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## Efforts to Improve the Ability of PKN Subject Teachers in the Use of Learning Aids Through the Implementation of Class Visit Supervision at Yuniior High School Cerdas Mandiri

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**Abstract :** The purpose of implementing classroom action research activities is to provide an explanation of the process of implementing class visits as an effort to improve the ability of Civics Subject Teachers using learning teaching aids. This research method is Classroom Action Research with four main steps, namely: action planning, action implementation, observation and reflection. The results showed that the ability of teachers in learning planning using learning aids in the initial condition only reached an average number of 57.58 with less criteria and the first cycle increased to 68.18 in sufficient criteria and in the last cycle to 80.30 in very good criteria, and individually per teacher in the initial condition no teacher was declared complete, increased to 5 teachers or 45.45% and in the last cycle to 100%, and the ability of teachers in the implementation of learning using learning aids in the initial condition only reached an average of 59.22 with less criteria and the first cycle increased to 69.57 in sufficient criteria and in the last cycle to 84.22 in very good criteria, and individually per teacher in the initial condition no teacher was declared complete, increased to 45.45% and in the last cycle to 100%.

**Keywords :** Ability, Learning aids, Class visit.

### INTRODUCTION

The vision and mission of national education essentially leads to the quality of education which in turn can improve the learning outcomes of students through the learning process. Learning can be defined as "the process of setting an environment that directs to change student behavior in a positive and better direction in accordance with the potential and differences possessed by students" (Sanjaya, 2008). Regarding this definition, learning is a process of interaction between a person and his environment so that learning is a process of experiencing. Learning can also be interpreted as a complex process that occurs in each person throughout his life. Learning can happen anytime and anywhere. A sign that someone has learned is a

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change in behavior in a person, a change in behavior that is an interaction with the environment, not due to the process of physical growth or maturity, fatigue or illness and the influence of drugs. But changes that are permanent, durable and permanent do not last for a moment. Changes in behavior include changes in the realm of knowledge (cognitive), skills (psychomotor), and attitudes (affective) (Sardiman et al, 2011).

Observing this, the learning process that is held formally in schools is essentially intended to direct changes in students in a planned manner, both in aspects of knowledge, skills, and attitudes, and in their interaction is influenced by environmental factors consisting of students, Civics teachers, principals, materials or subject matter (books, modules, magazines, leaflets, video recordings, and the like) as well as various learning resources and facilities (overhead projectors, audio tape recorders, radio, television, computers, etc.). Currently, the development of science and technology has encouraged renewal efforts in the use of technological results in the learning process. Civics subject teachers are required to be able to use teaching aids/learning media provided by the school. Civics subject teachers are also required to be able to develop skills in making teaching aids / learning media that will be used if the media is not yet available. Civics subject teachers can at least use teaching aids / learning media that are cheap and efficient even though they are simple and unpretentious, but are a must in an effort to achieve the expected teaching goals (Arsyad, 2007).

Teaching aids are tools used in learning that have a function to clarify, make it easier for students to understand concepts / principles or theories, and make curriculum messages that will be conveyed to students interesting, so that student learning motivation increases and the learning process can be more effective and efficient (Nasution, 2005: 7.4). Teaching aids are also referred to as learning media. In general, teaching aids / learning media consist of printed or reading materials (books, newspapers, magazines and others), audio-visual tools (radio tapes, television, videos, etc.), collections of objects and community sources (monuments, temples, and other historical relics) (Sadiman et al, 2011). Related to that, teaching aids / media in learning have a very important role. The role of teaching aids in learning is to activate communication and interaction between Civics Subject Teachers and students and between students and each other, motivate students in teaching and learning activities, provide real experience and also provide a more meaningful learning experience for students. The purpose of using teaching aids / media includes clarifying information or learning messages, emphasizing important parts, providing variety in learning and clarifying learning structures (Arsyad, 2007).

Basically, children learn through concrete objects / objects. To understand abstract concepts, children need concrete objects as intermediaries or their visualizations. Abstract concepts are achieved through different levels of learning. Even adults who are generally able to understand abstract concepts, in certain circumstances often require visualization. Children's learning will be able to increase when there is motivation. Therefore, in teaching, factors are needed that can motivate children to learn, even for teachers. For example: teaching to be interesting, can generate interest, Civics Subject Teacher attitudes and good assessments, pleasant school atmosphere, there are rewards for good Civics Subject Teachers, and others. Furthermore, abstract concepts that students have just understood will stick and last longer if students learn through actions and can be understood, not just remembering facts. That's why in learning we often use teaching aids.

Civics Subject Teachers should use teaching aids / media in the learning process, because it is in the hands of Civics Teachers that the success of students and the quality of the teaching and learning process are determined. Civics teachers are a dominant component in the education system as a whole. The role of Civics Subject Teachers is the main one in education, especially those held formally in schools. Civics Subject Teachers are also a component that greatly influences the creation of quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of qualified Civics Subject Teachers (Mulyasa, 2009).

Researcher's observations on the use of learning aids at SMP CERDAS MANDIRI concluded that not all Civics subject teachers use teaching aids / media in the teaching and learning process properly. They are more likely to use the lecture method and only use chalk and blackboards to take notes on the subject matter. Civics subject teachers think that the use of teaching aids is very troublesome and takes a lot of time. They find it difficult to use learning aids, this results in unsatisfactory motivation and learning outcomes of students, communication and interaction between Civics Subject Teachers and students do not run optimally, so that the learning process becomes less meaningful. Overcoming these problems, efforts to improve the ability of Civics Subject Teachers, especially in the use of learning teaching aids, can essentially be carried out by school principals with various types of activities or with various methods and strategies, one of which is by carrying out class visit activities.

Preliminary data obtained by researchers shows that Civics Subject Teachers at SMP CERDAS MANDIRI have not received good assessment criteria in the use of learning aids. Civics subject teachers only get less assessment criteria, then increase to enough. This is

certainly a problem that must get serious treatment as soon as possible. The class visit technique is one of the many educational supervision techniques. This technique can be categorized as an individual supervision technique, because practically, it is carried out by individual supervisors in an effort to foster and develop the ability of Civics Subject Teachers in the classroom. The term "coaching" is intended as a form of assistance provided by supervisors to Civics Subject Teachers who are considered to have difficulties in carrying out their duties. While the term "developing" is intended as a form of assistance to Civics Subject Teachers in carrying out their duties, especially related to the existence of a new program in the context of learning.

Class visits can also mean occasional visits made by a supervisor (principal, overseer or supervisor) to see or observe a Civics Subject Teacher who is teaching. Class visits are carried out in an effort by supervisors to obtain data on the actual state of the ability and skills of Civics Subject Teachers in teaching. With these data and information, between Civics Subject Teachers and supervisors there will be discussions about the difficulties faced by Civics Subject Teachers to then find alternative solutions properly, so that the teaching and learning situation can be improved for the better. In the technical implementation of class visits, it can be distinguished, including complete visits with specific visits. A complete visit is a visit made to observe all aspects of teaching and learning, such as Civics teacher preparation, learning facilities or tools, student involvement, goals achieved, materials, methods and so on. While specific visits are visits made to observe one particular aspect. For example, observing the use of teaching methods only, or the assessment of Civics Subject Teachers on student learning outcomes only and so on, and in this classroom action research is devoted to the use of learning aids.

## **RESEARCH METHOD**

The implementation of this School Action Research activity was carried out at SMP CERDAS MANDIRI, Percut Sei Tuan District, Deli Serdang Regency, which is located at Jalan Cemara Abadi, Sampali Village. This research is a Classroom Action Research with four main steps, namely: action planning, action implementation, observation and reflection. Explanation of the four steps as follows: Planning, Action, Monitoring or Supervision, Reflection on Data Collection Techniques and Tools namely observation, and documentation. Validity is the degree of accuracy between the data that occurs in the object of research with data that can be reported by researchers (Sugiyono, 2010). So valid data is data "that does not differ" between the data reported by the researcher and the data that actually occurred in the object of research.

In this study, the validity of the data was carried out by triangulation. There are two kinds of triangulation techniques used by researchers in this study, namely: Triangulation with Source and Triangulation with Method.

Data analysis can be done through three stages, namely reducing data, describing data and making conclusions. Data reduction is an activity to select data according to the focus of the problem. Data analysis in this study used qualitative and quantitative descriptive analysis techniques. Suharsimi Arikunto explained that qualitative descriptive data analysis in this study is to interpret data by comparing the results of before action and after action. This data analysis is carried out during the reflection stage. The results of the analysis are used as reflection material to carry out further planning in the next cycle. The success indicator in this study is that Civics Subject Teachers are declared to increase their ability to use learning aids if individually meet the range of 76-100 or fall into the GOOD category, and classically if at least 85% of Civics Subject Teachers are included in the GOOD category.

## **RESULT AND DISCUSSION**

This study explained the general descriptive presentation of the implementation of class visits by school principals as an effort to improve the ability to use learning aids for Civics Subject Teachers of SMP CERDAS MANDIRI This study provides an overview of the role of school principals in the implementation of class visits in preparing, implementing and evaluating the process of implementing learning by Civics Subject Teachers using teaching aids so that it can be known how to improve the ability of Civics Subject Teachers in the use of learning teaching aids. A detailed description of class visit activities as described below.

From the results of observations made with class visits to eleven Civics Teachers, researchers obtained information that all Civics Subject Teachers (eleven) were declared unable to carry out the use of learning aids properly and correctly. Cycle I. The process of implementing cycle I takes four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. As for the description of each of these stages, as follows.

The planning of the first cycle of actions is carried out in collaboration between the principal and Civics Teachers. Things that are pursued at this stage by all parties, among others: Identifying problems related to the ability of Civics Subject Teachers in using learning aids based on the results of activities in initial conditions shows the following: 1) Every Civic Subject Teacher is less able to plan and use learning aids in learning activities; 2) There needs to be an effort to improve the ability of Civics Subject Teachers in planning and using learning

aids in learning activities. 3) Set the time for class visits based on agreement with each Civics Subject Teacher. 4) Setting criteria for the success of class visits in the first cycle can improve the ability of Civics Subject Teachers in planning and using learning aids with the following conditions. 5) Increasing the ability of Civics Subject Teachers in planning learning using learning aids. 6) Increasing the ability of Civics Subject Teachers in carrying out learning to carry out learning using learning aids. 7) Compile the necessary instruments, namely observation sheets to assess the ability of Civics Subject Teachers to plan and implement and carry out learning activities using learning aids.

The execution of actions takes place in accordance with a predetermined time. The description of its implementation is as follows First Meeting: 1) Holding an initial meeting with Civics Subject Teachers to discuss the action implementation plan with the stages taken including; Initial meeting stage, class observation and reverse observation stage by carrying out coaching activities with group techniques. 2) In the initial stage of observation, the supervisor must create an intimate, harmonious and cooperative atmosphere because at this stage the steps taken by the supervisor / supervisor are to discuss the teaching plan and make a mutual agreement about one of the components of teaching as the target of observation, for example; Learning techniques using learning aids, their application in learning and so on. 3) Make the final conclusion of the implementation of the first meeting. 4) Ask for the readiness of Civics Subject Teachers to carry out class visit activities by preparing all learning tools including teaching aids that will be used in the learning process. 5) Close coaching activities at the first meeting.

Second Meeting. In accordance with the agreement on the time of the predetermined class visit, the implementation of the second meeting is specifically with class visit activities for each Civics Teacher. The implementation of class visits is carried out for 5 days because of the number of Civics Subject Teachers so that on the 5th day class visits 3 class visits are held. In summary, the implementation of class visit activities can be explained as follows: 1) Before carrying out the class visit, the principal held a meeting with each Civics Subject Teacher who would conduct a class visit to check the readiness of learning devices that would be used during the learning process. After it was deemed sufficient, the principal and the Civics Subject Teacher together entered the classroom, the principal sat in the prepared place, while the Civics Subject Teacher concerned first prepared the classroom conditions, in order to support the implementation of learning. Civics subject teachers then open learning activities by leading prayers before learning. After praying, the author conditions the students to understand the

learning objectives and how to learn to achieve them. Entering the core learning activities, the principal began to pay attention, record, and assess the activities of Civics Subject Teachers, especially in the use of learning aids using observation sheets that had been prepared. Researchers follow all learning activities for 1 hour of learning. 2) The headmaster asked the Civics teacher for permission to leave the room after class visiting hours. 3) The implementation of class visit activities in other classes is in principle the same which distinguishes only the day and date of the implementation of class visit activities according to a predetermined schedule based on agreement with each Civics Subject Teacher. 4) At the end of the class visit activity, the principal held a meeting with each Civics Subject Teacher who had carried out a class visit to prepare for the implementation of further activities, especially in the readiness of learning tools and the selection and use of teaching aids to be used in the next learning implementation.

Observations are made by researchers from the beginning to the end of learning activities carried out by Civics Teachers. Based on the results of observations, several notes and assessment results were obtained on the abilities of each Civics Subject Teacher, especially aspects of using learning aids based on observation instruments that had been prepared beforehand. Reflection In reflecting on the results of the implementation of cycle I actions, researchers and Civics Subject Teachers carry out discussions. Through this effort, an agreement was obtained regarding the success and failure of cycle I and efforts to overcome so as not to arise failure in the same thing in cycle II. As for that, they are as follows. 1) After the first cycle took place, more or less the ability to use learning aids for Civics Subject Teachers of SMP CERDAS MANDIRI has increased, both in planning learning and implementing learning based on the learning model chosen by each. This has at least had a positive impact on student learning processes and outcomes. 2) A thing that is still considered unfavorable and this is a failure of cycle I, which is less successful in improving the ability of Civics Subject Teachers in developing the desired character, both during exploration, elaboration, and confirmation. This can happen because the habits of Civics Subject Teachers and students in previous learning activities are still brought to cycle I learning activities. That is why, student learning activities do not reflect the character of the learning model chosen less in accordance with the learning aids used.

To maintain and improve the success of cycle I, the following actions are planned in cycle II. 1) Researchers as principals who are in charge of being supervisors must try to improve the ability to use learning aids for Civics Subject Teachers of SMP CERDAS MANDIRI both in managing the administration of lesson planning, learning implementation, learning

evaluation, and efforts to follow up on learning outcomes. 2) When the learning process is in progress, starting from preparing lesson plans, carrying out learning, evaluating, and following up on the results, the principal serving as a supervisor must always accompany the Civics Teachers, so that things do not happen again as expected as in cycle I. Of course, for that there needs to be time. Therefore, one week before the implementation of cycle II will be used for the coaching process, which is carried out after the effective class hours take place. On that basis, to all Civics teachers, the researcher asked for their willingness not to leave school. The time needed for it is approximately 2 hours. This has been agreed upon by the Civics Teachers.

In terms of quantity, increasing the ability of Civics Subject Teachers in carrying out the use of learning aids based on the average score achievement in each cycle can increase the ability of Civics Subject Teachers of SMP CERDAS MANDIRI in learning planning by using learning aids at each stage of the cycle. Regarding improving the ability to carry out learning by using learning teaching aids for Civics Subject Teachers SMART MANDIRI based on the average achievement of scores in each cycle.

## **CONCLUSION**

After reflecting on improving the ability to plan and implement learning using learning teaching aids for Civics Subject Teachers of SMP CERDAS MANDIRI after a class visit by the principal, an overview was obtained for discussion, namely: 1) The importance of class visits by school principals which contain accurate efforts to improve the ability of Civics Subject Teachers in planning and implementing learning, especially in using learning teaching aids; 2) The ability of school principals to utilize between important components related to learning models is a fundamental modality for the ongoing process of transforming this ability to their Civics Subject Teachers. 3) The increasing ability of Civics Subject Teachers at SMP CERDAS MANDIRI in planning and implementing learning using learning teaching aids is inseparable from the increasing awareness of school principals to shed in them responsibly, which is actualized in concrete actions that are preventive (prevent), guide, direct, and become wise colleagues in meeting every need of Civics Subject Teachers and students in order to achieve a desired change.

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