

EFFORTS TO IMPROVE TEACHER COMPETENCE IN MAKING ONE-SHEET LEARNING IMPLEMENTATION PLANS (RPP) WITH CLCK COACHING AT MIN 21 EAST JAKARTA

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ABSTRACT

Education is not an easy and simple thing, because, in addition to its complex, dynamic and contextual nature, education is a vehicle for the formation of a person as a whole. This research is qualitative research. This type of research is *action research*, which is a series of actions that are carried out cyclically in order to solve a problem. Cycle I will take place from August 8, 2022, to August 21, 2022, which consists of several stages, namely: 1) planning stage, 2) implementation stage, 3) the analysis stage, 4) reflection stage. Researchers observed all activities that were in cycle 1, from the planning stage to implementation. CLCK Coaching Model (Example, Exercise, Control, Independent Work) and pat improve teacher competence in making one-sheet RPP (Learning Implementation Plan) at MIN 21 East Jakarta. The provision of coaching / direction and control can streamline the implementation of CLCK coaching. The CLCK Development Model in the preparation of one-sheet RPP is expected to be implemented on an ongoing basis and have a positive impact on learning outcomes in the classroom.

Keywords: *Educational, contextual, action research*

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INTRODUCTION

Education is not an easy and simple thing, because in addition to its complex, dynamic and contextual nature, education is a vehicle for the formation of a person as a whole (Syafi'Zamzami & Nasirudin, 2020). Education provides importance in the formation of oneself as a human resource as a general goal of education which includes cognitive, psychomotor and affective aspects (Suwartini, 2017). In relation to this education, the State of Indonesia has formulated educational goals. As stated in the Preamble to the 1945 Constitution, namely "educating the life of the nation" then clarified in the 2003 Education System Law "National education functions to develop abilities and form a dignified national disposition and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."

Madrasah is a formal education unit at the Ministry of Religious Affairs that organizes general education with the peculiarities of the Islamic religion (Rouf, 2016). The head of the madrasa is the leader of the madrasa. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training assessing, and evaluating learners in madrasas (Sulaiman & Khoiri, 2023). To develop madrasa education, existing components such as curriculum, educators, facilities and infrastructure etc. must synergize, work together and support each other (Bautista et al., 2009).

Based on the above opinions, formal education should be managed with adequate administration because with adequate administration it will be easy to evaluate and control

(Sharma et al., 1997). Schools will grow quickly if they have standard programs. According to the Directorate General of Primary and Secondary Education (2006:1) schools should have a more general School Development Program called the School Development Plan (RPS). The program contains long-term, medium-term, and short-term programs. These programs serve as a benchmark for school development (Lau et al., 2018).

(Usun, 2009) The Directorate General of Primary and Secondary Education, Ministry of National Education applies teacher competency standards related to (1) the Learning Management Competency Component and Educational Insights; (2) the Vocational Academic Competency Component according to learning materials; (3) Professional Development. Components of Competency Standards, This teacher accommodates professional, personal and social competencies that must be possessed by a teacher. The development of teacher competency standards is directed at improving the quality of teachers and structured and systematic teacher coaching patterns.

The fact of stating the current competence of teachers in the sub-component of competency management learning competency prepares a learning plan with indicators.

- a) Describe learning objectives
- b) Determining material in accordance with predetermined competencies
- c) Organizing materials by order and groups
- d) Allocate time
- e) Determining appropriate learning methods
- f) Designing learning procedures
- g) Determine the learning media/practicum equipment (and materials) to be used
- h) Determine appropriate learning resources (in the form of books, modules, computer programs and the like)
- i) Determine appropriate assessment techniques

In reality, the opposite based on the results of supervision of teachers is still dominant in using learning management based on old patterns and still dominantly using learning management that does not match student characteristics and class situations. It has been further explored, the factors that cause teachers have not to be able to carry out learning management appropriately because the ability to compile a learning implementation plan is not optimal, some even do not make it.

RPP is a detailed activity that describes a procedure and organization of learning to achieve one basic competency set out in the Content Standards and described in the syllabus (Zendrato, 2016).

A learning implementation plan (RPP) is a planning program that is prepared as a guideline for the implementation of learning for each learning process activity (Salim & Hasanah, 2021). RPP is described in the syllabus to direct student learning activities in an effort to achieve KD (Basic competencies). In the preparation of a learning implementation plan is very important, because good learning management greatly affects the preparation of a learning implementation plan according to indicators

Madrasah Ibtidaiyah Negeri 21 is one of the madrasahs that organize education. Based on observations in this madrasa, some teachers have made rpp in accordance with applicable regulations, some are still making or copy-pasting and some are not even making it. There is one teacher who thinks that making rpp is quite time-consuming to teach. Therefore, as the

Head of the Madrasah, it is important to determine the making of a one-sheet RPP using the CLCK method (Example, Exercise, Control, Independent Work). In addition, with the CLCK method in making RPP, there will be similarities in the format and form of RPP in this madrasa.

Research Objectives

To improve teacher competence in making RPP with CLCK coaching at MIN 21 East Jakarta. To uniformize the rpp writing format at MIN 21 East Jakarta. To improve the quality of teachers and schools.

Research Benefits

This research is expected to provide benefits for:

1. For Students:
 - a. The right to receive guidance from both teachers and parents so that learning is more stable and earnest
 - b. Improving the quality of student learning
2. For Teachers:
 - a. Improving the ability of teachers to compile rpp
 - b. As a written report submitted to the Principal on the preparation of a lesson plan
3. For Schools:
 - a. Improving the quality of teachers
 - b. As a basis for determining the next policy

METHOD

A. Research Approaches, Types, and Procedures

This research is qualitative research. Bogdan and Taylor define qualitative methodology as a research procedure that generates descriptive data in the form of written or spoken words of the people and observed behaviors (Moleong, 2018). According to Bogdan and Biklen as well as Lincoln and Guba the characteristics of qualitative research are:

1. Natural setting
2. Man as a tool (instrument)
3. Qualitative methods
4. Inductively analyze data
5. *Grounded theory*
6. Descriptive
7. More concerned with the process than the result
8. The existence of a limit defined by the focus
9. The existence of special criteria for the validity of data
10. Transient design
11. The results of the study are negotiated and mutually agreed upon.

This type of research is **action research**, which is a series of actions that are carried out cyclically in order to solve a problem (Koshy, 2005). Action research is characterized by: (1) judging from the problems that must be solved, namely it must always depart from the learning practice problems faced by teachers, (2) judging from the form of research activities, characterized by the existence of certain actions (alternative actions) to be tried by teachers to improve or improve the teaching and learning process. The procedure of this study takes place cyclically.

In this study there are **2 cycles**, where each cycle consists of 4 main aspects, namely:

1. Planning, planning must be flexible to be adaptable to unforeseen influences and previously unseen constraints
2. Action or implementation, actions are guided by a plan that has been composed, but can change according to the situation at hand.
3. Observation, which is to observe the process of action
4. Reflection, that is, remembering and reflecting back on observation, seeing successes and shortcomings during the action and finding the right way out to overcome them.

C. Data and Data Sources

Data on the study will be obtained from:

1. Rpp teacher
2. The results of observations in the form of field notes
3. Teacher interview results
4. Questionnaire results
5. Documentation results

D. Data Collection Techniques

The data collection techniques in this study are as follows:

1. Initial RPP before action
2. Rpp results every cycle
3. Observe the teacher's condition using field notes.
4. Interview with teachers
5. Giving questionnaires at the end of each cycle
6. Documentation using the *camera*

E. Data Analysis.

Data analysis is carried out after the data is collected in each cycle (El Arass et al., 2017). The stage of analyzing data begins with reading the entirety of the existing data from various sources. Then it conducts data reduction, compiles them in units and categorizes them. This is as stated by Patton, Bogdan, and Taylor who argue that data analysis is the process of organizing and sequencing data into patterns, categories and units. The data obtained in the form of sentences and teacher activities during observation, then converted into meaningful and scientific sentences.

F. Checking the Validity of Data

Checking the validity of the data is carried out after all the data is collected, then the researcher conducts a data reduction, namely discarding unnecessary data. To check the validity of research data using triangulation techniques, the researcher explains and concludes the data from three points of view, namely: The head of the madrasa (researcher), teacher, and observer After checking the validity of the data, the researcher then conducts an analysis followed by reflection to find out the successes and shortcomings of each cycle, which is very useful for the implementation of the next cycle.

G. Description Per Cycle

The stages of research begin with action research I (cycle I) where each action consists of planning, implementing, observing, and reflecting. After analyzing and reflecting on action I, the research continues with action II and so on until the expected results are achieved.

The action I (cycle I)

1. Planning Phase

The first cycle planning will be carried out on Monday, August 8, 2022. The researcher prepares everything necessary in the study such as, preparing a one-sheet rpp (Learning Implementation Plan) example, preparing field notes and questionnaires

II. Implementation phase

The implementation stage consists of several meetings, namely:

- a. CLCK Coaching Socialization (dated August 9, 2022)
- b. Giving a sample one-sheet RPP (dated August 10, 2022)
- c. Implementation of making one-sheet RPP (11-12 August 2022)
- d. One-sheet RPP result collection (15-19 August 2022)

III. Analysis stage

In the analysis activity, researchers together with observers observed the results of rpp one sheet in general, namely all teachers of MIN 21 East Jakarta and in particular, teachers who were the subject of the study.

IV. Reflection Stage

At this stage of reflection, the researcher analyzes the research findings on the action I, and determines the success and shortcomings of the action activity I. Then the results of the analysis are used as a basis in planning the next activity, namely action (cycle) II.

Action II (cycle II)

I. Planning Phase

The planning phase will be held on Monday, August 22, 2022. The researcher prepares everything necessary in the study such as, preparing a one-sheet rpp (Learning Implementation Plan) example, preparing field notes and questionnaires

II. Implementation stage, consisting of:

- a. Sampling of one-sheet RPP (dated August 23, 2022)
- b. One-sheet RPP development (dated August 24, 2022)
- c. Implementation of making one-sheet RPP (25-26 August 2022)
- d. One-sheet RPP collection (August 29-September 2, 2022)

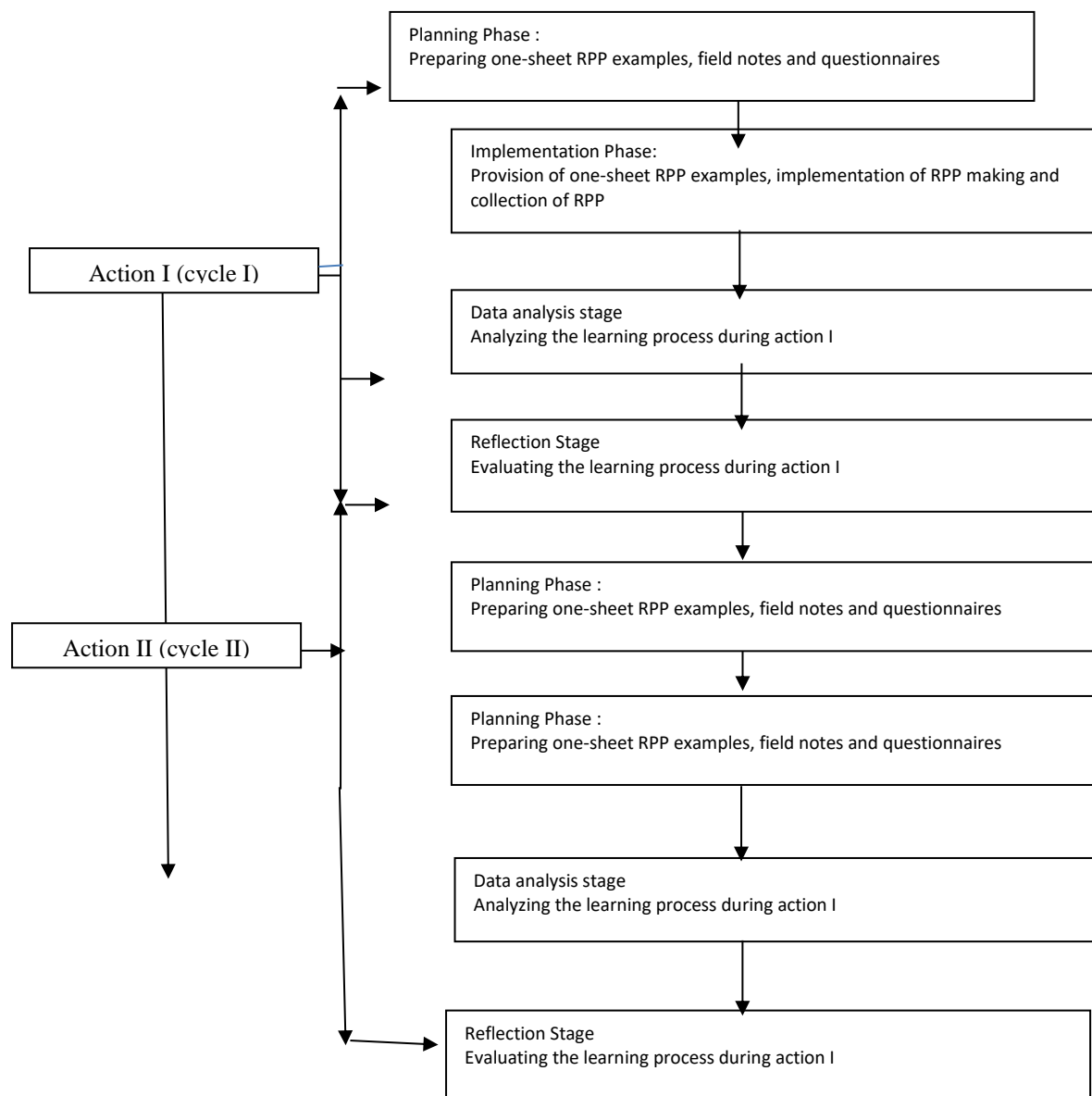
III. Analysis stage

In the analysis activity, researchers together with observers observed the results of rpp one sheet in general, namely all teachers of MIN 21 East Jakarta and in particular, teachers who were the subject of the study.

IV. Reflection Stage

At this stage of reflection, the researcher analyzes the research findings on action II

The research stages above can be written in the chart as follows:



RESULTS AND DISCUSSION

Research Description

1. Cycle 1

Cycle I takes place from August 8, 2022 to August 21, 2022, which consists of several stages, namely: 1) planning stage, 2) the implementation stage, 3) analysis stage, 4) reflection stage

1) Planning Phase of Cycle I

The planning phase will be held on Monday, August 8, 2022. At this stage the researcher prepares everything necessary in the study such as, preparing a one-sheet RPP (Learning Implementation Plan) example, and preparing field notes and questionnaires.

2) Stage of implementation of cycle 1

The implementation stage consists of several meetings, namely:

- a. CLCK Coaching Socialization (dated August 9, 2022)

On Tuesday, August 9, 2022, researchers gathered all teachers of MIN 21 East Jakarta, and informed that tomorrow morning on Wednesday, August 10, 2022 there will be guidance on making RPP by providing examples of one-sheet RPP

b. Giving a sample one-sheet RPP (dated August 10, 2022)

On Wednesday, August 10, 2022, during the break, the teachers of MIN 21 East Jakarta gathered in the teacher's room, to be given an example of a one-sheet RPP. After giving a one-sheet RPP sample, it is notified that the teacher will make a one-sheet RPP like the example given

c. Implementation of making one-sheet RPP (11-12 August 2022)

On Thursday and Friday, August 11-12, 2022, after teaching, the teachers of MIN 21 East Jakarta gathered to make a one-sheet rpp. The homeroom teacher is only instructed to make rpp theme 1, while the teacher in the field of study only makes rpp in Chapter 1. This is because the creation of this RPP is only an illustration that they have understood the making of a one-sheet RPP

d. One-sheet RPP result collection (15-19 August 2022)

- a) After the teachers made one rpp, they were given time until Friday, August 19, 2022. On that date, teachers must collect the one-sheet rpp that they have made. Of all the teachers, namely 20 teachers, there were 14 teachers who collected one sheet of rpp, as many as 6 teachers did not collect it

3) Cycle Analysis Stage 1

Researchers observed all activities that were in cycle 1, from the planning stage to implementation. Researchers recorded important things during the study, gave questionnaires and conducted interviews. The researcher observed the research subject in general, namely all teachers of MIN 21 East Jakarta. In addition, the researcher also observed 3 research subjects, namely 1 teacher from diligent (SP1), 1 teacher who was rather diligent (SP2) and 1 teacher who was less diligent (SP3). Researchers want to know the influence of CLCK coaching specifically on the subject of such research in particular. Based on the implementation of cycle 1, the following data are obtained:

- b) Based on the notes during the implementation of the rpp, some teachers seemed quite enthusiastic in making it, but there were still some teachers who did not seem to make the rpp
- c) Based on the results of interviews with several teachers, CLCK coaching in making RPP is very useful so that there is one common format besides that using a one-sheet RPP according to them is more practical and easy
- d) Of all the teachers, namely 20 teachers, there were 16 teachers who collected one sheet of rpp
- e) Of the three research subjects, SP1 has collected one sheet of RPP and SP3 has also collected it but SP2 has not made and collected one sheet RPP
- f) Based on the results of the questionnaire provided, there are the following results:

No	Activities	Very Active	Active	Less Active	Inactive
1	Cycle 1	1 teacher	8 teachers	5 teachers	6 teachers

- g) After being observed by teachers who do not make a one-sheet RPP because there are still several things asked about one-sheet RPP, so special guidance is needed in making the one-sheet RPP, don't just give an example

4) Cycle Reflection Stage 1

Based on the results of the analysis, the creation of a one-sheet RPP in MIN 21 has not gone according to the desired thing. For this reason, in cycle 2, there will be intensive coaching at the time of making the RPP, not just providing examples of formats.

The following are the results of the recapitulation based on the questionnaire provided:

No	Master's Name	The score observed					Number of Scores	Ket
		1	2	3	4	5		
1	Dra Hj. Siti Shahidah	4	2	2	3	3	14	A
2	Sariasih, S.Pd	4	3	2	2	2	13	A
3	Yani Suryani, S.Pd	3	2	2	2	0	9	KA
4	Sahrina Epita Harahap, S.Pd.I	3	1	1	0	0	5	TA
5	Umamah, S.Pd.I	4	0	1	0	0	5	TA
6	Siti Soleha, S.Pd.I	4	0	2	0	0	6	KA
7	Hj. Siti Khoiriyah, S.Pd.I	4	0	1	0	0	5	TA
8	Tuti Ambarwati, S.Ag	4	2	2	2	0	10	KA
9	Muhibatun, S.Pd	4	3	4	3	3	17	SA
10	Wawat Mugiawati, S.Pd	4	3	2	4	2	15	A
11	R u s d i, S. Sos. I	4	2	1	1	1	9	KA
12	Sido Lestari, S.Pd	4	0	2	0	1	7	KA
13	Andri Budiman S.Pd.SD	3	0	2	0	0	5	TA
14	Ary Ferintika K., S.Pd.SD	3	3	2	2	2	12	A
15	Diana Kholida, S.Pd.I	4	0	2	1	0	7	KA
16	ST. Russia, S.Pd.I	4	0	2	0	1	7	A
17	Munawaroh, S.Pd.I	4	0	1	0	0	5	TA
18	Choiri Swastiningrum, S. Pd.	4	3	3	2	3	15	A
19	Jazilatul Izzah, S.Pd	4	2	3	3	3	15	A
20	Miftahul Huda, S. Pd. I	2	1	1	0	1	5	TA

Description :

1. = SP1, SP2, SP3
2. The maximum score of each aspect is 4
3. Maximum score of 20

The Score convention table is:

- a. 16-20 = Very Active (SA)
- b. 11-15 = Active (A)
- c. 6-10 = Less Active (KA)

d. 0-5 =Inactive (TA)

2. Cycle II

Cycle II will take place from August 22, 2022 – September 2, 2022, which consists of several stages, namely: 1) planning stage, 2) implementation stage, 3) analysis stage, 4) reflection stage

1) Cycle Planning Phase II

The planning phase will be held on Monday, August 22, 2022. The researcher prepares everything necessary in the study such as, preparing a one-sheet rpp (Learning Implementation Plan) example, preparing field notes and questionnaires.

2) The implementation stage of cycle II, consists of:

a. Sampling of one-sheet RPP (dated August 23, 2022)

On Tuesday, August 23, 2022, researchers gathered all MIN 21 East Jakarta teachers at 14.00, after students returned home from school. The researcher gave an example of a one-sheet RPP. After the rpp example is given, teachers are asked to observe and prepare everything that is needed for the making of tomorrow's rpp such as the syllabus and teacher's paegangan book.

b. One-sheet RPP development (dated August 24, 2022)

On Wednesday, August 24, 2022, at 14.00, the teachers of MIN 21 East Jakarta gathered to get guidance and direction on making a one-sheet RPP from the principal/researcher. Researchers also discussed with teachers to explain more about the difficulties of making a one-sheet lesson plan. It can be seen that the teacher's teacher is enthusiastic about listening and listening to the briefing. This can be seen by the teachers who asked, including SP2 also asked.

c. Implementation of making one-sheet RPP (25-26 August 2022)

On Thursday and Friday, August 25-26, 2022, all teachers at 14.00 gathered again to jointly make a one-sheet RPP. The class teacher makes rpp theme 2, while the teacher in the field of study makes rpp chapter 2. All teachers seem to be active in making lesson plans, fellow teachers seem to have discussions with each other asking questions that are not understood

d. One-sheet RPP collection (August 29-September 2, 2022)

On Jumát on September 2, teachers had to collect the lesson plan they had made. From the overall rpp collected, there was an increase in teacher activity, as evidenced by the number of teachers who collected more rpp, and an increase in teacher activity based on the results of the questionnaire.

3) Cycle Analysis Stage II

Researchers observe all activities that are in cycle II, from the planning stage to implementation. Researchers recorded important things during the study, gave questionnaires and conducted interviews. The researcher observed the research subject in general, namely all teachers of MIN 21 East Jakarta. In addition, the researcher also observed 3 research subjects, namely 1 teacher from diligent (SP1), 1 teacher who was rather diligent (SP2) and 1 teacher who was less diligent (SP3). Based on the implementation of cycle II, the following data are obtained:

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- a) Based on the current records during the implementation of the rpp, all teachers seem to be actively making rpp, some are discussing with other teachers and some have understood and immediately made the rpp independently
- b) Based on the results of interviews with several teachers, and the research project of CLCK coaching in making RPP is very useful. According to them, the development of CLCK in making one-sheet RPP is very effective
- c) All teachers of MIN 21 East Jakarta have collected one sheet of RPP on time, as well as SP1, SP2, and SP3
- d) Based on the results of the questionnaire provided, there are the following results:


No	Activities	Very Active	Active	Less Active	Inactive
1	Cycle I	1 teacher	8 teachers	5 teachers	6 teachers
2	Cycle II	6 teachers	12 teachers	2 teachers	0 teachers

- e) The following are the results of the questionnaire recapitulation in cycle II:
Results of the Recapitulation of the Cycle II Questionnaire:

No	Master's Name	The score observed					Number of Scores	Ket
		1	2	3	4	5		
1	Dra Hj. Siti Shahidah	4	3		3	3	1	SA
			3					
2	Sariasih, S.Pd	4	3	2	3	3	15	A
3	Yani Suryani, S.Pd	4	3	3	2	2	14	A
4	Sahrina Epita Harahap, S.Pd.I	4	3	2	3	2	14	A
5	Umamah, S.Pd.I	4	2	3	3	3	15	A
6	Siti Soleha, S.Pd.I	4	3	2	2		13	A
					2			
7	Hj. Siti Khoiriyah, S.Pd.I	4	2	3	2	2	13	A
8	Tuti Ambarwati, S.Ag	4	3	3	3	2	15	A
9	Muhibatun, S.Pd	4	4	4	4	3	19	SA
10	Wawat Mugiawati, S.Pd	4	4	4	4	2	18	SA
11	R u s d i, S. Sos. I	4	2	2	2	2	12	A
12	Sido Lestari, S.Pd	4	3	3	1	2	13	A
13	Andri Budiman S.Pd.SD	3	3	2	1	1	10	KA
14	Ary Ferintika K., S.Pd.SD	4	4	4	3	3	18	SA
15	Diana Kholida, S.Pd.I	4	2	3	2	1	12	A
16	ST. Russia, S.Pd.I	4	3	2	2	2	13	A
17	Munawaroh, S.Pd.I	4	2	3	2	2	13	A

18	Choiri Swastiningrum, S. Pd.	4	4	3	3	4	18	SA
19	Jazilatul Izzah, S.Pd	4	4	4	3	3	18	SA
20	Miftahul Huda, S. Pd. I	3	2	2	2	1	10	KA

Description :

1.  = SP1, SP2, SP3
2. The maximum score of each aspect is 4
3. Maximum score of 20

The Score convention table is:

- a. 16-20 =Very Active(SA)
- b. 11-15 =Active(A)
- c. 6-10 = Less Active (KA)
- d. 0-5 =Inactive (TA)

4) Cycle Reflection Stage 1

Based on the results of the analysis, the making of a one-sheet rpp for MIN 21 East Jakarta teachers has gone well as expected. So it can be said that CLCK coaching (For example, Exercise, Control, Independent Work) has effectively improved the competence of teacher competencies in making one-sheet RPP at MIN 21 East Jakarta

DISCUSSION

- A. Based on the results of the questionnaire in cycle II, there was a significant increase in the manufacture of one-sheet RPP at MIN 21 East Jakarta, the following is a table of recapitulation results at the end of the cycle:

No	Activities	Very Active	Active	Less Active	Inactive
1	Cycle I	1 teacher	8 teachers	5 teachers	6 teachers
2	Cycle II	6 teachers	12 teachers	2 teachers	0 teachers

Based on these results, it can be concluded that the nature of compiling an RPP using the CLCK coaching model method (For example, Train, Control, Independent work) has produced something better as well as creativity, efficiency, and innovation.

CLCK coaching is a pattern of efforts, actions, and activities that are carried out effectively and efficiently, and continue to obtain better results. The coaching technique is through giving examples, training, control, and independent work, which is better known as CLCK (Example, Exercise, Control, Independent Work).

The activity of setting an example provides, to be imitated/followed and practiced in supervision so that the activity of doing something does not depend on others (Big Dictionary Indonesian, 2007: 711). Thus the coaching of CLCK (Example, Exercise, Control, Independent

Work) in this study is a pattern of efforts, actions, and activities that are carried out efficiently and effectively programmatically and continuously to obtain better results. The school is a professional coaching forum for teachers who are members of the school cluster organization in order to improve the quality of education (Anonim, 1997: 37). whose members are all teachers in the cluster, which is to improve teacher competence.

The author and principal are oriented towards improving the quality of knowledge, mastery of materials, teaching techniques, teacher interaction, and teaching methods that focus on creating active teaching and learning and efficiency.

From the above presentation, it was shown that the CLCK coaching model (Example, Training, Control, Independent Work) in the RPP preparation program showed a significant improvement in teacher competence at MIN 21 East Jakarta.

CONCLUSION

CLCK Coaching Model (Example, Exercise, Control, Independent Work) and pat improve teacher competence in making one-sheet RPP (Learning Implementation Plan) at MIN 21 East Jakarta. The provision of coaching/direction and control can streamline the implementation of CLCK coaching.

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