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EFFORTS IMPROVING ABILITY OF TEACHERS IN ARRANGING RPP THROUGH RTK APPROACH (LEADERSHIP ACTION PLAN) IN SENIOR HIGH SCHOOL 3 PARIAMAN

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Abstract

Schools as places for implementing teaching and learning processes need to be managed properly and correctly. The success of a school reaches its expected goals depends on how the management model for all the resources the school has. Adequate school resources are not a guarantee of realizing the expectations of the school community that have been formulated as the goal of the school, if the principal as a leader is not able to carry out their main tasks and functions properly. The purpose of this study is to improve the ability of teachers to prepare lesson plans through the RTK (Leadership Action Plan) approach in Senior High School 3 Pariaman. This research is a descriptive qualitative study with 6 subjects of Senior High School 3 Pariaman teachers. The instrument used is a Likert model self-rating scale. The results showed an increase in the ability of teachers to prepare lesson plans through the RTK approach (Leadership Action Plan) in Senior High School 3 Pariaman.

Keywords: Arranging RPP, RTK Approach (Leadership Action Plan)



A. Introduction

In the context of educational reform there are three main issues that need to be highlighted, namely curriculum renewal, improving the quality of learning, and the effectiveness of learning methods. The education curriculum must be comprehensive and responsive to social dynamics, relevant, not overloaded and able to accommodate the diversity of needs and technological advancements. The quality of learning needs to be improved to improve the quality and results of education. Micro-strategies need to be found for effective learning strategies or approaches in the classroom. These three things are the focus of ongoing education reform in Indonesia.

The tendency in the world of education today to return to the idea that children will learn better if the environment is created meaningfully learning will be better and more meaningful if the child experiences for himself what he has learned, even knows it. Target-oriented learning mastery of material, proved to be successful in competency in short-term recall, but failed to equip children to solve problems in long-term life (Senduk, 2003).

In connection with that the Education Unit Level Curriculum (KTSP) subjects must be more meaningful. This meaning is expressed in various standards of competence and basic competencies in certain learning materials. With the existence of these basic competencies, students are expected to have minimal competency from the expected competency standards.

The intensity of student involvement is influenced by various factors. One of the main factors is the ability of students to understand information and the environment, students will not be able to be involved and see themselves in the teaching-learning process. Therefore, the ability to understand information is a fundamental factor that needs to be considered to develop student involvement in the teaching-learning process.

The success of learning is determined by many factors, including (a) attracting interest and attention of students, (b) involving students



actively, (c) arousing student motivation, (d) principles of individuality and (e) demonstration in learning (Adidarmodjo, 2003: 15).

In line with the above opinion, in addition to changes in the government curriculum also introduced and imposed a contextual approach (commonly abbreviated as CTL namely contextual, teaching, learning). Contextual learning is a teaching approach in an effort to revive the class optimally which presents real-world situations into the classroom and encourages students to make connections between the knowledge they have and their application in their lives as family members and community members.

Reality in the field shows learning in the lecture aspect using traditional learning models that are still the mainstay of the teacher. The learning process that does not involve students, tends to be monotonous not varied, poor innovation and teacher creativity. Students have not been able to master learning material according to basic competencies.

Learning methods like this make students passive, because students just memorize and remember the material offered by the teacher. Students are not active and are not creative in expressing their ideas. It can be said that students are not able to explain again as expected.

This condition is a picture that occurs in the field. If these problems continue to be allowed, the renewal of the curriculum on improving the quality of learning and the effectiveness of learning methods will not be achieved. The indications of empowering the potential of students are not achieved while increasing the quality of national education proclaimed by the government will also not be achieved.

Based on the description and phenomenon above, the role of the teacher in the learning process still has a significant role in efforts to achieve learning success. Teacher creativity in designing learning chooses strategies and methods in learning has a very strategic message in determining the success of the learning process.

In this case the contextual approach with various methods can be implemented as an effort to increase students' motivation and abilities. It is on this basis that the writer wants to examine this Leadership Action Plan (RTK), the ability of the teacher to prepare lesson plans.



B. Method

This research is carried out in quantitative description. The research subjects amounted to 6 teachers in Pariaman Senior High School 3 selected randomly and the needs of researchers. The instrument used in the form of a self-assessment scale Likert model that is the understanding of the preparation of the RPP applied as much as 3 times the distribution of each conducted by research. Test the validity of the research instrument through the content validity test by several experts and also carried out using the Product Moment Correlation and reliability testing using the Cronbach Alpha formula.

The collected data was analyzed by describing the characteristics of each research variable, such as mean score, median, mode, standard deviation, frequency distribution table, data frequency distribution histogram image and level of achievement of respondents of each research variable using analysis ideal score is a comparison of the average score with the maximum score of each variable multiplied by the percentage.

The first step taken in implementing the RTK related to the task on The Job Learning (OJL) is to compile a Leadership Action Plan matrix (RTK) consisting of 2 cycles with the following activity description.

1. First Cycle

a. First Cycle Action Preparation

In the design phase of the cycle I action, work program preparation and instruments are used at the stage of the implementation of cycle I. The activities carried out in the planning phase are as follows:

- 1) Menyusun work program as a reference in carrying out mentoring activities in SMA Negeri 3 Pariaman.
- 2) To streamline the implementation of mentoring, the author prepares a mentoring schedule.
- 3) Prepare material about the preparation of the RPP for teachers' understanding.
- 4) Reviewing Class X Physics lesson plans for semester 1 then determine the basic competencies that will be the object of research.



- 5) Developing a self-assessment instrument for teachers in understanding lesson plan preparation.
 - 6) Prepare RPP
- b. Implementation of First Cycle Actions
- Activities carried out on the implementation of the first cycle of action are coordinating with the principal and submitting a Leadership Action plan (RTK). With the approval of the principal, the opportunity is given to explain the program to selected teachers. On this occasion the author motivates teachers to increase professionalism through RPP preparation activities. On this occasion also explained the program that will be implemented in mentoring the preparation of the RPP.
- c. First Cycle Action Monitoring and Evaluation
- After the guiding and assignment was carried out in the first cycle, a teacher's self-assessment was conducted regarding the understanding of the preparation of the lesson plan by filling out the questionnaire which was then recapitulated saucy. In addition to self-assessment results were also assessed, namely the assessment of teacher skills in compiling RPP by means of joint assessment between teachers and mentoring by using the instrument for evaluating RPP skills.
- d. First Cycle Action Reflection
- In the first cycle of mentoring activities, the teachers were very enthusiastic about participating in the event even though it was late in the afternoon. And the Principal participates in motivating the presence of teachers. In this activity the teachers feel that drafting an RPP that is in accordance with process standards is very important in learning and can increase teacher professionalism. The author as a companion tutor tried to encourage participants in the preparation of the RPP to develop learning methods that were in accordance with the characteristics of the students.



2. Second cycle

a. Second cycle preparation

Based on the results of the implementation of mentoring in the first cycle, it mainly analyzes the standards of competence and basic competencies and describes the principles of preparation of the RPP. The activities carried out compiled a handsome mentoring program in improving the preparation of the RPP, asking one of the participants who had good ability to help their friends.

b. Implementation of the Second Cycle

Carrying out assistance in preparing the RPP in the second cycle is carried out as in the first cycle by focusing guidance on the part of analyzing competency standards and basic competencies and describing the principles of RPP preparation. Counseling is carried out together with teachers who are good at preparing lesson plans in the second meeting.

c. Second cycle monitoring and evaluation

In the monev stage the implementation of the second cycle of action, the supervising teacher and the instructed teachers filled out the self assessment instrument for understanding the preparation of the RPP and collected the results of the teacher's work and examined the results using the RPP assessment instrument. Before completing the self-assessment instrument, an explanation was given about how to fill the instrument. It was also explained that what was filled out did not affect the assessment of their performance.

d. Second Cycle Reflection

From the implementation of saucy accompaniment in the second cycle, with assistance assistance from teachers who already understand can simplify the work of the author as a guide. And coaching can run more effectively, the principal also motivates the teachers to be able to complete tasks that support teacher professionalism.



C. Research Finding

The results of the research carried out in implementing the RTK related to the task on The Job Learning (OJL) are compiling a Leadership Action Plan matrix (RTK) consisting of 2 cycles with the following activity description.

1. First Cycle

a. Observation result

The results obtained by saucy during the first cycle of observation can be seen in the table.

Table 1. Recapitulation of Self-Assessment Understanding RPP Compilation at Senior High School 3 Pariaman in the Beginning of Assistanc.

NO	Description	Level of Understanding				Responde nts	Score
		4	3	2	1		
1	The teacher understands the components of RPP	1	5			6	19
2	Teachers can analyze Competency Standards (SK) and Basic Competencies (KD)		5	1		6	17
3	The teacher understands learning material based on facts, concepts, principles and procedures		6			6	18
4	The teacher is able to explain the steps for preparing RPP	2	4			6	20
5	The teacher is able to describe the principles for preparing lesson plans		4	2		6	16
6	Can arrange lesson plans according to standard		3	3		6	15
	Amount	3	27	6	0		
	Total score	12	81	12	0		105
	maximum score		144				



Table 2. Understanding Categories and Qualification Results of Research Results

Understanding Categories	Qualification Results of Research Results
Very Understand	Very good : 86 - 100
sufficient Understand	Good : 76 - 85
Don't understand	sufficient : 56 - 75
Don't understand at all	Less : < 55

The average initial understanding of the preparation of RPP for teachers of SMAN 3 Pariaman $TCR = (105/144) \times 100 = 72.92$ with C values and qualifications (sufficient).

b. First Cycle Action Results

From the results of the analysis of the implementation of mentoring that the author carried out in the first cycle through self-assessment for teachers in the preparation of RPP through filling in the monitoring and evaluation instrument, the following results were obtained.

Table 3. Recapitulation of Self-Assessment Understanding RPP Compilation at SMAN 3 Pariaman at the End of the First Cycle

NO	Description	Level of Understanding				Respo nde nts	Scor e
		4	3	2	1		
1	The teacher understands the components of RPP	2	4			6	20
2	Teachers can analyze Competency Standards (SK) and Basic Competencies (KD)		6			6	18
3	The teacher understands learning material based on facts, concepts, principles and procedures	1	5			6	19
4	The teacher is able to explain the steps for preparing RPP	3	3			6	21
5	The teacher is able to describe the principles for preparing lesson plans		6			6	18
6	Can arrange lesson plans	1	5			6	19



according to standard					
Amount	7	29	0	0	
Total score	28	87	0	0	115
maximum score	144				

Average understanding in the preparation of RPP for teachers of SMAN 3 Pariaman at the end of cycle 1 $TCR = (115/144) \times 100 = 79.86$ with B values and qualifications (good).

Based on self-assessment in table 1 with an average of 72.92 qualifications C (sufficient). So it has increased by $85.42 - 72.92 = 12.50$. From these results it can be explained that the skills of the teachers of Senior High School 3 Pariaman in compiling the RPP have improved but are still lacking, especially in the Teacher's section can analyze Competency Standards (SK) and Basic Competencies (KD) and in the teacher section are able to describe the RPP preparation principles.

In order to obtain an overview of leadership actions carried out by the author in implementing Leadership Actions in the activity "Efforts to Improve Teacher Ability to Arrange RPP through Mentoring at Senior High School 3 Pariaman" then at the end of the first cycle a saucy companion assessment instrument was distributed to teachers of Senior High School 3 Pariaman (attached) The results of the filling of the instruments were recapitulated and analyzed based on the interval of leadership action categories as follows.

NO	INTERVAL	CATEGORIES
1	$TK < 55\%$	LESS
2	$55\% \leq TK \leq 75\%$	SUFFICIENT
3	$76\% \leq TK \leq 85\%$	GOOD
4	$85\% \leq TK \leq 100\%$	VERY GOOD

We present the recapitulation of the results of the assessment of leadership actions in table 4 below.



Table 4. Recapitulation of saucy Leadership Action Assessment in the First Cycle

No	ASSESSMENT	Score	DIMENSI					
			PERSONALITY		ENTREPRENEURSHIP		SOCIAL	
			Amount	Value	Amount	Value	Amount	Value
1	Strongly Agree	4	6	24	11	44	10	40
2	Agree	3	12	36	13	39	14	42
3	Less Agree	2						
4	Disagree	1						
Total Score			18	60	24	83	24	82
Average Score			83,3		86,5		85,4	
Qualifications			Good		Very Good		Very Good	

In accordance with table 4. the results of the assessment of leadership of 6 teachers as respondents were obtained, for the dimensions of personality an average score of 83.3 was at the interval of Good leadership actions, and the entrepreneurial dimension scored an average of 86.5 at the interval of leadership actions Amat Good, and the social dimension scores an average of 85.4 at the interval of leadership actions. Good.

2. Second Cycle

In addition to self-assessment of Senior High School 3 Pariaman teachers regarding understanding the preparation of lesson plans after mentoring the author in the first cycle, together with the teacher and the author assessed the results of the preparation of the lesson plan based on the instrument for assessment of drafting skills. After being analyzed in the second cycle the results are as follows.



Table 3. Recapitulation of Self-Assessment Understanding RPP Compilation at SMAN 3 Pariaman at the End of the Secont Cycle

NO	Description	Level of Understanding				Responde	Score
		4	3	2	1		
1	The teacher understands the components of RPP	4	2			6	22
2	Teachers can analyze Competency Standards (SK) and Basic Competencies (KD)	1	5			6	19
3	The teacher understands learning material based on facts, concepts, principles and procedures	3	3			6	21
4	The teacher is able to explain the steps for preparing RPP	4	2			6	22
5	The teacher is able to describe the principles for preparing lesson plans	1	5			6	19
6	Can arrange lesson plans according to standard	3	3			6	21
	Amount	16	20	0	0		
	Total score	64	60	0	0		124
	maximum score	144					

Average Value Skills for preparing RPP for teachers of Senior High School 3 Pariaman at the end of cycle 2. $TCR = (124/144) \times 100 = 86.11$ with A and qualifications (very good).

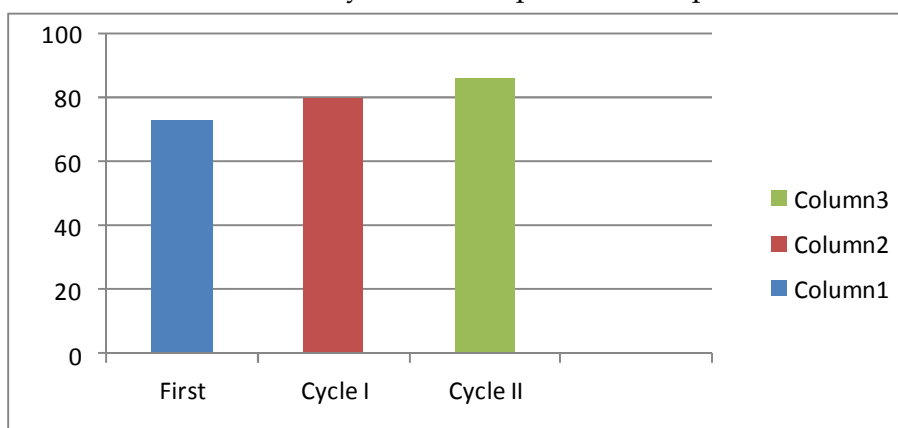
In accordance with table 5. obtained the average score of skill preparation for RPP for Senior High School 3 Pariaman Teachers 86.11 with qualification A (very good) These results experienced an increase from mentoring in the first cycle with an average value of 79.86 So an increase of $86,11 - 79.86 = 6.25$. From these results, it can be explained that the skills of the teachers of Senior High School 3 Pariaman in compiling the RPP experienced an increase which the authors could present in the following tables and graphs.



Tabel 6 Value Mean Skill for preparing the RPP in Senior High Shcool teacher' 3 Pariaman with escort saucy

No	Activity	Value	Increase	Prosentase
1	First	72,92	-	-
2	Cycle I	79,86	6,94	10%
3	Cycle II	86,11	6,25	8%

Mean Skill for preparing the RPP in Senior High Shcool teacher' 3 Pariaman with escort saucy can author presented on pictures 1 below.



Gambar 1. The Graph skill for preparing the RPP in Senior High Shcool teacher' 3 Pariaman with escort saucy

Leadership Actions in the activity "Efforts to Improve Teacher's Ability to Arrange RPP Through Mentoring in SMAN 3 Pariaman" then at the end of the second cycle instruments were evaluated to assess the teacher's mentor. As in the first cycle the results of the instrument filling were recapitulated and analyzed. Recapitulation and analysis of the results of the assessment of leadership actions are presented in table 7 below

Table 7. Recapitulation of saucy Leadership Action Assessment in the Secont Cycle



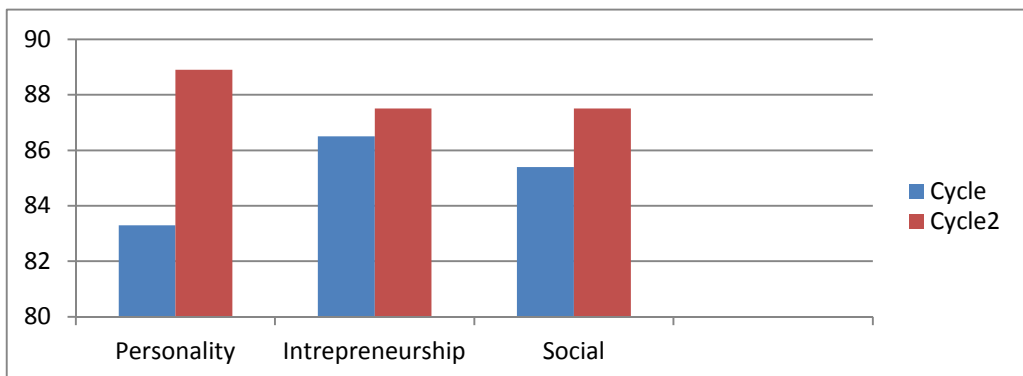
No	ASSESSMENT	Score	DIMENSI					
			PERSONALITY		ENTREPRENEURSHIP		SOCIAL	
			Amount	Value	Amount	Value	Amount	Value
1	Strongly Agree	4	10	40	14	54	12	48
2	Agree	3	8	24	10	30	12	36
3	Less Agree	2						
4	Disagree	1						
	Total Score		18	64	24	84	24	84
	Average Score			88,9		87,5		87,5
	Qualifications		Very Good		Very Good		Very Good	

In accordance with table 7, the results of the leadership actions of six teachers were obtained, for the personality dimension to get an average score of 88.9 at the interval of Very Good leadership actions, and the entrepreneurial dimension scored an average of 87.5 at the interval of leadership actions Very good, and the social dimension scored an average of 87.5 at the interval of the Very Good leadership action. When viewed from the results of the assessment in the first cycle there was an increase in the personality dimension from 83.3 to 88.9, increasing by 5.6. In the entrepreneurial dimension from 86.5 in the first cycle to 87.5 it increased by 1 and in the social dimension from 85.4 in the first cycle to 87.5 increased by 2.1. To make it easier to observe the results of the assessment of leadership actions the authors present in table 8 below.

Tabel 8 Recapitulation of saucy Leadership Action at Escort Arranging RPP Teachers Senior High School 3 Pariaman

No	Activity	Personality	Intrrepreneurship	Social
1	Cycle I	83,3	86,5	85,4
2	Cycle II	88,9	87,5	87,5
3	Increase	5,6	1	2,1
4	Presentase	7%	1%	2,5%

Improved leadership actions performed authors in preparing RPP Senior High Shcool Teacher' 3 Pariaman in pictures 2 below.



Pictures 2 The Graph Value Action Leadership Saucy

D. Discussion

The principal as a leader has the duty and obligation to direct his subordinates to a commitment in carrying out the task. Therefore a headmaster must always influence his subordinates to carry out their duties as well as possible. The success of the principal's leadership is influenced by the following:

1. Strong personality. The principal must develop a person who is confident, brave, passionate, generous and has social sensitivity.
2. Understand education goals well. A good understanding is the main capital of a school principal in order to explain to the teacher, TU, students and related parties and determine the right strategy to achieve it.
3. Extensive knowledge. The principal must have extensive knowledge of his field of work and other supporting fields.
4. Professional skills related to his duties as headmaster.

The professional skill of a school principal is the ability that must be possessed by a principal, namely being able to influence, mobilize, develop and empower (4M) educational resources to achieve school goals. In this section we will explain part by part of 4M that the principal must have.

a. Affecting Skills

Affecting skills seen from the ability of a school principal to invite his subordinates to carry out policies that have become school provisions. The more obedient the subordinates carry out the school policy line with full awareness, identifying the achievement of the influence skills on the principal.



b. Moving skills

Moving skills are the ability of the principal so that existing resources can work and work together to achieve the expected goals. Human resources are unique because there is a diversity of hopes and desires. Therefore, skills in mobilizing resources must have professional expertise.

c. Developing skills

The development of a school as an educational institution is something that must be done by a school principal. Oleh, therefore, a school principal must have a "sense of development" because school development is not only based on mere theory but it is necessary to have appropriate techniques and strategies. School development includes in addition to physical development of schools as well as non-physical development.

d. Empowering skills

Empowering means utilizing existing resources to the maximum in order to achieve the expected goals. Associated with the leadership of the principal is considered to have succeeded or has the skills to empower if there are indicators as follows: (1). Giving assignments according to personnel competencies (2). The utilization of non-HR sources has been maximized by all school members (3). All personnel under the guidance of the principal are in accordance with their tupiks (4). There is no use of potential human resources and non-HR.

E. Conclusion

1. Contextual approach in making lesson plans with various methods applied as one of the efforts to improve students' motivation and abilities.
2. Implementation of the action in the form of assistance as much as 2 cycles, where each cycle consists of 5 stages namely (a) preparation of action, (b) implementation, (c) monev, (d) reflection, (e) results.
3. There is a significant increase in the ability of teachers to prepare RPP with the RTK (Leadership Action Plan) approach.



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