

# VISION

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## TRAINING AND MAINTENANCE OF DEVELOPMENT OF LEARNING DEVICES IN SD AND SMP GUPPI MEDAN-SUMATERA UTARA

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### ABSTRAK

Program pengabdian masyarakat berupa pelatihan dan pendampingan penyusunan perangkat pembelajaran, khususnya pembuatan media pembelajaran ini bertujuan untuk meningkatkan kompetensi dan kinerja para guru MaPel di SD dan SMP GUPPI Medan-Tembung. Disamping itu juga untuk memberikan pengetahuan dan keterampilan tentang beragam media pembelajaran dan manfaat penggunaannya dikelas; yaitu untuk meningkatkan kreatifitas dan KKM siswa. Kegiatan ini dilakukan berdasarkan hasil pengamatan pra existing lokasi pengabdian oleh tim peneliti UNIMED dan kesepakatan dengan mitra sekolah. Objek sasaran dalam kegiatan ini adalah para guru MaPel di SD dan SMP GUPPI Medan-Tembung yang terdiri atas 8 (delapan) guru SD dan 15 (limabelas) guru SMP. Bentuk pengabdian yang dilakukan melalui workshop dan pendampingan pembuatan media pembelajaran dan penggunaannya di kelas melalui *realteaching*. Sertifikat dan materi workshop diberikan kepada para peserta pelatihan sebagai sarana latihan dan media tambahan dalam kegiatan pembelajaran dikelas. Melalui kegiatan ini diharapkan para guru MaPel dapat memperbaiki kinerja dan melaksanakan pembelajaran dengan maksimal dengan perangkat pembelajaran yang standar sesuai dengan silabus dan kurikulum yang digunakan. Diharapkan dengan perbaikan kinerja guru, para siswa juga termotivasi untuk lebih kreatif dalam kelas dan dapat mencapai nilai KKM yang disyaratkan.

Kata kunci : Perangkat Pembelajaran, Media Pembelajaran

### ABSTRACT

Community service program in the form of training and mentoring the preparation of learning tools, especially the making of learning media aims to improve the competence and performance of teachers MaPel in elementary and junior high school GUPPI Medan -Tembung. In addition, to provide knowledge and skills about the various learning media and the benefits of its use in class; namely to improve students' creativity and KKM. This activity is based on pre-existing observation of the location of dedication by UNIMED research team and agreement with school partners. The target object in this activity is the teachers of lessons in SD and SMP GUPPI Medan - Tembung consisting of 8 (eight) elementary teachers and 15 (fifteen) of junior high school teachers. Form of devotion done through workshops and mentoring the making of learning media and its use in the classroom through real teaching. Certificates and workshop materials are given to the trainees as training facilities and additional media in classroom learning activities. Through this activity, it is expected that teachers can improve their performance and implement the learning maximally with standard learning tools in accordance

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with the syllabus and curriculum used. Expected with improvements in teacher performance, students are also motivated to be more creative in the classroom and can achieve the required KKM scores.

Keywords: Learning Tool, Learning Media

## INTRODUCTION

The Foundation for Islamic Education Renewal Movement (GUPPI) is located strategically in the city of Medan, precisely at Jalan Baru, no. 4 Medan Tembung-North Sumatra. SD and SMP GUPPI has been established since the 1980s and aims to build the character of the nation. The elementary level consists of 6 (six) classes. Each class consists of 20 students, while SMP consists of 2 (two) classes also have 20 students each. The building facilities are adequate, but other supporting facilities are not supported. In the absence of a laboratory, a classroom consisting of benches and chairs and a blackboard, the Unimed faculty team found no single learning tool or wall display that could help IBM. The number of teachers consists of 11 (eleven) elementary school teachers and 7 (seven) junior high school teachers for all subjects.

In the early 1980s students enrolled in this school quite a lot. For elementary level more than 6 (six) class, while junior high school more than 2 (two) class. This school can be accessed by public transportation, motor vehicles, etc. In addition to its convenient location, the school environment is also clean and comfortable. But over the years, enthusiasts and improvements in school quality are decreasing. After initial observation, this is caused by several things:

1. Schools focus on classroom development without considering facilities, as well as learning tools that support, so that KKM less than the maximum.

2. Facilities and Infrastructure is inadequate.

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3. Thuggery is often a challenge by the school. Learning tool is one of the important factor in achieving KKM and expedite the teaching and learning process in school. Learning tools can be learning media and appropriate teaching materials. The use of Audio Visual also greatly helps attract students' interest and attention when learning. The use of colorful Cards can also stimulate the visual and creativity of students when learning. Posters and Banners are also used as a simple but useful learning medium in IbM.

One of the mandate of the opening of the 1945 Constitution is the intellectual life of the nation. Educating the life of the nation can be realized through quality education, with adequate facilities or educational support. Since 2003, efforts to educate the nation's life are more prioritized by allocating 20% of APBN and APBD in accordance with Law no. 20 Year 2003 on National Education System. In chapter I, article 1, verse 23 states that "Educational resources are all things used in the implementation of education which includes education personnel, community, funds, facilities and infrastructure".

Furthermore, in Permendikbud No. 65 of 2013 on Basic and Medium Basic Education Standards mentioned that the preparation of learning tools is part of the lesson planning. Learning planning is designed in the form of syllabus and RPP which refers to the content standard. In addition, in the planning of learning is also done preparation of media and learning resources, assessment tools and learning scenarios. The learning devices in question are:

1. Syllabus

2. RPP

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3. LKS

4. Media Learning

5. Assessment Instruments

6. Source Library

Based on surveys and interviews with principals and owners of the GUPPI Foundation, the unimed faculty team concluded that the problems faced by the elementary and junior high school of Medan GUPPI consisted of various problems, ranging from non-supportive learning facilities to premanisne which were still a challenge by the school.

From the various problems faced, the team of unimed faculty and headmaster of elementary and junior high school of GUPPI Medan will focus on community service in elementary and junior high school of GUPPI Medan on standard learning tools needed to improve the quality of learning and achieve maximum KKM. Why is this the main focus ?. Because with the fulfillment of standard learning tools will be achieved KKM-targeted schools, also create educators and learners who are more disciplined, directed and elementary and junior high school GUPPI will have standards in the classroom IbM.

While the other usefulness, with this dedication is expected to increase motivation, form the character of students and create more innovative learning and help the performance of teachers in school. Issues facing partners that are the main priorities to be resolved are: (1) lack of standard learning devices, (2) KKM scores are not maximized. Based on observations and discussions with Partners. Priority issues that must be resolved soon procurement of standard

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learning tools to improve the KKM and the quality of educators and learners in elementary and junior high school GUPPI Medan Tembung-North Sumatra. Learning tools such as classroom learning media can be a tool not only help students learn creatively, but also help teachers design innovative learning in accordance with the right teaching materials.

## METHOD OF IMPLEMENTATION

Departing from the existing problems that is not standard learning tools in the form of RPP, LKS, Learning Instruments, Sources Library and Learning Media, causing the KKM value has not been maximal, so that the activities of PBM. The method of approach that will be used to realize the above program is the method of training and mentoring, with the following stages:

1. The first day workshop starts with the exposure of the objectives of the activity and the target of the output to be achieved. Followed by the exposure of material on the function of instructional devices at school, the actions to be taken to design and preparing standard learning tools in the form of RPP, LKS, Assessment Instrument and Sources Library. Attended by chairman of the foundation, principal, teachers and guardians. Followed by the presentation of materials on how to create learning media in the form of props that eye catching, in order to attract students' interest and attention to learn. Teachers and students are involved in this workshop.
2. Training on how to design eye catching learning media, can be a visual aid or learning video useful in PBM.

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3. Assistance of teachers in the classroom in using the standard learning tools such as RPP, LKS, Instrument Assessment, learning resources / learning media attended by Head of the Schools, peers, guardians and research teams.

The mentoring and training activities were carried out in several stages to achieve the standard of learning tools in the form of RPP, LKS, Assessment Instruments and instructional media in accordance with the syllabus. As for ensuring the sustainability of the program after the completion of PBM activities is carried out, the research team will activate the Teachers' Course Deliberation (MGMP), to ensure proper use of learning materials.

## RESULTS AND DISCUSSION

The results that have been achieved in Science for Society (IbM) are:

### **Preparation for Devotional Activities**

The pre-training preparation lecture was conducted since the beginning of April 2017. At the start of the research team meeting, resource persons and field operators, also accompanied by an analysis of the need for ATK in school training activities. The preparation stage until the achievement of expected results and outcomes consist of several stages, namely:

1. Preparatory meeting in the form of division of work schedule by the research team, application permit for visitation and training at partner school, application of ATK handover permit and props, ending with agreement with school partners about the date of implementation of training activity.

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2. Delivery of training permit from the UNIMED Community Service Institute for each elementary school principal and SMP GUPPI Medan is equipped with a list of researchers, source names, operators and parties involved in the training implementation.
3. Schedule of training and facilitation of learning tools in elementary and junior high school GUPPI Medan is scheduled to begin in April and ends in November 2017, in the form of training learning tools and mentoring the making of learning media with learning media products from each teacher's lesson conducted on the day Saturday, July 22, 2017, while the peer coaching schedule for classroom pursuit with instructional media that has been made equipped with standard RPP will be held in August 2017.
4. Assessment instruments used to assess the ability of elementary and junior high school teachers of GUPPI Medan to develop learning tools and implement them (real teaching) in the classroom and assessment instruments by peers and expert teams on peer teaching activities.

## **Implementation of Dedication Activities**

After the initial analysis of partner school problems, then done some stages of the implementation of devotion in the form of training, mentoring and mentoring.

### a. Stage of training / workshop

Activities at this stage of the training include discussions with the team of counterparts and briefing to the student team on implementation plans and procedures as well as the implementing team to prepare and collect the materials and references with reference to the priority of school needs based on suggestions from the school, especially elementary

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and junior high school principals GUPPI Medan Tembung, a learning medium that is not available in the classroom. It aims to simplify and optimize training time. Next is the dissemination of training invitations to teachers. Training for teachers in the preparation of learning tools and mentoring the making of learning media is done on Saturday, July 22, 2017 accompanied by a lecture that will provide explanations and information about the material that supports the preparation of learning tools, especially learning media

b. Stage of mentoring and mentoring

After the training on the exposure of learning tools is presented along with some examples of simple learning media, next conducted assistance in the making of learning media based on MaPel. In this case the MaPel group consists only of the main MaPel namely; MM, Bahasa Indonesia, English, Science and Social Studies. Teachers are required to complete an independent task of creating a simple learning media that can be displayed in their own class. During the process of designing, the implementing team coordinates and monitors the activities of the teachers. At this stage the implementing team also provides mentoring and mentoring and opens opportunities for teachers who want to discuss the obstacles they face. From the results of this discussion and guidance, the teacher revised the learning device.

## CONCLUSION

Based on the results of the training and mentoring activities of IbM learning tools that have been achieved in the process of this devotional activity are:

1. Increased information (knowledge) and performance of teachers in carrying out teaching and



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learning activities with learning tools that are standard and learning media in accordance with lesson respectively.

2. Teacher motivation and active involvement of teachers to this activity as a business sharing information and discussion forum is quite high although admittedly some obstacles are quite difficult to be resolved such as limited training locations so that training and mentoring activities are accommodated in accordance with the availability of space and time, adjustment of time allocation learning with scenarios of improper learning activities, due to limited space and teachers lesson so for peer teaching and real teaching activities can only be done in the next month.

## **SUGGESTION**

As a matter of consideration and evaluation of improvements to IBM's and subsequent service activities, the things that are considered important as suggestions are:

1. The need for sustainable MGMP development of teachers in developing learning strategies using appropriate learning tools.

2. The need for ongoing training to improve the performance of teachers and teachers is considered necessary to seek out the latest sources of information and references to optimize learning strategies that can be developed and implemented in the classroom.

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3. Continuous service activities ensure improved performance and teaching strategies not only for teachers but also creative human resources.

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