

Improving the Ability of Teachers in Utilizing the Surrounding Environment as a Learning Resource in The Era of Covid-19 Pandemic Through In-House Training (IHT) at SD Negeri Banjarharjo, Kalibawang, Kulon Progo Regency

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ABSTRACT: The research aims to improve the ability of teachers to utilize the surrounding environment as a learning resource and increase the professionalism of school principals in the era of the COVID-19 pandemic. The method used in this research is analytical descriptive, which is a study to collect data, describe, process, analyze, interpret and conclude data so that a systematic picture is obtained. Document data collection, observation, and interviews. The research subjects were 9 teachers of Banjarharjo Public Elementary School, Kalibawang Kulon Progo consisting of 6 class teachers and 3 subject teachers. The data collected in this school action research was carried out using instruments consisting of 1) an instrument for observing participants' abilities, and 2) the ability of researchers in managing In-House Training (IHT). The data analysis used in this research is descriptive quantitative data analysis. The expected target of this study is that teachers are able to utilize learning resources within the surrounding environment. The results of the study on the ability of teachers to use the surrounding environment as a learning resource, it was found that an increase in the average score of the first cycle to the second cycle reached 0.50, while based on the percentage there was an increase in 12.45%, with the last average percentage of the second cycle reaching 87.89%, thus the level of teacher ability has shown a significant increase above the indicator of success, 85%, when viewed from the results based on the conversion of the average value of the second cycle reaching 4, with the "very good" category. Furthermore, the results of research related to the management of the implementation of IHT by researchers in delivering material using the surrounding environment as a learning resource, the results obtained the average score in cycle I; 3.29, with a percentage of 82.12%, the conversion value reached; 3, with the "Satisfactory" category, while in the second cycle the research results total average score of 3.59, based on a percentage of 89.65%, value conversion; 4, with the category "Very Satisfactory", when compared to cycle I; there is an increase; 7.53%, if it is concluded that the implementation of IHT can have a positive impact on increasing the ability of participants to utilize learning resources using the surrounding environment.

Keywords: Learning Resources, the surrounding environment, In House Training (IHT)

INTRODUCTION

Schools are formal institutions that function to help especially parents in providing education to their children. Schools provide complete knowledge, skills and attitudes to their students according to what they need. Similarly, the definition of a school is an educational institution specifically designed to educate students/students under the supervision of teachers or teachers. Meanwhile, according to the Great Indonesian Dictionary or Kamus Besar Bahasa Indonesia (KBBI) the definition of school is an institution or building used for learning and teaching activities in accordance with the level of education "Elementary School, Junior High School, and Senior High School". Therefore it is a building or institution for learning as well as a place to receive and give lessons. So, the school as a social system is limited by a set of elements of activities that interact and form a school social unit that is active and creative, meaning that schools can produce something that is beneficial to the community. All of these school functions will not

be effective if the components of the school system do not work well, because the weakness of one component will affect the other components which in turn will also affect the running of the system itself. One of the components of the school is the teacher.

Teachers are required to be able to develop curricula, master materials, master learning methods, and no less important teachers must also be able to manage classes in such a way that learning takes place actively, innovatively and fun. However, according to Erman Suherman (<http://educare.e-fkipunla.net>), generally during the pandemic, teachers still experience online learning difficulties, students are passive (considering that learning is not done face-to-face). The teacher provides material concepts online, while students receive less familiar material. According to Erman Suherman, there are two things that cause students not to enjoy (enjoy) learning, students are not prepared in advance by (at least) reading the material to be studied, students come without knowledge, such as carrying an empty container. Worse yet, students do not realize the true purpose of learning, do not know the benefits of learning for their future.

Based on the principal's observations of teacher activities in conducting online teaching and learning processes in the era of the Covid-19 pandemic, teachers at SD Negeri Banjarharjo, Kalibawang, have encountered several obstacles to learning so far:

1. Teachers have difficulty in developing learning concepts in the era of the covid-19 pandemic related to utilizing learning resources in the surrounding environment.
2. Passive teachers in managing the learning process depend on textbooks, not linking the surrounding environment to online learning.
3. Teachers are not used to using the surrounding environment as a learning resource in the era of the covid-19 pandemic.
4. The teacher does not associate learning materials with everyday life in the environment around students.
5. Teachers teaching during the pandemic still use conventional methods by means of students taking subject matter to school.
6. Student achievement during the COVID-19 pandemic is still relatively low.
7. The teacher's learning is not fun for the students.
8. Lack of interest in learning by students towards online learning in the era of the covid-19 pandemic.

As educators, learning in the era of the COVID-19 pandemic has become less effective because it only prioritizes intellectual aspects and ignores aspects of character building through the use of the surrounding environment. This is certainly an obstacle for teachers. Principals through research want to turn these obstacles into strengths in managing teaching and learning activities effectively and efficiently through the use of the school environment using online learning, so that later they will get satisfactory results.

Based on the background of the problem above, the researchers formulated the research problem in the form of the following questions:

1. "Is In House Training (IHT) able to improve the ability of teachers to utilize the surrounding environment as a learning resource"
2. How is the teacher's response to improving the ability of teachers to use the surrounding environment as a learning resource through In House Training (IHT)?

To answer, the author tries to provide solutions for teachers to implement environmental-based learning through In House Training (IHT) to improve the ability of teachers in the online learning process by using various learning tools needed by teachers such as: lesson plans, teaching aids, collection techniques data, and instruments needed to assist teachers in managing the classroom and evaluating the learning undertaken.

Literature Review

School is a system of social interaction of an organization as a whole consisting of personal interactions related together in an organic relationship [1]. A school is a building or institution for learning as well as a place to receive and give lessons [2]. So, school as a social system is limited by a set of activity elements that interact and form a school social unit that is so creatively active, meaning that schools can produce something that is beneficial to society. The main goal is to teach, manage, and educate students through online guidance provided by educators or teachers.

Competency is the unanimity of mastery of knowledge, skills, and attitudes that are displayed through the performance achieved after completing an educational program [3]. Furthermore, Essentially the

standard of teacher competence is to get good and professional teachers, who have the competence to carry out the functions and goals of schools in particular, as well as educational goals in general, according to the needs of the community and demands of the times [4].

As students, apart from interacting with other people, they also interact with a number of other living things and inanimate objects. Living things include various plants and animals, inanimate objects include air, water, and soil. Humans are members of the environment who play an important role in the continuity of the fabric in the system. The environment is the unitary space of all objects and conditions of living things, including humans and the behavior of other living things. The environment consists of biotic elements (living things), abiotic (inanimate objects) and human culture. The environment is a rich and interesting learning resource for students. Any environment can be a fun place for students. So, anytime and anywhere, when there is interaction between students and learning resources. Of course the teacher is not the only source of learning. Whatever, whether the environment, nuances, tools, other materials can serve as a learning resource.

1. Types of Environmental Learning Resources.

a. Social environment.

The social environment as a learning resource relates to social interactions with community life such as social organizations, customs and habits, livelihoods, culture, education, population, government structures and religion.

b. Natural Environment.

The natural environment is concerned with everything that is natural, such as geography, climate, temperature, air, seasons, and so on. The natural environment is appropriate for use in the field of natural science studies.

c. Artificial Environment.

The environment is deliberately created or built by humans for certain purposes that are beneficial to human life. Students can study the artificial environment from several aspects, its use, maintenance and other aspects related to development and the interests of humans and society in general.

The three learning environments above can be used by teachers in carrying out the learning process activities at SD Negeri Banjarharjo Kalibawang either individually or together. The use of the surrounding environment can be carried out during class hours or outside class hours in the form of student assignments or in special times that are deliberately prepared at the end of the semester or mid-semester.

2. Utilization of the surrounding environment as a learning resource.

a. Growing student learning activities.

The use of various methods or methods is a demand and need that must be met in teaching and learning activities. There are so many values and benefits that can be achieved from the environment as a learning resource.

b. Bringing students to observe the environment will add balance in learning.

Learning does not only occur in the classroom but also outside the classroom, in this case the environment as a learning resource that greatly influences physical development, social and cultural skills, development and intellectual.

The use of various methods or methods is a demand and need that must be met in teaching and learning activities. There are so many values and benefits that can be achieved from the environment as a learning resource. However, it is necessary for the creativity and innovative spirit of the teachers to be able to take advantage of the environment as a learning resource. For this reason, there is a need for training for teachers so that the ability of teachers to develop online learning via online using WhatsApp groups can be carried out properly. One of the steps taken by the principal is to conduct training with the In House Training (IHT) model which was carried out by researchers first.

Training is a planned effort that is carried out in order to achieve mastery of skills, knowledge, and attitudes that are relevant to work [5]. While training is a systematic process of changing the behavior of employees in a direction to improve efforts to achieve organizational goals (Training is related to the skills and abilities of employees to carry out current work, have a current orientation and help employees achieve certain skills and abilities in order to succeed in carrying out their work) [6].

In House Training is a training program that is held in its own place, as an effort to improve the competence of teachers, in carrying out their work by optimizing existing potentials [7]. In House Training is a training that carried out internally by schools, or other places designated as training providers based on the idea that some abilities in improving teacher competencies and abilities do not have to be done externally, but can be done internally by teachers as trainers who have competencies that are not yet

possessed by teachers. another teacher [8]. While the conditions for participants in IHT are a minimum of 4 people and a maximum of 15 people [8]. In conclusion, the in-house training referred to in the research is training organized by the principal in order to improve the ability of teachers in online learning, in the use of environmental learning resources in the era of the covid-19 pandemic, and carried out at SD Negeri Banjarharjo, Kalibawang,

In-house Education/In-house Training Program is a training or coaching effort carried out by school principals through school action research to provide opportunities for teachers who are assigned functional teacher positions [9]. In house training is given to teachers who are deemed necessary to improve their skills/knowledge in the use of learning resources using the surrounding environment according to the development of science, in the era of the covid-19 pandemic, especially in the field of learning. In House Training is a training program organized by the education unit by using its own training venue, own equipment, determining participants and bringing in their own trainers. So, you prepare a place (be it at the office, in a hotel, etc.) then provide the equipment and bring in trainers that are suitable for certain topics needed. It is necessary to provide training to teachers as part of the requirements for continuing education. This is also very much needed to maintain the quality of human resources and maximize the potential they have relevant to what they face in working in the era of the Covid-19 pandemic.

Education is a process of developing human resources [10]. Education is intended to foster the ability or develop the thinking ability of teachers, increase the ability to issue ideas for teachers so that they can carry out their duties as well as possible. Education provides knowledge about certain subjects, but it is more general and more structured for a much longer period of time [11]. One way that is considered effective in implementing coaching is by implementing it in the teacher's place of teaching, so that all citizens schools, students and teachers together get coaching. In-house training methods allow for significant changes at the school level.

A more general definition of in-house training is an effort to improve the knowledge and skills of teachers in certain fields according to their duties in order to increase their efficiency and productivity [12]. In the application of the coaching method, the coach or resource person visits each school to conduct coaching. With in-house training activities, problems in the form of obstacles or obstacles related to the implementation of research can be overcome directly.

In House Training (IHT) is carried out well, systematically arranged, planned, implemented and followed up in accordance with research procedures packaged using In House Training (IHT) can improve the ability of teachers to utilize learning resources from the natural surroundings. At SD Negeri Banjarharjo Kalibawang, Kulon Progo Regency, for the 2020/2021 academic year. The implementation of IHT is expected to have a positive impact on the ability of teachers to utilize the natural surroundings as a learning resource. Study of theory and framework of thinking, it is suspected that a quality learning process carried out by professional teachers will have an impact on productivity in increasing teacher professionalism.

To realize quality schools, the role of the principal is very important in monitoring, and monitoring evaluation aims to improve the quality of teacher learning. The principal's efforts to realize a good school management system, one of which is to carry out teacher development through the implementation of IHT, so that it can always improve the quality of learning and there is no gap between the implementation program plan and the teacher's ability, so that the results of the activities will be in line and get results that are directly proportional. To determine the level of effectiveness and productivity of the learning process, it is necessary to have appropriate control and measuring tools. to determine the extent to which the effectiveness and productivity of the learning process using natural resources around.

RESEARCH METHODS

The School Action Research is a real action research to improve school conditions in order to improve the quality (teachers, principals,) to correct errors of action to become more professional and have a positive impact on improving performance or improving school performance in innovating, improve work practices and also develop knowledge. Approach Research using a qualitative approach is more descriptive of the data collected in the form of words or pictures, so it does not emphasize numbers, research settings, research locations are carried out in public elementary schools [13]. Banjarharjo Kalibawang, Kulon Progo Regency. The implementation time is January to May 2021 starting from the pre-research stage until the action is carried out until reporting.

Subjects in the study of teachers at SD Negeri Banjarharjo, Kalibawang, amounted to 9 people,

consisting of 2 men and 7 women. The object of research is In House Training to improve the ability of teachers to use learning resources by utilizing the surrounding environment. Factors observed and researched, the ability of teachers to utilize the surrounding environment as a learning resource. The principal's activities during IHT implementation, learning scenarios and determining topics for teachers will be interesting when presented. The research framework can be seen in **FIGURE 2**.

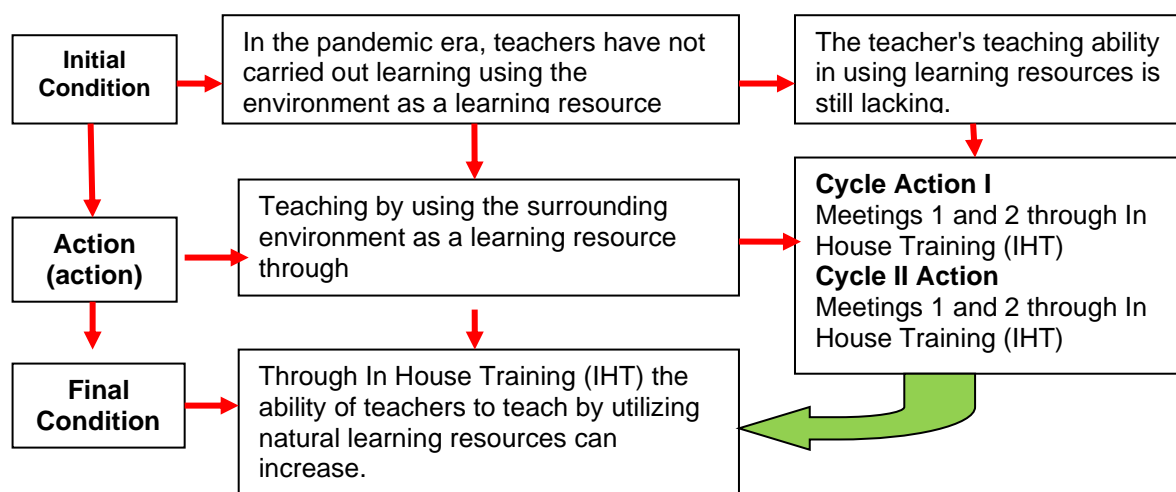


FIGURE 2. School Action Research Flow

The performance indicator set was the improvement of the teacher's ability to use the surrounding environment as a learning resource through In House Training (IHT) seen from the evaluation results, teacher responses to learning and teacher activity. on the use of the surrounding environment as a learning resource and the ability of the principal, in implementing In House Training (IHT).

Data collection techniques, researchers used several methods, including: participatory observation; so that the desired data is in accordance with what is intended by the researcher. Observation, the researcher is involved with the activities of the teacher being observed or used as a source of research data. While making observations, the researcher processed the data sources. Through participant observation, the data obtained will be more complete, sharp and to know the level of meaning of each behavior that appears. In addition to the researchers participating in the observation, the researcher also acts as a facilitator. So that researchers also direct IHT participants to carry out actions that lead to the data desired by researchers.

Through the method, researchers can observe directly the object under study, to obtain data on the state of the research location, which was carried out by the participants. Direct observation of researchers implementing IHT, conducted using participant observation instruments along with IHT implementation, to measure the success rate of IHT implementation, so that researchers get a direct picture of the success rate. Observation instruments include introduction, core activities; (Exploration, Elaboration, and Confirmation) and closing. The method of measuring the results of participants' work to get the extent of ability can be used as a basis for researchers to determine scores in the form of numbers. Measurement of learning achievement is carried out with the aim of knowing the increase in the ability of IHT participants.

Measurement of the results of the participants' work is also part of a series of activities to utilize learning resources using the surrounding environment to improve the ability of teachers at SD Negeri Banjarharjo, Kalibawang, Kulon Progo Regency. through In House Training (IHT), including; 8 aspects consist of 13 indicators. The approach is used to find out data related to initial observations to find out data on lower grade, upper grade teachers and subject teachers at SD Negeri Banjarharjo Kalibawang, Kulon Progo district in utilizing learning resources around the environment in the era of the covid-19 pandemic, and other related data.

The data analysis techniques used in this research is quantitative data in the form of observations of the ability of researchers in delivering material on the use of learning resources with the surrounding

environment through In House Training (IHT) using qualitative descriptive analysis techniques to determine the ability of researchers and IHT participants. The presentation of quantitative data is presented in the form of presentation and numbers with reference to the following formula.

- a. The formula for calculating the percentage is as follows:

$$P = \frac{\Sigma \text{ Score}}{\Sigma \text{ Maximum Score}} \times 100$$

- b. The formula for calculating the average value is as follows

$$x = \frac{\Sigma X}{\Sigma N}$$

Description:

x = average value

ΣX = Number of all participant scores

ΣN = Number of participants

The calculation of the percentage using the formula above must be appropriate and pay attention to the criteria that have been set based on the research methodology which is grouped into 4 categories which can be seen in TABLE 1.

TABLE 1. Category and value conversion based on criteria

Criteria	Value Conversion	Category
85 % < X ≤ 100 %	4	Very satisfy
65 % < X ≤ 84 %	3	Satisfying
45 % < X ≤ 64 %	2	Good enough
0 % < X ≤ 44 %	1	Less satisfactory

Qualitative data is data on learning outcomes, observations of researchers' skills in presenting material and participants' abilities in utilizing learning resources in the surrounding environment through In House Training (IHT). Qualitative data is presented in sentences separated by categories to obtain conclusions. The teacher's ability data can be analyzed qualitatively to obtain conclusions using the appropriate criteria in TABLE 2.

TABEL 2. Category and value conversion based on criteria

Success Criteria	Value Conversion	Category
85 % < X ≤ 100 %	4	Very good
65 % < X ≤ 84 %	3	Good
45 % < X ≤ 64 %	2	Enough
0 % < X ≤ 44 %	1	Not good

Successful performance by using learning resources in the surrounding environment through In House Training (IHT). To improve the ability of teachers and principals as researchers with the following indicators indikator:

1. The ability of participants to use learning resources in the surrounding environment is 65% < X 84% with at least good criteria.
2. The skills of the principal in presenting material using environmental learning resources through In House Training (IHT). Based on Guidance of 65% < X 84% with at least good criteria.

RESULTS AND DISCUSSION

Before carrying out the research, the researcher first conducted a document study and observed teacher performance, to find preliminary data on the teacher's ability to prepare a lesson plan and its implementation into the realm of learning by utilizing learning resources using the surrounding environment at SD Negeri Banjarharjo, Kalibawang, Kulon Progo Regency. To determine the ability of teachers to teach skills using learning resources around the environment. The researcher first observed the teaching skills of the teachers in September to December. The initial stage of research was carried out with the aim of obtaining data which would later be used as material for the preparation of follow-up plans for improvement through school action research.

Observation activities are carried out by the principal, teaching teachers are very dependent on student books and teacher books and making questions are still copies of other people. Teachers rarely use other learning resources in delivering learning. Many teachers find it difficult because they are still in the concrete operational stage regarding the appeal of the education office and even the ministry of education to use source books that cannot be separated from the real world. Teachers act as learning actors and do not involve students in learning so that many students are less creative.

Based on initial observation data, the ability of teachers to compose subject matter during the COVID-19 pandemic is still low. Judging from the results of observations of the ability to compose subject matter by utilizing learning resources from the surrounding environment, from 9 teachers consisting of 6 classroom teachers and 3 subjects still not utilizing learning resources from the surrounding environment, as evidenced by the results of initial observations in the following TABLE 3.

TABLE 3. The results of the initial observation of the teacher's ability to use learning resources in the surrounding environment

No	Indicator	Average Score						PJO K	PAI
		1 st class	2 nd clas s	3 rd class	4 th clas s	5 th cla ss	6 th class		
	Average								
	Number of	2.47	2.56	2.39	2.42	2.6	2.47	2.42	2.56
	Classes					1			
	Percentage	61.81	63.8	59.72	60.4	65.	61.81	60.4	63.8
	(%)		9		2	28		2	9
	Convert	2	2	2	2	3	2	2	2
	value								
	Category	Enoug h	Enoug h	Enoug h	Enoug h	Go od	Enoug h	Enoug h	Enoug h

TABLE 3 above shows the results of observations from 8 teachers consisting of 6 classroom teachers and 2 subject teachers who carry out the learning process utilizing environmental learning resources, there is 1 person, when presented is 12.50%, compared to those who have never used environmental learning resources around 7 people, reach; 87.50%, these results encourage school principals to take steps to improve through private universities with the aim of improving the ability of teachers at SD Negeri Banjarharjo, Kalibawang, Kulon Progo district.

1. The ability of teachers to utilize learning resources using the surrounding environment.

The learning process in the Covid-19 pandemic era causes problems related to the learning process, not all teachers can solve these problems. The principal of SD Negeri Banjarharjo has the same problem, to solve the problem of conducting school action research through IHT. The principal believes that teaching ability is a systematic process carried out by the teacher, the material learning process is closer, easy for students to understand. about the benefits of the environment around learning through online. The results of the research cycle I and cycle II of the teacher's ability to carry out learning using learning resources in the surrounding environment can be seen in the following TABLE 4.

TABLE 4. The results of observations of the teacher's ability to utilize learning resources using the surrounding environment. at SD Negeri Banjarharjo Kalibawang in the 2020/2021 school year.

No	Indicator	Total average score (%) cycle I	Total Score Average (%) cycle II
1	Determining core competencies/basic competencies	3.03	3.66
2	Set the theme and sub-themes.	3.13	3.57
3	Determine subject matter that is in accordance with learning resources in the natural environment	3.19	3.51
4	Collecting data on various objects in the form of inanimate objects and their uses around us.	3.00	3.47
5	Collecting data on various forms of living things and their uses around	2.82	3.25
6	Choose the object to be observed/researched (Scientific work)	2.88	3.47
7	Collaborate with friends in carrying out an activity in groups (scientific work)	3.04	3.50
8	Actively explore the Environment (scientific work)	123.13	3.57
Total score average		3.02	3.52
Percentage		75.44	87.89
Convert value		3	4.00
Category		Good	Very Good

TABLE 4 above shows the level of ability of IHT participants related to the use of learning resources using the environment. The average score obtained from the first cycle to the second cycle is 0.50, based on the process, there is an increase of 12.45%, the average percentage of the last cycle II is 87.89% showed a significant increase above the success indicator, 85%, when viewed from the conversion results the average value of the second cycle reached 4, the category "very good".

The results of the study increasing the ability of teachers to use learning resources with the surrounding environment through In House Training (IHT) have a positive impact on the ability of teachers at SD Banjarharjo, Kalibawang, Kulon Progo Regency, Sapruloh; 2018; said that action research can be used to measure teacher competence in utilizing the school environment as a learning resource through In House Training (IHT) activities, which increased significantly in each teacher cycle at SDN Banjarharjo Kalibawang. Hadari Nawawi (1983:113) quoted by Dadang Dahlan states that In Service Training is an effort to improve the knowledge and skills of teachers in certain fields according to their duties in order to increase efficiency and productivity in these fields.

2. Implementation of IHT by researchers in utilizing environmental learning resources around Cycle II Meeting 2.

Efforts to improve the ability of teachers to carry out the learning process in the era of the covid-19 pandemic, researchers held In House Training to create effective learning conditions, training carried out to improve teacher abilities did not have to be done externally, but could be done internally in schools. IHT participants were all Banjarharjo Elementary School teachers consisting of 6 class teachers and 3 subject teachers. Sujoko and Danim, it appears that the essence of IHT is an activity to improve the ability of teachers by using all the facilities and infrastructure available in schools. IHT in this study is the principal's effort to improve the ability of teachers to utilize learning resources with the surrounding environment with online learning during the Covid-19 pandemic era.

The results obtained are based on observations made by participants on the implementation of IHT

researchers in cycles I and II, the ability of researchers to show very significant developments, there are developments related to the implementation of holding IHT In House Training for SD Negeri Banjarharjo teachers, Kalibawang, Kulon Progo Regency, the results are listed in the following TABLE 5.

TABLE 5. The results of observations on the implementation of IHT by researchers in utilizing environmental learning resources around Cycle II Meeting 2 at SD Banjarharjo, Kalibawang

No.	Observed aspects	Total Score Average Cycle I (%)	Total Score Average of Cycle II (%)
1.	Preliminary activities	3.44	3.66
2.	Core activities		
	a. Exploration	3.27	3.60
	b. Elaboration	3.25	3.59
	c. Confirmation	3.18	3.46
3.	Closing Activities	3.31	3.63
	Total Average Score	3.29	3.59
	Percentage	82.12	89.65
	Value Conversion	3	4
	Category	Satisfying	Very satisfy

TABLE 5 above shows the results obtained by the action research conducted by the principal through the IHT theme of improving the ability of teachers to use learning resources by utilizing the surrounding environment. The results of observations of the average score of the first cycle; 3.29, 82.12% percentage, indigo conversion; 3, the "Satisfactory" category, when compared with the initial observations before the action research was carried out, the average value reached 2.6, the percentage; 65.28%, value conversion; 3, the category "Satisfactory" there is 1 teacher so that there is an increase; 16.84%. Cycle II research results total average score reached 3.59, the percentage; 89.65%, value conversion; 4, category "Very Satisfactory", when compared to cycle I; 7.53%, the results of the IHT conducted by researchers, showed an increase in the ability of participants to utilize learning resources using the surrounding environment. There is an increase in the achievement of every aspect and indicator that is observed based on the competence of the principal with the achievement of an average score of the IHT implementation of the action steps taken by the principal, the PTS is declared successful.

CONCLUSION

The results of the study, it can be concluded that learning utilizes the surrounding environment as a source of learning the most effective way to develop students' critical thinking. The results of the research prove that there is an increase in the acquisition of the average score before the research (Pre-study) the learning process is very low. after being implemented through In House Training (IHT) it turned out to have increased from Pre research to Cycle I and Cycle II. The conclusions based on the formulation of the problem and the hypothesis of action research can be described as follows: 1) There is an increase between the results of the Pre-research and the first cycle of research in improving the ability of teachers by utilizing the surrounding environment through IHT. It can be seen from the change in the average score of the development of the ability of IHT participants based on the last process of cycle II reaching 87.89%, showing a significant increase above the success indicator, 85%,. 2) There is an increase in the results of research that utilizes the surrounding environment as a learning resource through In-House Training (IHT) researchers in delivering material utilizing the surrounding environment as a learning resource. Based on the research results and conclusions, several suggestions can be made regarding the implementation of the use of the environment as a learning resource.

1. Teachers can take advantage of the surrounding environment as a learning resource to develop students' critical thinking skills. Training is needed through In House Training (IHT)
2. In order for learning to be carried out effectively, teacher expertise is needed to design learning plans that are in accordance with learning objectives, which are faced in the era of the covid-19 pandemic.
3. For further researchers, the results of this study can be used as reference material and a comparison with different learning models.

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