



## Teaching Variation Development through tutoring in optimizing student achievement

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### Abstract

Teaching studies regarding the study of developing teaching variations in facing industry 4.0 challenges. The approach commonly used in guidance activities is a group approach and an individual approach. A group approach is usually called group guidance and an individual approach is called individual counseling. Group guidance aims to help solve problems that are felt by groups of students through group activities, or problems that are individual in nature, namely those felt by an individual as an individual. members of the group. the purpose of this guidance effort includes five main functions that should be carried out by an independent person, namely; knowing yourself and the environment as it is, accepting yourself and the environment in a positive and dynamic manner, making decisions, directing yourself and making yourself happen.

**Keywords:** *Variation of teaching; students; learning*

### Introduction

The existence of humans as *homo educandum* (beings that can be educated) and *homo education* (being educators), make them able to act as guides and they must also be willing to receive guidance. As a guide, it is practical that humans must also act as instructors. Thus, guidance and counseling activities are deemed necessary because whoever he is, he must have problems. In an effort to strengthen human existence as a whole, efforts in the form of guidance must take place continuously. However, it must be admitted that such an endeavor takes a long time, and gradually, because it is not a one-time thing, but something that develops. In other words, that forming the whole human personality is a process. If the process goes well, it will produce a harmonious personality.

Personality is called harmonious if all its aspects are balanced, if the energies work in balance according to need. On the

other hand, a harmonious personality can be recognized, in the presence of a balance between the role of the individual and the influence of the surrounding environment. Thus, the environment has a very important role in the formation of a whole human being. The environment can have a positive influence and a negative influence on the growth and development of attitudes, morals and religious feelings. It can be understood that the application of education in the form of providing guidance to every individual in every environment has an important role in shaping the whole human being.

In general, guidance can be interpreted as an assistance provided by someone to another person who feels problematic in the hope that the person can accept his situation so that he can overcome the problem and make adjustments to the environment, both family, school and community. These three environments are called the "Tri Education Center".

The success of the mentoring process in carrying out its role also depends on the state of the educational environment. As with education in general, Islamic education also includes family, school and community. In this case, humans are from birth, always interacting with their environment. It is influenced by the environment and in turn it affects the environment. Education in the family environment is termed informal education. Family environment or household environment, provides a very meaningful role in the formation process early childhood personality. Because it is in this environment that children receive a number of values and norms instilled since his childhood

### Result and Discussion

Guidance can be interpreted as a process of providing assistance to individuals that is carried out continuously, so that the individual can understand himself, so that he is able to direct himself and can act naturally, in accordance with the demands and conditions of the school environment, family and society, as well as life in generally. With this limitation of understanding, it can be understood that those who receive counseling will later be able to enjoy the happiness of their life and make a meaningful contribution to public life in general. It is said so, because guidance will help individuals achieve optimal self-development as social beings. Guidance is assistance given to a person (individual) or a group of people so that they can develop into independent individuals. This independence includes five main functions, namely (1) knowing oneself and their environment; (2) accepting themselves and their environment positively and dynamically; (3) make decisions; (4) self-directed; and (5): manifesting themselves. (Partowisastro: 1983: 7)

By comparing the notion of guidance as quoted above, it can be concluded that guidance is the process of providing assistance to a person or group of people continuously and systematically by the mentor so that an individual or group of individuals becomes an independent person. Independence which is the aim of this guidance effort includes five

main functions that should be carried out by an independent person, namely;

- a. Know yourself and the environment as it is
- b. Accept yourself and the environment in a positive and dynamic manner
- c. Make decisions
- d. Directing yourself
- e. Make yourself visible.

Providing guidance can be done in various ways, as well as using various existing channels and materials. One of the materials that can be used is for example their material is given the opportunity to read and study a book on manners, rules of law, discipline, effective learning methods, and so on.

When viewed from the functional aspects (duties), the guidance is in the scope of:

1. Supporting the implementation of educational programs.
2. Encouragement (motivation) for student learning.
3. Consolidation (stabilizer) and driving (dynamist) the running of educational programs.
4. The educational program executive directive, so that in the implementation of the program, the possibility of deviating from it can be avoided.

The approach commonly used in guidance activities is a group approach and an individual approach. Approach as a group usually called group guidance and the individual approach is called individual counseling. Group guidance aims to help solve problems felt by groups of students through group activities, or individual problems, namely those felt by an individual as a group member. Meanwhile, individual counseling is a technique of giving individual assistance that is face to face relationships carried out between the counselor and the counselee, usually a personal matter. The counselor is expected to be "sympathetic" and "empathetic". Sympathy means showing an attitude of sharing what is being felt by the counselee, while empathy means trying to put yourself in the counselee's situation with all the problems at hand. To carry out guidance at school, the problem cannot be directly handled, because in each student Having various background problems, the supervisor needs to know the background

first so that it is easy to find the data and find the problem.

The background for the implementation of the guidance includes:

a. Socio-Cultural Background

The times have given rise to many changes and advances that challenge individuals to be able to adapt to these changes and advances. In this case individuals need to get help in order to be able to solve the problems faced as a result of this progress. In this situation, guidance and counseling is needed as a form of school assistance and service to its students personally.

b. Pedagogical background

Schools as one of the institutions that provide formal education have a very important role in the effort to mature children and make them useful members of society. Through a good Guidance and Extension program, every student has the opportunity to develop their abilities. In an effort to mature their students, teachers have a big role to play through participation in guidance and counseling programs.

In relation to teaching and administrative activities, teachers can have the following roles:

1. Taking initiative: teachers participate in thinking and assessing educational activities.
2. Community representatives: teachers must act and behave well according to the expectations of society in educational activities.
3. Expert person: all teacher knowledge should be passed on to future generations.
4. Enforcement of discipline: teachers must be able to create an atmosphere of discipline in students.
5. Implementing education administration: teachers must be able to carry out administration for the smooth running of education.
6. Young generation leaders: the role of teachers is very important in providing knowledge and skills to the younger generation.

In the process of education, students as students cannot be separated from various psychological problems. Thus the role of guidance in schools is very it is important to help students who have problems, so as not to interfere with the smooth running of education. The following are psychological problems that constitute the background for the need for guidance in schools:

a. Individual development problems

School is a form of environment that is responsible for providing care for the individual development process. Guidance and counseling are assistance to individuals in obtaining self-adjustment according to their level of development.

Individual development principles to be aware of:

1. The results of the learning process depend on the level of maturity that has been reached.
2. The pace of development was rapid in the early years.
3. Each individual has their own development tempo.
4. Individual development follows a general pattern.
5. Natural and environmental factors have a strong effect on the individual development process.
6. Development can decline and can be accelerated.
7. Development towards integration and differentiation of response systems.

b. Individual difference problems

Schools should provide services to their students individually according to the differences of each individual. Innate factors and environmental factors are the main components for the formation of individual uniqueness and this fact will have consequences for educational services.

c. Individual needs problems

Needs are the basis of individual behavior. Familiarization with the types and levels of students' needs is indispensable for efforts to help students themselves.

d. Adjustment problems and behavioral disorders.

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

e. Learning problems

Schools have a big responsibility in helping their students succeed in learning. In learning problems, the teachers in schools are responsible for carrying out their activities.

the magnitude of the number of student motivation in classical / cumulative from pre-cycle, cycle I and cycle II. In more detail are as follows:

a. Score percentage of student learning motivation classically in the pre-cycle

If you look at the percentage of 54.03%, then at the pre-cycle the level of classical learning motivation is included in the low motivation criteria (<60%: low motivation)

b. Score of the percentage of student learning motivation classically in cycle I

If you look at the percentage of 70.75%, then at the pre-cycle the level of classical learning motivation is included in the criteria of moderate motivation (60% - 75%: moderate motivation)

c. Score of percentage of student learning motivation in classical in cycle II

If you look at the percentage of 75.73%, then at the pre-cycle the level of classical learning motivation is included in the criteria of high motivation (> 75%: high motivation).

Pre-cycle Citizenship Education Learning or before using video as a learning medium found indicators of low student motivation when learning Citizenship Education, namely in the form of paying less attention to teacher explanations, talking to friends, arriving late, and playing cellphones. During the pre-cycle the media and learning resources used were blackboards and worksheets. The results of the questionnaire also showed that the level of learning motivation of class X SMA Negeri 1 Suppa Pinrang Regency was 54.03% or classically the student's learning motivation was low. This pre-cycle PBM condition is due to the use of

learning media which is still very limited, because it only uses a blackboard and worksheets.

In the first cycle research, the use of video media can be said to be quite successful in increasing student learning motivation. However, it is not perfect and there are still obstacles / shortcomings. The increase in student motivation can be seen from the more active students during learning. Students actively provide comments and respond well to teacher questions. The increase of students' motivation in pre-cycle and cycle I increased by 16.72% from 54.03% in the pre-cycle to 70.75% in cycle I.

Although there was a significant increase in learning motivation, namely 16.72%, there was a decrease in student learning motivation by as much as two students. Desi Pradita Sari pre-cycle shows the level of learning motivation of 48.15%, while in the first cycle it decreased to 37.04%. The pre-cycle Christian Reni showed the level of learning motivation by 50%, while in the first cycle it decreased to 48.15%. The decrease in learning motivation is because the two students have not been able to capture audio messages from video broadcasts. Desi Pradita Sari and Reni Kristiani sat in the back so that the audio message from the song could not be heard clearly by them.

This is in accordance with the deficiencies found by researchers in cycle I, namely video as an audio-visual learning medium requires loudspeakers so that the audio message from the video reaches all students, in cycle I the researcher has not used loudspeakers so that there are students who do not clearly hear the message audio of the video being broadcast.

After the improvement was made in the first cycle and the action was carried out in the second cycle, the students' learning motivation seemed to increase. In the second cycle the researchers used loudspeakers, so that the obstacles in the first cycle were not found in the second cycle. In cycle II students appeared to be more ready to attend lessons by arriving on time, books and worksheets were ready on the table for use, more students commented on the video display and were more active in participating in learning. The

results of the questionnaire showed an increase in motivation by 4.98% from 70.75% in cycle I to 75.73% in cycle II.

The increase in motivation in cycle II when compared to the increase in student motivation in cycle I can be said to be lower. Pre cycle to cycle I increased 16.72%, cycle I to cycle II increased 4.98%.

The increase in student motivation in cycle II which is only 4.98% does not mean the use of video as a learning medium to increase student motivation to fail. In the second cycle, Desi Pradita Sari and Reni Kristiani, who in the first cycle experienced a decrease in learning motivation, experienced an increase in learning motivation. The increase was quite significant

## Method

This research was conducted in South Sulawesi. The research object is the students of SMA Muhammadiyah Enrekang which is located in Enrekang district. The choice of this location was based on the consideration that there had never been any research on the role of tutoring in optimizing student achievement of SMA Muhammadiyah Enrekang. This approach seeks to express experiences about the learning process. Implementation of the learning model through video on the process in the subject. The implementation of the video learning model on the application of teaching methods to subjects. The data source of this research is to use purposive sampling technique (in order to select people who can provide explanations for thematic learning) which are tailored to the data needs and research objectives. The techniques used in collecting research data include direct observation, in-depth interviews (depth interview), and documentation. The tools to be used in collecting data are a checklist

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for Desi Pradita Sari from 37.04% to 66.67%, Reni Kristiani from 57.41% to 70.37%. Individually in cycle II the level of student learning motivation has increased, classically the level of student motivation reaches 75.73% which shows classically it is included in the category of high learning motivation.

At the end of cycle II, there were indeed two students whose learning motivation levels were still in the low category. Leily Rochmi Hidayah has a learning motivation level of 57.41% and Sumardika Laksmitasari has a learning motivation level of 57.41%.

of observation guidelines, interview guides, recorders, cameras, documentation notes and other supporting tools. Data analysis techniques will be used descriptively qualitatively. Namely data reduction (Data Reduction), data presentation (Display Data), and conclusions (Conclusion Drawing / verification).

## Conclusion

The use of video learning media can increase student learning motivation in the subject matter. However, there are still 2 students whose learning motivation is still low, but in general they still experience an increase in learning motivation in each cycle. The criterion for interpreting student learning motivation is determined from research variables and indicators, if it is said that the percentage of learning motivation is high, the percentage is more than 75%, it is said that the percentage of student learning motivation is between 60% to 75% and it is said that the percentage of student learning motivation is low, the percentage is less than 60%.

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