GUIDE-LINING FOR LEARNING TO OPTIMIZING LEARNING ACHIEVEMENT

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ABSTRACT

This study recognizes the role of variations in teaching in the learning process of third semester students in the Non-Formal Education STKIP Muhammadiyah Erekang. The problems of this study are: 1) What is the role of variations in teaching in the learning process of third semester students in the Non-Formal Education STKIP Muhammadiyah Erekang; 2) Whether through the role of variations in teaching in the learning process in Non Formal Education STKIP Muhammadiyah Erekang can improve student learning outcomes in the third semester. The research that will be used is descriptive research and reflects deeply on several aspects of teaching and learning activities. The focus of this research is to improve student learning outcomes in the subject of the role of variations in teaching in the third semester student learning process of the Non-Formal Education Study Program STKIP Muhammadiyah Enrekang. The research subjects were all students in the third semester of the Non-Formal Education STKIP Muhammadiyah Erekang with 75 students consisting of two classes namely class B totaling 35 and class A totaling 40. The instruments to be used were observation, tests and documentation. The data will be processed by percentage analysis and presented in the form of a description and presentation. The implementation plan begins by asking questions, thinking together and answering; 2) The application of the role of teaching variation in the third semester student learning process in the Non-Formal Education STKIP Muhammadiyah Erekang will improve student learning outcomes. The aims and objectives of education held in schools are non-formal education channels. The main target of education can be achieved well, it needs to begin with the concept of integration through the role of variations in teaching in the learning process of students.

Keywords: *the role, learning, variation, non formal education*

INTRODUCTION

The success of the mentoring process in carrying out its role depends very much on the state of the educational environment. As is the case with education in general, Islamic education and its environment are also family, school and community. In this case, humans from birth, always interact with the environment. It is influenced by the environment and vice versa it affects the environment.

Education in the family environment, termed the informal education path. Family environment or household environment, provides a very significant role in the process of forming the child's personality early. Because in this environment the child receives a number of values and norms that are instilled since his childhood. Islam requires families to guide and grow all aspects of a child's personality, in addition to requiring physical growth,

intellect, a sense of spiritual art, and morals to face life in society. The Muslim family home is the main fortress where children are raised through the guidance of both parents. Wlodkowski and Jaynes stated that the influence on the process of growth and development of children in all respects, and includes influencing children's learning motivation, is determined by the guidance process carried out by the family. Therefore, parents should appear as primary mentors for children. With good and correct guidance, it is likely that these children will achieve optimal success.

In line with the interests and future of children, parents send their children to school, and institutionally the school here is referred to as a formal education channel. The school functions as a vehicle for guidance in directing students towards a more positive direction, especially directing students to be directly involved actively in the learning process.

The problem of learning is at the core of activities at school, because everything in the school is dedicated to the success of the learning process for every student who is studying at the school. Therefore, providing services, guidance at school also means providing learning services for each student.

Guidance in schools is defined as a process of assistance to students that is carried out continuously so that students can understand themselves, so they are able to direct themselves and behave appropriately, according to the demands and circumstances of the school, family and community. With the formulation of the goals of guidance in school as mentioned, it is clear that what is to be achieved in guidance is personal happiness, an effective and productive life, the ability to live together with others, and harmony between the ideals of students with their abilities.

The guidance objectives mentioned above are first and foremost goals. These goals are mainly aimed at students as individuals who are given assistance. Thus, guidance through the school system should be given special emphasis. It is said so because the school system has a regular, multilevel program and follows clear and strict requirements. This supports the realization of student learning success, and includes optimizing student achievement.

However, the reality on the ground proves that the purpose of tutoring in school, not all of them work well. Likewise, among others, the reality that is often found in every student in daily life in relation to learning activities. Every student really is not the same. These individual differences also cause differences in learning behavior among students. In circumstances where students cannot learn as they should, that is what is called "learning difficulties".

DISCUSSION

Schools as one of the institutions that conduct formal education have a very important role in efforts to mature children and make them useful members of society. Through a good Guidance and Counseling program, every student gets the opportunity to develop their abilities.

In an effort to mature students, teachers have a large role through participation in counseling and counseling programs.

In relation to teaching and administrative activities, the

teacher can play the following roles:

a) Taking the initiative: the teacher participates in thinking about and evaluating educational activities.

b) Community representatives: teachers must act and behave in accordance with the expectations of the community in educational activities.

c) Expert people: all teacher knowledge should be passed on to future generations.

d) Discipline enforcers: teachers must be able to create an atmosphere of discipline in students.

e) Implementing education administration: teachers must be able to carry out administration for the smooth running of education.

f) Young generation leaders: the role of teachers is very important in providing knowledge and skills to young people.

g) Translators to the community: the progress and development of the world of education is conveyed by the teacher to the community through the learning process.

In the process of student education as a student subject is inseparable from a variety of psychological problems. Thus the role of guidance in school is very important to help students who have problems, so as not to interfere with the smooth running of education. The following are psychological problems that are the

background of the need for guidance in school:

a. Problems of individual development

School is one form of environment that is responsible for providing care for the process of individual development. Guidance and Counseling is assistance to individuals in obtaining adjustment according to their level of development.

Principles of individual development that must be considered:

1) The results of the learning process depend on the level of maturity that has been achieved.

2) The tempo of development took place quickly in the early years.

3) Each individual has their own developmental tempo.

4) The development of individuals follows a general pattern.

5) The nature and environment factors are equally influential on the process of individual development.

6) Development can decline and can be accelerated.

7) Progress towards integration and differentiation of response systems.

b. The problem of individual differences

Schools should provide services to their students individually according to individual differences. The nature and

environmental factors are the main components for the formation of individual uniqueness and this reality will have consequences for educational services.

c. The problem of individual needs

Needs are the basis of the emergence of individual behavior. An introduction to the type and level of needs of students is very necessary for efforts to help students themselves.

d. Problems of adjustment and behavior abnormalities.

Schools should provide assistance so that each student can adjust himself well and avoid the emergence of symptoms of maladjustment (incorrect) by providing adequate facilities.

e. Learning problems

Schools have a great responsibility in helping their students succeed in learning. In the matter of learning, those responsible for carrying out their activities are the teachers in the school.

By looking at the descriptions above, it can be formulated that the activities of tutoring are the core activities in education. Everything that has been programmed will be carried out in the tutoring process. In this activity will involve all components of teaching, tutoring activities will determine the extent to which the goals set can be achieved. In tutoring, teachers and students are involved in an interaction with learning material as the medium. In that interaction the students are more active, the

teacher only fights as a motivator and facilitator.

Based on the description above, then in essence that the role of tutoring is related to the role of the teacher itself. The teacher as a guide is required to approach not only through the instructional approach but it will be accompanied by a personal approach (personal aproach) in every teaching and learning process takes place. With this kind of approach the teacher will directly know and understand students in greater depth so that they can obtain optimal learning outcomes. Thus it can be concluded that the teacher as a guide as well as playing a role as a guide in the learning process. As a guide in learning is expected to be able to help each student in overcoming the personal problems they face

CONCLUSION

In the field research (field research) assessment is intended to have been found specifically and realistically about educational and social phenomena that occur in the community and the formal and non formal education environment. In addition, this research is also included in the case study category or case study because it discusses concerning certain problems and conditions that occur in formal and non-formal education schools in Sidenreng Rappang Regency. Therefore, the data collected is a whole that is interrelated between one another. Even though the case study object is classified as small, it is carried out in depth because the proposed problem is examined in detail, so as to produce a concise and comprehensive conclusion.

In addition, this research is also categorized as a qualitative descriptive study. It was said so because not only his theory was developed in the field, but also problems or problems and questions might experience development, change or shift in accentuation. While said to be a qualitative study because the data collected are qualitative data and are analyzed qualitatively as well.

This research is located in Sidenreng Rappang Regency, South Sulawesi Province with the object of research being kindergartens and playgroups located in all sub-districts in Sidenreng Rappang Regency. Determination of primary school children as the object of research, based on the data sources in this study, consists of: data sourced from library research, namely; books or scientific papers on education and other books relating to the substance of research and data sourced from field research as main data, in the form of information, phenomena or social facts, and the findings of researchers in the field. Sources of data in the form of informants or consultants determined by purposive and snowball. Purposive technique is the determination of the number of informants based on certain objectives, while the snowball technique is the number of informants at first only a little, then develops into many according to the data requirements needed.

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