

Efforts to Improve Teachers' Ability in Using Learning Media Through Supervision Techniques for Class Visits

Cendra Krida

SD Negeri 001 Seri Kuala Lobam Kecamatan Seri Kuala Lobam Kabupaten Bintan

Email: cendrakrida@gmail.com

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ABSTRACT

The low quality of human resources, especially educators/teachers, is one of the main problems in the world of education. Like the fact that happened at SDN 001 Seri Kuala Lobam, especially the use of media in learning activities in the past year, based on the results of the supervision of the principal on 6 teachers, it was found data that in the implementation of learning teachers did not use media. The teacher explains more about the material even though the material can be clarified with easily available media, both media available at school and around the school. Of the 21 teachers at SDN 001 Seri Kuala Lobam only 5 people (25%) have used media in learning activities while 16 people (75%) still do not use media. With these problems, it must be immediately addressed by efforts to increase the ability to supervise teachers with inter-class visits. The inter-class visit technique is an activity carried out by one teacher visiting another class in the school environment itself. This inter-class visit can be done individually between teachers or a group of teachers visit a teacher. Through these inter-class visits, it is hoped that teachers will gain new experiences from their more professional peers. School Action Research (PTS) with the subject of teachers at SDN 001 Seri Kuala Lobam, Seri Kuala Lobam District, amounted to 41 people. This research was carried out in two action cycles with 2 meetings in each cycle. In each cycle, there are planning, implementation, observation, and reflection activities. The instrument used is an observation sheet. Observational data were analyzed descriptively qualitatively and descriptively by quantitative percentages. The results showed an increase in the teacher's ability to use learning media wherein cycle 1, meeting 1 was 60% in the sufficient category, increased at meeting 2 to 67% in the good category. In cycle 1I, meeting 1 increased to 75% in the good category and there was an increase at meeting 2 to 85% in the very good category. Implementation of supervision with inter-class visits technique in cycle I meeting 1 was 64% with good category increasing to 76% with the good category at meeting 2, In cycle 2 meeting 1 increased again to 81% with very good category and at meeting 2 to 88% with very good category.

Corresponden Author:

Email: cendrakrida@gmail.com

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INTRODUCTION

The education system today has progressed very rapidly. Various ways have been known in the teaching and learning process (PBM) with the hope that it will be easier for teachers or teachers to transform knowledge and students will also find it easier to understand what is conveyed by the teacher in the learning process. Since the last few years, information and communication technology has been widely used in the learning process, to raise the quality in the field of education that will

advance as technology develops. Education is a long-term program that must be implemented by everyone, and education also requires a lot of effort. and the cost is quite large, this is recognized by everyone even by a nation for the sake of the future survival of all the people or the nation. Likewise, the Indonesian nation has high hopes for the problem of education in the future development of this nation, because it is from education that the hope of the nation as the next generation can be formed. And this is by the goals

of Indonesian National education, one of which is to educate the life of the nation contained in the Preamble to the 1945 Constitution of the Republic of Indonesia.

Although it is recognized that education is a big long-term investment that must be prepared, organized, and provided with facilities and infrastructure in terms of material capital that is quite large until now Indonesia is still struggling with classic problems or problems, in this case, namely the quality of education and this needs to be addressed. find a solution so as not to get caught up in the problem.

Regarding the quality of education, especially education at the Elementary School (SD) level, so far it is still far from what we expected, and it is proven that if the graduation rate standard is raised, the school will feel hit by seeing the number of student scores that do not match the standards set. set. All of this comes from one of them, namely the lack of mastery of the PowerPoint learning media used by teachers in the learning process which can increase student motivation in learning, of course also usually affects learning outcomes or the absorption level of the students themselves.

Quality programs aim to improve the quality of learning as a result of improving teacher performance/ability, qualifications, and teacher performance/ability. One of the strategic components of a quality program to achieve this goal is to strengthen the quality and professional improvement of teachers on an ongoing basis which is embodied in component 2 quality programs such as KKG activities etc. The program in component 2 is related to efforts to strengthen the structure of teacher quality development at the local level. One of the activities is the empowerment of various forums and working groups for teachers, school principals, and school supervisors. To empower these working groups or working groups, quality programs develop quality Learning Models and Quality Learning Packages which will become one of the main activities of these working groups and forums.

Based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals, it is stated that a school/madrasah principal must have five minimum teacher performance/ability dimensions, namely: personality, managerial, entrepreneurial, supervisory, and social teacher performance/ability. The socialization strategy and the strategy of academic supervision guidance that have been implemented so far are still not sufficient to reach all principals/madrasahs in a relatively short time.

RI Law Number 14 of 2005 concerning Teachers and Lecturers mandates teachers to: (i) have a minimum academic qualification of S1/D4, (ii); have the performance/ability of the teacher as a learning agent, namely the performance/ability of the pedagogic, personality, social, and professional teacher; and (iii) have an educator certificate. For teachers to have the performance/ability of teachers as learning agents as mandated in the law above, teachers must improve the performance/ability of their teachers through various efforts, including through training, writing scientific papers, and various meetings in working groups or academic supervision. Various obstacles faced by teachers, principals, currently to create an active and effective group of activities are as follows:

1. The quality of working group management still needs to be improved to optimize the intensification of working group activities development;
2. The workgroup activity programs are still not by the professional development needs of teachers, school principals, and supervisors;
3. Operational support funds have not been adequate and have not been used properly;
4. The regional government's attention and contribution through the education office vary to the programs and activities of the working group.

Based on the description above, efforts are needed to revitalize the working group so that the activities/activities carried out by the working group or forum can provide benefits in efforts to improve the performance/ability of teachers. The foregoing is expected to contribute to the development of a learning culture centered on an excellent instructional system so that it has an impact on improving the quality of learning which leads to an increase in the quality of national education.

The learning process through discussion activities at MGMP will be able to take place well and can achieve goals optimally if supported by proper planning. As a form of planning in the process of determining strategies and using learning media.

Teacher performance/ability is a teacher's performance/ability that is owned by the teacher so that his duties as an educator can be carried out properly. Teacher performance/ability is something that cannot be separated from educational and learning activities on the school track. Teacher performance/ability as a concept can be interpreted etymologically and terminologically. In an etymological sense of teacher performance/ability, it can be stated that

"The teacher's performance/ability comes from English, namely, competency which means the skills and performance/ability of the teacher. Therefore, it can also be said that the performance/ability of teachers is the authority (power) to determine (decide) something" (Arikunto, 2009). In addition, it was also stated by an expert that "Teacher performance/ability is an adequate task or possession of knowledge, skills and teacher performance/ability required by one's position" (Roestiyah, 1986: 4).

On the other hand, learning media is an important factor in improving the quality of learning (Dalle et al., 2017). This is due to the development of technology in the field of education that demands efficiency and effectiveness in learning. To achieve an optimal level of efficiency and effectiveness, one of the efforts that need to be done is to reduce even if necessary eliminate the dominance of the verbalize lesson delivery system by using learning media.

In connection with the use of media in learning activities, the teaching staff or teachers need to be careful in the selection and or determination of the media to be used. Accuracy and accuracy in the selection of media will support the effectiveness of the learning activities it does (Baharuddin & Dalle, 2017). Besides that, learning activities become interesting so that they can lead to learning motivation, and students' attention becomes focused on the topics discussed in the learning activities they do. What happened to the teachers at SDN 001 Seri Kuala Lobam based on the results of the supervision carried out by the principal in the last academic year on 8 teachers found data that in the implementation of learning teachers did not use media.

The teacher explains more about the material even though the material can be clarified with easily available media, both media available at school and around the school. Of the 21 teachers at SDN 001 Seri Kuala Lobam only 5 people (25%) have used media in learning activities while 16 people (75%) still do not use media.

The low ability of teachers to use media in learning activities needs to be improved, this can be done by a supervisor through an academic supervision program. Purwanto (2009) states that the purpose of supervision is the improvement and development of the teaching and learning process in total. Priyadi, et al (2011) explained that academic supervision was held to help teachers develop their professional abilities in understanding academics, classroom life,

developing teaching skills, and using their abilities through certain techniques. With a variety of supervision techniques, but the technique of visits between classes is a technique that is considered appropriate in improving the ability of teachers to use learning media. Sebastian (2010), the inter-class visit technique is an activity carried out by one teacher visiting another class in the school environment itself. Barhein (2011) explains that this inter-class visit can be done individually between teachers or a group of teachers visiting a teacher.

Through these inter-class visits, it is hoped that teachers will gain new experiences from their more professional peers regarding the implementation of the learning process, classroom management, and so on.

From the results of the explanation above, the authors can identify problems with teachers at SDN 001 Seri Kuala Lobam, namely;

1. In the learning process, teachers rarely use learning media.
2. Teachers do not understand in using Learning Media
3. The teacher feels ashamed to convey his problems or difficulties that occur or are faced in class

METHOD

This type of research is School Action Research (PTS). School action research (PTS) is a controlled, recycled, and independent reflective investigative process carried out by school principals to make improvements to systems, working methods, processes, content, teacher performance/ability, or learning situations. School action research (PTS) and carried out in the even semester of the 2019/2020 school year.

This school action research was conducted at SDN 001 Seri Kuala Lobam, Seri Kuala Lobam District, Bintan Regency, which is the place where the researcher works.

This research was carried out using two cycles, with each cycle carrying out a mentoring process in the form of implementing a learning model and then conducting an observation/assessment in the form of supervising the learning process. This research was carried out for approximately three months, starting from February to April 2020, with the following schedule of activities: The research subjects were teachers of SDN 001 Seri Kuala Lobam, Seri Kuala Lobam District, Bintan Regency, for the 2019/2020 academic year, totaling 21 people. teacher.

RESULTS AND DISCUSSION

Research result

1. Cycle I

Based on initial observations at SDN 001 Seri Kuala Lobam, Seri Kuala Lobam District, Bintan Regency, all teachers from class I to class VI rarely and never even used learning media in learning as a learning resource. This is caused by the lack of understanding and ability of teachers to use learning media in learning as a learning resource. So far, teachers have mostly used textbooks and teaching aids owned by schools as learning resources to complement classroom learning activities.

Likewise, learning activities outside the classroom are very rare and have never even

been carried out on the grounds of insufficient time, student safety, and security issues. implemented in the implementation of the 2013 curriculum. The activities in the first cycle started with group discussions about the problems faced in using learning media in learning as a learning resource, followed by information about the benefits of the school environment as a learning resource for students and its implementation in the teaching and learning process. When the teacher discusses in groups in cycle I, the researcher makes observations about the teacher's attitude in discussing the results as follows:

Tabel 1
Observation Result Data

No	Teacher name	Observed aspects				Amount Score Mac. 100	Category
		Cooperation (1- 10)	Activity (1 – 40)	Attention (1– 20)	Presentation (1- 30)		
1	Abrar	8	30	15	27	80	B
2	Afrizal	8	30	16	26	80	B
3	cintia salmanda	8	30	15	27	80	B
4	Dian Putriana	8	30	15	27	80	B
5	Eva Rahmayati	8	29	18	23	78	C
6	Hamdi Syukri	8	30	14	25	77	C
7	Hartina	8	30	15	27	80	B
8	Intan Permata Sari	8	30	16	26	80	B
9	Kusma Paiza	8	30	15	27	80	B
10	Lia Yayan Pratiwi	8	30	15	27	80	B
11	Niki Dwinarni	8	29	18	23	78	C
12	Pitrianti	8	30	14	25	77	C
13	Ramuna	8	29	18	23	78	C
14	Riko Wahyudi Erlangga	8	30	14	25	77	C
15	Rosmaneli	8	30	15	27	80	B
16	Rosmilala Br Sembiring	8	29	18	23	78	C
17	Sri Ningsih	8	30	14	25	77	C
18	Sutimah	8	30	15	27	80	B
19	Vivi Afrianti	8	29	18	23	78	C
20	Yunniar Riski Ransah	8	30	14	25	77	C
21	Zuraida	8	29	18	23	78	C
	Amount	168	624	330	531	1653	
	Average	8.00	30.38	15.63	25.38	79.38	

The assessment of the learning scenario in the form of a program using instructional media in

learning prepared by the teacher in the first cycle obtained the following results:

Tabel 2
Learning Scenario Assessment Results Data

No	Teacher name	Observed aspects				Amount Score	Total Value	Category
		1	2	3	4			
1	Abrar	4	4	4	5	17	85	B
2	Afrizal	5	4	4	3	16	80	B
3	cintia salmanda	5	4	3	5	17	85	B
4	Dian Putriana	4	4	4	5	17	85	B
5	Eva Rahmayati	4	4	3	4	15	75	C
6	Hamdi Syukri	4	4	3	4	15	75	C
7	Hartina	4	4	4	5	17	85	B
8	Intan Permata Sari	5	4	4	3	16	80	B
9	Kusma Paiza	5	4	3	5	17	85	B
10	Lia Yayan Pratiwi	4	4	4	5	17	85	B
11	Niki Dwinarni	4	4	3	4	15	75	C
12	Pitrianti	4	4	4	5	17	85	B

No	Teacher name	Observed aspects				Amount Score	Total Value	Category
		1	2	3	4			
13	Ramuna	5	4	4	3	16	80	B
14	Riko Wahyudi Erlangga	4	4	4	5	17	85	B
15	Rosmaneli	5	4	4	3	16	80	B
16	Rosmilala Br Sembiring	5	4	3	5	17	85	B
17	Sri Ningsih	4	4	4	5	17	85	B
18	Sutimah	4	4	4	5	17	85	B
19	Vivi Afrianti	5	4	4	3	16	80	B
20	Yunniar Riski Ransah	5	4	3	5	17	85	B
21	Zuraida	4	4	3	4	15	75	C
Amount		93	84	76	91	344	1720	
Average		4.25	3.88	3.50	4.13	15.75	78.75	C

While the assessment of the implementation of the use of the school environment as a learning resource in learning

activities in the classroom in the first cycle obtained the following results:

Tabel 3
Learning Implementation Assessment Results Data

No	Teacher name	Observed aspects						Amount Score	Total Value	Category
		1	2	3	4	5	6			
1	Abrar	5	4	4	4	4	5	26	86.67	B
2	Afrizal	5	4	5	4	4	4	26	86.67	B
3	cintia salmanda	4	3	4	4	3	4	22	73.33	C
4	Dian Putriana	5	4	4	4	5	5	27	90.00	A
5	Eva Rahmayati	4	3	4	4	3	4	22	73.33	C
6	Hamdi Syukri	4	3	4	3	4	3	21	70.00	C
7	Hartina	5	4	4	4	4	5	26	86.67	B
8	Intan Permata Sari	5	4	5	4	4	4	26	86.67	B
9	Kusma Paiza	4	3	4	4	3	4	22	73.33	C
10	Lia Yayan Pratiwi	5	4	4	4	4	5	26	86.67	B
11	Niki Dwinarni	5	4	5	4	4	4	26	86.67	B
12	Pitrianti	4	3	4	4	3	4	22	73.33	C
13	Ramuna	5	4	4	4	5	5	27	90.00	A
14	Riko Wahyudi Erlangga	4	3	4	4	3	4	22	73.33	C
15	Rosmaneli	5	4	4	4	4	5	26	86.67	B
16	Rosmilala Br Sembiring	5	4	5	4	4	4	26	86.67	B
17	Sri Ningsih	4	3	4	4	3	4	22	73.33	C
18	Sutimah	5	4	4	4	5	5	27	90.00	A
19	Vivi Afrianti	4	3	4	4	3	4	22	73.33	C
20	Yunniar Riski Ransah	4	3	4	3	4	3	21	70.00	C
21	Zuraida	5	4	4	4	4	5	26	86.67	B
Amount		96	75	88	82	80	90	511		
Average		4.25	3.5	4	4	3.75	4	23.5	78.33	C

School action research data was obtained from observations of teacher attitudes in teacher working group discussions about the use of the school environment as a learning resource in the first cycle, the results included the "enough" category with an average value of 79.38. This shows that teachers in discussions have not shown good cooperation, activity, and attention to the problem of using the school environment as a learning resource, so more intensive guidance is needed.

Assessment of the implementation of the use of the school environment as a source of learning in learning activities in the classroom, the results include the "enough" category with an average value of 78.33. This shows that the teacher in implementing the use of the school

environment as a source of learning through learning activities in the classroom has not been optimal, so it needs improvement.

With the results of observations and assessments in the first cycle of activities, the researchers did reflection. From reflection on all activities in cycle I, several obstacles was found which resulted in the teacher's not being able to use learning media optimally in learning as a learning resource.

As for these obstacles, among others, teachers do not fully understand the use of learning media in learning as a learning resource, and teachers in choosing learning resources and choosing learning strategies by utilizing the school environment are not as expected. This can be seen in the teacher's learning scenario in aspect

1. the types of learning resources from learning media are not listed, even though the subject matter is related to learning media; aspect 2. The suitability of the subject matter with the media and learning strategies is still lacking; aspect 4. The suitability of the learning objectives with the source material, mostly only includes textbooks as the only source of learning.

From the results of the reflection on the implementation of learning in the classroom, the obstacles found were as follows: aspect 1. In the initial activity, the teacher did not provide information on the learning objectives and the time was not by the plan; aspect 2. core activities, the learning steps are still dominated by the teacher using the lecture method so that it is not suitable for active, creative, effective and fun learning (Pakem); aspect 3. The ability of teachers to relate the subject matter to the school environment is not yet optimal; aspect 6. Closing the lesson, the teacher gave less emphasis on the school environment. These obstacles will be refined in cycle II activities.

2. Cycle II.

In the second cycle, the activities carried out were discussing the obstacles experienced

in preparing learning scenarios and implementing learning in the classroom in the first cycle through group activities. The detailed description of its activities is as follows:

In the preparation of learning scenarios, especially in aspects 1, 2, and 4, the teacher made revisions, guided by able teachers, with the guidance of researchers. In the implementation of learning in the classroom, related to obstacles in aspect 1. initial activities, aspect 2. core activities, aspect 3. teacher's ability to relate the subject matter to learning media, and aspect 6. closing the lesson, the teacher discusses these obstacles again in a guided group. researcher. Before the implementation of classroom learning, simulation or modeling is carried out using teacher group members as students. As the researcher's activities in the first cycle, the activities in the second cycle were carried out by observing, evaluating, and assessing. The results of observations on teacher attitudes in discussions in cycle II can be presented as follows:

Tabel 4
Observation Result Data

No	Teacher name	Observed aspects				Amount Score Max.100	Category
		Cooperation (1- 10)	Activity (1 – 40)	Attention (1- 20)	Presentation (1- 30)		
1	Abrar	8	35	15	28	86	B
2	Afrizal	8	33	16	26	83	B
3	cintia salmanda	8	38	18	28	92	A
4	Dian Putriana	8	35	15	27	85	B
5	Eva Rahmayati	8	32	16	26	82	B
6	Hamdi Syukri	8	33	16	26	83	B
7	Hartina	8	35	15	28	86	B
8	Intan Permata Sari	8	33	16	26	83	B
9	Kusma Paiza	8	38	18	28	92	A
10	Lia Yayan Pratiwi	8	35	15	28	86	B
11	Niki Dwinarni	8	33	16	26	83	B
12	Pitrianti	8	38	18	28	92	A
13	Ramuna	8	35	15	27	85	B
14	Riko Wahyudi Erlangga	8	35	15	28	86	B
15	Rosmaneli	8	33	16	26	83	B
16	Rosmilala Br Sembiring	8	38	18	28	92	A
17	Sri Ningsih	8	35	15	27	85	B
18	Sutimah	8	32	16	26	82	B
19	Vivi Afrianti	8	33	16	26	83	B
20	Yunniar Riski Ransah	8	35	15	28	86	B
21	Zuraida	8	33	16	26	83	B
Amount		168	727	336	567	1798	
Average		8.00	34.50	15.63	26.75	84.88	B

The results of the assessment of the learning scenario in the form of the use of learning media can be presented as follows:

Tabel 5
Learning Scenario Assessment Results Data

No	Teacher name	Observed aspects				Amount Score	Total Value	Category
		1	2	3	4			
1	Abrar	4	4	4	5	17	85	B
2	Afrizal	5	4	4	4	17	85	B
3	cintia salmanda	4	4	4	5	17	85	B
4	Dian Putriana	4	4	4	5	17	85	B
5	Eva Rahmayati	4	4	4	5	17	85	B
6	Hamdi Syukri	5	4	4	4	17	85	B
7	Hartina	4	4	4	5	17	85	B
8	Intan Permata Sari	4	4	4	5	17	85	B
9	Kusma Paiza	4	4	4	4	16	80	B
10	Lia Yayan Pratiwi	4	4	4	5	17	85	B
11	Niki Dwinarni	5	4	4	4	17	85	B
12	Pitrianti	4	4	4	5	17	85	B
13	Ramuna	4	4	4	5	17	85	B
14	Riko Wahyudi Erlangga	5	4	4	4	17	85	B
15	Rosmaneli	4	4	4	5	17	85	B
16	Rosmilala Br Sembiring	4	4	4	5	17	85	B
17	Sri Ningsih	4	4	4	4	16	80	B
18	Sutimah	4	4	4	5	17	85	B
19	Vivi Afrianti	5	4	4	4	17	85	B
20	Yunniar Riski Ransah	4	4	4	5	17	85	B
21	Zuraida	4	4	4	5	17	85	B
Amount		89	84	84	98	355	1775	
Average		4.38	4.00	3.75	4.38	16.50	82.50	B

The results of the assessment of the Implementation of Learning can be presented as follows:

Tabel 6
Learning Implementation Assessment Results Data

No	Teacher name	Observed aspects						Amount Score	Total Value	Category
		1	2	3	4	5	6			
1	Abrar	5	4	5	4	4	4	26	86.67	B
2	Afrizal	4	4	4	4	4	4	24	80.00	B
3	cintia salmanda	5	4	4	5	4	5	27	90.00	A
4	Dian Putriana	4	3	4	4	4	4	23	76.67	C
5	Eva Rahmayati	4	4	4	4	4	4	24	80.00	B
6	Hamdi Syukri	5	4	4	4	4	5	26	86.67	B
7	Hartina	5	4	5	4	4	4	26	86.67	B
8	Intan Permata Sari	4	4	4	4	4	4	24	80.00	B
9	Kusma Paiza	5	4	4	5	4	5	27	90.00	A
10	Lia Yayan Pratiwi	4	3	4	4	4	4	23	76.67	C
11	Niki Dwinarni	5	4	5	4	4	4	26	86.67	B
12	Pitrianti	4	4	4	4	4	4	24	80.00	B
13	Ramuna	5	4	4	5	4	5	27	90.00	A
14	Riko Wahyudi Erlangga	4	3	4	4	4	4	23	76.67	C
15	Rosmaneli	4	4	4	4	4	4	24	80.00	B
16	Rosmilala Br Sembiring	5	4	4	4	4	5	26	86.67	B
17	Sri Ningsih	5	4	5	4	4	4	26	86.67	B
18	Sutimah	4	4	4	4	4	4	24	80.00	B
19	Vivi Afrianti	5	4	4	5	4	5	27	90.00	A
20	Yunniar Riski Ransah	5	4	5	4	4	4	26	86.67	B
21	Zuraida	4	4	4	4	4	4	24	80.00	B
Amount		95	81	89	88	84	90	527		
Average		4.38	3.75	4.13	4.00	4.25	4.25	24.63	82.08	B

Data obtained from observations of teacher attitudes in cycle II, after being analyzed there was an increase towards improvement, namely in the "good" category, with an average value of 84.88. As for the assessment of learning scenarios and assessment of the implementation of learning, each of which there is also an improvement in a better direction, namely: for the

learning scenario it is in the "good" category with an average value of 82.50, and for the assessment of the implementation of learning in the classroom it is in the "good" category. "good" with an average score of 82.08. By looking at the results in cycle II, the reflection of the results obtained by researchers in cycle II is an increase in the ability of teachers to use learning media in

learning as a learning resource. This is evidenced by the average score obtained in programming learning and in its implementation in the classroom which has shown an increase in the ability of teachers to use learning media in learning as a better learning resource.

Discussion

1. Completeness of the results of coaching to teachers

Based on the results of this study indicate that the application of the learning model through the guidance of the Principal has a positive impact on improving the performance/ability of teachers. This can be seen from the more solid understanding of teachers from the guidance provided by the principal (the average performance/ability of teachers increased from cycles I and II), which were 63.30 and 63.30 respectively; 83.33. In the second cycle, the completeness of group teacher development has been achieved.

2. The principal's teacher's performance/ability in conducting coaching.

Based on data analysis, it was found that the teacher's activity in the guidance carried out by the Principal in implementing the learning model in each cycle had increased. This has a positive impact on improving the performance/ability of teachers, which can be shown by increasing the average score achieved by teachers in each cycle which continues to increase.

Based on the results of the research above, the results of the Principal's coaching are very good. This can be seen at the first meeting of the 10 teachers who were present at the time of this research, the completeness of the achievement of the ideal teacher performance/ability from cycle I and cycle II, each of which was 33% increased to 100%.

From the analysis of the data above, it can be seen that coaching in improving the performance/ability of teachers in implementing learning models through the guidance of the Principal, which means the process of teaching and learning activities is more successful and can improve its quality, especially at SDN 001 Seri Kuala Lobam, Seri Kuala Lobam District, Bintan Regency, by, Therefore, it is expected that teachers can improve their quality in carrying out learning in the classroom.

Based on school-based management (SBM) it is said to be complete if the teacher has achieved the KKM score of 70 reaching 83.33%. Meanwhile, in this research, the score

of 75 in (cycle II) exceeded the target set in the MBS, which was 100%.

Of the 21 teachers involved, 1 teacher got an A in the "Perfect" category, 14 teachers had scored in the "good" category, while 7 were in the "enough" category. Therefore, it was continued with the second cycle of actions, the results of which were generally an increase in a better direction, namely 75% of the teachers had gotten a good category with an average score of 80-89. This was by the established success criteria. In detail, the average score for increasing the ability of teachers to use the school environment as a learning resource is the average score of observation on the results of discussion activities from 79.38 in the first cycle to 84.88 in the second cycle, an increase of 5.5. the activity of preparing learning scenarios the average value of 78.75 in the first cycle to 82.50 in the second cycle there is an increase of 3.75, learning activities or in the teaching and learning process the average value of 78.33 in the first cycle becomes 82.08 in the first cycle II, there is an increase of 3.75.

Conclusion

The ability of teachers to use learning media is increased by supervision with inter-class visits by the principal at SDN 001 Seri Kuala Loban. The teacher's ability to use learning media in cycle 1 of meeting 1 was 60% with sufficient category, increased at meeting 2 to 67% with good category. In the second cycle of meeting 1, it increased to 75% in the good category and there was an increase in the second meeting to 85% in the very good category.

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