



The Role of Teachers in Improving Student Learning Outcomes in Thematic Learning Through The Use of The Environment As a Learning Resource

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terganggu sehingga siswa terbatas dalam melakukan kegiatan pembelajaran. Penggunaan lingkungan sebagai sumber belajar dapat menarik perhatian siswa sehingga termotivasi dalam belajar.

ABSTRAK

Rendahnya hasil belajar siswa disebabkan karena dalam proses pembelajaran guru dominan menggunakan dalam menyampaikan materi sehingga masih banyak siswa kesulitan dalam memahami materi pelajaran. Tujuan penelitian ini adalah untuk menganalisis proses pelaksanaan pembelajaran tematik dengan menggunakan lingkungan sebagai sumber belajar dalam masa pandemic covid 19 dan menganalisis hasil dari pelaksanaan pembelajaran tematik melalui penggunaan lingkungan sebagai sumber belajar dalam masa pandemic covid 19. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan kualitatif. Subjek penelitian adalah siswa kelas III SD. Objek penelitian adalah peran guru dalam meningkatkan hasil belajar. teknik mengumpulkan data melalui studi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tiga tahapan yaitu meliputi: reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Hasil penelitian yaitu pada kondisi pandemi ini kegiatan pembelajaran sangat

ABSTRACT

The low student learning outcomes are caused because, in the learning process, the teacher dominantly delivers the material. There are still many students having difficulty understanding the subject matter. The purpose of this study was to analyze the process of implementing thematic learning using the environment as a learning resource during the Covid 19 pandemic and to analyze the results of implementing thematic learning through the use of the environment as a learning resource during the Covid 19 pandemic. This type of research is qualitative research with a qualitative approach. The research subjects were third-grade elementary school students. The object of research is the role of the teacher in improving learning outcomes. Techniques to collect data through observation studies, interviews, and documentation. Data analysis was carried out in three stages: data reduction, data presentation, and conclusion/verification. This research shows that in this pandemic condition, learning activities are very disturbed, so that students are limited in carrying out learning activities. Using the environment as a learning resource can attract students' attention to be motivated to learn.

1. Introduction

Talking about education, someone already knows that education is so important for humans. With this education, humans or someone can have high knowledge, abilities, and human resources (Nurfitriana, 2015; Renny, Sonbay, Yohana, 2019). These things are valuable assets that can be owned to stay alive in the Industrial Revolution era. Education, abilities, knowledge, and insights are needed when looking for a job. Education is useful in determining which direction a student is taken. Preparing the Indonesian people to contribute to the country is the goal of the 2013 curriculum (Khoeriyah & Mawardi, 2018; Mega,

Pudjawan, & Margunayasa, 2015). With the use of the 2013 curriculum, it is hoped that students will become the center of attention in the learning process. Therefore, teachers should listen to students more to collaborate and interact well with each other. The process of fun teaching and learning activities is very influential in the educational process. Designing an interesting learning process is a challenge for teachers. Teachers in the learning process can use many innovative learning models. Teachers are required to innovate and use appropriate learning models so that learning objectives can be maximally achieved.

The obstacle currently faced is that many students do not understand the learning material presented by the teacher because the teacher uses the lecture method (Triana, Garminah, & Suartama, 2016; Wulandari, Sudatha, & Simamora, 2020). In addition, the lack of creative use of learning media also makes it difficult for students to understand learning material quickly (Pramana, Jampel, & Pudjawan, 2020; Siddiq, Sudarma, & Simamora, 2020). A teacher should have the motivation to update his knowledge by reading more from written media and electronic media. So it is not surprising that senior science teachers are left behind by younger teachers or younger teachers, both in age and work experience. In the learning system currently in use, teachers must always use teaching aids for implementing teaching and learning activities. Maybe it can be solved by making simple teaching aids, but not all teachers can make teaching aids. Learning activities are still like ancient times where learning activities are only with the lecture method. Teachers must be creative and innovative in developing learning (Handayani & Abadi, 2020; Putri, Suwatra, & Tegeh, 2018). Creative teachers must use various methods, media, models, or approaches to achieving learning goals. However, the fact is that there are still many teachers who do not show their creativity.

Based on the results of observations and interviews, several problems were found at SDN Pegadungan 02 Pandeglang. There are still many learning activities that run monotonously, making students inactive and bored in the learning process. Elementary students who still do not understand, so they must be guided patiently so that students do not feel pressured and can receive the knowledge that has been given. Teachers only convey knowledge unilaterally without involving students' mental psychology and make students bored because of monotonous learning. Teachers only position children passively. Students are only prepared to receive knowledge from the teacher who uses the lecture method. Educators must have an understanding of the needs of their students. As a professional teacher, you should improve your mastery of learning materials with several approaches that can provide optimal learning outcomes (Putra, 2017; Siregar, Wardani, & Hatika, 2017). During the Covid-19 situation, teachers are also expected to create creative learning innovations to be interested in learning.

The role of the teacher as a facilitator in the implementation of education for elementary school students must be able to make it easy for these students to learn various things contained in their environment. Elementary school students have a strong curiosity and enthusiasm towards everything and have an adventurous attitude and a strong interest in observing the environment (Kadir, 2015; Sutardi & Sugiharsono, 2016). The introduction of the surrounding environment is a positive experience to develop the scientific interest of elementary school students. Education in the environment exists in social studies and science lessons. There are values that students must interact with the environment as a source of learning, with social, scientific. Students can apply research activities where the value is good for the environment as a source study. Exploring students towards the environment provides the opportunity for children to see, understand, feel, and in the end, the child makes something that catches his attention (Asih & Muiz, 2017; Kurniati & Rachmawati, 2012). Students explore their environment a lot with animals, plants, objects, people, and events or incidents in daily life.

Research conducted by Sujarwo, Samsi, & Wibawa (2018) states that the learning process that involves the environment as a learning resource can shape environmental care behavior through friendly activities, respect, care for a clean environment, love for animals and plants, be polite, and make good friends. Arianti (2017) also states that a good environment can increase student attention, interest, and motivation to learn. There are so many values and benefits that can be gained from the environment as a source of learning in elementary schools' learning process. Almost all themes of activity can be learned from the environment. However, it is necessary to have creativity and an innovative spirit from the teachers to take advantage of the environment as a learning resource. The environment is a rich and attractive learning resource for primary school students. Any environment can be fun for children (Mahardikaa, Asri, & Negara, 2017; Putra, Agung, & Parmiti, 2017).

In utilizing this environment, the teacher can bring activities that are usually carried out in the classroom into the open, in this case, the environment. However, if the teacher tells the story in the classroom, the nuances that occur in the classroom will not be as natural as if the teacher invites children to take advantage of the environment. Taking advantage of the surrounding environment by bringing the children to observe the environment will add balance to learning activities (Purnamawati, Suardika, & Manuaba, 2014; Putri, Ardana, & Agustika, 2019). It means that learning does not only occur in the

classroom but also outside the classroom. In this case, the environment as a learning resource influences physical development, social and cultural skills, and emotional and intellectual development.

Based on this, the use of the environment as a learning resource has a huge role in increasing student motivation and learning outcomes. This study aims to analyze the process of implementing thematic learning using the environment as a learning resource during the Covid 19 pandemic and analyze the results of implementing thematic learning through the use of the environment as a learning resource Covid 19 pandemic.

2. Method

This type of research is qualitative research. The research approach used in this research is qualitative (qualitative research). The subjects of this study were teachers and third-grade students at SDN Pagadungan 02 Pandeglang. The object of this research is the role of the teacher in improving student learning outcomes in thematic learning through the use of the environment as a learning resource. This research was conducted by taking place at SDN Pagadungan 02 Pandeglang.

In data collection, researchers used three techniques, namely observation studies, interviews, and documentation. Qualitative data analysis is a systematic process that continues simultaneously with data collection. In analyzing the data, the researcher will analyze the data in the field. One data analysis in the field that will be used is data analysis from Miles and Huberman (Sugiyono, 2015). The data validity test in this study includes credibility (internal validity) using triangulation, transferability (external validity), dependability (reliability), and conformability (objectivity).

3. Result and Discussion

In carrying out learning activities, SD Negeri Pagadungan 02 Pandeglang currently uses the offline method. Previously, learning activities were carried out online because the zone was not red in the area around the pagadungan. Therefore learning activities were carried out offline. The offline learning method that is carried out is designed so that students still get quality learning. The technical implementation of offline learning is carried out with only two hours of learning activities. The number of students is only partially participating in learning activities. When students enter, the teacher controls the school environment students by requiring them to participate in the three M activities, namely washing hands, using masks, and keeping a distance from their friends. If they do not follow these rules, students will be sent home again so that unwanted things do not occur. Also, to shape student discipline during the current pandemic.

Based on the results of interviews with the teacher, the learning process in the Covid 19 situation was only half of the number of students allowed to enter the class. The learning time shortened to only two hours and then continued the next day. The problems with learning activities faced by teachers during a pandemic such as today are preparation in planning learning activities to be delivered and limited time in designing them, and sometimes also planning that has been made for learning activities is not as desired because the lesson plans used are still the ones that are used. Before the pandemic occurred, while learning activities currently lasted only two hours, the learning objectives were not optimal to achieve students' basic competencies.

The learning process is carried out online, and the learning activities are carried out by observing the video and students describing the video. Furthermore, the teacher gives questions to students. Learning uses specially made groups for each class. Students are arranged to sit one meter apart and must wear a mask during learning activities in the classroom. If students do not comply with the rules, they will be sent back for mutual security and foster discipline to always comply with the existing rules. The method used by the dominant teacher is the lecture. When applying the lecture method, students are not enthusiastic about the method, so the teacher will change to another method to become enthusiastic. The method often used is usually the method of lectures and demonstrations, followed by practical methods and exercises if the learning material is conveyed to students. The learning model used during the pandemic is the contextual model. If you use the cooperative learning model in the Covid situation, you can't because the sitting distance must be 1 meter from her friends. The choices I use are the contextual model because and the direct learning model.



Figure 1. Offline learning activities at SDN Pagadungan 02 Pandeglang

At this time, learning activities each day only contains half of one class of students. Therefore there is a lot of time in making learning media. Suppose the learning is not too important using learning media. In that case, learning does not use media. If students are not enthusiastic about learning activities, the teacher makes learning media because previously students looked not enthusiastic when learning activities took place. However, for the media for delivering assignments and learning materials during a pandemic, the teacher uses the WA application to send material, video media, and evaluation questions. In the assignment he gave, students were asked to work on the LKS sheet in the student book and done at home, sometimes involving students with their family environment. When online learning usually makes learning media in videos or pictures, assigning students to give questions to students. After the assignment is completed, students provide evidence in the form of photos of their assignments to see whether the material that has been delivered has been achieved. Based on the results of observations, it was found that there were obstacles in students' online learning activities. The students had difficulty understanding the learning material. The learning materials provided during online learning were videos from YouTube. The obstacles were the quota and the condition of the facilities owned by each student. But currently, learning activities are carried out offline with half the number of students from one class. Therefore when the teacher delivers the learning material, students are seen taking notes or listening to what the teacher says. The problem in this learning activity is that the time duration is only two hours, making the material presented by the teacher not maximal.

Based on the results of the first observations made by researchers on July 14 at SDN Pagadungan 2 Pandeglang regarding implementing thematic learning through the use of the environment as a learning resource during the Covid 19 pandemic, it was found that all students seemed active during learning activities. Then in the second to fourth observations, which were held on July 17, July 20, and July 23, the students always looked active during learning activities. Although some students are still less active in learning activities, the resource person will deal with students who are less active in learning activities by advising these students not to be silent when learning activities take place. During the observation, it was found that students seemed to be active again when the resource person explained. Furthermore, some students are active but not in line with learning activities. The resource person will again suggest that students return to being active in learning activities. Students always look active in learning activities even though there are still students who do activities that are not included in learning activities.

In the first observation, it was found that all students were involved in learning activities even though there were still students who were chatting, disturbing friends, and activities that were not included in learning activities. In this problem, the teacher reprimands students who do activities that are not involved in learning activities. Then, in the second observation, the four students were seen to be involved in learning activities. The teacher also gave homework assignments to students that involved learning in a family environment. In the second, third, and fourth observations, students were seen participating in conducive learning activities. Even though there are still students when learning activities start to be noisy and less conducive, the teacher admonishes these students not to be noisy and not to

make a fuss. During observations, the research found that students looked conducive when the resource person explained learning activities.

Students seemed to pay attention to the learning material delivered by the resource person using learning media in the first observation. In the second, third, and fourth observations, the researchers found differences in the way sources convey material. Sources do not use learning media. Even though the teacher does not use learning media, students still seem to pay attention when the resource person delivers the material using only the lecture method. Even though the resource person does not use learning media to deliver the material, the teacher will ask students to understand by opening questions and answers to show students pay attention when learning activities occur.

Based on observations regarding student learning outcomes in thematic learning through the environment as a learning resource implemented four times. In the first observation, when students finished learning activities and continued with a break, it was seen that all students took their time to buy food/drinks in the school canteen. Some students brought food to class and outside the class after break time. It was seen that there was no trash scattered both in the classroom and outside the classroom. It proves that all students dispose of their trash in its place. In addition, all students were seen doing picket activities so that the school environment always looked clean. Then in the second and third observations, the researcher found the same thing as in the first observation in which students always throw garbage in its place. Furthermore, in the fourth observation, the researcher found students littering. The resource person saw the incident, so that the teacher admonished him and asked the student to take the trash back and throw it in its place and the resource person advised the student not to repeat it.

Based on the results of observations, the process of implementing thematic learning using the environment as a learning resource during the Covid 19 pandemic is the first step by compiling an RPP. It is intended to make it easier for teachers to carry out learning activities in the classroom. Good learning is not just the achievement of learning objectives or the completeness of the material presented. Still, further, than that, good learning must contain meaning and can be remembered by students. (Mastra, 2019; Wikanengsih, Nofiyanti, & Permana, 2015). It can be concluded that the teacher understands the steps for preparing thematic lesson plans.

In using learning models and methods, sometimes teachers use different methods. If students feel bored and bored in learning, the teacher will change the learning method to become enthusiastic. The method often used is usually the method of lectures and demonstrations, followed by methods of practice and practice if the learning material has been conveyed to students. Research conducted (Febriana, 2017; Putri et al., 2018) states that an attractive learning model and following student characteristics can increase student motivation and interest in learning to affect student learning outcomes. The learning model is a form of learning described from beginning to end, usually introduced by a teacher. In other words, the learning model is an application package or framework of a method, model, and learning technology. Therefore, the learning model is a learning process that describes the activities of students from beginning to end and is used by the teacher as a guide in learning (Lestari, Kristiantari, & Ganing, 2017; Umbara, Sujana, & Negara, 2020). Based on the data results, it can be concluded that the teacher understands the conditions when students are not enthusiastic about the learning method or model. The teacher can make changes to the learning method and model.

In addition, students look enthusiastic when learning activities use learning media, and learning media is a teaching tool that affects the conditions and learning environment. Students have multiple abilities in absorbing different materials. Therefore educators must be good at designing media to help students understand this subject easily (Siddiq et al., 2020; Wulandari et al., 2020). The skill of designing instructional media is the main knowledge that must be mastered to absorb the lessons to be taught easily. It can be concluded that the teacher is quite good at using learning media. The learning media used is the multipurpose learning media which takes advantage of the school environment or the community and school facilities.

Learning evaluation activities determine the process and learning outcomes that have been delivered (Arikunto, 2015; Lukum & Astin., 2015). Evaluation is carried out continuously in the mode of evaluation of results and evaluation process. The evaluation must go through various processes, and instruments must be turned on. Based on the data results, the teacher's answers have the same relationship with several expert theories. It can be concluded that the teacher is quite good at evaluating because he is looking for the causes of learning problems in students. When learning activities and opening question and answer sessions, students sometimes scramble to answer questions or ask questions by raising their hands. If the weight of the assignment or questions is difficult, students will be confused and silent because no one can answer the assignment that has been given. There are still students who are afraid to answer questions from sources. In this covid 19 condition, students do online lessons. The resource person gives assignments to the students through the WhatsApp group created by

the resource person. The students answer the question with proof of taking photos of the answer and then send it to the group created by the resource person. Research conducted by Wahyono, Husamah, & Budi (2020) states that the teacher's job is to plan, organize, supervise and evaluate short-term, medium-term, or long-term planning activities goals of the school. The teacher's job as a designer is to compile academic or curriculum and learning activities, compile student activities, compile infrastructure needs, estimate the source of school operational funds, and liaise with parents, communities, stakeholders, and related parties. Teachers must be able to master various learning methods, and teachers must continue to improve their knowledge and skills so that their knowledge and skills are not out of date (Heldisari, 2020; Puspitasari, 2018). It can be concluded that teachers make changes when the current Covid 19 conditions, teachers are quite good at making changes to learning activities.

4. Conclusion

The research results show that in this pandemic condition, learning activities are very disturbed, so that students are limited in carrying out learning activities. Learning methods and models are adapted to the conditions of students, and the use of the environment as a learning resource can attract students 'attention to motivate students' enthusiasm for learning. Students feel happy in learning activities in thematic learning through the use of the environment.

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