

Increasing Teacher Capacity Using the Index Card Match Type Active Learning Model Through Continuous Mentoring at SD Negeri 1 Samigaluh, Kapanewon Samigaluh Academic Year 2022/2023

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ABSTRACT: The School Action Research aims to improve teachers' abilities in using the card match index type learning model through continuous mentoring at SD Negeri 1 Samigaluh for the 2022/2023 school year. This type of school action research is carried out in 2 cycles, where each cycle consists of 2 meetings each. The implementation steps use research methods/procedures, which are carried out based on the planning, implementation, observation and reflection stages. The research subjects were 8 teachers at SD Negeri 1 Samigaluh, Kapanewon Samigaluh, Kulon Progo Regency for the 2022/2023 academic year, consisting of class teachers and mapel teachers. The research object is about using the card match index type learning model. Results of action research on sustainable mentoring schools using the card match index type active learning model. shows that through mentoring it can be proven by increasing observation results at each meeting. The results of the research can be stated that the activeness of mentoring participants in participating in all physical and non-physical activities of participants in the process of mentoring activities is optimal so that it can create a conducive atmosphere and can increase activeness in participating in mentoring using the card match index type active learning model at SD Negeri 1 Samigaluh Kapanewon Samigaluh Kulon Progo Regency.

Keywords: learning model, index card match type, ongoing mentoring

INTRODUCTION

The Merdeka Curriculum is a diverse intracurricular learning curriculum where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies [1]. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Intracurricular learning activities for each subject refer to learning outcomes. Student profile strengthening project activities are aimed at strengthening efforts to achieve student profiles that refer to graduate competency standards. Schools have the authority to develop and manage learning curricula according to the characteristics of educational units and students.

Learning in the independent curriculum through project activities is expected to provide wider opportunities for students to actively explore actual issues such as environmental, health and other issues to support the development of character and competency profiles of Pancasila students [2]. There are two main activities in the independent curriculum structure, namely regular learning and protecting the profile of Pancasila students. The 2013 curriculum uses a scientific learning approach for all learning. Meanwhile, the independent curriculum uses differentiated learning according to student achievement stages. If seen from the implementation of the 2013 curriculum, it is still not optimal. Maximum learning requires understanding/ability to implement learning methods that are appropriate to the phases.



A phenomenon that occurs in almost every elementary school in Kapanewon Samigaluh is that teachers' ability to carry out the learning process is still difficult in choosing the right learning method. This incident even occurs generally in elementary schools in Kulon Progo Regency. Teachers need coaching and mentoring by school principals and supervisors. Policies related to the curriculum are interesting to continue to study, especially academically. This is because the curriculum is an important aspect of the educational process, and is always undergoing a process of renewal along with developments occurring in schools. Therefore, curriculum renewal must be seen as a demand for change. The dynamics of curriculum development as a demand for change is something that is imperative so that the current curriculum remains relevant to needs. The change in the 2013 KTSP curriculum to an independent curriculum aims to increase students' curiosity and activeness. The new curriculum, apart from assessing active questioning, also assesses the process and results of regular learning observations and practices to strengthen the profile of Pancasila students who are invited to think logically.

Based on the problems above, researchers took steps to improve learning process activities by conducting research as one way to overcome problems in learning process activities carried out by teachers through continuous mentoring. Mentoring is a process, a method of accompanying or assisting. Therefore, to overcome the above problems and based on experts, the researchers conducted research with the title "Increasing Teacher Capacity Using the Card Match Index Type Learning Model Through Continuous Assistance at Ngaliayan Kapanewon Samigaluh Elementary School for the 2022/2023 Academic Year".

Ability is an individual's capacity to carry out various functions in a job. Furthermore, it is said that the entire ability of an individual is essentially composed of two sets of factors, namely intellectual ability and physical ability, a person's ability will also determine behavior and results. Intelligence is a natural talent that helps employees learn certain tasks faster and perform them better [3]. Ability is an individual's capacity to carry out various tasks in a particular job [4].

A learning model is a plan or pattern that can be used to develop and direct learning in the classroom or outside the classroom in accordance with the developmental characteristics and learning characteristics of students which is reinforced by Arends in Suprijono that the learning model refers to the approach used including the objectives- learning objectives, stages in learning activities and classroom management [5]. The learning model is used by teachers as a guide in planning classroom learning. The active learning model is a learning approach that involves more student activities in accessing various information and knowledge to be discussed and studied in the learning process in class so that they gain various experiences that increase their understanding and competence. furthermore; In active learning, teachers position themselves more as facilitators, whose job is to make learning easier for students [6].

One example of an active learning model, namely the index card match type, is a form of learning that is used to overcome learning problems by matching or looking for pairs of cards that contain questions with answers [7]. As stated, the card match index type is a fun and active learning model for reviewing previous or subsequent learning material that has been taught which is characterized by playing cards by looking for partners using pieces of paper containing questions and answers.

Learning is structured based on the syntax of the card match index type active learning model which is arranged in sequential phases consisting of eight phases, in detail which can be seen in Table 1.

TABLE 1. Syntax of the index card match type learning model

Phase	Teacher Behavior
Phase 1: Prepare index cards	Prepare as many index cards as there are students in the class.
Phase 2: Divide the index cards into two parts	Divide the index cards into two parts, namely half containing the question cards and the other half containing the answers.
Phase 3: Randomly mix up the index cards	Mix all the index cards randomly so that the question cards and answer cards are mixed up.
Phase 4: Distribute index cards and explain learning activities	Distribute index cards to all students in the class, then the teacher explains the rules of the game using index cards in learning
Phase 5: Presenting results index card matching	Ask students to present the results of the index card matching that has been done in front of the class.
Phase 6: Make learning classifications and conclusions	Discuss the results of index card matching that students have done and make learning clarifications. Then together

	with the students make conclusions about the learning that has been done
Phase 7: Evaluate learning	Measuring the extent to which students understand the learning material by using learning evaluation questions.
Phase 8: Closing the learning	End the learning by giving awards/recognition to students for the achievements they have achieved.

As a basis for teachers carrying out learning process activities, they must have more mature planning, and be able to develop according to the character of students to choose and determine learning models packaged in teaching modules and learning implementation plans. The teacher designs learning implementation plans for all meetings which are adjusted to the scheduling in the educational unit. A learning implementation plan is a plan for face-to-face learning activities for one or more meetings. Learning implementation plans are developed in the syllabus to direct students' learning activities in an effort to achieve basic competencies. Every educator in an educational unit is obliged to prepare a learning implementation plan. Learning implementation plans are prepared based on basic competencies or sub-themes which are carried out in one or more meetings.

The independent curriculum teaching module replaces the 2013 curriculum learning implementation plan. The teaching module is the implementation of a flow of learning objectives developed from learning outcomes with the Pancasila student profile as the target. Teaching modules are arranged according to the phase or stage of student development, considering what will be learned with learning objectives and based on long-term development. Teachers need to understand the concept of teaching modules so that the learning process is more interesting and meaningful. So the definition of driving school curriculum teaching modules is planning that is prepared according to the phase or stage of student development, teaching modules are developed based on the flow and objectives of learning. For this reason, researchers need to take steps through mentoring.

Mentoring is work carried out by facilitators or companions (school principals, supervisors, or facilitator officers) in various program activities related to their duties as school principals [8]. Mentoring is a strategy commonly used by school principals in an effort to improve the quality of education and the quality of human resources, so that they are able to identify themselves as part of the problems they are experiencing and try to find alternative solutions to the problems they face. Therefore, mentoring means assistance from the school principal, as well as external parties, both individuals and groups to increase awareness in order to fulfill needs and solve problems. From this understanding, it can be concluded that mentoring is the provision of assistance to individuals/teachers on an ongoing and systematic basis carried out by school principals who have received special training for this, intended so that individuals can carry out their duties well, and can direct themselves and adapt to task to be able to develop his potential optimally as a teacher

Based on the active learning model, card match index type in order improve learning outcomes by considering that the learning model is able to develop and channel knowledge, values and learning experiences of students, is also able to develop thinking abilities, problem solving, social skills (group and communication) as well as the existence of a teaching and learning process for students that further strengthens memory. students towards learning material. Learning outcomes are the level of achievement that students have achieved towards the goals set by each field of study after following a learning program within a certain time [9].

RESEARCH METHODS

The type of research used by researchers is descriptive qualitative research. Qualitative research prioritizes natural settings and natural methods so that it can be presented directly and will produce descriptive data in the form of the author's or spoken words. This can be measured with numbers, even if only by simply qualifying it in the form of a percentage. Meanwhile, the design used is school action research. This school action research is action research carried out by teachers in the classroom in cycles, in order to solve problems until the problem is solved [10].

The place of research was carried out at SD Negeri 1 Samigaluh Kapanewon Samigaluh, Kulon Progo Regency. The research was carried out at the same time as the odd semester in the 2022/2023 academic year. The subjects of this research were teachers at SD Negeri 1 Samigaluh with a total of 8 teachers consisting of 6 class teachers and 2 subject teachers. The research object focuses on the use of continuous mentoring to improve teachers' abilities to use the card match index type learning model at SD Negeri 1 Samigaluh.

School action research design, namely research carried out to solve learning process problems in schools. This research takes the form of school action research, namely improving teacher performance through class visits in order to implement process standards, which consists of 3 cycles and each cycle

consists of 4 stages, namely: (1) action program planning stage, (2) action program implementation , (3) program observation, (4) reflection. The research procedure is based on a research design that has been previously planned. The research design consists of 2 cycles, each cycle consisting of 2 meetings. If the research results have shown a significant level of development, the research will not continue in cycle III and can be ended. The framework for this research is presented in Figure 1.

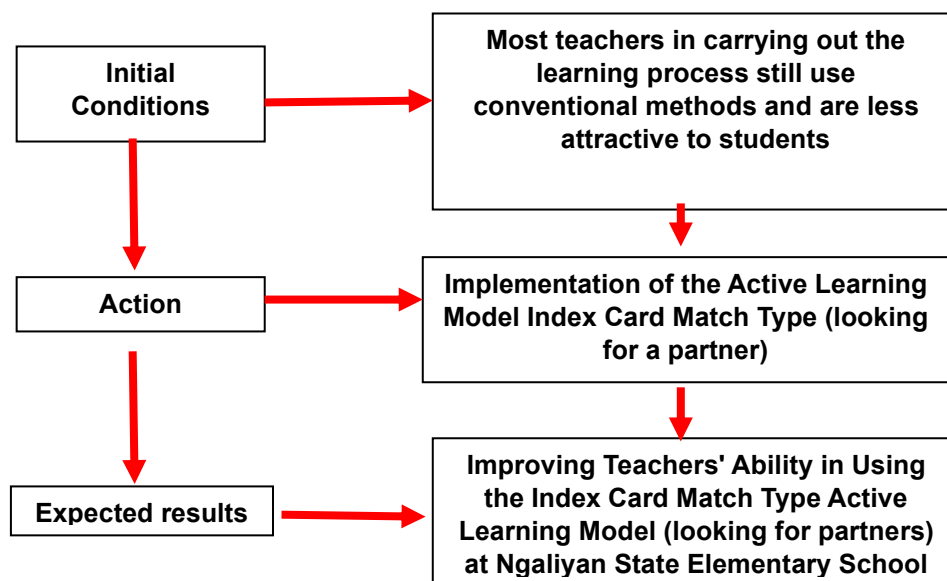


FIGURE 1. Research Thinking Framework

Figure 1 shows that in the initial conditions the learning process is still dominated by teachers using the lecture learning method, there is no variation in this method so that students are not motivated and participate actively in the learning process so that it can result in low student learning outcomes. To deal with this problem it is necessary to appropriate actions by applying the card match index type active learning model. Through this learning model, it is hoped that students can be motivated and participate actively in the learning process so that in the final condition, student learning outcomes increase.

The research data collection technique uses observation techniques by observing the research object. involving 2 observers, including the school principal as researcher and collaborator. The following is a document to further strengthen the research results in the form of photographs when mentoring participants and researchers as resource persons carried out the mentoring process using the card match index type learning model. What is obtained from the research results is qualitative data and quantitative data. Qualitative data is data obtained and analyzed not in the form of numbers but descriptions in words. The results of observing the activities of the school principal (researcher) and the results of field notes are qualitative data.

Data analysis is carried out in research to draw conclusions from all the data that has been obtained through observation. The data analyzed are the results of observing the activities of mentoring participants (teachers) and the school principal as researcher, the results of field notes, and the results of participant evaluations. Data in the form of observations of participant (teacher) activities and results of field notes were analyzed in the form of descriptions in the form of drawing conclusions. Meanwhile, the criteria for completion are if there are 85% of participants who have achieved the success indicator. To analyze the completeness of participants and the activities of mentoring participants, the formula is used:

1. Analysis of the completeness of teachers' abilities in using the card match index type learning model

$$S = \frac{R}{N} \times 100\%$$

where:

S = sought (expected) value

R = the total score of the items or questions answered

N = maximum score on the test

TABLE 2. Test Result Evaluation Criteria

Code	Grade (0-4)	Grade (0-100)	Predicate
A	4	95-100	Very good
B	3	85-94	Good
C	2	75-84	Enough
D	1	65-74	Not enough
E	0	0-64	Very less

The data analysis technique used to determine the increase in ability to use the Card Match Index Type Learning Model (Looking for a Partner) in the assessment of completion through continuous mentoring in cycle 1 and cycle 2. Meanwhile, the percentage of success is calculated by comparing the participants as a whole (maximum number of participants) then multiplied by 100%.

2. Success Indicators

The success indicator is a criterion used to see the level of success of school action research activities in improving teachers' abilities in managing learning using the "card match index type" learning model at SD Negeri 1 Samigaluh Kapanewon Samigaluh, Kulon Progo Regency. In this school action research, what will be seen are the following indicators of success:

- The teacher's ability to use the card match index type learning model at SD Negeri 1 Samigaluh Kapanewon Samigaluh Kulon Progo Regency with a score of more than 85.00.
- The principal's ability to manage continuous assistance using the card match index type learning model at SD Negeri 1 Samigaluh Kapanewon Samigaluh Kulon Progo Regency with a score of more than 85.00.

$$\text{Completion Percentage} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100\%$$

RESULTS AND DISCUSSION

The research was conducted as an effort to improve teachers' abilities in using learning models at SD Negeri 1 Samigaluh Kapanewon Samigaluh, Kulon Progo Regency. through continuous mentoring through the card match index type active learning model, it will be easier for teachers to develop learning models and for students to achieve success in learning, besides that it can also make it easier for teachers to organize learning activities according to the steps of learning activities and can also help participants students understand and remember the material that has been taught at the elementary school level in general.

Through continuous mentoring using an active learning model of the index card match type; which was carried out in 2 cycles of four meetings. In this research, the researchers also succeeded in improving the participants' ability to design learning activities by implementing an active learning model of the card match index type. The participants were able to get results that were above the indicators that the researchers had previously set. At each meeting the researcher presents assignments, namely small group and large group discussions and presentation assignments (groups). In this research, continuous mentoring also has advantages including: (1) increasing the activity of mentoring participants; (2) increasing participants' ability to carry out the learning process through microteaching using an active learning model of the index card match type; and (3) increasing the ability of resource persons/researchers in managing mentoring using the card match index type active learning model; based on the results of observations in cycle I, before carrying out any mentoring activities, researchers first provide introductory material on how to manage the learning model; to mentoring participants. This helps participants understand how to carry out their tasks. In its implementation, mentoring participants can take part in the mentoring process using an index card match type active learning model. In accordance with what was instructed by the researcher/resource person, the following results were obtained:

1. Participants' activeness in participating in mentoring cycles I and II.

After carrying out the evaluation and analysis of the research results, assisted by the collaboration, the results were obtained based on the participants' activeness in participating in the mentoring cycles I and II, which consisted of the 1st and 2nd meetings, as shown in Figure 2..

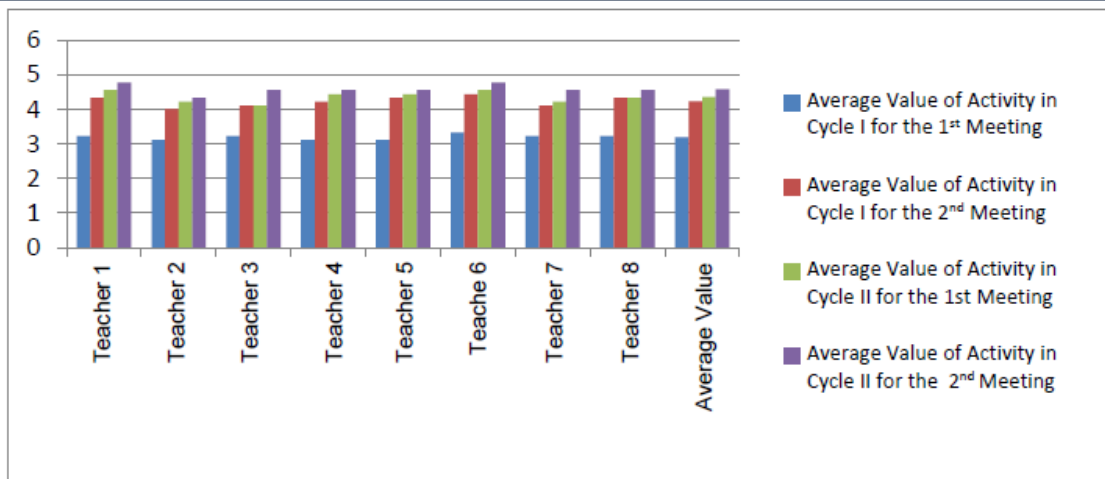


FIGURE 2. Observation results from cycles I and II based on the activity of mentoring participants

The results of the first cycle of research at the 1st and 2nd meetings related to participant activity in the table above show that applying the card match index type active learning model; The results of the analysis prove that mentoring can increase teacher activity during the mentoring activity process. as in the table above shows the average score for cycle II reached 3.71 in the "Good" category and cycle II reached 4.47 in the "Very Good" category. From these results there was an increase in the average score of 0.76. The results show that through mentoring the results of observations can be increased at each meeting. In line with the theory, the results of mentoring according to experts are a process of assisting and accompaniment, carried out in a friendly atmosphere, helping each other in joy and sorrow in order to realize the goals desired by the companion and mentee.

Based on expert opinion and research results, the activeness of mentoring participants in participating in all physical and non-physical activities of participants in the process of optimal mentoring activities so that it can create a conducive atmosphere and can increase activeness in participating in continuous mentoring using an active learning model Card match index type in elementary school Negeri 1 Samigaluh Kapanewon Samigaluh Kulon Progo Regency.

2. The ability of teachers (mentoring participants) to implement active learning models Card match index type

Based on the results of observations made by researchers after analyzing cycles I and II, the results of preparing syntax/steps/learning implementation plans/teaching modules and microteaching using the card match index type active learning model through continuous mentoring, the results obtained are shown in Figure 3.

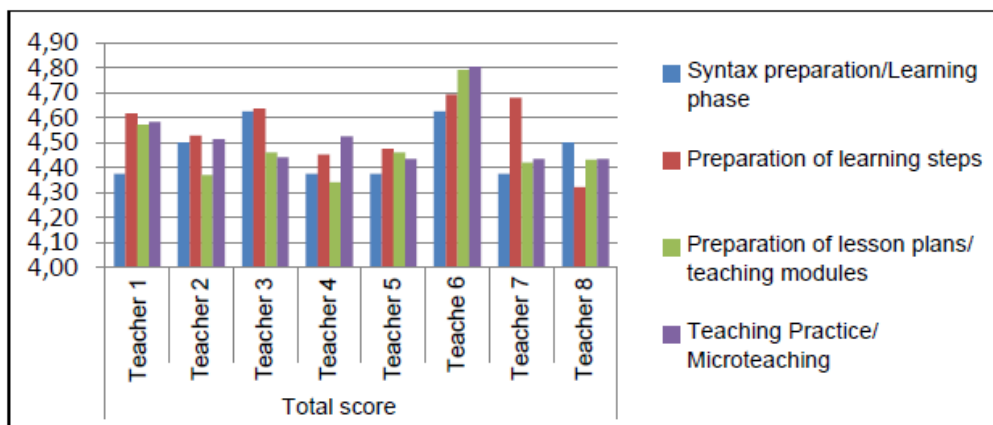


FIGURE 3. Observation results from cycles I and II of the mentoring participants' ability to implement the card match index type active learning model

One of the determining factors for the success of mentoring is the researcher's ability to manage mentoring. Mentoring management in question is managing mentoring that involves researchers, collaborators and participants/teachers as part of the activity process. This means that mentoring does not always have to be centered on the researcher, but also involves participants. This mentoring can be seen in the achievements based on the analysis of observation results from cycles I and II in Figure 3 which shows that the average score for the four aspects assessed by the 8 participants was an average score. The average syntax preparation/learning phase reached 4.47 with a score of 4 (very good). Meanwhile, the average score for preparing learning steps reached 4.55 with a score of 4 (very good). The average score obtained for preparing learning implementation plans/teaching modules reached 4.48 with a value of 4 (very good) and the average score obtained for microteaching reached 4.52 with a value of 4 (very good). These results show that research through Continuous mentoring activities have a positive impact on teachers' ability to implement the card match index type active learning model. The same thing was stated by Prabowo et al. [11] that the cooperative index card match type method creates a pleasant learning atmosphere for students. A pleasant learning atmosphere for students will make it easier for students to absorb information. so that this will have an impact on increasing student motivation in learning.

The learning model requires the teacher's ability to make learning plans, including pedagogical competence, one of which is in preparing learning implementation plans. preparation of learning implementation plans must be carried out in accordance with predetermined criteria [12]. The card match index type active learning model is related to ways to recall previously taught material, testing their current knowledge and abilities with the technique of looking for pairs of cards which are answers or questions while learning about a concept or topic in a fun atmosphere.

Based on the opinion above, the author can conclude that the card match index type active learning model is a model for recalling what they have learned and testing their knowledge and abilities with the technique of looking for pairs of cards which are answers or questions while learning about a concept or topic in an atmosphere fun between teachers and students.

3. Researchers' ability to manage ongoing mentoring.

Figure 4 presents the results of observations in cycles I and II regarding the researcher's ability to manage continuous mentoring after analysis and discussion with the help of collaborators.

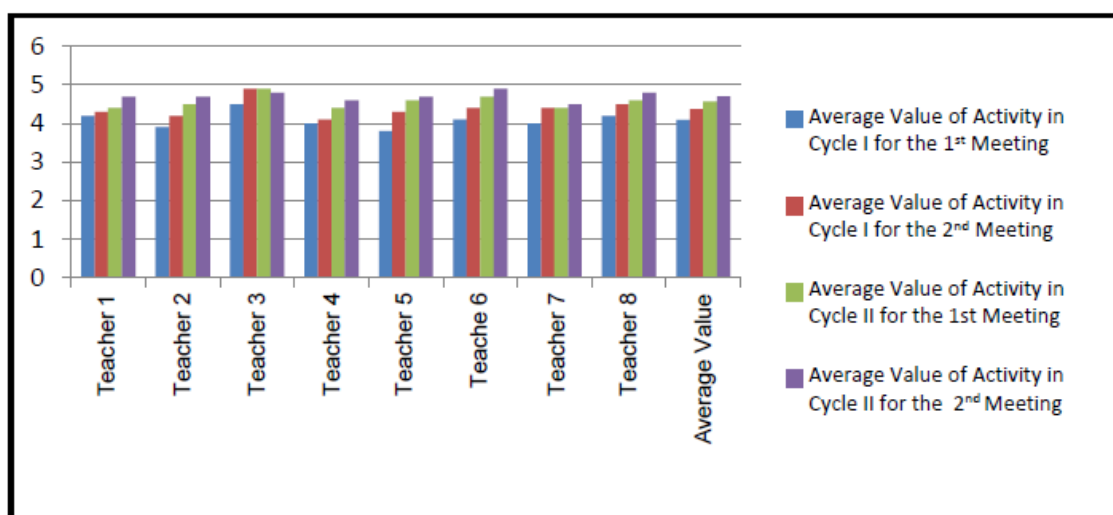


FIGURE 4. Observation results from cycles I and II of the researcher's ability to manage mentoring using the card match index type active learning model

Figure 4 shows that in general the researcher's ability to manage mentoring for cycle I and cycle II shows significant development. This is proven by the fact that the observation results related to the management of mentoring obtained the average score for cycle I based on the percentage reaching 84.60% with a value 3 categories "Satisfactory", while the average score for cycle II based on percentage reached 92.70% with a value of 4; the "Very Satisfactory" category, when viewed

from the results of cycles I and II, there was an increase of 8.10%; At each meeting the average score reached the average indicator of success previously determined by the researcher.

This shows that the implementation of mentoring using the card match index type active learning model continues to be effective and has a positive impact on the implementation of sustainable mentoring at SD Negeri 1 Samigaluh Kapanewon Samigaluh, Kulon Progo Regency.

CONCLUSION

The results of school action research carried out at SDN 1 Samigaluh Kapanewon, Kulon Progo Regency on continuous mentoring using an index card match type active learning model according to the plan consisted of three cycles, each cycle consisting of two meetings. On the participants' activeness in participating in mentoring cycles I and II. The results of the evaluation and analysis of researchers assisted by the collaboration showed that the results of the analysis proved that mentoring increased teacher activity during the mentoring activity process. The results of the research can be stated that the activeness of mentoring participants in participating in all physical and non-physical activities of participants in the process of mentoring activities is optimal so that it can create a conducive atmosphere and can increase activeness in participating in mentoring using the card match index type active learning model. Furthermore, the ability of teachers (mentoring participants) in implementing the card match index type active learning model shows that research through continuous mentoring has a positive impact on the teacher's ability to implement the card match index type active learning model. Then on the researcher's ability to manage sustainable mentoring, the results of observations from cycles I and II, the researcher's ability to manage sustainable mentoring, after analysis and discussion with collaborators, the research results showed significant development. This shows that the implementation of mentoring using the card match index type active learning model continues to be effective and has a positive impact on the implementation of sustainable mentoring at SD Negeri 1 Samigaluh Kapanewon Samigaluh, Kulon Progo Regency.

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