TEACHER CAPABILITY IMPROVEMENT BY APPLYING PAIKEM KABERLING AS A SOURCE OF LEARNING THROUGH ACADEMIC SUPERVISION IN SDN 28 BENGKULU TENGAH

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Abstract: This study aims to describe improving the ability of teachers in SD Negeri 28 Pondok Kubang Bengkulu Tengah in utilizing the surrounding environment as a source of learning through academic supervision, and knowing the weaknesses and strengths of implementing academic supervision on improving the ability of teachers in utilizing the surrounding environment as a learning resource in SD Negeri 28 Pondok Kubang Bengkulu Tengah. The results of this study indicate the average value of improving the ability of teachers to use the natural surroundings as a learning resource, namely the activities of the preparation of learning scenarios an average value of 74 in the first cycle to 92.5 in the second cycle there was an increase of 18.5%, the implementation of learning activities average 73 in the first cycle to 95 in the second cycle, there was an increase of 22%. This study proves that through academic supervision the principal can improve the ability of teachers at SDN 28 Pondok Kubang Bengkulu Tengah in utilizing the surrounding environment as a learning resource at SDN 28 Pondok Kubang
Keywords: *Improving Teacher's Ability, Utilizing The Surrounding Environment, Academic Supervision.*

Ekowati (2001) said, utilizing the surrounding environment as a source of learning is a form of learning that takes sides in learning through digging and experiencing and relatedness between subject matter and the context of real life experiences through project activities. In learning with this strategy the teacher acts as a metacognitive coach, which helps learners to find learning material, integrates knowledge and skills in preparing reports and in the appearance of results in the form of presentations. Teachers are one of the educational actors who have a role as the spearhead of the learning process. This learning process leads to the hope of achieving quality education goals in accordance with the school's vision and mission. In its implementation, it is carried out by developing learners optimally in cognitive, affective and psychomotor aspects. Therefore the existence of the teacher is very important (Bafadal, 2003). Sujana as stated by Wijaya (1992) suggests that the presence of teachers in the teaching and learning process or learning still plays a role. Teachers in classroom learning management are also required to create a democratic atmosphere and climate in their classrooms, teachers must be able to develop mutual respect, mutual respect, and tolerance and cooperation between students and between students and their teachers, besides that teachers must also be prepared to be evaluated, given input and criticized positively, both by students and parents, so that they truly become professionals not a feudal ruler.

Danim, (2002) The profession is etymologically derived from English: profession, or Latin: profecus, which means "to acknowledge, acknowledge, declare capable or expert in carrying out certain jobs based on the conceptual-applicative abilities of those with professions. While Djohar (1999) revealed that professional teachers must have the ability to plan, implement, assess and analyze learning outcomes. Like what is contained in Law Number 14 of 2005 concerning Teachers and Lecturers. The Ministry of Education and Culture as the ministry responsible for education, including the professionalism standards of teachers as implementing education, has set teacher competency standards at all levels of education. Ministry of National Education (2004) includes: 1) Learning management competencies and educational insights, 2) Academic / vocational competencies according to learning material, 3) Professional development. In addition to the three components, the teacher as a whole person must also have a positive attitude and personality that always surrounds and adheres to each component of competence that supports the teaching profession.

The implementation of the above theories is that the interactions that occur in teaching and learning events have a broader meaning, because professional teachers not only deliver subject

matter, but are also able to make realistic learning plans and achieve the target of each program clearly, innovate education and shift learner role from the role of "consumer" such as: copying, listening and memorizing, to the role of "producer" such as: asking, researching, composing, writing historical stories, presenting observations and others. In other words, teaching is more focused on the "empowerment" and "conditioning" models of the drill model and coercion (indoctrination) while instilling attitudes and values, giving encouragement or motivation to learners and being an example "Ing ngarso sung tulodo, ing madyo build intention, tut wuri handayani. The success of teachers implementing learning activities not only requires the ability to master the subject matter, strategies and methods of teaching, using media and learning tools. However, in carrying out its professional duties the teacher is required to have other insights that are more "humane", by striving to "demechanize" and re-humanize the learning process and make experience for the whole body and the whole mind (Meier, 2003).

The Principal is expected to carry out his main duties and functions as manager and leader. As education leaders in schools, principals have full responsibility to develop all school resources. The leadership effectiveness of the principal depends on the ability to collaborate with all school residents, as well as their ability to control school management to create teaching and learning processes. Managing the course of the school, must also be able to work together and and closely connect with the community. The principal is obliged to inspire the staff of teachers and school staff to work better, build and maintain family, cohesiveness and unity between teachers, employees and students, develop school curricula, know school plans and know how to run them, pay attention and working for the welfare of teachers and employees, and so on (Purwanto, 1987: 75). The duties of the principal as such are part of the supervisory functions which are the duty of the principal's leader. To carry out and carry out supervision as intended above, there are several steps that can be taken, namely: a) The school prepares an objective monitoring program, responsible and sustainable. b) Preparation of supervision programs at schools is based on National Education Standards. c) The supervision program is socialized to all educators and education personnel. d) Supervision of school management includes monitoring, supervision, evaluation, reporting, and follow-up of the results of supervision. e) Monitoring of school management is carried out by school committees or other forms of representatives of interested parties on a regular and ongoing basis to assess management efficiency, effectiveness and accountability. f) Supervision of academic management is carried out regularly and continuously by the principal / madrasah. g) The teacher reports the results of the evaluation and assessment at least at the end of each semester to the principal / madrasah and the parents / guardians of the students. H) Education personnel report the technical implementation of their respective duties at least at the end of each semester addressed to headmaster. i) The principal continues to supervise the implementation of the duties of the educational staff. j) Principals / madrasas report the results of the evaluation to school committees and other interested parties at least at the end of each semester. k) The school principal reports the results of supervision at school to the regent / mayor through the responsible district / city education office.

Active (Aktif), Innovative (Inovatif), Creative (Kreatif), Effective (Efektif), and Fun (Menyenangkan) Learning . Active means that in the learning process the teacher must be able to create an atmosphere so that students actively ask questions. Learning is fun is the key that is applied in innovative learning. If students have instilled this in their minds there will be no more passive students in class. Building your own innovative learning methods can be done by way of accommodating each of your own characteristics. This means measuring the ability of each person to absorb knowledge. For example, there are some people who are capable of absorbing knowledge by using visual or relying on vision, auditory or listening abilities, and kinesthetic abilities. And this must be adjusted also by efforts to balance the functions of the left brain and right brain which will lead to mental renovation processes, including building students' self-confidence. Creative is intended for teachers to create diverse learning activities so that they meet various levels of student ability. Fun is a fun teaching-learning atmosphere so students focus their attention fully on learning so that the time on task is high. Outline.

Character education is essentially aimed at forming a strong, competitive, noble nation, moral, intolerant, collaborative, patriotic, dynamic, science and technology oriented, all of which are imbued with faith and piety to God Almighty based on Pancasila. Character education

functions: (1) develops the basic potential so that good hearts are good-minded, and behave well. (2) strengthening and building the behavior of a multicultural nation; (3) improve the competitive nation's civilization in world relations. Character education is carried out through various media that includes families, education units, civil society, political communities, government, business, and mass media. Study of Character Education Values identified 18 values derived from religion, Pancasila, culture, and national education goals. Implementation in schools according to school / regional conditions, namely clean, neat, comfortable, disciplined, polite and polite

The definition of an environmental approach is a learning strategy that utilizes the environment as learning objectives, learning resources, and learning facilities. This can be used to solve environmental problems and to instill an attitude of love for the environment (Karli and Yuliaritiningsih, 2002). The same thing was said Margaretha SY, (2002: 24) that the tendency of elementary school students who like to play and move causes children to prefer learning through exploration and investigation outside the classroom. Concepts of science and environment around students can be easily mastered by students through observation of concrete situations. The positive impact of the implementation of the environmental approach is that students can be motivated by an attitude of curiosity about something in their environment. If we reflect on the four pillars of education namely learning to know (learning to know), learning to be (learning to be who they are), learning to do and learning to life together can be implemented through learning with an environmental approach that is packaged in such a way by the teacher. Environmental education must reflect the development efforts for students in order to understand and be caring and responsible with the environment.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Glickman, 2007). Academic supervision cannot be separated from the assessment of teacher performance in managing learning. Sergiovanni (1987) asserts that the practical reflection of teacher performance in supervision. The objectives of academic supervision are (1) to help teachers develop their competencies, (2) develop curriculum, and (3) develop teacher work groups, and guide classroom action research (PTK). Academic supervision is one of the essential functions in the entire school program. The results of academic supervision serve as a source of information for the development of teacher professionalism. The principles of academic supervision are as follows. 1) Practical. 2) Systematic. 3) Objective. 4) Realistic 5) Anticipatory 6) Constructive. 7) Cooperative 8) Family.9) Democratic 10) Active 11) Humanist 12) Sustainability 13) Integrated 14) Comprehensive

Based on the observations of researchers through academic supervision, the following problems can be identified: 1, the learning approach is mostly dominated by the role of the teacher, and the teacher is the only source of learning, in addition to the textbook. 2. Learning that is developed in class is emphasized on reproductive thinking, emphasizes on memorization and looks for one right answer to the questions given. 3. In learning activities the teacher has not been able to apply the model, method or strategy of learning that is in accordance with the characteristics of the material being taught so as not to develop students' reasoning optimally. 4. In the learning process teachers rarely use the surrounding environment as a learning resource. 5. Activities of teachers discussing solving learning problems have not been utilized and implemented optimally

Based on the identification in this school action research focused on the research problem of implementing PAIKEM Environment Based Characteristics as a learning resource, the formulation of the problem is as follows: How is the ability of teachers at SD K 01 Pondok Kubang to implement PAIKEM Environment-Based Characteristics as learning resources can be improved through academic supervision? The purpose of this school action research is to improve the ability of teachers at SD K 01 Pondok Kubang by implementing PAIKEM around the environment-based character as a source of learning through academic supervision. The School Action Research Results are expected to provide meaningful benefits for: 1) Teachers, can improve learning methods applied in schools so that it can increase creativity, motivation and student learning outcomes.2) School, can provide motivation for other teachers to perfect the methods and strategies of learning that are applied in schools in an effort to improve student learning outcomes.3) Principals, can assist in guiding the teacher in carrying out his duties so as to improve the competence and professionalism of the teacher. 4) For the Education Office or related agencies as

input for policy makers / decision makers in an effort to improve teacher competence and professionalism.

Research Methodology

This research is an action research, according to Hopkins (Wiriaatmadja, 2007: 11-12), action research is research that combines research procedures with substantive actions, an action carried out in inquiry, or a way for someone to understand what is happening, while involved in a process of improvement and change. . In this action research, researchers used an action research model developed by Ebbutt (Hopkins, 1993: 52), the research procedure used in the form of a cycle that refers to the Hopkins model (Wiriaatmadja, 2007: 11-12) .. Each cycle consists from four main activities namely planning, implementation, observation and reflection. Furthermore, in the second cycle and so on, the types of activities carried out by researchers are improvement of planning, implementation, observation and reflexes. Cycle I was held in February 2017, as many as 3 meetings, cycle II was held in March 2017 on school hours, from 07.30 - 13.00.

The action was carried out at SDN 01 Pondok Kubang, Bengkulu Tengah Regency, Bengkulu Province, which was the school where the researchers served as the principal of the primary school, aimed at the class teachers and subject areas. With 7 teachers. the action in this study is in the form of academic supervision to the teachers. Research Indicators are expected to: 1) Teachers are able to create learning scenarios by utilizing the surrounding environment as learning resources.2) Teachers are able to carry out learning by utilizing the surrounding environment as a learning resource. 3) Teachers are able to discuss actively, creatively and are able to utilize teacher working groups effectively and efficiently in solving problems related to learning activities.

The research instrument consists of:

Table. of Observation format

Number Of Category	Teacher Name	Class	Observed Aspect				Total Score (Max. 100)	Category
			1	2	3	4		
1								
2								
Etc.								

Table of Learning Scenario Assessment Format

Number	Teacher Name	Class	Observed Aspect				Total Score
			1	2	3	4	
1							
2							
Etc.							

Information:
1. Learning scenarios at least contain competency standards, basic competencies, indicators, subject matter, tools / media, learning resources and assessment.
2. Suitability between subject matter and media and learning strategies.
3. The link between subject matter and the selection of learning resources.
4. Conformity between learning objectives and sources of material and assessment.

Table of Format of Assessment of Learning Implementation

Number	Teacher Name	Class	Observed Aspect						Total Score (1-5)
			1	2	3	4	5	6	
1									
2									
Etc.									

Information:
1. Preliminary activities (apperception and motivation)
2. The core activity of the implementation of overall learning
3. The ability of teachers to relate subject matter to the school environment.

4. The teacher's ability to provide real examples in the school environment.
5. Ability to make evaluations related to the use of the surrounding environment as a learning resource.
6. Closing lessons (giving reinforcement, giving homework about the use of the school environment

The rating scale used is a Likert scale with 5 categories of attitudes namely: very high, high, low, medium and very low. Assessment is done by giving a score on the available column with the following conditions: score 5 = very high, score 4 = high, score 3 = moderate, score 2 = low, and score 1 = very low. To get the value used the formula:

$$NK = \frac{Number\ of\ Acquisition\ Scores}{Number\ of\ Maximum\ Scores} \times 100$$

After obtaining the value, the value is transferred into qualitative form to comment on how the quality of the teacher's attitude observed in the preparation of learning scenarios and the implementation of learning with the benchmark five assessment criteria are as follows:

Table of Criteria for Assessment of Benchmarks for Scale Five

Number	Value Range	Criteria
1	90 – 100	A = Very Good
2	80 – 89	B = Good
3	65 – 79	C = Enough
4	55 – 64	D = Less
5	0 - 54	E = Very Less

RESEARCH RESULTS AND DISCUSSION
Research result

Table of Recapitulation of the results of actions from the cycle

Number	Description	Cycle 1	Cycle 2	Information
1	Observation data	Average: 66 (enough)	Average: 85.3 (good)	19,8%
2	Learning Result Scoring Assessment Data	Average: 73.6 (enough)	Average: 92.5 (very good)	18,5%
3	Data from Assessment of Learning Implementation	Average ; 72, 3 (enough)	Average: 96.2 (very good)	22,1%

Based on the table above it can be seen that the assessment of the implementation of the improvement of the ability of teachers to use the surrounding environment as a learning resource is the average value of observation results of the 66 discussion activities in the first cycle to 85.3 in the second cycle there was an increase of 19.8%, the activities of value learning scenario preparation on average 73.6 in the first cycle to 92.5 in the second cycle there was an increase of 18.5%, learning activities or in the teaching and learning process an average value of 72.3 in cycle I to 92.5 in cycle II, there was an increase 22.1%. By looking at the results in cycle II, the reflection on the results obtained by the researchers in this second cycle is an increase in the ability of teachers to use the surrounding environment as a learning resource.
Discussion
Cycle I

1. Research Planning includes: 1) Meeting with school principals and teachers, informing about the implementation of research.2) Researchers prepare research instruments (observation sheets, teacher ability assessment sheets). 3) Planning the initial meeting.4) School action research activities in cycle I consist of three meetings with sustainable activities.

2. Research implementation includes: At the implementation stage is the core stage where the implementation of the teacher's academic supervision takes place with the following steps. Meeting I: (a.) Researchers as principals provide general direction for the use of the school environment as a learning resource. (b) The teacher determines the subject matter to be discussed in the discussion. Meeting II: (a) Teachers carry out learning by utilizing the surrounding environment as learning resources according to the learning scenario they have. (b) The researcher conducts an assessment on the teacher related to the implementation of learning according to the scenario created. Meeting III: (a) The teacher working group discussed the constraints of implementing learning by utilizing the surrounding environment as a learning resource. (b.) The researcher conducts guidance related to the learning applied by the teacher and revises the learning scenario so as to produce learning scenarios that are in accordance with PAIKEM KABERLING.

3. Observation and Evaluation. Observation activities are carried out simultaneously with the implementation of actions, namely when the teacher carries out the learning process both at meetings I, II and III. The observation phase aims to find out the advantages and disadvantages of the teacher in developing learning scenarios and in implementing learning by utilizing the surrounding environment as a learning resource.

4. Reflection. Based on the results of observations during the activities and the results of the evaluation at the end of the cycle meeting, reflection was carried out. The results of this reflection are used as a reference for planning the improvement and improvement of the next cycle. All stages of the activity starting from the planning, implementation and observation and evaluation stages are carried out repeatedly through cycles until there is an increase as expected, which is reaching the "good" category with a score range of 80-89. If the score obtained is less than 80-89, it means that it has not met the set target, then it needs to proceed to cycle II.

Cycle II
1. Research Planning. At this stage planned supervision (coaching) by using teacher working group discussion techniques, about the use of the school environment as a learning resource by class / subject teachers at SDN 01 Pondok Kubang who have not achieved optimal results in cycle I. School action research activities on the cycle II was held in March 2017 at SDN 01 Pondok Kubang on school hours from 07:30 - 13:00. The things planned in principle are the same as those in cycle I. Based on the results of observations and reflections on cycle I, improvements are made to the strategy and improvement of the implementation of guidance in cycle II.

2. Research Implementation. In principle, the steps of implementing the action in cycle I are repeated in cycle II by modifying and improving based on the results of reflection in cycle I. Activities in cycle II consist of 2 (two) meetings by following the steps as follows:
   Meeting I:
   A. Through groups of teachers discussing problems or obstacles to using the surrounding environment as a source of learning, in developing learning scenarios which are then sought solutions. This activity is assisted by teachers who are considered capable enough in this regard.
   B. The teacher presents and simulates the results of his group discussion.
   C. The teacher revises and refines the learning scenario by optimizing the use of the school environment as a learning resource.
   Meeting II:
   A. The teacher carries out teaching and learning activities in the classroom using revised learning scenarios.
   B. Teachers discuss and refine a complete learning scenario by utilizing the school environment as a learning resource.
   C. The teacher notes the lack of learning that needs to be improved and refined.

3. Observation.

Observations are carried out by researchers when the teacher carries out learning by utilizing the surrounding environment as a learning resource. Observations on aspects of the teacher's attitude are carried out using the same observation format as the observation format used in cycle I. Evaluation is done at the end of the cycle II meeting, using the same assessment format as the assessment format used in cycle I. The aspects assessed, and the method of assessing is also the same as the assessment in cycle I.

4. Reflection Based on the observations during the activities and evaluation results at the end of the second cycle meeting, then proceed with reflection on the activities and results of the activities that have taken place. If the teacher has obtained a score of 80-89 , the ability of teachers to use the surrounding environment as a learning resource is good. If the score is less than 80, it is necessary to follow up on the coaching.

Conclusion

on the results of the research above, it can be concluded that the ability of teachers at SDN 01 Pondok Kubang to utilize the surrounding environment as a learning resource through academic supervision can be improved. Improving the ability of teachers to use the natural surroundings as a source of learning can be seen from the activities of the preparation of learning scenarios an average value of 73.6 in the first cycle to 92.5 in the second cycle there was an increase of 18.5%, the implementation of learning activities on average 72.3 in cycle I it became 94.2 in cycle II, there was an increase of 22.1%.

Suggestion

To the teachers, especially teachers at SDN 01 Pondok Kubang, in developing learning scenarios to make the most of the surrounding environment in accordance with the learning material as a learning resource, and intensifying the teacher's discussion in solving the problems faced. To relevant agencies, to always provide motivation for other teachers to perfect the methods and strategies of learning that are applied in schools.

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