ENHANCING THE ABILITY OF CLASSROOM TEACHERS IN IMPLEMENTING THE LEARNING USING MEDIA INTERACTIVE CD-BASED INTEGRATED SCIENCE EDUTAINMENT THROUGH THE IMPLEMENTATION OF SUPERVISION WITH THE TECHNIQUE OF DEMONSTRATION TEACHING IN SDN MEDOKAN AYU I/270 SURABAYA

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ABSTRACT
The presence of the media is essential in teaching and learning. In the process of unclearness of the material presented, you can help by introducing the media as an intermediary. The complexity of the material presented can be simplified with the help of media. The media can present what the teacher cannot express with certain words or sentences. Even material abundance can be concretized by the presence of mass media. Thus, it is easier for students to assimilate the materials than without the help of the media. The authors would like to perform School Action Research at SDN Medokan Ayu I/270 Surabaya with the title "Improving the Ability of Homeroom Teachers in Implementing Learning Using Flash CD Animation Media through the Implementation of Supervision with Demonstration Teaching Techniques." 

This is a school action research project that will be carried out in two (two) cycles. Each cycle has four stages: 1) action planning, 2) action implementation, 3) action observation and interpretation, analysis and assessment, and 4) reflection. Ten homeroom teachers and two teachers from SDN Medokan Ayu I/270 Surabaya participated in this study. At SDN Medokan Ayu I/270 Surabaya, supervision with demonstration teaching strategies can be used to improve classroom teachers' ability to execute learning by using Integrated Science Edutainment Interactive CD-Based media.

Keywords: Supervision, learning, media

INTRODUCTION
The process of teaching and learning or teaching process is an activity to carry out the curriculum of an educational institution, so it can affect the students achieving the expected educational goals (Aminah 2020). The purpose of education is basically to deliver the students the changes in behavior, whether intellectual, moral, or social aspects to be able to live independently as individuals and social beings. In achieving these objectives the students interact with the learning environment designed by teachers through the teaching process (Yunita, Sri Unimed 2013).

The learning environment set by the teacher includes teaching objectives, teaching materials, teaching methodology, and assessment of teaching (Iskandar 2018; Susandi 2019). The elements are commonly known by the components of teaching.
The teaching objective is the formulation of the skills expected of the student after he took a variety of learning experiences at the end of the teaching.

Teaching materials are a set of academic material that consists of facts, concepts, principles, generalizations of science that are sourced from the curriculum and can support the achievement of teaching objectives. The methodology of teaching is the methods and techniques that teachers use in the conduct of their interaction with the students so that teaching materials are understood by students so that students comprehend the teaching objectives.

In the methodology of teaching, there are two of the most prominent aspects namely teaching methods and teaching media as a tool for teaching. Meanwhile, assessment is a tool to measure or determine the level whether or not for teaching purposes. (Nana Sudjana : 2005; Nurmalasari et al. 2013)

The importance of media presence in the teaching and learning process cannot be overstated. Because the learning material obscurity delivered throughout the activities might be aided by using the media as an intermediate, The media can aid to simplify the complexity of the materials that will be presented to students. Any knowledge that teachers are unable to explain verbally can be represented by the media. The presence of the media might even concretize the abstractness of materials. As a result, students comprehend the content more easily than they would without the aid of the media (Zahro 2016; M.Nasir; Dwi Sudarno 2020).

However, keep in mind that the media’s function will be obscured if its utilization does not correspond to the content of the established instructional objectives. As a result, the goal of teaching should be used as the foundation for media use. If the media is neglected, it ceases to be a teaching tool and becomes an impediment to attaining goals effectively and efficiently.

From the description above it can be seen that the making of learning media is needed for the process of the implementation of the learning and thinking process of the students. The appropriate use of learning media for each learning material then it can increase the interest and involvement of the student. However, the use of media alone is certainly not enough if it is not offset by planning appropriate learning from the teacher.

RESEARCH METHODS

This is a school action research project that will be carried out in two (two) cycles. Each cycle comprises four stages: 1) action planning, 2) action implementation, 3) observation and presentation of the action, followed by analysis and evaluation, and 4) reflection. The ten homeroom instructors and two teachers at SDN Medokan Ayu I/270 Surabaya are the subjects of this study. This study was completed in August of 2021.

The following are the steps in this research:
1. The Planning Stage
   a) List of teachers
   b) Setting up the teacher observation sheet
   c) Setting up the evaluation of teacher’s competence

2. The Implementation Stage
   a) Conducting meetings of teachers to promote the use of various learning media
   b) Appointing teachers who will be evaluated
c) Informing the teachers that will be evaluated

d) Implementing the use of various learning media

3. The Observation Stage

The observation stage in this study used provided observation format. The things that would be observed were the teacher.

4. The Reflection Stage

The phase of reflection included the analysis process of the results of a reforestation program and the preparation of improvement plans for the disciplinary program in the future.

a. Recording the observations results

b. Evaluating the observations results

c. Analyzing the competence of teachers

d. Creating the improvement actions for the use of various learning media.

RESULTS AND DISCUSSION

The Results of the Research

The research was carried out based on the scenario that has been determined. In the first cycle, there were 2 meetings. The implementation of academic supervision to improve the ability of teachers to manage the learning process. Aspects assessed include: Aspect 1. Using Interactive and Integrated CD about Science Edutainment

Aspect (2) the Activity of the teacher in the classroom during the lesson; and the Aspect (3) how to plan learning activities.

Cycle 1

With reference to the planning that has been made, then the implementation of cycle 1 is as follows:

Planning

The planning was conducted in a wide variety of activities which were an initial step before the implementation of cycle 1. On the steps that required preparation such as scheduling of socialization and supervision conducted by the supervisor (attached), designing and copying sheets for observation, as well as setting up instruments for the assessment of the learning implementation plan, implementation of learning, and personal relationships with the students and an assessment questionnaire for participants that rate the learning process conducted by the educators or teachers.

The implementation

On September 21, 2021, the entire plan was implemented, beginning with socialization. The supervisor assigned to the schedule was in charge of observation and academic monitoring. In a classroom action research study, the researcher advised teachers to use a variety of learning media during the learning process. The utilization of various learning material can help teachers improve their teaching skills. Researchers gathered a group of about ten teachers whose abilities to employ learning media in the classroom will be assessed.

The findings of observations of teacher competencies in the learning process prior to adopting an Interactive CD-Based Integrated Science Edutainment through the use of supervision and demonstration teaching techniques.

Observation

By filling out the observation sheet that had been developed, observations were undertaken concurrently with the action's execution phase (attached). Observers
should pay close attention to the lesson plans, the implementation of the learning and personal connections assessment, as well as the learners' questionnaire assessment of learning.

**Reflection**

The school principal initiates reflection by studying the observation sheet and assessment instruments completed by the observer or supervisor. The findings of this study were examined with educators in order to establish the corrective actions to be taken in cycle 2.

The results of the research in the first cycle is described in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Score of Aspect</th>
<th>Score Average</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lilik Umiyarningsi, S.Pd.</td>
<td>65, 60, 60</td>
<td>61.7</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Rr. Widjiyanti, S.Pd.</td>
<td>65, 60, 65</td>
<td>63.3</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Wijiati, S.Pd.</td>
<td>65, 55, 65</td>
<td>61.7</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>As.Kurniawan Krismianto, S.Pd.</td>
<td>65, 60, 60</td>
<td>61.7</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Moch. Yusuf S.Pd.</td>
<td>60, 65, 60</td>
<td>61.7</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Murtiningsih S. Sn</td>
<td>65, 50, 53</td>
<td>56.0</td>
<td>Sufficient</td>
</tr>
<tr>
<td>7</td>
<td>Sri Lestari S.Pd</td>
<td>65, 60, 65</td>
<td>63.3</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Faridah, S.Pd</td>
<td>70, 60, 70</td>
<td>66.7</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Nur Fitri Astuti, S.Pd</td>
<td>50, 54, 60</td>
<td>54.7</td>
<td>Sufficient</td>
</tr>
<tr>
<td>10</td>
<td>Rofi’asiyah, S.Pd</td>
<td>65, 60, 60</td>
<td>61.7</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Maryanti, S.Pd</td>
<td>55, 60, 54</td>
<td>56.3</td>
<td>Sufficient</td>
</tr>
<tr>
<td>12</td>
<td>Aini Mufidah, S.Pd</td>
<td>70, 60, 70</td>
<td>66.7</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>760, 704, 742</strong></td>
<td><strong>61.3</strong></td>
<td><strong>Good</strong></td>
</tr>
</tbody>
</table>

**Table 1: the Results of the research in the cycle I**

![Bar chart showing the results of the research in the cycle I](chart.png)
Diagram 1: the Assessment Results of Academic Supervision Cycle I

Reflection of the results of the implementation of cycle 1, which was conducted by researchers to 12 teachers is: (a) 63% of teachers used *media Interactive CD-Based Integrated Science Edutainment* described by researchers, (b) 58.7% of teachers understood how to plan learning activities described by the researchers; (c) 61.8% of teachers performed well in the Activity of the teacher in the classroom during the lesson.

In cycle I, the ability of teachers to plan the learning process was in a good category, and it affected the ability of teachers to implement the learning process. This is because during that time the teacher did not design their own lesson plans, which guided their learning activities. The learning implementation plan (RPP) was compiled together both at the level of cluster schools or district. Thus, the lesson plans compiled were not necessarily in accordance with the characteristics of students in each school. The constraints faced by teachers in managing the learning process were as follows (1) Difficulties in the selection of learning methods. Teachers only utilized the lecture method to present the learning materials, whereas many types of learning methods can be selected so that students can understand the material in a more optimal way. Teachers experienced problems in the selection of instructional media. 3) Teachers experienced difficulties in preparing procedures of learning, especially in the aspect of the assessment.

These constraints could be resolved in the following way. (1) Guide teachers on how to choose the learning methods in accordance with the characteristics of the students and the subject matter. (2) Use the simple media that is easily obtained. For example, the images can be purchased in the store or searched on the internet.

**Cycle II**

With reference to the results of the reflections on planning and learning, assessment of cycle 1, then the activities in cycle 2 such as learning implementation of the learning and assessment emphasized the improvement on a personal relationship and a questionnaire to assess less in the implementation of the in cycle 1.

After being involved in more optimal academic supervision in cycle II, there was an increase in preparing lesson plans, carrying out the learning process, or completeness of the administration. The results of research on the cycle II were described in the following table:

| Table 2: the Results of research on the cycle II |
|---|---|---|---|
| No | Respondents | Score of Aspect | Note |
|   |   | 1 | 2 | 3 | Average |

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Diagram 2: the Results of the Academic Supervision Assessment on Cycle II

DISCUSSION

The following were the outcomes of the researchers' reflections on the implementation of cycle II with 12 teachers:
(a) 73.7% of teachers used Interactive CD-Based Integrated Science Edutainment as described by researchers, (b) 71.5% of teachers understood how to plan learning activities as described by researchers, and (c) 76.3% of teachers performed well in the teacher in the classroom activity during the lesson as described by researchers.

Based on the Cycle I and Cycle II implementation outcomes, academic supervision in SDN Medokan Ayu I/270 Surabaya can help teachers enhance their performance.

Cycle I implementation results for 12 teachers were as follows: (a) 63 percent of teachers used media Interactive CD-Based Integrated Science Edutainment described...
by researchers, (b) 58.7% of teachers understood how to plan learning activities described by researchers, and (c) 61.8 percent of teachers performed well in the teacher in the classroom activity during the lesson. During cycle II, the researchers conducted a survey of 12 teachers and found that: (a) 73.7% of teachers used media Interactive CD-Based Integrated Science Edutainment described by researchers, (b) 71.5% of teachers used media Interactive CD-Based Integrated Science Edutainment described by researchers, and (c) 71.5% of teachers used media Interactive CD-Based Integrated Science Edutainment described by researchers.

Based on the observation results on cycle 2, the teacher has been able to create and compile all the learning implementation plans correctly. At the time of the learning process, teachers have successfully used Interactive CD-Based Integrated Science Edutainment well. In learning activities, observation and assessment of student activity conducted by the observer demonstrated that all students were enthusiastic to learn all aspects of the activity. The students' needs in learning had been fulfilled and this was included in the category of "very good". The results of the observation and assessment of teachers' activity in managing learning activities using Interactive CD-Based Integrated Science Edutainment were in the category of "good". Teachers had been able to carry out all the action plans on cycle II. The ability of teachers to use media Interactive CD-Based Integrated Science Edutainment had increased.

Based on the results of interviews with teachers who taught the use of the media with the projector in learning activities, the response or perception of the teacher could be explained as follows: 1) learning Interest and attention of students towards the lesson was still lacking because learning was only done with the lecture method of question and answer without using a lot of variation in teaching, giving rise to boredom. 2) The difficulties frequently found in teaching were how to motivate and cultivate the students' interest and self-awareness to follow learning activities eagerly. 3) Previously, Interactive CD-Based Integrated Science Edutainment had never been used. 4) The first-time use of Interactive CD-Based Integrated Science Edutainment was a bit difficult for teachers, however, after trying a few times they were able to do it more easily and the media helped them the learning process. 5) Some difficulty in using Interactive CD-Based Integrated Science Edutainment was during the LCD projector installation that took a lot of time because it was less familiar and required additional time for preparation before the lesson began. 6) Learning Interest and attention of students to the lesson increased by using the Interactive CD-Based Integrated Science Edutainment. They were very enthusiastic and motivated to follow the lesson.

Based on the observation results of the implementation of cycle 1, the teacher had been able to create and compile all of the lesson plans but there were still some shortcomings during the learning process. The teachers can already use or operate Interactive CD-Based Integrated Science Edutainment well in learning even though lack of variation in its presentation. Because this was the first time applied in the study of the observation and assessment of student activity conducted by the observer; all students were enthusiastic to follow the lesson but only the clever students were eager to speak up; the management of the learning was conducted by the teacher; class management was considered in a good state, but time observers assessed that the teacher still had not fully managed to implement it. In addition, the aspect of giving motivation to the students was lacking. According to the learning results with a "good
and proper" state at the time of the learning process, teachers had successfully used Interactive CD-Based Integrated Science Edutainment well. In learning observation and assessment of student activity conducted by the observer, students' needs and characteristics had been fulfilled and were included in the category of "very good". The observation result on the activity of teachers' assessment in managing learning process using Interactive CD-Based Integrated Science Edutainment was also included in the "good" category. They had been able to carry out all the action plans made on cycle two. The ability of teachers to use the CD media of the projector had increased while the results of the teacher interviews and the active student can be concluded that the teachers and students agreed to use the media side of the projector in the learning because the media helped and facilitated the process of learning.

Thus the supervision implementation with the technique of teaching demonstration in terms of the implementation of supervision procedure with teaching demonstration technique has been conducted so well that it brings a positive impact on increasing the ability of teachers to implement learning by using media CD flash animation. The influence is clearly visible in each cycle at each of its meetings, which shows the increase in the level of the average percentage of teachers' ability.

By carrying out supervision on the technique of teaching demonstration to improve the ability of teachers to implement learning by using Interactive CD-Based Integrated Science Edutainment, indicators of achieved success through the group supervision reached 95% (research indicators ≥ 80%), and the individual ability of teachers in carrying out learning by using the media achieved ≥82% (research indicators ≥ 80%). The success of this research proves that the technique of teaching demonstration supervision can improve the ability of teachers to implement learning by using Interactive CD-Based Integrated Science Edutainment at SDN Medokan Ayu I/270 Surabaya.

The success of this research proves that the technique of teaching demonstration supervision can improve the ability of teachers to implement learning by using Interactive CD-Based Integrated Science Edutainment at SDN Medokan Ayu I/270 Surabaya.

Conclusion
At SDN Medokan Ayu I/270 Surabaya, homeroom teachers' capacity to execute lessons using Interactive CD-Based Integrated Science Edutainment medium. The level of ability of teachers in cycles I and II demonstrates this. Teachers' abilities grew from 63 percent in cycle I to 73.7 percent when they used interactive CD-based Integrated Science Edutainment media. Teachers' capacity to plan learning activities improved from 58.7% in cycle I to 71.5 percent in cycle II in Aspect 2. In cycle II, the ability of the teacher throughout the lecture grew from 61.8 percent to 76.3 percent. Because of its collegial nature, applied clinical supervision is capable of overcoming challenges and hurdles in the planning of the learning process. There would be no further urgent instructions, but the conversation would continue.

As a leader of the school, the principal should be able to further improve the professional quality of teachers. A school principal held a variety of activities that support the success of the task completion of teachers. This can be realized by the principal to broaden their knowledge with a variety of activities in accordance with
educational leaders, in addition to holding specific programs in developing quality teachers.

The principal as supervisors should continuously provide direction, guidance, and assessment of teachers’ activities, especially in the teaching and learning activities to be more developed and qualified in their field. Teachers need to increase professional skills to bring students towards positive progress as the demands of the progress of society today. To advance their professional skills, teachers can attend seminars, training, or workshops that can support learning activities.

REFERENCES


