17	100 %

Table above show that before treatment was given, there were 12 (70.8 %) out of 17 students' in "very poor" classification. 2 (11.8 %) out of 17 students' in "poor" classification. 3 (17.7 %) of them out in "average" classification. And there is no one student (0%) of the students in "good" and "very good" classification. It ca be cloncluded that before was given the students' ability in pronunciation in english wrds was "very poor" classification.

The classification of the students' score after they are given treatment will be presented in the table below :

Table 4.2. the result of post-test

NO.	Classific ation	Score	Fre kue nsi	Percenta ge
1.	Very good	86 – 100	5	29.4 %
2.	Good	71 – 85	2	11.8 %
3.	Average	56 – 70	10	58.9 %
4.	Poor	41 – 55	0	0 %
5.	Very poor	0 – 40	0	0 %
Total			17	100 %

Table above show that after treatment was given, there were no one students (0%) out of 17 students' in "very poor" and "poor" classification. 10 (58.9 %) of them in "average" classification, 2 (11.8 %) of them in "good" classification. And 5 (29.4 %) of them in "very good" classification.

From both of the table above indicate that before treatment was given students' ability in English pronunciation was categorized into "very poor" classification and after treatment was given the students' ability in English pronunciation was categorized into "average" classification it means that the students' ability to pronouncing english words has an improvement after getting treatment in this case communicative drilling. The writer indicate that by communicative

drilling the students' english pronunciation can be improved too. So the writer concluded that communicative drilling is one of effective ways in learning and teaching process, especially in teaching English pronunciation.

- b. The mean score and standard deviation of the students' tesy result

In this part, the discussion deals with the argument of the difference of the students' pronunciation ability after giving test. The mean score of pre-test and the mean post-test was significantly different. The findings of test are presented in the following table.

Table 4.3 The mean score and standard deviation of the students' test

NO.	Type of Test	Mean score	Standard Deviation
1.	Pre-test	40.94	11.87
2.	Post-test	75.88	13.49

Based on the table above showed that the mean score of test of both pre-test and post-test is different. This is caused the effect of teaching by using communicative drilling method. The mean score of post-test, (75.88) is categorized as average categorized and pre-test, (40.94) is categorized as very poor category. The mean score of post-test was higher than pre-test (75.88>40.94), the standard deviation of pre-test was 11.87 and standard deviation of post-test was 13.49.

In order to know whether or not the mean difference of both tests is statically signifant at the level of significant at the level of significant 5% (0.05), degree of freedom (N – 1) = 16, the result of calculation is shown as follow:

Table 4.4 the t-test of the students' ability

Variable	t-test value	t-test table
Pronunciation Test	7.29	2.120

Based on the statistic test in asyimptotic significant (2-tailed) column, in relation to the finding of test, the t-test value was higher than the t-table (7.29>2.120). This means that H_0 is

rejected and H_1 is accepted, on significant level of $\alpha = 0.5$. it means that communicative drilling increase students' pronunciation ability.

2. Students' Interest

To know the students' interest toward the use of communicative drilling method in improving students' pronunciation ability. The researcher distributed questionnaire to the students'. The data was analyzed by using Likert Scale and SPSS 21.1.

Table 4.5 The percentage of students' Interest

Category	Range	Frequency	%
Strongly interested	85 – 100	7	41.1
Interest	69 – 84	7	41.1
Moderate	51 – 68	3	17.7
Uninterested	36 – 50	0	0
Strongly interested	20 – 35	0	0
Total		17	99.9%

3. The Mean Score of Students' Interest

Table 4.6 The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean
17	1356	79.7

The table above shows that the mean score of students' interest is 79.7. it means the students' were interested to use communicative drilling in improving students' pronunciation ability.

DISCUSSION

This section deals with argument and further interpretation of the research findings in pronunciation ability in pretest and posttest results.

Based on the students' work in the pre-test, the researcher analyzed that most students had low ability in pronunciation.

The result of data analysis showed that there was significant difference between the students' score in pretest and posttest. It was proven by the mean score of posttest which was higher than pretest (7.29>2.120).

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the analysis indicated that the students were strongly interested to improve the pronunciation ability through communicative drilling. It was proved by interest mean (79.7) where 41.1 % students were strongly interested, 41.1% students were interested and 17.7% students were moderate. Based on the data analysis, the researcher concluded that : (1) the use of communicative drilling improves students' pronunciation ability; (2) the use of communicative drilling makes the students interested in improving pronunciation.

This is also in line with Tam (1997) stated communicative drilling make people to be stressed on pronunciation and quality of voice, it is conform to Acton (1984) stated that communicative drilling leads students concern on accuracy, makes them listen and understand their speech on a daily basis and helps students' to enhance their control of English rhythm. Therefore according to him, communicative drilling is one of interesting techniques for developing students' pronunciation.

CONCLUSIONS AND SUGGESTIONS

2.2 Conclusions

Based on the discussion in the previous chapter, researcher makes a conclusion that teaching pronunciation using communicative drilling is effective because it can improve the pronunciation ability and intrinsic motivation of the students' as well. The students' improvement on pronunciation ability is shown from the difference of the students' mean score between before and after the actions. The students' intrinsic motivation also improved.

The improvement was shown from the students' attitude the actions. During the researcher as implementing the actions, the students' were more active and relax. It was totally different from their attitude in the first meeting. In the first meeting, they were too afraid to show their 'existence' by keeping quiet during the lesson. In the second and the next meeting, they were easily did some activities asked by the teacher. They interested and enjoyed joining the class.

2.3 Suggestions

Based on the conclusions and the implications above, there are some suggestions addressed to

the English teacher. It is important for him to make an

Interesting teaching and learning process. The use of media is needed to consider in making the learning more visual. The use of mini dictionaries with phonetic transcription could facilitate students to have good pronunciation. Students need a lot of activities that get them listen to native speaker pronunciation. When the activity is in form of communicative activity, students need to be monitored so that they have good pronunciation and the teacher can give appropriate feedback. The students need to be encouraged so that they can have self-evaluation. In terms of pronunciation teaching, the teacher can give the task to read aloud after they hear the model. After that, the students record their reading and compare with the model. Having that activity, students can be more aware to their pronunciation.

In addition, the English teacher needs to pay attention to the students' grammar. The students still lacked of grammar when they speak out. However, he must not forget to keep drilling their pronunciation in a communicative way so that they can communicate well.

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IMPROVING STUDENTS' VOCABULARY THROUGH PICTURES TO LEARN ENGLISH

Jumrah

Kepala Madrasah Aliyah Negeri Kota Palopo

Corresponding Email: manjumrah@gmail.com

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Abstract

This study aims to explain how to improve students' vocabulary through pictures in learning English in teaching English. And the research method is qualitative, this study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time. The result of the research is, that the English teachers used pictures to improve students' vocabulary, and the English teachers used some pictures that were relevant to the English materials. Not only that, after the researcher discusses with English teachers to change their method of teaching, using some learning models and strategies, it shows that the vocabulary of students is improving while the students want to explore their ideas and opinion, even though individually or grouping.

Keywords: *students', vocabulary, picture*

Abstrak

Penelitian ini bertujuan untuk menjelaskan bagaimana meningkatkan kosakata siswa melalui gambar dalam pembelajaran bahasa Inggris dalam pengajaran bahasa Inggris. Dan metode penelitiannya adalah kualitatif, penelitian ini menggunakan desain penelitian etnografi. Etnografi adalah studi tentang pola budaya dan perspektif peserta dalam pengaturan alami mereka. Desain etnografi adalah prosedur penelitian kualitatif untuk menggambarkan, menganalisis, dan menafsirkan pola perilaku, keyakinan, dan bahasa kelompok berbagi budaya yang berkembang dari waktu ke waktu. Hasil dari penelitian ini adalah, bahwa guru bahasa Inggris menggunakan gambar untuk meningkatkan kosakata siswa, dan guru bahasa Inggris menggunakan beberapa gambar yang relevan dengan materi bahasa Inggris. Tidak hanya itu, setelah peneliti berdiskusi dengan guru bahasa Inggris untuk mengubah metode pengajarannya, dengan menggunakan beberapa model dan strategi pembelajaran, ternyata kosakata siswa semakin meningkat sedangkan siswa ingin menggali ide dan pendapatnya, baik secara individu maupun kelompok.

Kata Kunci: *siswa, kosa kata, gambar*

INTRODUCTION

English is an international language, therefore all the nations are used to communicating. Furthermore, when the people especially Indonesian people or students who will go abroad, he or she had to communicate in English itself.

In Indonesia, English is the first foreign language which is considered an

important means of absorbing and developing science, technology, art, and culture as well as establishing relationships with other countries. Therefore, it is quite reasonable that English has been a compulsory subject for students of Madrasah Aliyah and of higher levels. To help the people, the Ministry of National Education has designed Curriculum 2013 named core

Competence and basic competence. The purpose is to fulfill the needs of the teaching and learning process by considering students' background, school condition and the environment, core competence, and lesson plan as parts of the curriculum should be enhanced.

In the English teaching and learning process, the task of the teachers is not just to impart knowledge, but also to give the students the necessary aids, experience, and information that will enable them to develop themselves. Such tasks can be carried out by the teachers by understanding the students' characteristics based on the intellectual growth of each student. Therefore, teachers can make use of media and implement various interesting activities to make the students interested in learning English which later on develop themselves.

The scope of the English instruction at Madrasah Aliyah emphasizes the four important language features which include vocabulary, structure, spelling, and pronunciation. These four features are developed to provide the students with language skills: listening, reading, speaking, and writing. However, the process of English teaching should emphasize vocabulary because the mastery of structure, spelling, and pronunciation will not be effective without the mastery of vocabulary.

According to (Krashen, 2008) write that vocabulary is important for the acquisition process and as a base for communication. People acquire morphology and syntax because they understand the meaning of utterances. Acquisition depends on whether the input is comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance. Therefore, the acquisition will not take place without comprehension of vocabulary.

According to Nation (1990), there are parts of the course deliberately set aside for vocabulary development, namely: 1) Focus on the most useful vocabulary. First, some

words can be used in a wide variety of circumstances. Others have much more limited use. For example, the words "help" "can be used to ask for help, to describe how people work with others, and to describe how knowledge, tools, and materials can make people work more easily. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary is needed by language learners whether they use the language in formal or informal situations. 2) appropriately focus on the vocabulary. The first principle looks at what words to teach and learn. This principle looks at how they should be taught and learned. 3) Give attention to the high-frequency words across the four strands of a course. High-frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High-frequency vocabulary should be fluently accessible for receptive and productive use. 4) Encourage learners to reflect and take responsibility for learning.

Moreover, (Harmer, 2001) says "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Vocabulary affects the communication process. It affects the will and the ability to express ideas correctly. In line with Harmer, (Tarigan H. G., 2008) says that the quality of someone's language skill depends on the quality of the vocabulary being mastered. Vocabulary provides the students to be skillful in using the language in listening, speaking, reading, and writing skills. In listening, vocabulary mastery helps the listeners understand the speakers' utterances. Reading, it helps the readers comprehend and understand the messages in texts. In writing, vocabulary mastery gives contribution to word choices. In speaking, vocabulary mastery determines the words used by the speakers in expressing

their ideas orally. It can be concluded that the richer the vocabulary can be mastered, the better skill can be attained in using language. That is why vocabulary is important to be mastered.

Based on the explanation above, the problem statement of this research is, how to improve student's vocabulary through pictures in learning English? The objective of this research is, to explain the improve students' vocabulary through pictures in learning English.

LITERATURE REVIEW

A language is a tool for communication with other people. Language is a tool to convey our idea to get our goals. The language will function in us if we can improve our vocabulary. Therefore, the student must attempt to increase their vocabulary, (Tarigan, 2009). Based on the assumption the researcher agrees with this statement. That vocabulary is important to learn by the student and to construct or organize our idea in the sentences and sentences that we produce are built by vocabulary.

The English language is not our mother tongue, automatically vocabulary in Indonesia is different from English, and this makes it sometimes difficult to be mastered. In learning English, there is some point that should be taken into account, for example, mastering vocabulary and arranging them into a good sentence. After that, communicate with other people. In addition, vocabulary is important because by vocabulary one can be assisted to speak learn new words. Once a student has mastered the fundamental grammatical pattern of a language, his next task is to master its vocabulary or at least that part of this vocabulary that he needs. Nobody learns all the words in any language, we know and use the words in any language, we know and use the words that suit our particular purposes, and we continue to learn new words as long as we live.

Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word "vocabulary" generally represents a summary of words or their combinations in a particular language, (Joklova, 2009).

Vocabulary is the basic component of English. It means students should learn vocabulary to be able in achieving the four language skills. In listening, listeners hear words; in speaking they produce words, in reading they have to understand the word and in writing they use words to express their thought, (Hanafi Pelu, 2008).

Teaching vocabulary is very important. It is very important because without vocabulary students' cannot speak, write, and understand the meaning of a sentence or cannot understand what people say. Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words.

Hornby in (Choiriyah, 2018), states, "Vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language". Vocabulary mastery is one of the components to master English. The students have the ability in understanding and use the meaning of the words. The students not only need to learn a lot of words but to remember them. By mastering some vocabularies the students understood what hear and read, and they were able to say what they want to speak and write.

Scrivener (1994) states, "Pictures can be drawn on the board or posters". They have been used as a starting point for mastering vocabulary. Wright (1989:2) states, "Pictures are media that can be applied in teaching and learning English. The pictures will motivate the students to get ideas, information and make the students more interested in studying English". The picture also supports the student's ability to

remember the words, meaning, and form of the object. Nowadays, learning and teaching through pictures are very popular, most textbooks in English especially primary school up to senior high school are written with pictures. Considering this, it shows us that the pictures play an important role to aid the students in learning English vocabulary. Moreover, the picture can improve students' motivation. Indeed, it made the aim of teaching and learning can be reach.

For instance, when the teacher showed pictures, they can remember a similar scene, they have never seen and immediately recognize the components of the pictures. Their memory of the situation enables them to describe what it is even though there are no words given. It means that the picture has opened up the storage of words in their memory.

Ransom in Donal (2012) also gives some advantages of pictures as follows: a) Picture provides settings for understanding and using new words, as they are naturally spoken. b) Picture represents an important step in concept and vocabulary development c) Picture help broaden observation, opportunities and knowledge, resulting in enlarged and enriched vocabulary. All the advantages of picture media above made the writer easier in improving students' vocabulary mastery. I was encouraged to use media to conduct this study using pictures.

The teacher makes or uses simple and easy picture media that is suitable to students' ability and the teacher should select the words that answer pictures media. The procedure of using pictures media in vocabulary mastery teaching areas the following: 1) the teacher showed to the students picture media related to their topic, 2) the students identify what they see in the pictures, 3) the teacher asked them about the pictures media showed, 4) the students tried to explain what they had seen in the pictures, 5) the teacher explained about their topic by using pictures media and pronounce the words loudly, the students would repeat

what the teacher has pronounced, 6) the teacher and students discussed about the difficult words, 7) the teacher gave exercise and asked the students to do it, 7) the teacher and the students discussed the answer exercise.

The picture is a visual aid that can be used to the students of English as a foreign language to practice the language in a real context or situation. In which they can use it to communicate. Many language teachers are as concerned to help their students to develop as humans and in their ability to relate to others, as they are to help them to develop their ability to use the resource possible in the classroom so that the students can help include pictures, (Martin, 2008).

The picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. Hill illustrated this idea on the example: "In the same way that the idea of holding up a pen and asking 'What's this?', expecting the answer 'It's a pen' is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask 'What's this?' expecting the same answer, (Joklova, "Using Picture in Teaching Vocabulary, 2009).

Based on the researcher's observation and experience in teaching in that class, he found that students have difficulties in learning English, especially, particularly in vocabulary. Here are their problems in learning English terms. First, many students cannot identify the meaning of the words. Besides that, many students cannot memorize the words given for a longer time. Next, many students consider that learning vocabulary is boring when the teachers traditionally teach them. The traditional way means teachers come to class and ask the students to read the reading text and ask them to translate or find the difficult words.

The last, the researcher found that his students have low motivation in learning English. It can be seen with their passiveness in learning English. They are still afraid to make mistakes.

This fact should become teachers' consideration in planning the teaching and learning process for Madrasah Aliyah students in the class. According to the research by (Haerunisa, 2002), in the English learning process, vocabulary became the main constraint for the students. The students could not answer questions in the test mostly because they did not know the meaning of the words. This constraint, then, would make the students uninterested in doing their activities in the class, and this will influence their ability in acquiring English. The conventional technique which is applied in the class seems to force the students to memorize new vocabulary without the help or aid of media, and with this condition, the students tend to show low attention in acquiring new vocabulary.

Considering that knowing the vocabulary is important, the students have to know the English vocabulary, at least the high-frequency words, as their foothold in learning English. The success of learning English, especially learning vocabulary is influenced by many factors. As stated by (Mariyah, 2004), the success of learning language, the success of learning a language depends upon two main factors namely internal and external factors. Internal factors are psychological, i.e. those which come directly from the students. These factors include the students' expectations, the student's willingness to learn or their motivation, the students aptitude, intelligence, memory, and independent hearing and sight. External factors are facilities that support the process of learning. Some of the external factors concerning the development of students' vocabulary mastery are, among others, teaching approaches, teaching methods, teaching

techniques, appropriate materials, and instructional media.

However, the problems above must be solved. If it continues, it will affect students' achievement in learning English. In other words, the purpose of learning English cannot be reached.

RESEARCH METHOD

This study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time. According to (Dourish, 2013), ethnography means the picture of a human being. Ethnography is the written information of a special culture, customs, beliefs, and attitudes lied on issues.

Research participants Madrasah Aliyah Negeri Kota Palopo was chosen, because the Islamic school and one of the most favorite State of Islamic Senior High School (Madrasah Aliyah Negeri Kota Palopo, it is also known, based on researchers' pre-observation, that all the students from that Madrasah were successfully passed the final examination on English subject and the Islamic lessons. The instruments are an observation sheet, interview, field note, and document transcript.

RESULTS AND DISCUSSION

Based on observation and interviews had done by the researcher, English teachers when teaching the students still conventional and teacher-centered make students bored in learning, because the students just participate and watch the explanation of the teachers, then when the researcher discusses or makes small talk with students' (hidden interviews), the students' told that they were boring because the teachers just explain the

materials without involving the students, the teachers explore the materials always teachers centered and never used pictures or videos to stimulant the students’.

Based on the result above, the students are more enthusiastic and comfortable in the teaching and learning process after teachers used pictures as media to explore the material because the researcher told the English teachers to prepare before teaching the students. These pictures are used to help and improve many learners to sustain their interest. These pictures sometimes work in groups and point to them as the leader of their groups. The students have spirit in the learning process. Several data took from the field notes. The researcher concluded the students enjoy and were interested in the pictures.

Then, by revising the teaching technique and some aspects which occurred to improve the students’ vocabulary mastery. In the vocabulary teaching-learning process, the English teacher asked the students to bring their dictionary which could help them to find the meaning of the difficult words found in the text. Next, in the activity of vocabulary exercise, the teacher asked the students to work in a group to share the knowledge with their groups in answering the questions.

Words are essential to communication. Little children learn to speak in isolated words and then in chains of nouns and verbs. We expect students of a second language, however, to control grammatical features of that language as well as its vocabulary. Regardless of the specific target language and the conditions of instructions, vocabulary is an important factor in all language teaching. The Students must continually be learning words as they learn the structure and as they practice the sound system. Learning the vocabulary of course must be according to the level of age and ability of the students.

Teaching English as a foreign language is not the same as teaching

English as a second language. Teaching English as a foreign language means teaching the students in the target language to be able to use English for communication. However, the environment did not help the students in learning the English language. The learners did not use English outside of the classroom. They just use English when they have an English class. Consequently, the learners did not have many opportunities to practice English in their daily activities. Learning and teaching English as a foreign language need the real situation to support the learners to use English naturally. The teacher should bring the real situation in the classroom by giving activities that support students to practice English. The teacher created media for teaching English based on the real situation that the students can apply and practice the language freely and naturally.

The English teachers while exploring the English materials for the students’, the English teachers used some strategies that allowed the students to practice either individually or in the group in formulating their ideas and provided an opportunity to the students to share their knowledge with others, the students are more spirit and relax because they have known about pictures media. When the pictures media applied happy, enjoy, active and more relax. They have the spirit to go in front of the class. Many students become active to speak up and they have brave to ask about their topic. I concluded that teaching and learning by using pictures media can improve the students’ vocabulary mastery by using pictures.

The picture is very important to be used in teaching to make clear and so make students understand. So, by using the picture, the students can pay attention to things that the students have never seen in the lesson.

Vocabulary is important for the students because by having many vocabularies, so easy to construct more

sentences. Sentences that products are built by vocabulary. Most students from Madrasah find a serious problem in improving their vocabulary.

Based on that, the English teachers used pictures to improve student's vocabulary, the English teachers used some pictures that were relevant to the English materials. Not only that, after the researcher discuss with English teachers to chance their method in teaching, using some learning models and strategies, its show that the vocabulary of students are improve while the students' want explores their ideas and opinion, even though by individually or grouping.

CONCLUSION

Researchers can conclude that to improve the students' vocabulary through the picture, teaching vocabulary mastery using pictures is more effective. Based on the results of the vocabulary test after the actions are given, it could be concluded that the teaching of vocabulary by using pictures could improve the students' vocabulary mastery as well as their active participation in the classroom. It can be seen from the students' understand the difficult words easily by guessing the meaning, the use of pictures made the vocabulary learning becomes enjoyable and interesting because they had discovered the meaning of difficult words by looking at the pictures media of them in pictures without asking another person or looking them up in the dictionary. Furthermore, pictures media also makes the students more creative, and learning becomes enjoyable and interesting because they can make their students understand the vocabulary. The English teachers explore the English materials, not based on the textbook, but also based on the students' experiences. The English teachers must choose the pictures or anything else that are relevant to the materials. The English teachers must give many chances for students to explore their ideas and opinion based on what they

had learned and what they found. Not only that, but also, as English teachers must use some methods, and learning models to entertain the students' and facilitate the students' to learn more enjoyable.

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INTEGRATING PERSONAL EXPERIENCE (PE) METHOD IN NARRATIVE TEXT: WRITING APPROACH

**Sam Hermansyah, Andi Sadapotto, Muhammad Hanafi, Nadirah, Restia Wati
Angreni**

**Lecturers and Student of English Department, Teacher Training and Education Faculty
of Universitas Muhammadiyah Sidenreng Rappang, Indonesia**

Corresponding Email: samhermanses@gmail.com

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Abstract

The objective of this articles was to find out whether or not the use of students personal experience method improve writing ability of the eight grade students at SMP Negeri 3 Baranti. This research used pre-experimental method. The population of this research was three classes of the eight grade students at SMP Negeri 3 Baranti in academic year 2017/2018 with the total population were 61 students. The sample of this research was VIII. a (21 students). This sample was taken by simple random sampling technique. This research applied student personal experience (SPE) method. This research applied one kinds of instruments was writing test. The researcher found that by using student personal experience (SPE) method in teaching writing, it could improve the writing ability of the eight grade students at SMP Negeri 3 Baranti. It was proved by P-Value was lower than α ($0,000 < 0,05$). So, the researcher stated that H_0 was rejected and H_1 was accepted. Based on the data analysis, the researcher concluded that student personal experience (SPE) method was effective in improving students' writing ability at SMP Negeri 3 Baranti.

Keywords: Writing skills, narrative text, tense, students personal experience and vocabulary

Abstrak

Artikel ini bertujuan untuk mengetahui apakah penggunaan metode pengalaman pribadi siswa dapat meningkatkan kemampuan menulis siswa kelas VIII SMP Negeri 3 Baranti. Penelitian ini menggunakan metode pra-eksperimental. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 3 Baranti tahun pelajaran 2017/2018 sebanyak tiga kelas dengan jumlah populasi 61 siswa. Sampel penelitian ini adalah VIII. a (21 siswa). Sampel ini diambil dengan teknik simple random sampling. Penelitian ini menggunakan metode Student Personal Experience (SPE). Penelitian ini menggunakan salah satu jenis instrumen yaitu tes menulis. Peneliti menemukan bahwa dengan menggunakan metode Student Personal Experience (SPE) dalam pembelajaran menulis dapat meningkatkan kemampuan menulis siswa kelas VIII SMP Negeri 3 Baranti. Hal ini dibuktikan dengan P-Value lebih kecil dari ($0,000 < 0,05$). Jadi peneliti menyatakan bahwa H_0 ditolak dan H_1 diterima. Berdasarkan analisis data, peneliti menyimpulkan bahwa metode Student Personal Experience (SPE) efektif dalam meningkatkan kemampuan menulis siswa di SMP Negeri 3 Baranti.

Kata Kunci: Keterampilan menulis, teks naratif, tenses, pengalaman pribadi siswa dan kosa kata

INTRODUCTION

Writing is one of the language skills that play an important role in human communication. The most important of writing is coming to be more and more recognized. It is the written mark that links with the outside world is formed.

There is no doubt that English writing is important as the other three-language skills. The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial to most people.

Harmer (1989: 16) stated that listening and reading skills are regarded as receptive skill while Speaking and writing skills are considered to be productive skills. From those basic skills, writing skill seems to be the most difficult skill. Many researchers have found that writing skill is still complicated for students. The problem that faced by the students are correlated with grammar and vocabulary.

Writing is crucial mean of human communication. It is used to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self expression. The students are expected to be able to communicate. The ability to communicate is the ability to understand and produce discourse of which it can be realized in four language skills, namely listening, speaking, reading, and writing. Moreover those four skills should be applied in real life. Hence, English subject needs to develop those skills. In order that, the students are able to communicate and make discourse in English language in certain literacy level.

Kagan (1994:211) said that an interview was defined as a cooperative learning technique which able and motivated members of the class to acquire certain concept or information deeply from the public as respondents. It was an adaptable process in the classroom. The aimed of this technique was to gather students in a

conversation for analysis purpose and new information before do writing.

Robert Lado (1988:205) said that “writing skill is neither acquired totally out of awareness nor learned totally consciously; it develops through conscious insight and rule formulation along with experience.”

Many students think writing is very difficult to do or to learn because there are many elements that they are must mastery such us, vocabulary, grammar, organization, spelling and punctuation. But the based problem for Indonesian student is English as foreign language is very different from their native language. So , the difficulty is not only in generating and organizing ideas, but also in translating their ideas into a text.

Among the four language skill taught in schools, writing is the most difficult skill to learn. It needs specialized skill that includes the ability to express the writer’s opinions or thought clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what s/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well built. (Ratnasari, 2004). The skill is even more complex due to its “distancing” characteristic (Samuel, 1989, P.1). That is the writer is required to be able to balance between that can be assumed to be audience’s private background knowledge of communicative intent of text and the audience ability to make inferences, which depends on both knowledge of language and knowledge of the real world. The complicated process that a learner should go through must be learned.

Because of the difficulties of writing, teacher should give more attention to teach writing skill to improve the students’ skill in writing. At least, the learner can write simple or basic text. One of the way of improving the students’ attention in writing is using technique. One kind of useful

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technique in teaching process is know want to learned method have fun enough to improve ability an interest to writing is Quantum Writing. Quantum Writing is a technique to improve yours' writing skill,

Based on the issues above, then the researcher will conduct research by title "The Use of Student Personal Experience (SPE) Method in Narrative Text to Improve Students Writing Skill at eight graders students of SMP Negeri 3 Baranti in the school year 2017/2018". By using this kind of method, students will consider that it is easier to write or produce narrative text. this method will make the students easier in writing because they will tell their own personal experiences so that they will write a systematic narrative text. They will not be confused about how they will produce their own narrative text.

METHODS

Research Design

The design of this research used pre-experimental with one group pre test, treatment and post test design to know the students ability in writing (Gay et al., 2006: 257).

Figure 3.1: Research design

Group	Pre-test	Treatme nt	Post-test
N	O ₁	X	O ₂

Where:

N : Sample

O₁ : Pre-test

O₂ : Post-test

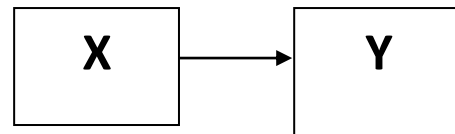
X : The treatment

Variable Design and Operational Definitions

2.2.1. Research Variables

In this research, there were two kinds variable namely, the dependent variable and the independent variable. The dependent variable was students' writing

ability improvement. The independent variable was the implementation of the Student Personal Experience (SPE) method. The paradigm design of the variables was revealed in figure 3.2 below:



Variable Design

Where:

X : The effectiveness of Student Personal Experience (SPE) metode

Y : The student's writing ability

Operational Definitions

To make clear the variables in this research, the researcher describes the operational definition as follows:

a. Student Personal Experience was a personal experience that has been experienced by every student when in this method they will be asked to write their experience in the form of narrative text.

b. The writing skill was the students' achievement to write Narrative text that consists of five components of writing namely content, organization, vocabulary, language use, and mechanics in narrative writing.

Population and Sample

Population

The population in this research was the eight graders students of SMP Negeri 3 Baranti in the academic year 2017/2018. It consists of 3 classes and the classes are classified based on the students' registration number when they registered to enter the school. Class VIII.A consists of 21 students, class VIII.B consists of 20 students, class VIII.C consists of 20 students, and. So the total number of population class VII was 61 students.

Table 3.1 : Population of the Research

No	Cla ss	Population
1	VIIIA	21

2	VIIIB	20
3.	VIIIC	20
Total		61

Source : Document of SMP

Negeri 3 Baranti

Sample

Based on the population above, to get valid data, the researcher use cluster sampling technique that one class of the eight graders students of SMP Negeri 3 Baranti. The researcher selects VIII.A consist of 21 students. So the number of sample that has been used by the researcher were 21 students.

Instrument of the Research

To collect the data, the researcher gave writing test as the instrument. The test applied for pre test and post test. The pretest aimed at finding out the prior writing ability of the students while post test aims at finding out the students' writing ability after treatment was given. This activity was also intended to find out whether or not the students writing ability kep holding of the materials after the treatment.

Procedure of Collecting Data

The procedure of collecting data in this research involved the following:

Writing Test

a. Pre-test

Pre-test is given in conduct treatment at the first meeting by the following procedure:

1) The researcher introduced himself first and explain what the students activity and distribute the writing test to the students, to know the students' skill in writing before treatment.

2) The researcher gave score to the students' result test.

b. Post-test

1) After giving the treatment, the students were given writing test. The test are same with the pre-test and the topics were same.

2) The researcher gave score to the students' result test.

Treatment

After gave a pre test, the researcher give the treatment to the students. The treatment through Student Personal Experience (SPE) method.

To collect the data, the researcher has bee used the test as an instrument. Before gave the test, the researcher gave the treatment. In this case the researcher gave the students one of describe of thing as a treatment in teaching writing. By doing treatment, the researcher want to know the students' writing skill after teaching through Student Personal Experience (SPE) method.

The procedure when the researcher collect the data in this study by giving treatment and the test to the students as follows:

a. In the first meeting, the researcher introduces the writing narrative text include: definition, linguistic features, generic structure, step and what thing could be enclosed in our writing. And then, instructed the students to wrote writing a narrative text through Student Personal Experience (SPE) method with theme “ My Unforgettable Moment”.

b. In the second meeting, the researcher invites the other theme ‘My School’. And then asked the students to compose writing narrative based on the instruction which has been given.

c. In the third meeting, the researcher give the theme “My Holiday” and ask the students again to try to wrote a narrative text through the Student Personal Experience (SPE) method based on the instruction that were given.

d. In the fourth meeting, the researcher gave the theme about ‘My Old Friend’. The students have to compose the Student Personal Experience (SPE) method and give them examples.

The researcher used audiobook in teaching writing every meeting or each material with time allocation is 90 minutes (2 x 45 minutes). The steps in teaching writing by using Student Personal Experience (SPE) method:

- a. The researcher gave greeting for the students and pray.
- b. The researcher check the name list of students in class.
- c. The researcher gave a motivation to each student before teaching the material.
- d. The researcher introduced Student Personal Experience (SPE) method in teaching writing to use difference simple instruction for each meeting.
- e. The researcher gave the simple instruction to the students to wrote a text.
- f. The researcher gave example about the material.
- g. The researcher gave chance taught student to ask for unclearly material.
- h. The researcher instruction the students to wrote a text based on the theme.
- i. Scoring the result of the students.

Technique of Data Analysis

The data are collected in line with instrument and analyze quantitatively by using the procedures as follows :

Writing Test

- a. Scoring the result of the students

In analysis the data collects through writing skill, the researcher used the following techniques.

In this researcher, the data were collected after giving instruments of collecting data the respondents (students). The data were analysis through quantitative analysis. To get the score, the researcher uses scoring scale which includes the content, organization, vocabulary, language use, and mechanics on the students' pieces of writing. The data was analyzes by employing the following procedures. Scoring the result of the students

Table 3.2 Assessing the components of writing through scoring rubric.

Content	
30 – 27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc.
26 – 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21 – 17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16 – 13	VERY POOR: does not show knowledge of subject – non-substantive – etc.
Organization	
20 – 18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17 – 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13 – 10	FAIR TO POOR: non-fluent – ideas confused or disconnected – etc.
9 – 7	VERY POOR: does not communicate – no organization – etc.
Vocabulary	
20 – 18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.
17 – 14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 – 10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.
9 – 7	VERY POOR: essentially translation – little knowledge of English vocabulary.
Language Use	
25 – 22	EXCELLENT TO VERY GOOD: effective complex constructions – etc.
21 – 19	

17 – 11	GOOD TO AVERAGE: effective but simple construction – etc.
10 – 5	FAIR TO POOR: major problems in simple/complex constructions – etc.
	VERY POOR: virtually no mastery of sentence construction rules – etc.

Mechanics

5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.
2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Calculating the students' score
Students' score

$$n = \frac{\text{Score maximum}}{\text{Score maximum}} \times 100$$

Where :

n = final students' score

(Source: Depdiknas)

b. Classifying the score of the students

The data were classified into five classifications by referring the scoring system as follows:

Table 3.3 Scoring classification of writing

No.	Classification	Score
1.	Very good	86 -100
2.	Good	71 – 85

3.	Average	56 –70
4.	Poor	41 – 55
5.	Very poor	0 – 40

(Depdiknas, 2006:38)

Below were the classification, score, and criteria of the components (content, organization, vocabulary, language use, and mechanics).

c. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pretest and posttest by using inferential analysis in SPSS 21.0 program for windows evaluation version.

d. To test the hypothesis, the researcher will obtain t-test at level of significance $\alpha = 0.05$ or non independent sample and compared it with the result of the P-Value of the data.

The criteria of testing hypothesis are:

a) If p-value $> 0,05$, H_0 is accepted, H_1 is rejected. It means that there was no significance difference after and before the students got treatment by using Student Personal Experience (SPE) Method.

b) If p-value $\leq 0,05$, H_0 is rejected, H_1 is accepted. It means that there was a significance difference after and before the students got treatment by using Student Personal Experience (SPE) Method.

RESULTS AND DISSCUSSION

Results

This section deals with the presentation of students' achievement in writing consisted into five parts Heaton, Organization, Vocabulary, Language Use and Mechanics (Heaton:1989).

Students' Writing Ability

a. Scoring classication of students' test.

Before and after giving test, the researcher analyzed the students' eriting score (pre-test and post-test).

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86	–	0	2	
		100		0	9,52	
2	Good	71	–	0	13	
		85		0	61,91	
3	Average	56	–	5	4	
		70		23,81	19,05	
4	Poor	41	–	16	2	
		55		76,19	9,52	
5	Very Poor	<	0		0	
		41		0	0	
Total			21		21	
			100		100	

Table 4.1 shows that the students' score in (pre-test) most of them are in poor category, 16 (76,19 %) students are classified into poor, 5 (23,81 %) students are classified into average. There are not any students classified into very good and very poor. While test result of (post-test) most of them are in good category, 2 (9,52 %) students is classified into very good, 13 (61,91 %) students are classified into good, 4 (19,05%) students are classified into average, 2 (9,52%) students are classified into poor and there are not student classified into very poor category. It means that the students ability in writing had been improve because most of the students score is increase. It shows that the students writing ability was higher after learning by student personal experience method.

b. The mean score and standart deviation of the students' test result

In this part, the discussion deals with the argument of the difference of VIIIa in pre-test and psot-test was significantly different. The findings of test were presented in the following table.

Table 4.2 The Mean Score and Standart Deviation of The Students' Test.

Class	Mean Score	Standard deviation
XI IPA 1		
PRE-TEST	49,33	6,75
POST-TEST	72,24	10,64

Based on the tbale above that the mean score of class VIIIa pre-test and post-test is different. The mean score of pre-test 49,33 was categorized as poor category and post-test 72,24 was categorized as good category. The mean score of post-test was higher than pre-test (72,24>49,33). The standard deviation of pre-test is 6,75 and standart deviation of post-test is 10,64. It meant there was a significant different between students' pre-test and post-test. To prove it, the researcher applied one sample t-test analysis using SPSS version 21.0 for windows Evaluation Version shown in table below.

c. Probablity Value

In order to know whether or not the mean difference between pre-test and post-test was statically significant at the level of significant 5% (0,00). The result of calculation was shown as follow :

Table 4.3 The t-test Value of Students' Test

P-Value	
A	
0,05	0,000

Based on the statistic test in asymptotic significant (paired-sample) column, in relation to the finding of test, the P-Value was lower than α (0,000<0,05). This meant that H_0 was rejected and H_1 was accepted. It meant that teaching writing through Student Personal Experience (SPE)

method has good the effect to the students' writing ability.

DISCUSSION

Based on data above, it showed that the applied of Student Personal Experience (SPE) method could improve students' writing ability of SMP N 3 Baranti.

The description of the data collected through the test as explain in the previous section showed that the students ability in writing improve significantly. It was supported by the mean score of the students' test in class VIIa (post-test). The mean score of post-test was 72,24 was higher than pre-test score was 49,33. The data in previous section showed that applying Student Personal Experience (SPE) method in teaching writing was more effective than did not use Student Personal Experience (SPE) method. It was supported by the difference mean score of pre-test and post-test.

In the other side, based on the result of data analysis in table 4.3 in test of probably value, the researcher found that the p-value was lower than α ($0,000 < 0,05$). This meant that H_0 was rejected and H_1 was accepted. It showed that teaching writing through Personal Experience (SPE) method had good effect to the students' writing ability.

Regarding to the explanation above, the researcher also found that the highest score in each component was comprehensibility and accuracy and the lowest score was word choice.

Based on the students' result obtain and state in findings above, the researcher use t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. In other words, there was an improvement on the students' writing ability after applying Personal Experience (SPE) method at SMP Negeri 3 Baranti.

CONCLUSION

Student Personal Experience (SPE) method was effective in improving students' speaking ability of eight grade students of SMP Negeri 3 Baranti in academic year 2017/2018. It was proved by p-value was lower than the α ($0,000 < 0,05$). So, the researcher stated that H_0 was rejected and H_1 was accepted. It means that by using Student Personal Experience (SPE) method in teaching writing, it could improve the students' writing ability of the eight grade students at SMP Negeri 3 Baranti.

So, the researcher concluded that Student Personal Experience (SPE) method was effective in improving students' writing ability of eight grade students of SMP Negeri 3 Baranti in academic year 2017/2018.

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Finally, He given his deepest appreciation to everybody that has been a part of his life but he failed to mention. Hopefully, this thesis will be useful for the reader. May the Almighty Allah swt. bless us now and forever.

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IMPROVING STUDENTS READING ABILITY BY USING WEBTOON AT SEVENTH GRADE OF MTS DDI KULO

Lababa, Usman, Muhammad Hanafi, Andi Sadapotto, Abd Kahar, Muhammad Amien Rais

Lectures and Student of English Department, Teacher Training and Education Faculty of Universitas Muhammadiyah Sidenreng Rappang, Indonesia

Corresponding Email: lababa19@gmail.com

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Abstract

The objective of the article are to find out whether or not the use of Webtoon can improve students' reading ability at seventh grade of MTS DDI Kulo in academic year 2017/2018. This article employed pre-experimental method with one group pre-test and post-test design. The population was the seventh year student (VII) of MTS DDI Kulo in academic years 2018-2017, it consisted of one class. The total number of population was 40 students' and whole class was taken as sample by using random cluster sampling technique, class VII (29) Was a chosen as sample. The article instrument were multiple choice. The result of this article showed that the pre-test got the mean score (60) while the post-test got mean score (80). This showed that there was significant difference between pre-test and post –test. The result of the P-value (0,000) was lower α (0.05). This means that H_1 was accepted. Based on the result, the researcher concluded that teaching Reading by using webtoon improves students reading ability at seventh year students of MTS DDI Kulo.

Keywords: Webtoon,, reading skill, pre experimental, vocabulary and differences.

Abstrak

Artikel ini bertujuan untuk mengetahui apakah penggunaan Webtoon dapat meningkatkan kemampuan membaca siswa kelas VII MTS DDI Kulo tahun ajaran 2017/2018. Artikel ini menggunakan metode pra-eksperimen dengan desain one group pre-test dan post-test. Populasinya adalah siswa kelas VII (VII) MTS DDI Kulo tahun ajaran 2018-2017 yang terdiri dari satu kelas. Jumlah populasi 40 siswa dan seluruh kelas diambil sebagai sampel dengan teknik cluster random sampling, kelas VII (29) dipilih sebagai sampel. Instrumen artikel berupa pilihan ganda. Hasil dari artikel ini menunjukkan bahwa pre-test mendapat nilai rata-rata (60) sedangkan post-test mendapat nilai rata-rata (80). Hal ini menunjukkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test. Hasil nilai P (0,000) lebih rendah (0,05). Artinya H_1 diterima. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa pengajaran Membaca dengan menggunakan webtoon meningkatkan kemampuan membaca siswa pada siswa kelas tujuh MTS DDI Kulo.

Kata Kunci: Webtoon,, keterampilan membaca, pra-eksperimen, kosakata dan perbedaan

INTRODUCTION

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use

our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

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Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

According Mr. Hodgson (1960:44) Reading is the procedure adopted by the Peruser recalling the ultimate goal to persuade the message, which is to be conveyed from the author by a media delegate whose words and composed dialects. In the case of express and verified messages understandable, the understanding procedure will be well done.

According to Mr. Fredick the state that (1996:8) Reading is the development of several complete reactions, which combine mental, intellectual, and manipulative reactions. Reading the definition of t can be divided into sub-talents, including tactile; Observation; Settings; Experience; consider; Learning; Affiliates; soulful; And productive. Accepting Fredick, researching exercises can occur if multiple multiple talents are headed each other in an overall generally incorporated.

Webtoon is an animated cartoon or series of comic strips published online that usually use by people to read. Webtoon consist of picture. Using webtoon can increase students' interest in reading because Webtoon, or often also called webcomics, is a comic that is distributed via the Internet network. Webtoon is a typical comic originating from south korea that we can read in a long strip (one page website) and also color. Differences with manga (Japanese comics) are usually only black and white.

Cited in <http://en.oxforddictionaries.com/definition/webtoon> Webtoon is a comic which distribution from internet network. Webtoon is a typical comic from south korea that can to read in one long strip (one page website) and also

have colour, Cited in <http://green-universetien.blogspot.co.id/2013/11/webtoon-reasons-behind-phenomenon.html> state that : “Webtoon merupakan kumpulan gambar bercerita yang dipublikasikan secara online (webcomic) Webtoon merupakan akronim dari website cartoon (orang Korea kebanyakan agak susah berbahasa Inggris, jadi banyak istilah2 yang dipersingkat demi kenyamanan lidah dari orang korea) ”.

Webtoon is corps story picture which publication with online (webcomic) webton is acronym from cartoon website (people of korea difficult to speak english then, many terms which is taken a short cut for the suitable of tongue by people from korea. Cited in <https://findwords.info/term/webtoon> Wikipedia state that **Webtoon** (Hangul: 웹툰, RR: *wep-tun*) is a term used to describe South Korean [webcomics](#) or [manhwa](#) that are published online. The Korean web portal Daum created a webtoon service in 2003, as did Naver in 2004. These services regularly release webtoons that are available for free. According to David Welsh of Bloomberg, comics account for a quarter of all book sales in South Korea, while more than 3 million Korean users paid to access online manhwa and 10 million users read free webcomics.

Spottoon and Line Webtoon have begun to officially translate webtoons into English. Examples of popular webtoons that have been translated into English are *The Breaker*, *Girls of the Wild's*, *The Gamer*, *Noblesse*, and *Tower of God*. In recent years, these webtoons have been gaining popularity in Western markets, rivalling Japanese manga.

From the opinion above, it can be concluded that the teacher should try to motivate his students. Students who have high motivation for reading, will have a high interest also on reading activities. As digital comics have emerged as a popular medium, print publication of manhwa has decreased.

The amount of material published in webtoon form has now reached an equal amount as that published offline.

Based on the description above, the writer is conduct the researcher under the title “Improving students reading ability by using webtoon at seventh grade of MTS DDI kulo”.

METHODS

Research Design

The research of design of this research use pre-test experimental with one group pre test, treatment and post test design to know the students ability in reading .

Figure 3.1: Research design

Group	Pre- test	Treatment	Post- test
N	O ₁	X	O ₂

Where:

N : Sample

O₁ : Pre-test

O₂ : Post-test

X : The treatment

Variable Design and Operational Definitions

Research Variables

The are two variable at this research which are independent variable (X) and dependent variable (Y). Independent variable was authentic text (X) and dependent variable was the student reading ability (Y). Variable scheme paradigm is showed at figure 3.1

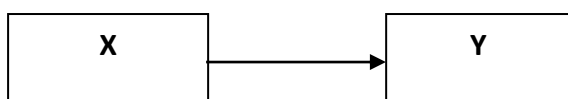


Figure 3.1 variable design

Where:

X : The use webtoon

Y : The Students reading ability

Operational Definitions

There are operational definition, they are:

a. The meaning of the webtoon is texts ever written and created with using the fun image, delivered by a person or an institution for the purposes to make someone feel fun when the someone read the webtoon.

b. The reading ability is the student achievement how to make something that consist of three skill of speaking namely fluency, accuracy, and comprehensibility

Population and Sample

Population

The population of this research is the seventh grade students there are VII students from class of MTS DDI Kulo.

Table 3.2 The students population MTS DDI Kulo.

No	Class	Students
1	VII.1	29

sample

In this research, researcher apply random cluster sampling technique. The researcher will choose one class from two classes of the seventh grade students of MTS DDI Kulo as sample there are consist of 29 sample.

Procedures of Collecting Data

The data of the study was obtained by using a type of test. The procedure of collecting data would presented in chronological order as follows:

1. Pre-test

A pre-test was administered to asses the student prior knowledge. In this section, the researcher gave assignment to the student to answer the question that researcher prepared. The procedure of pre-test in this research is discussed as follow:

a) Before giving reading test, the researcher gave explanation about the purpose of the test and how do it.

b) The student have about 50 minutes to finish working on the instrument.

c) The researcher will collected the students work after finishing.

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d) The researcher gave score to the student work.

2. Post-test

The post-test gave after doing treatment. The content of the post-test was the same as the presents. The aim of the post-test is to know the student's reading ability after giving the a. treatment.

3. Treatment procedure

a) The first meeting the researcher b. entered the class and introduces the material to the class and then the researcher explained about how to play the webtoon(will explain in the lesson plan)

b) The second meeting the researcher ask the student to read the the new topic in the webtoon with a given letter for 40 minutes. The researcher ask the student to answer the questions.

c) The third meeting , the researcher and student discussed the topic. the researcher asked the student to play webtoon.(will explain in the lesson plan)

d) In the fourth meeting, the researcher gave chance to each student to ask for unclearly material and then the gave scoring to the students by using webtoon (will explain in the lesson plan).

Data Validation

In any scientific research, instrument for collecting data absolutely important. The accuracy of the result of research mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepare.

The researcher made the instrument of this research that consists of 10 questions reading test. it was divided into two form the first part is multiple choice and the second part is re-arrange the letter . If the students can choose the answer of 1 item correctly, they will get 1 score and if the students choose the answer of 1 item uncorrectly, they will get 0 score.

Technique of Data Analysis

In analyse the data, its use descriptive analysis technique (percentage). After the data collected from the test, the data will be analyse by using descriptive statistic. The data will be analyse by employing the following procedures:

Scoring the result of the students' test, Scoring the students' answer in pre-test by using the following formula:

Scoring the result of the students' test, Scoring the students' answer in pretest by using the following formula:

Table 3.3 scoring the result

Score	
	If the students answer the question incorrectly
	If the students answer the question correctly

Converting the score of students by using the formula

Table 3.4 converting the score

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Highest score}} \times 100$$

(Depdiknas: 2003 : 11)

d. Classifying the score of the students.

Table 3.5. The score was classify based on the following classification :

No.	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40

Depdiknas (2005:2)

- e. Tabulating the scores of the student's pre-test and post-test result.
- f. The researcher calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.
- g. Criteria of testing hypothesis
To test the hypothesis, the researcher would obtain p-value at level of significance $\alpha = 0.05$ or non independent sample
The criteria of testing hypothesis are:
- h. If $p\text{-value} > \alpha$, H_0 will be accepted, H_1 will be rejected. It means that using webtoon game can not improve students' reading ability.
- i. If $p\text{-value} < \alpha$, H_0 will be rejected, H_1 will be accepted. It means that using webtoon media can improve students' reading ability.

RESULTS AND DISCUSSION

Results

Based on the result of the students reading test from 29 students at MTS DDI Kulo in academic years 2017/2018.

Table 4.1 scoring classification of Reading

N O	CLASSI FICATIO N	Score	Pre test	Post
			F (%)	F (%)
1	Very good	86-100		22
2	Good	71-85	22	72.5
3	Fair	56-70	76.8	27.5
4	Poor	41-55	20.8	6
5	very poor	0-40	3.4	1
Total			29 100	100

DISCUSSION

The description of collected data as explained in the previous section showed the students reading test from 29 students at MTS DDI Kulo in academic years 2017/2018. it can be concluded that the highest score pre test was 70 and the lower score was 40. After their gave treatment, which was using webtoon, the result of the post test was different from the pre test. The lower score was 60 and the highest score was 80. The students' competence of pre test before they were given treatment was poor, but after they were given treatment was good. It means that the using webtoon in reading was succes

the students' reading ability were improve after the treatment by using webtoon. It was proved by the mean score of post test that higher than the mean score of pre test ($80 > 60$). It increased to good level from poor level.

Based on the students' result obtained and stated in findings above, the researcher used paired sample t-test in inferential statistic through SPSS 21.0 program for windows evaluation versions to the test hypothesis. In pre-test and post-test, the researcher found that p-value was lower than α ($0.000 < 0.05$). This meant that H_0 was rejected and H_1 was accepted. It meant that the use of webtoon could improve students' reading ability in the first year students of MTS DDI Kulo.

CONCLUSION

Based on the findings and and discussion, the researcher put forward conclusion that the use of webtoon as media can improve students' reading ability. The result of this research shown that the mean score of pre test is 60 While the post test is 80. This shown that there was significant difference between students' score before and after taught by using webtoon.

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The result of P-value (0,000) was lower than α (0,05). This meant that H_1 was accepted. The study concluded that the first year students at MTS DDI Kulo had an good in reading ability caused by applying webtoon. So, it meant that the first year students of MTS DDI Kulo were interested in learning English reading ability use webtoon.

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NATIONAL EDUCATIONAL CHARACTERS ON ENGLISH HAND BOOK USED BY ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS

Samsu T, Andi, Sadapotto, Muhammad Hanafi, Buhari, Nadirah, Sam Hermansyah,
Indah Dewi Rahmayanti

Lecturer and Student of English Department, Teacher Training and
Education Faculty of Universitas Muhammadiyah Sidenreng Rappang,
Indonesia

Corresponding Email: samsut@gmail.com

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Abstract

This research aims to analyze the English textbooks used by teachers in the learning and teaching process and to determine the suitability of the character education values in English textbooks with the character education values set in the 2013 curriculum. The English text used is 12 values of character education out of 18 total values of character education in the 2013 curriculum. The research design used is descriptive qualitative research method because the data collected is in the form of words and does not use numbers. The researcher chose this method because the data obtained were descriptive data, then analyzed and described in the form of words and language. Descriptive qualitative is a research method that utilizes qualitative data and is described descriptively. The results showed that the value of character education in English textbooks used by teachers in the teaching and learning process did not fully contain the value of character education in the 2013 curriculum. There were only 12 values of character education from 18 values of character education based on the 2013 curriculum in the English textbook. Which means that there are 6 values of character education based on the 2013 curriculum that are not contained in the English textbook. As a conclusion, the suitability between the values of character education in English textbooks and character education in the 2013 curriculum is not fully appropriate.

Keywords: the value of character education, curriculum 2013

Abstrak

Penelitian ini bertujuan untuk menganalisis buku teks bahasa Inggris yang digunakan oleh guru dalam proses belajar mengajar dan untuk mengetahui kesesuaian nilai-nilai pendidikan karakter dalam buku teks bahasa Inggris dengan nilai-nilai pendidikan karakter yang ditetapkan dalam kurikulum 2013. Teks bahasa Inggris yang digunakan adalah 12 nilai pendidikan karakter dari total 18 nilai pendidikan karakter dalam kurikulum 2013. Desain penelitian yang digunakan adalah metode penelitian deskriptif kualitatif karena data yang dikumpulkan berupa kata-kata dan tidak menggunakan angka. Peneliti memilih metode ini karena data yang diperoleh merupakan data deskriptif, kemudian dianalisis dan dideskripsikan dalam bentuk kata-kata dan bahasa. Deskriptif kualitatif adalah metode penelitian yang memanfaatkan data kualitatif dan dideskripsikan secara deskriptif. Hasil penelitian menunjukkan bahwa nilai pendidikan karakter dalam buku teks bahasa Inggris yang digunakan guru dalam proses belajar mengajar belum sepenuhnya memuat nilai pendidikan karakter dalam kurikulum 2013. Hanya ada 12 nilai pendidikan karakter dari 18 nilai pendidikan karakter berdasarkan kurikulum 2013 dalam buku teks bahasa Inggris. Artinya ada 6 nilai pendidikan karakter berdasarkan kurikulum 2013 yang tidak terdapat dalam buku teks bahasa Inggris. Kesimpulannya, kesesuaian antara nilai-nilai pendidikan karakter dalam buku teks bahasa Inggris dengan pendidikan karakter dalam kurikulum 2013 belum sepenuhnya sesuai.

Kata Kunci: pendidikan karakter, kurikulum 2013

INTRODUCTION

Learning English is very important, especially for education and the future, this is because English is one of the international languages used by many countries. In some countries, English is a second language for the other, because the role of English as the language of international communication is so important for several existing sectors, and Indonesia is one of the countries that is now making English a second language, although not all Indonesians do it.

Nowadays English is an Universal language which been used as a means of communication in various bilingual schools in Indonesia. Teaching English as a foreign language is not easy as teaching the first and second language because the students have not usual to get the foreign language. It have need of some teaching methods to help the learners glorious to apply it at school.

Education must be integrated between the affective domain (emotions, gestures, values) and the cognitive domain (knowledge intellectual and thinking skills). As stated by Ahmad Setyadi (2016) which states that the educational approach in integration must be designed through a humanist-based curriculum.

The education system in Indonesia in general is still focused on intelligence cognitive. This can be seen from the orientation of the existing schools busy with exams, from mid exams, final exams to national exams. Plus daily practice questions and homework to solve questions in textbooks that are usually irrelevant to everyday life the students.

In the Law of the Republic of Indonesia No. 20 years 2003 concerning the National Education system Chapter I Article 1 states that education is a conscious and planned effort to create an atmosphere learning and the learning process so that students are active develop his potential to have spiritual power religion, self-control, personality,

intelligence, noble character, and skills needed by himself, society, nation, and state.

Education is all planned efforts to impress for other people, whether individuals, class, or society so that they do what is intended by educational role that can be used to change world. Education is one way to gain knowledge.

According to Poerwadarminta (2012), the word character means character, character, psychological traits, morals or character what distinguishes one person from another. Character formation is also inseparable from the role teacher, because everything the teacher can do affect the character of students. Character is formed from three kinds of interrelated parts, namely knowledge morals, moral feelings, and moral behavior.

From the concept of education and character that has been explained above, the term education appears the most talked about character (character education) by many. In Indonesia itself, the term education character introduced.

When the Indonesian nation is in crisis multidimensional, education is accused of failing in creating quality human resources. Educational institutions are judged to have failed to meet their goals education. Various attempts were made to improve quality, such as curriculum updates, budget increases or standardization of educational competence. However, the improvement efforts are still not felt achieve the expected results. High school fees, poor school facilities, cheating in exams national level, the lack of welfare and quality of teachers, in fact solve the nation's problems. All these problems is like a vicious circle that has no end base.

Character education is one of the discourses education that is considered capable of providing answers to deadlock in the education system. Correspondingly, character education too construe as an attempt to precess brilliance in thinking, recognition in the establish of attitude, and

(Samsu T, Andi, Sadapotto, Muhammad Hanafi, Buhari, Nadirah, Sam Hermansyah, Indah Dewi Rahmayanti)
praxis in the establish of conduct in consent with precious prestige which became his personality, manifested in the interaction with God, self, society and .environment.

Character education is education that does not only oriented to the cognitive aspect, but more oriented to the process of developing the potency that exists in students' self, is developed by habituation of best qualities, namely in the establish of teaching character prestige that are well.

Seeing the current condition of the world of education in Indonesia, which has undergone several curriculum changes, in the 2013 curriculum which is applied now, the government makes student textbooks according to the character of education in the 2013 curriculum. There are 18 character education in the 2013 curriculum that have been implemented, one of which is in the 7th grade English textbooks.

One of the student textbooks used based on the 2013 curriculum is an English textbook for grade 7th. In schools that use this textbook, it is still seen that students do not apply the values of character education so that this can be one of the reasons to be used as a suitability study. the values of character education based on the 2013 curriculum with English textbooks used by teachers in teaching English as a foreign language.

In the application of character education based on the 2013 curriculum, it is hoped that students can instill the character of education in everyday life, the school environment and in citizenship. By implementing character education based on the 2013 curriculum, students are also expected to be able to uphold the values of existing character education.

Looking at the current world of education, it is found that there are still many students who are difficult and have not applied what is in character education based on the 2013 curriculum. for example, there are still many students who feel insecure,

less creative, not independent and irresponsible.

Textbooks are so important parts in learning and teaching process. Both students and teachers, mostly then use them as the elementary foundations of courses in the classrooms. Textbooks maybe not be able to comply all the needs of the learning and teaching process but their presence as teaching sources is still foremost. They do one of effective fount of learning used in learning and teaching process and as reflection of values and ideas of a person or nation.

Textbooks are felt to be very helpful to the learning and teaching process are books that are more professional and specific, use flexibility and creativity in terms of their use, books that are more appreciative of students whose contents must involve students as a whole. But what is no less important is that the material must emphasize the humanistic aspect, and provide many opportunities for students to experiment, and make the learning process a real experience that will make intelligent individual students (Idris & Tabrani, 2017).

LITERATURE REVIEW

1.1 Definition of Content Character

Content character in terms of "character" is defined as human nature in generally depending on the elements of his independent life. Character are unique prestige, both in character, ethical or a person's identity which are formed from the internalization of some policies that are believed and used as a way of seeing, thinking, acting, speaking and behaving in everyday life.

According to (Ditjen Mandikdasmen - Ministry of National Education), Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation and state. Individuals with good character are individuals who can make decisions and are ready to take

responsibility for any consequences of the decisions they make.

Definition of Character Education

Character education is an education method that target to implant certain character prestige in students in which there is a constituent of knowledge, realization or willingness, and actions to do these prestige.

Character education is tight related to moral education where the goal is to continuously form and practice individual abilities in order to improve themselves towards a better life.

1.3 Purpose of Character Education

The goal is to see the suitability of Class VII English material 2nd semester issued by Ministry of Education and Culture in 2017 with aspects of character education in Year 2013.

Thing this is further strengthened by the issuance of a Ministerial Regulation Education and Culture Number 20 of 2018 concerning Strengthening Character Education in the Unit Formal education. Section 2 in the regulations mention that strengthening education character executed with apply the values of Pancasila with character education especially includes :

Religious values

Obedient attitude and behavior in carry out the teachings of their religion, be tolerant towards the implementation of worship of other religions, and live in harmony with followers of other religions.

Honesty

Behavior based on trying to make himself as a person who can always be trusted in words, actions, and work.

Tolerant

Attitudes and actions that respect differences religion, tribe, ethnicity, opinions, attitudes, and actions of people different from him.

Disciplined

Actions that show orderly behavior and comply with various rules and regulations.

Hard working

Actions that show orderly behavior and comply with various rules and regulations.

Creative

Think and do something for produce a new way or result from something that has been owned.

Independent

Attitudes and behaviors that are not easily dependent others in completing tasks.

Democratic

Ways of thinking, behaving, and acting that judge the rights and obligations of himself and others.

Curiosity

Attitudes and actions that always strive to know more deeply and broadly than something that learned, seen, and heard.

Spirit of nationality

Ways of thinking, acting, and insightful put the interests of the nation and the state above self and group interests.

Love of the motherland

Ways of thinking, acting, and insightful put the interests of the nation and the state above self and group interests.

Respect for achievement

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Communicative

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Love peace

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Love to read

Habit of making time to read various readings that give virtue to him.

Care environment

Attitudes and actions that are always trying prevent damage to the surrounding

(Samsu T, Andi, Sadapotto, Muhammad Hanafi, Buhari, Nadirah, Sam Hermansyah, Indah Dewi Rahmayanti)
natural environment, and develop efforts to improve natural damage that has occurred.

Social care

Attitudes and actions that always want to give assistance to other people and communities who need.

Responsible

A person's attitude and behavior to carry out his duties and obligations, which he ought to do, towards self, society, environment (nature, social and culture), the state and God Almighty.

These values are manifestations of the five main mutually exclusive values related, namely religiosity, nationalism, independence, mutual cooperation, and integrity integrated in the curriculum.

METHOD

Research Design

Research design is the strategy chosen by the researcher for conducting his research and integrating the research components in a logical and systematic way to discuss and analyze what existing research is. Sugiyono (2015) explains that the qualitative research method is a research method based on the philosophy of postpositivism, used to examine the conditions of natural objects, where the researcher is a key instrument, data collection techniques by triangulation, inductive or qualitative data analysis, and qualitative research results. emphasizes meaning more than generalizations.

Instrument of the Research

The research instrument in this research is the researcher herself. The researcher chose this instrument because the focus of this research was to analyze the character content of English textbooks to determine its suitability for the educational character of the 2013 curriculum.

Research Subject

According to Suharsimi Arikunto (2016), the research subject is giving the limitation of the research subject as the object, thing or person the data places for the variable

research is inherent, and at issue. The subject of this research is the English textbook of junior high school students. The subject of this research is the English textbook of junior high school students. However, it turns out that in this even semester students no longer use textbooks but instead use modules that have been designed directly by the ministry of culture and education.

Source of the Data

The source of the data in this research is where the data was obtained. In this research, the data were obtained from the analysis of character content in English textbooks in junior high schools.

Procedure of Collecting Data

In this research, researchers collect the data by read and understand the contents of English textbooks. In collect data, the researcher read first the English textbook to be studied and the understand each content in the existing material.

Techniques of Data Analysis

After collect the data by carry out existing procedures, the researcher then carry out activities to analyze the exist the data. Along with research activities with a research focus, namely character content analysis in English textbook, the researcher must analyze the character content in each learning material in the English textbook.

So, the techniques for collecting data in this research, are :

Read English textbook for grade 7th junior high school

Understand the content characters of each material in the English textbook for grade 7th junior high school

Analyze the content of the characters that exist in every material in the English textbook for grade 7th junior high school with education characters in the applicable 2013 curriculum.

FINDINGS AND DISCUSSION

Findings

The researcher would present the result of research findings in the following table:

NO	Educational Characters based on 2013 Curriculum	Educational Characters based on English Textbook
1	Religious Values	In every lesson, except lesson 4 (page 1, 11, 25, 35, 58, 63, 71, 80, 87, 96, 108)
2	Honestly	In every lesson 1-11 (page 14, 20, 21, 30, 31, 41, 42, 53, 54, 60, 61, 66, 67, 75, 76, 83, 84, 90, 91, 102, 103, 114, 115)
3	Tolerant	In lesson 1 and 3 (page 1, 33, 19)
4	Disciplined	In lesson 7 and 8 (page 68, 77)
5	Hard Working	-
6	Creative	In lesson 1, 2, 3, 6, 9, 10 and 11 (page 1, 7, 8, 9, 10, 12, 13, 16, 17, 18, 20, 22, 23, 33, 35, 41, 44, 45, 46, 47, 49, 55, 61, 68, 77, 85, 86, 93, 105, 118)
7	Independent	In every lesson 1-11 (page 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 25, 26, 30, 36, 37, 41, 47, 48, 49, 56, 57, 62, 66, 69, 71, 75, 78, 83, 86, 90, 94, 95, 97, 102, 107, 109, 114)
8	Democratic	-
9	Curiosity	In lesson 1, 4, 6 and 7 (page 4, 5, 6, 7, 8, 9, 23, 94, 101, 112)
10	Spirit of Nationally	-
11	Love of The Motherland	Page 1
12	Respect for Achievement	-
13	Communicative	In lesson 1, 3, 10 and 11 (page 10, 35, 107, 95)
14	Love peace	-
15	Love to Read	In every lesson 1-11 (page 11, 18, 26, 29, 36, 40, 52, 59, 65, 72, 74, 81,

		89, 97, 98, 100, 105, 108, 109, 110, 112, 113, 117)
16	Care Environment	-
17	Social Care	In lesson 1, 3, 4, 5 and 6 (page 10, 35, 46, 57)
18	Responsible	In lesson 7 (page 68)

Based on the table above, it was found that 12 educational character values were found in the English textbooks used by grade 7 students.

Discussion

Based on the results of the research, the researchers found several educational characters in the English textbooks used by students that matched with the educational characters in the 2013 curriculum. As for the 18 educational characters specified in the 2013 curriculum, there are 12 characters in the English textbook used by students in grade 6 junior high school and 7 other characters not included in it.

CONCLUSION AND SUGGESTION

Conclusion

As for the results of the research, it can be concluded that the value of character education contained in the 2013 curriculum is not fully contained in the English textbooks used. As in the 7th grade English textbook in junior high school conducted by this researcher. Researchers only found 12 of them the value of character education in the English textbook which was in accordance with the value of character education in the 2013 curriculum. While the value of other educational character education, namely 6 character values are not contained at all in English textbooks used by students in the learning process. So from this research, researchers can conclude that the suitability between the values of character education in English textbooks and character education in the 2013 curriculum is not fully appropriate.

Suggestion

Based on these conclusions, the researchers provide several suggestions to the parties concerned, namely:

a. Student

Although there are character education values that are not contained in the learning materials provided, students still have to learn other character education values and be able to apply them in the learning process even in everyday life.

b. Teacher

Teachers are expected to be able to know all the values of character education that exist in the 2013 curriculum so that teachers can continue to assist students in applying character education values that are not in the English textbooks used.

c. For Other Researcher

In this research, researching and conducting research is still in the stage of trying itself. If there are other researchers who want to do similar research, this researcher himself suggests doing research using the results of the researchers' own research to get results that are in accordance with what is desired.

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