

LEARNING MANAGEMENT BY ASSISTANT TEACHERS IN STATE ELEMENTARY SCHOOL

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Abstract

This study aims to determine learning planning, implementation of learning and evaluation of learning carried out by Assisting Teachers at State Elementary School 73, Muaro Jambi Regency. Qualitative research methods. The research was conducted at the State Elementary School 73, Muaro Jambi Regency. To collect data, observations and interviews were carried out as well as documentation. The data collected in this study were then analyzed in three stages as suggested by Miles and Huberman (1992) and Nasution (1988) that in this study there are three stages of analysis in the form of water flow, namely data reduction, data presentation and data conclusion/verification. The results of the research findings indicate that the learning carried out by auxiliary teachers does not meet the pedagogic competencies that professional teachers must possess. This can be seen from several aspects. First, from the aspect of learning planning, there are still assistant teachers who have not designed their own lesson plans. Second, in terms of the implementation of learning, assistive teachers have not used varied methods in learning, they tend to focus on one method, namely the lecture method. Third, from the aspect of learning evaluation, the assistant teacher has not designed learning evaluation questions properly.

Keyword: *learning management, assistant teachers, elementary school.*

A. INTRODUCTION

National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have good morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To realize the goals of national education, there needs to be a place that functions to carry out education, namely the existence of educational institutions.¹ Educational institutions as an extension to educate students to be able to improve their quality. One of these educational institutions is the Elementary School (SD).

Elementary schools are located in the basic education pathway, which aims to help lay the foundation for the development of attitudes, knowledge, skills, and creativity needed by students in adapting to their environment, and for further growth and development, starting from

¹ Rozi, M. Asep Fathur; Arifin, Bustanul. *Implementation Of Marketing Strategies In Educational Institutions*. Edukasi: Jurnal Pendidikan Islam, 2020, 8.1: p.139-154.

the basic level to higher education.² SD as an educational institution, which is the spearhead of improving the quality of human resources in Indonesia. The existence of SD is currently a forum for carrying out activities related to education and administration that lead to the achievement of the educational goals of the SD.

The success of elementary school, can be seen from the learning outcomes obtained by students in learning at the school.³ Good learning outcomes are of course not born out of nowhere, but there are many factors that influence them, including teachers, school principals, facilities and infrastructure, curriculum, government policies and so on. All of these factors will affect student learning outcomes.

A teacher is a person who has a teaching assignment in an institution or organization, or in other words, a teacher is a person who can provide and convey information in words, sentences that can be understood by the listener, whether the expression is good or bad. The consequence is that to become a teacher is not easy but requires various criteria, conditions, or absolute characteristics. This is so that there is recognition, legality from those who are interested or in need. Therefore, not everyone is capable, being able to become a teacher must of course be based on certain demands and needs. So that the growth and development of our education now recognizes two titles for teachers in schools, some are called state teachers or teachers who have become civil servants and some are called assistant teachers.

The existence of auxiliary teachers in the learning process in schools originated from the government's desire to meet the need for a lack of teachers. Isjoni (2002) states that auxiliary teachers are teachers who are placed in an educational institution (school) with a specified period of duty, not referring to various fields of certain disciplines.⁴

Based on the Decree of the Minister of National Education number 034/u/2003 paragraph (2) a and b for the procurement of provincial level contract teachers, the minister authorizes the Governor and the Head of the Provincial Education Office to sign a decree on the appointment of SLB assistant teachers, while for At the TK, SD, SDLB, SLTP, SMU and SMK levels, the minister authorizes the Regent/Mayor and the Head of the Office responsible for education to sign a decree on the appointment of assistant teachers. Auxiliary teachers whose work period has

² Kim, Seong-Won; Lee, Youngjun. *Developing students' attitudes toward convergence and creative problem solving through multidisciplinary education in Korea*. Sustainability, 2022, 14.16: 9929.

³ Nilson, Linda B. *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons, 2016. p.99

⁴ Isjoni. *Peranan Guru Honor Daerah dalam Pembangunan Pendidikan yang Berkualitas*. Pekanbaru: FKIP UNRI, 2002. P.3

expired can be extended and the extension referred to is a maximum of 3 (three) years, the period of the auxiliary teacher work agreement can be extended to a maximum age of 60 years.

An assistant teacher must be aware of his nature as a teacher in a school and have the same position as a permanent teacher for the various abilities, skills, behaviors that must be poured out through learning. Because the success of the school is also determined by the teacher factor.

Because the job of a teacher is a professional job, then to become a teacher must also meet the tough requirements, as stated by Oemar Hamalik, namely as follows: (a) must have talent as a teacher, (b) must have expertise as a teacher, (c) have a good and integrated personality, (d) have a healthy mentality, (e) have a healthy body, (f) have extensive experience and knowledge, (g) teachers are people with Pancasila spirit, (h) teachers are citizens a good country, (i) teachers have education, (j) teacher education lasts a lifetime.⁵

Muhammad (2002) states that the requirements to become a teacher include: (a) being able to master the subject matter, (b) being able to apply psychological principles, (c) being able to organize the teaching and learning process, (d) being able to adapt to new situations.⁶ Mukhtar, et al (2002) state that the requirements as professional teachers are: (a) have expertise based on theoretical knowledge, (b) have and have attended training and education, (c) be able to compete tightly through a test, (d) have integrity, (e) able to serve well to the community, (f) able to manage from professional work.⁷

Cooper states that at least teachers are required to have four competencies, namely: (a) have knowledge of learning and human behavior; (b) have knowledge of and master the field of study that he fosters; (c) have the right attitude about oneself, school, peers, and the field of study that is fostered; and (d) have teaching technical skills.⁸ The Ministry of Education and Culture (1982) mentions that the teacher's duties include: (a) mastering the general outlines of teaching programs for each subject, (b) compiling a program of teaching activities for each quarter and semester, (c) preparing teaching preparations, worksheets work and division of time, (d) carry out administration and class management. In order for these tasks to run properly a teacher must have basic abilities and basic attitudes. Based on some of the opinions above, it can be concluded that the duties of teachers can be broadly grouped into three groups, namely: (a) professional

⁵ Oemar Hamalik. *Media dan Pendidikan*. Bandung: Citra Aditya Bakti, 2002. p.138

⁶ Muhammad Ali. *Guru dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo, 2002. p.32

⁷ Mukhtar, dkk. *Mengukir Prestasi Panduan Menjadi Guru Profesional*. Jakarta: Misaka Galiza. 2002. P.65

⁸ National Research Council, Division of Behavioral, Social Sciences, Center for Education, & Committee on the Study of Teacher Preparation Programs in the United States. *Preparing teachers: Building evidence for sound policy*. National Academies Press. 2010

duties, (b) human tasks, (c) social tasks. Auxiliary teachers are elements or components that help achieve educational goals in elementary schools. In actual learning, it does not only look at the type or status of teachers, but how they carry out learning that leads to the achievement of learning objectives for the better.

In connection with the above, ideally the learning carried out by the assistant teachers should also be well-run, which is able to lead to an increase in the quality of learning outcomes in the schools where they work. It doesn't mean that because they are teachers, they can help them carry out the learning process at will, without following the rules that have been set. Teachers assist with other teachers must carry out learning as well as possible. If this has been implemented properly, it is hoped that the quality of learning in elementary schools will further improve.

Based on the grand tour that the author did at SD Negeri 73, Muaro Jambi Regency, coupled with student information through interviews, it was found that several problems were faced by the assistant teachers in the learning. The problem is related to:

First, it relates to learning planning, namely the existence of some teachers assisting in planning learning to focus more attention on the content or teaching materials. Teachers are more focused on transferring material to students, without considering and taking into account the role of other components such as media and methods used. All of these components should be related to each other.

Second, related to the implementation of learning, namely at the stage of implementing learning, the assistant teacher rarely opens the lesson properly. Auxiliary teachers rarely take attendance, motivate students to arouse student interest in learning, do apperception. Teachers immediately start learning, regardless of the child's readiness to take part in learning. Teachers tend to only use the lecture method, without any variation, so that children look bored in dealing with the learning delivered by the teacher. Teachers do not use learning media such as teaching aids, or other media, even teachers often do not conclude the learning material before the learning process is complete.

Third, related to the evaluation of learning. Learning evaluation is actually a very important thing in learning. This is needed as feedback or feedback on what has been achieved in the learning. However, what happened was that the assistant teachers tended to not take this into account in carrying out the evaluation. Auxiliary teachers only carry out evaluations on one aspect, namely the cognitive domain. Meanwhile, the affective and psychomotor aspects or skills tend to be neglected, even though the three domains in the assessment must be carried out properly, because the three domains or aspects of the assessment are interrelated with one another.

The above phenomenon shows that the learning carried out by auxiliary teachers at SDN 73 Muaro Jambi Regency is not as expected, this is evidenced by the presence of some auxiliary teachers who have not made lesson plans, carry out learning with only one method, so that it will hinder efforts in creating an atmosphere of learning. conducive learning. If this is not resolved quickly and a solution is found, it will have an unfavorable effect on improving the quality of learning at SDN 73, Muaro Jambi Regency. Based on the description above and considering the importance of this matter to find a solution, the authors are interested in conducting this research.

B. METHOD

This type of research is qualitative research, namely research that is used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive, and the results of the study emphasize the meaning of generalizations.⁹ The reason this research was carried out by the researchers was because this type of research was able to reveal in depth about what was happening in the field.

Determination of research informants for teachers and students using purposive sampling. Purposive sampling is done by taking people who are properly selected by the researcher according to the specific characteristics possessed by the sample, so that they can be considered quite representative of the population. Purposive sampling is a sample that is carefully selected to be relevant to the research design. The sources of information or other data such as documentation and photos.

Data were collected using observation, interviews, and documentation. The three ways of collecting data are to collect information that is very much needed in research on learning by assistant teachers at SDN 73, Muaro Jambi Regency. The researcher observed the school by looking at the learning by the assistant teacher at SDN 73, Muaro Jambi Regency. Considering that this research is qualitative, the data collection tools are camera, tape recorder, interview guide and observation guide. While the research instrument is the researcher himself where the researcher directly interviewed the assistant teachers, principals, state teachers and students from the school. Researchers also took photos of schools, teachers who were teaching, students who were studying.

The data collected in this study was then analyzed by researchers in three stages, namely reduction, data presentation and verification. Miles and Huberman explain that in qualitative

⁹ Sugiyono. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. 2005

research there are three stages of analysis in the form of water flow, namely data reduction, data presentation and data conclusion/verification. These three stages of analysis were carried out during the research process from start to finish as an equal group. This means that every time there is data analysis, these three elements, namely the process of reduction, presentation, and conclusion drawing will run at once.¹⁰

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. Reduction is not something separate from analysis. It is part of the analysis. The researcher's choices about which passages are coded, which are discarded, which patterns sum up some scattered passages, what stories are developing, all of which are analytical choices. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. At this stage the researcher sorts and codes, which information needs to be entered and which information needs to be discarded.

The second important flow of analysis activity is data presentation. The presentation of data according to Nasution, S limits the presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. By looking at the presentations, you can understand what is going on and what to do. As with data reduction, the creation and use of data presentations is not separate from analysis, which is part of analysis. At this stage the researcher presents the data that has been reduced first. The third important analytical activity is drawing conclusions.¹¹ Drawing conclusions is only part of one activity of the complete configuration. Conclusions were also verified during the study. The verification may be as brief as a rethink that passes through the analyst's mind as he writes, a review of field notes.

C. RESULT AND DISCUSSION

Based on the data obtained in the field, it shows that the assistant teachers have not fully implemented learning well, whether it is planning learning, implementing learning, or evaluating learning.

1. Lesson Planning

Based on observations, interviews and research findings in the field, it was found that the assistant teachers at SD Negeri 73 Muaro Jambi Regency in making lesson plans, some made

¹⁰ Miles, Matthew B dan A. Mitchel Huberman. 1992. *Analisis Data Kualitatif Terjemahan oleh Tjepjep Rohendi Rohidi*. Jakarta: Universitas Indonesia Press. 1992. P.23

¹¹ Nasution, S. 1988. *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito. 1988. p.21

their own, imitated or imitated other teachers. The behavior of the assistant teacher occurs because it is caused by various factors.

First, for assistant teacher 1, he realizes that being a teacher is a noble profession, which should be grateful for, and must be carried out with full responsibility, so he can and wants to make lesson plans every day. Apart from that, he has high motivation, this is proven by having just graduated from elementary school teacher education he immediately applied to become an honorary teacher. The pride of being a teacher has been imprinted on him, coupled with the government policy that will appoint assistant teachers who have been included in the database to become civil servants, this further motivates him to become a good teacher. Departing from that, that's why the assistant teacher 1 tried to make a lesson plan in earnest.

The second assistant teacher who makes lesson plans but not every day, judging from the motivation to become a teacher is less than optimal or moderate, the teacher is not very enthusiastic in teaching, but also not too bad. This behavior occurs, because he is very busy at school, coupled with a lot of work at home, where the teacher has a toddler, and does not have a maid. But even so, he realizes that the task of being a teacher is quite a noble task.

A slightly different condition occurs in the third assistant teacher, who only imitates the lesson plans of other teachers. This behavior occurs because the assistant teacher is not fully aware of his duties and responsibilities. He tends to compare with other teachers who behave like him, so it does not motivate him to do good. In addition to factors caused by observing teacher behavior, other factors are motivational factors and work experience. Looking at the work experience of Auxiliary Teacher 3, they do not have any experience at all, after graduating from education in 2001 to 2005, they practically did not touch the world of education, so the knowledge they gained was left alone. , so this also affected him, because it was no longer common for him to make lesson plans since the lecture ended. On the other hand, the third assistant teacher has two small children, which makes it difficult for him, especially at home, so he doesn't have the opportunity to study GBPP, other than that of course Of course, the willingness to make the lesson plans itself is still lacking, so he tends to look for easy work, namely by imitating the lesson plans of other teachers, even though the lesson plans are not necessarily good for him to use.

Learning planning is important in learning, because it is an implementation guide to achieve learning objectives. This is in accordance with what was stated by Riyanto (2009) that "Learning plans are guidelines for actions that must be made by a teacher before he conducts learning to his students".¹² This shows that if you want to achieve maximum learning objectives,

¹² Yatim Riyanto, *Paradigma Baru Pembelajaran*, Jakarta:Kencana, 2009. p.78

it is necessary to make a lesson plan. This means that a goal will be achieved optimally if it is based on careful planning, however planning will help direct someone in achieving a goal, especially in teaching. Where is it possible that a teacher will be able to achieve a learning goal well, without any prior lesson planning, learning may become undirected. Therefore, learning planning is an important thing in learning.

This opinion is also emphasized by Muhammad Ali that "teaching preparation is something that must be made by a teacher".¹³ Thus this indicates how important teaching preparation or lesson planning is. Therefore, there is no reason for a teacher not to make lesson plans, including auxiliary teachers, because auxiliary teachers and state teachers have the same duties and responsibilities.

2. Implementation of Learning

a. Early Learning Activities

The results showed that in opening the learning activities between auxiliary teachers 1, 2 and 3 generally had similarities, namely by preparing students, taking absences, repeating previous lessons as commonly called apperception. It is only specifically seen that the auxiliary teacher 3 tends to directly enter the learning material without making apperception. Whereas apperception is important in order to lead students to enter the new learning material, thus students are not surprised to enter the new material.

b. Learning Core Activities

In the core learning activities, the researcher found that the three assistant teachers had similarities. Auxiliary teachers tend to use the same method of teaching, namely the lecture method, although there are occasional use of the discussion method. Whereas in learning not only the lecture method, but many other learning methods. This, according to the researcher, needs to be improved, so that the learning atmosphere in the classroom is more lively and active. Because after all, the monotonous learning atmosphere causes students to be less enthusiastic or less motivated in learning.

This kind of situation would be an afterthought and thought for auxiliary teachers and for school principals to always carry out coaching for auxiliary teachers, so that assisting teachers want to improve themselves. Because the success of learning in schools cannot be separated from the role of the principal in leading teachers.

¹³ Muhammad Ali. *Guru dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo. 2002. p.98

The existence of the behavior of auxiliary teachers who only use one method, namely the lecture method, based on observations and interviews of researchers in the field is caused by: (1) the lecture method according to the auxiliary teacher is easy to use, (2) the assistant teacher does not want to be bothered, for example by organizing groups, dividing material, and so on if using the discussion method, (3) the number of students in the class is too many, so that using other methods will be very ineffective and (4) the assistant teachers do not fully understand the use of other methods in learning.

Based on observations and interviews of researchers in the field, it was found that the tendency of learning to take place was less interesting, this is not wrong because learning tends to take place in a monotonous manner. Ideally learning should be interesting and systematic. Gagne (1979) suggests that the implementation of a systematic learning process must include the following stages: 1) Delivering learning objectives; 2) Write down the main points of the lesson that will be discussed at that time; 3) Discuss the subject matter by providing concrete examples and strive for each subject matter; 4) Using teaching aids or media to explain the subject matter so that it is easily accepted and understood by students.¹⁴

Based on the opinion above, it can be interpreted that there are stages in the implementation of learning that must be carried out by the teacher in learning, of course all of that in order to get maximum results for students. If this has been carried out properly, it is hoped that learning will take place in an interesting way and the results will be achieved more optimally.

The reality found in the field is that the three auxiliary teachers have not fully implemented these stages, including learning that tends to take place with only one method, so that student involvement is less active, so learning is less interesting. If this is allowed to continue, of course it will result in poor learning, as an alternative solution to the problem is to limit the number of students in one class, for example, a maximum of 35 to 40 people. Because if you look at the current conditions in each class at SD Negeri 73, Muaro Jambi Regency, there are an average of more than 40 students in one class.

c. Learning Closing Activities

Based on the observations and interviews of researchers at SD Negeri 73, Muaro Jambi Regency, about closing the learning activity, it seems that it is still not as expected, even though in general the activities related to closing the lesson have been carried out. For example, there is

¹⁴ Gagne, Robert M dan Lislie Buggs. 1979. *Principle of Instruksional Design*. New York: Holt, Rinehart and Winston. p.74

an assistant teacher who immediately closes the lesson without concluding the lesson first. Some have concluded the lesson but without giving assignments. Concluding learning is an important thing, with the aim that the lessons that have been conveyed previously can be understood clearly by students. Furthermore, giving assignments or homework is also good, so that students or students are motivated to repeat learning at home. Of course the tasks or homework given are not too excessive.

Brown (2002) describes two important types of lessons, namely as follows:

1) Cognitive, is intended to strengthen what has been learned by students, and students focus their attention on the main points contained in the subject matter.

2) Social, which is related to an effort to give students a feeling of achievement (what is made), so that in addition to the difficulties they face in the lesson, they are encouraged to have to try to get.¹⁵

Based on Brown's explanation above, it can be seen that the teacher does not only provide learning material to students, but more than that encourages students to be able to repeat learning, to be able to try to gain knowledge or other learning in any way, so that students not only get information from the teacher but also from other sources. Giving assignments or homework is one alternative in encouraging students to seek and continue to seek other information.

3. Learning Evaluation

Based on the results of interviews and observations of researchers at SD Negeri 73, Muaro Jambi Regency, it turns out that teachers help carry out learning evaluations well. This is evidenced by the existence of auxiliary teachers who have not designed learning evaluations properly, evaluation questions are made when they are asked to students. This, of course, will have different results if the evaluation questions have been designed beforehand, so that in the end the evaluation questions made are truly on target. Because how is it possible that the evaluation questions made can be said to be good, if the questions are made at the time the evaluation will be carried out. Evaluations that are not properly designed will result in poor feedback. The behavior of the assistant teacher who only makes evaluation questions when teaching is caused by several factors, including the assistant teacher not realizing the importance of evaluation, and the assistant teacher not understanding the nature of evaluation. Another reason is because the assistant teacher thinks that why bother really, because he thinks that as a class teacher he already understands the character of the children, so carrying out evaluations will only

¹⁵ Brown, M. W. (2002). *Teaching by design: Understanding the intersection between teacher practice and the design of curricular innovations*. Northwestern University. 2002. p.101

reduce class hours. Whereas the target of learning evaluation is to find out the success of a lesson, as stated by Mohd suggests that "Evaluation has one main goal, namely to determine the success or failure of a program".¹⁶ The teacher is the person with the most important status in learning, because the teacher plays a very important role, namely organizing and directing class activities. To make the learning process more effective, the teacher's job is to create a classroom atmosphere that is conducive to learning. To create a conducive classroom atmosphere, it is necessary to design a lesson plan. The success or failure of a learning plan, of course, cannot be known without a learning evaluation.

Learning evaluation needs to be carried out by the teacher in order to find out how far the learning plan has been or has been implemented, and if it is implemented how well the implementation of the lesson plan is. In short, learning evaluation is carried out to find out the advantages and disadvantages of the lesson plan.

In carrying out evaluations, especially tests, there are several things that need to be considered, including in designing questions, as stated by Sumadi that in designing questions one should consider: 1) General objectives and test requirements; 2) Prepare a blue print, 3) Choose the type of question; 4) Determine the level of difficulty and distribution of questions; 5) Determine the number of questions in each section/type; 6) Determine how to complicate the questions for the final form; 7) Prepare writing questions and repair questions.¹⁷

Based on the opinion above, it shows that in designing questions, teachers need to pay attention to the aspects stated above, so that the questions made are able to provide benefits in order to find out how far the learning is understood by students. Based on the research, it was found that for daily evaluations, the questions were indeed designed by the assistant teacher, but for summative evaluations it was no longer made by each auxiliary teacher, but had been brought in from the district which was made by a question-making team in Muaro Jambi which consisted of several teachers who has been determined.

In connection with the summative evaluation, the role of the assistant teacher in making summative questions does not exist, because it has been made by the district. The problem here is the existence of daily evaluation questions. Daily evaluation questions are usually assisted by teachers that have been made in the lesson plan (RPP), but there are assistive teachers who only make questions during the learning evaluation, so that sometimes the evaluations carried out are not in accordance with the grid and lesson plans that have been made. previously.

¹⁶ Mohd. Ansyar. *Dasar-Dasar Pengembangan Kurikulum*. Jakarta: Depdikbud. 1989. p.134

¹⁷ Sumadi Suryabrata. *Pengembangan Tes Hasil Belajar*. Jakarta: Raja Grafindo Persada. 1997. p.68

The findings of researchers in the field turned out that teachers helped design daily evaluations without referring to the lesson plans, so that the evaluations carried out were of course less than optimal, not in accordance with the goals that had been formulated previously. Even though it is clear that the purpose of the evaluation is to find out to what extent the learning objectives have been achieved or not. What's more, the auxiliary teacher 3 only imitates other teachers' lesson plans, so the questions designed are far from what is formulated in the lesson plans. This is of course not good, because it cannot assess the extent to which learning is going well. For that in the future, teachers need to help design learning evaluations that have been made previously, so that the success of the goals to be achieved can be known.

Learning carried out by auxiliary teachers at SD Negeri 73 Muaro Jambi Regency from research findings proves that the implementation of learning, both from the aspect of lesson planning, learning implementation and learning evaluation has not been implemented optimally. This situation does not actually describe the inability and unwillingness of all assisting teachers to commit to carrying out learning tasks optimally. This is motivated by the different circumstances of auxiliary teachers, such as differences in previous teaching experience, differences in motivation to become assistant teachers, differences in the length of time attending education and training.

D. CONCLUSION

Based on the research findings, it can be concluded that:

1. The learning planning made by the assistant teacher is not optimal as expected, including guiding the curriculum, linking it with media and methods and designing evaluations in it.
2. The implementation of learning by auxiliary teachers is not in accordance with the demands of learning, as evidenced by learning which tends to be focused on one method, namely the lecture method.
3. Learning evaluations carried out by auxiliary teachers have not described learning evaluations as expected, auxiliary teachers have not designed evaluations properly, have not been guided by the grid, and assistant teachers tend to carry out evaluations that are focused on one domain, namely the cognitive domain.

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