Implementation of Assignment Method in Improving Teachers' Ability to Analyzing SK (Competency Standards) and KD (Basic Competencies) at SMPN 1 Tapung Hulu Kampar

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ABSTRACT

This paper describes how the assignment method can improve teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu Kampar. Based on the description of the background, problem identification, and problem limitation, the focus of the research is related to the implementation of assignment methods to improve teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu Kampar. The research action hypothesis is "if the assignment method is applied, it can improve teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu Kampar Regency". The type of research is school action research (PTS), which stands for determining the success of implementing the assignment method to improve teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu Kampar. The research location is at SMPN 1 Tapung Hulu Kampar. This research was carried out in February 2023 and the number of samples in the research was 28 teachers. Based on the description of data processing and discussion, it is concluded that the teacher's ability to analyze SK and KD was found in cycle I at 64.5% in the quite good category and in cycle II it increased to 77.9% in the good category.

Keywords: *assignment method, teacher ability, sk kd, junior high school*

INTRODUCTION

Education is aimed at improving the quality of human resources, as formulated in the Goals of National Education in the National Education System Law Number 20 of 2003, that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of participants. educated to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Ma'sum, 2017; Dahniar, 2018; Rianae, Berliani & Dagau, 2020).

Teaching and learning activities involve several components, namely students, teachers, learning objectives, lesson content, teaching methods, media and evaluation. The aim of learning is positive changes in behavior and behavior of students after participating in teaching and learning activities, such as: psychological changes that will appear in behavior (over-behavior) which can be observed through the senses by other people in terms of speech, motor skills and style life (Ahmad, 2019). Implementation of learning quality is certainly related to teacher readiness such as method selection, media availability, and student readiness (Tirtayani et al., 2019).

In general, when developing a syllabus, teachers only quote the SK and KD in the Content Standards Attachment (have not carried out a competency assessment/mapping), because they do not understand that the assessment process is very important and useful for formulating: achievement indicators, main material, learning activities, learning methods. , determining the form and type of questions, as well as learning sources/materials. Not all teachers understand the procedures for analyzing

content standards and their attachments, namely SK and KD (Masnah, 2018). As a result of this ignorance, teachers only adopt and adapt examples of syllabi developed by BSNP and other schools. This means that teachers have not developed the syllabus independently according to student characteristics because new teachers are said to develop the syllabus independently, marked by mapping/analyzing the content standards (SK and KD) of the subjects they teach (Soeprianto, Bachelor & Hapipi, 2018).

Teachers are also less aware that in every learning process outlined in the RPP teachers need to include character values into it, this is of course in order to prepare the golden generation of 2045, because we realize that the children we educate today are on average 7 years, in 2045 they will be 32 years old, and these are the ones who will continue the leadership of this nation, therefore provision for instilling character values is absolutely necessary, the Learning Implementation Plan (RPP) is teacher's guidance in teaching in the classroom, a teacher must be able to understand planning, implementing a quality learning process, and assessing and evaluating learning outcomes (Syaodih et al., 2020).

Based on the results of temporary observations of several teachers, the following symptoms were found: 1) Lack of teacher ability in analyzing Competency Standards and basic competencies, 2) Learning tools are only used as a complement and not for teaching needs, and 3) Some more teachers if asked the learning device answered that they didn't have it or hadn't made it. The situation mentioned above is the aim for researchers to find out more deeply about this situation related to the teacher's ability to analyze SK and KD.

METHOD

The type of research is school action research (PTS) which aims to determine the success of implementing the assignment method to improve teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu, Kabupaten Kampar. The population in this study was all 28 teachers at SMPN 1 Tapung Hulu, Kabupaten Kampar. This research was conducted in two cycles. Kemmis and Mc model research design. Taggart that is spiral from one to another cycle Which Next. Every cycle blanket *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. Procedure on action This:

1. *Planning* , including: (a) Researchers And observer arrange alternative enhancement effectiveness of the method discussion learning. (b) Researcher together collaborator make planning teaching Which develop Skills student intellectuals. (c) Discuss about developing learning Skills intellectual student. (d) Carry out inventory media and learning methods for students. (e) Create sheet observations related to the learning methods that will be applied. (f) Designing evaluation tool to see how student learning outcomes are when the learning method has been applied, namely the discussion method.
2. *Action* , namely carrying out learning activities as intended own planned according to the learning method that will be applied.
3. *Observation* , that is, activity Which held It is observe to application action with use sheet observation Which has been prepared.
4. *Reflection* includes analysis data Which obtained through observation observations regarding the media and learning methods that will be applied.

RESULTS AND DISCUSSION
Cycle I
Planning

Cycle I consists of one meeting held on February 3 2023. Before carrying out the action using the assignment method, the teacher first prepares several preparatory steps. These preparations include; Develop operational objectives, create worksheets and compile teacher worksheets to determine Teacher Ability in Analyzing SK and KD , prepare an observation format for the learning process which consists of

teaching and learning activity situations, teacher activity in learning, prepare a measurement sheet for Teacher Ability in Analyzing SK and K.D.

Action

Explaining the objectives to be achieved, namely analyzing SK and KD, explaining the type of assignment clearly and precisely so that the teacher understands what is being assigned, providing instructions/resources that can help the teacher's work, providing sufficient time to do the assignment, providing supervision and guidance for participants, especially those who find it difficult to complete their assignments, provide encouragement so that teachers want to work on analyzing SK and KD, ask teachers to do the work themselves and not ask other people to do their assignments, ask teachers to take notes about learning tools, conduct questions and answers related to SK and KD, assess the results of teacher work both by tests and non-tests or other means.

Observation

In carrying out the assignment given by the researcher for the first time in cycle I, an achievement of 60% of all aspects observed and assessed was seen. This means that it still requires repetition in the next cycle because it is not very satisfactory. The results of research observations regarding the activities of researchers when providing guidance will be described in table 1 below.

Table 1. Facilitator Activities in Cycle I

NO	EVALUATION	SB	B	elementary school	KB	TB	Qty	%
1	Explain the objectives to be achieved, namely analyzing SK and KD		√				4	
2	Explain the type of assignment clearly and precisely so that the teacher understands what is being assigned				√		2	
3	Provide instructions/resources that can help the teacher's work				√		2	
4	Provide sufficient time to do the task.			√			3	
5	Provide supervision and guidance for participants, especially those who find it difficult to complete their assignments				√		3	54%
6	Providing encouragement so that teachers want to work on analyzing SK and KD			√			3	
7	Ask the teacher to do the work themselves, not ask someone else to do the work			√			3	
8	Ask the teacher to take notes about learning tools.				√		2	
9	Conduct questions and answers related to SK and KD				√		2	
10	Evaluating the results of teacher work both by tests and non-tests or other means.			√			3	
	AMOUNT		**8**	**9**	**10**		**27**	

Source: Observation data, 2023

From the table above, it is known that the scores obtained by researchers in implementing learning using the assignment method were compared with the classification standards set in Chapter III. Research activities in cycle I received a score of 27 in the less than perfect category. Then from the table above it is also known the weaknesses of researchers in using the method of assiging assignments based on the activities observed:

1) Explain the type of assignment clearly and precisely so that the teacher understands what is being assigned
2) Provide instructions/resources that can help the teacher's work
3) Provide supervision and guidance for participants, especially those who find it difficult to complete their assignments
4) Ask the teacher to take notes about learning tools.
5) Do questions and answers

The weaknesses made by researchers that were previously explained affected the participants' activities. Regarding participant activities in the learning process using the assignment method can be seen in the following table:

Table 2. Learning Activities of Participants (Participators)

NO	TEACHER NAME	Activity										AMOUNT
		1	2	3	4	5	6	7	8	9	10	
1	LENI KURNIA SARI, SP	0	0	0	0	0	0	1	1	0	0	2
2	SISKA RAHMI, S.Pd	1	0	0	0	0	1	0	1	0	1	4
3	WIWIK NASUTION, SE	0	1	1	1	0	0	1	0	1	0	5
4	TAUFIQURRAHMAN, S.Pd	1	1	0	0	0	0	1	0	0	0	3
5	MUHAMMAD IRFAHMI, S.Pd	1	1	0	0	0	1	0	1	1	0	5
6	SYAHDAN, S.Pd	0	0	0	0	0	0	1	1	0	0	2
7	FITRIYANI SIREGAR, S.Pd	1	0	0	0	0	1	0	1	0	1	4
8	NURHAYATI, S.Pd	1	0	0	0	0	1	0	1	0	1	4
9	SUHAIMI, S.Ag	0	0	0	0	0	0	1	1	0	0	2
10	YUSRITA, S.Ag	1	0	0	0	0	1	0	1	0	1	4
11	ERNI, S.Pd	1	0	0	0	0	1	0	1	0	1	4
12	Dra. ERMANIDA	0	0	0	0	0	0	1	1	0	0	2
13	SEPTIAWATI CAHYA S, S.Pd	1	0	0	0	0	1	0	1	0	1	4
14	REMPI SIAHAAN, S.Pd	0	1	1	1	0	0	1	1	0	0	5
15	HASPALINA BANGUN, S.Pd	1	1	0	0	0	1	0	1	0	1	5
16	HENI MULIATI, SE	0	1	1	1	0	0	1	1	1	0	6
17	PUTRI PRATIWI, S.Pd	1	0	1	1	1	1	0	0	0	1	6
18	HENDRI SUSANTO, SE	1	1	1	0	0	1	1	1	0	1	7
19	ZULHADIGUNA, S.Pd	0	1	1	0	0	0	1	1	0	0	4
20	AIDA UTARI, S.Pd	1	1	1	0	1	0	0	0	0	1	5
21	SISWANTI, S.Pd	0	0	0	0	0	0	1	1	0	0	2
22	VERAWATI, S.Pd	1	0	0	0	0	1	0	1	0	1	4
23	SRI ARYANI, S.Pd	0	1	1	1	0	0	1	0	1	0	5
24	NURHIDAYATI, S.Pd	1	1	0	0	0	0	1	0	0	0	3
25	BADDARIA HASIBUAN, S.Pd	1	1	0	0	0	1	0	1	1	0	5
26	NORMIN, S.Pd	0	1	1	1	0	0	1	1	0	0	5
27	SOFIA PRINCESS ROYANDA, S.Pd	1	1	0	0	0	1	0	1	0	1	5
28	YURISKA MAHARANI R, S.Pd	0	1	1	1	0	0	1	1	1	0	6

AMOUNT	16	15	10	7	2	13	15	22	6	12	118	
PERCENTAGE	57%	54%	36%	25%	7%	46%	54%	79%	21%	43%	42%	

CATEGORY = Fairly Good

Source: Observation Data, 2023

Description of Observed Participant Activities: Pay attention to the facilitator's explanation, pay attention to the type of task and understand what is being assigned, pay attention to instructions/resources that can help with the work, take advantage of the time to do the task, pay attention to the guidance given by the facilitator, be motivated to work, do it yourself without asking other people , take notes about learning tools, especially related to SK and KD, conducting questions and answers , taking part in assessing work results both by tests and non-tests or other means

Based on table 2, it is known that the teacher (participator) activity score is generally classified as "Quite good" with an average of 42%. Even though most teachers have shown a desire to learn , there are still teachers who lack attention in their learning. Especially in activities (4) making use of the time given, 5) paying attention to the guidance given by the facilitator, 7) doing the tasks given yourself. Then, to find out aspects of the teacher's ability to analyze SK and KD, you can pay attention to the results of the following assessment.

Table 3. Aspects of Teacher Ability in Analyzing SK and KD Cycle I

No	Teacher name	Indicator		Average	Note	Completeness
		SK analysis	KD analysis			
1	LENI KURNIA SARI, SP	70	50	60	Pretty good	Not Completed
2	SISKA RAHMI, S.Pd	50	70	60	Pretty good	Not Completed
3	WIWIK NASUTION, SE	70	80	75	Good	Complete
4	TAUFIQURRAHMAN, S.Pd	70	80	75	Good	Complete
5	MUHAMMAD IRFAHMI, S.Pd	50	60	55	Pretty good	Not Completed
6	SYAHDAN, S.Pd	50	70	60	Pretty good	Not Completed
7	FITRIYANI SIREGAR, S.Pd	70	80	75	Good	Complete
8	NURHAYATI, S.Pd	70	80	75	Good	Complete
9	SUHAIMI, S.Ag	50	70	60	Pretty good	Not Completed
10	YUSRITA, S.Ag	70	80	75	Good	Complete
11	ERNI, S.Pd	70	60	65	Pretty good	Not Completed
12	Dra. ERMANIDA	50	60	55	Pretty good	Not Completed
13	SEPTIAWATI CAHYA S, S.Pd	50	70	60	Pretty good	Not Completed
14	REMPI SIAHAAN, S.Pd	70	80	75	Good	Complete
15	HASPALINA BANGUN, S.Pd	70	80	75	Good	Complete
16	HENI MULIATI, SE	70	80	75	Good	Complete
17	PUTRI PRATIWI, S.Pd	50	50	50	Pretty good	Not Completed
18	HENDRI SUSANTO, SE	50	50	50	Pretty good	Not Completed
19	ZULHADIGUNA, S.Pd	50	60	55	Pretty good	Not Completed
20	AIDA UTARI, S.Pd	70	80	75	Good	Complete
21	SISWANTI, S.Pd	70	80	75	Good	Complete
22	VERAWATI, S.Pd	50	40	45	Pretty good	Not Completed

23	SRI ARYANI, S.Pd	50	50	50	Pretty good	Not Completed
24	NURHIDAYATI, S.Pd	70	80	75	Good	Complete
25	BADDARIA HASIBUAN, S.Pd	70	60	65	Pretty good	Not Completed
26	NORMIN, S.Pd	50	70	60	Pretty good	Not Completed
27	SOFIA PRINCESS ROYANDA, S.Pd	70	80	75	Good	Complete
28	YURISKA MAHARANI R, S.Pd	60	50	55	Pretty good	Not Completed
	Amount	**1710**	**1900**	**1805**		
	Average	**61.1**	**67.9**	**64.5**	**Pretty good**	**Not Completed**

Source: Observation data, 2023

Table 4. Assessment Criteria

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Enough	41 - 60
4	Not enough	21 - 40
5	Very less	0 - 20

From the data above, it can be concluded that the percentage obtained from the aspect of teacher ability in analyzing SK and KD obtained an average percentage of achievement in cycle I of 64.5% or in the quite good category.

Reflection

Paying attention to the description of the learning process stated above and looking at the learning results, based on the results of discussions by researchers and observers regarding learning improvements in the first cycle, there are several strengths and weaknesses of learning, including: Management of learning by researchers is in accordance with the stages contained in the RPP. However, there are several weaknesses in its implementation, such as connecting today's lesson material with previous lesson material, providing instructions/resources that can help the teacher's work, goals and learning outcomes that the teacher is expected to achieve, providing supervision and guidance when the teacher is working on the assigned task , In general, teachers' activities in learning have begun to focus on their learning tasks, but there are several things that must be paid attention to, namely the aspect of linking today's lesson material with previous lesson material, the aspect of paying attention to instructions/resources that can help the teacher's work, goals and results. studying, and in the aspect of carrying out the tasks given seriously, while for several indicators

Teachers' ability to analyze SK and KD is still at a sufficient level; looking at the conditions above, indicates that the learning process carried out by researchers still needs better planning by paying attention to the weaknesses and strengths that have been identified in cycle I as a basis for improvement in cycle II.

Cycle II
Planning

Cycle II, which consists of one meeting held on February 10 2023, is a follow-up to cycle I, which consists of corrective steps to obtain better research results. Before carrying out the action using the assignment method , the teacher first prepares several preparatory steps as presented in Chapter III. These preparations include; Develop operational objectives, create worksheets and compile teacher worksheets to

determine the teacher's ability to analyze SK and KD, prepare a learning process observation format consisting of teaching and learning activity situations, teacher activity in learning, prepare measurement sheets to measure teacher ability in analyzing SK and K.D.

Action

Explaining the objectives to be achieved, namely analyzing SK and KD, explaining the type of assignment clearly and precisely so that the teacher understands what is being assigned, providing instructions/resources that can help the teacher's work, providing sufficient time to do the assignment, providing supervision and guidance for participants, especially those who find it difficult to complete their assignments, provide encouragement so that teachers are willing to work on analyzing SK and KD, ask teachers to do it themselves and not ask other people to do their assignments, ask teachers to take notes about learning tools, conduct questions and answers related to SK and KD, assess the results of teacher work both by tests and non-tests or other means.

Observation

In carrying out the assignment given by the researcher for the first time in cycle I, an achievement of 64.5% was seen in all aspects observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfactory. The results of research observations regarding the activities of researchers when providing guidance will be described in table 5 below.

Table 5. Researcher Activities in Cycle II

NO	EVALUATION	SB	B	elementary school	KB	TB	Qty	%
1	Explain the objectives to be achieved, namely analyzing SK and KD	√					5	
2	Explain the type of assignment clearly and precisely so that the teacher understands what is being assigned	√					5	
3	Provide instructions/resources that can help the teacher's work		√				4	
4	Provide sufficient time to do the task.	√					5	
5	Provide supervision and guidance for participants, especially those who find it difficult to complete their assignments		√				4	90%
6	Providing encouragement so that teachers want to work on analyzing SK and KD		√				4	
7	Ask the teacher to do the work themselves, not ask someone else to do the work		√				4	
8	Ask the teacher to take notes about learning tools.		√				4	
9	Conduct questions and answers related to SK and KD	√					5	
10	Evaluating the results of teacher work both by tests and non-tests or other means.	√					5	
	AMOUNT	**30**	**16**				**45**	

Source: Observation data, 2023

From the table above, it is known that the scores obtained by researchers in implementing learning using the assignment method were compared with the predetermined classification standards. Research activities in cycle II received a score of 45 in the very perfect category. The increase in researcher activity in the learning process has a positive influence on teacher activity. Based on the observer's observations

regarding facilitator activities in cycle II through the results of observations of "Facilitator Activities" which were measured from 10 elements, teacher (participator) activities obtained 75% with good criteria. For more details, see Table 6 below:

Table 6. Learning Activities of Participants (Participators)

NO	TEACHER NAME	Activity										AMOUNT
		1	2	3	4	5	6	7	8	9	10	
1	LENI KURNIA SARI, SP	1	1	0	1	1	1	1	1	1	0	8
2	SISKA RAHMI, S.Pd	1	1	1	0	0	1	0	1	1	1	7
3	WIWIK NASUTION, SE	0	1	1	1	1	0	1	1	1	0	7
4	TAUFIQURRAHMAN, S.Pd	1	1	1	0	1	1	1	0	1	1	8
5	MUHAMMAD IRFAHMI, S.Pd	1	1	1	1	1	1	0	1	1	1	9
6	SYAHDAN, S.Pd	0	1	1	1	1	1	1	1	0	1	8
7	FITRIYANI SIREGAR, S.Pd	1	1	0	0	1	1	0	1	1	1	7
8	NURHAYATI, S.Pd	1	1	1	0	0	1	0	1	1	1	7
9	SUHAIMI, S.Ag	0	1	1	1	1	1	1	1	0	1	8
10	YUSRITA, S.Ag	1	1	0	0	1	1	0	1	1	1	7
11	ERNI, S.Pd	1	1	1	0	1	1	1	0	1	1	8
12	Dra. ERMANIDA	0	1	1	1	1	1	1	1	0	1	8
13	SEPTIAWATI CAHYA S, S.Pd	1	1	0	0	1	1	0	1	1	1	7
14	REMPI SIAHAAN, S.Pd	1	1	1	1	1	0	1	1	1	1	9
15	HASPALINA BANGUN, S.Pd	1	1	1	0	1	1	0	1	0	1	7
16	HENI MULIATI, SE	1	1	1	1	0	0	1	1	1	1	8
17	PUTRI PRATIWI, S.Pd	1	0	1	1	1	1	0	0	1	1	7
18	HENDRI SUSANTO, SE	1	1	1	0	0	1	1	1	1	1	8
19	ZULHADIGUNA, S.Pd	0	1	1	1	0	0	1	1	0	1	6
20	AIDA UTARI, S.Pd	1	1	1	0	1	1	0	0	1	1	7
21	SISWANTI, S.Pd	0	1	1	1	1	1	1	1	0	1	8
22	VERAWATI, S.Pd	1	1	0	0	1	1	0	1	1	1	7
23	SRI ARYANI, S.Pd	0	1	1	1	1	1	1	0	1	0	7
24	NURHIDAYATI, S.Pd	1	1	0	1	0	0	1	0	0	1	5
25	BADDARIA HASIBUAN, S.Pd	1	1	1	0	1	1	0	1	1	1	8
26	NORMIN, S.Pd	1	1	1	1	1	0	1	1	1	1	9
27	SOFIA PRINCESS ROYANDA, S.Pd	1	1	1	0	1	1	0	1	0	1	7
28	YURISKA MAHARANI R, S.Pd	1	1	1	1	0	0	1	1	1	1	8
	AMOUNT	21	27	22	15	21	21	16	22	20	25	186
	PERCENTAGE	75%	96%	79%	54%	75%	75%	57%	79%	71%	89%	75%

Source: Observation Data, 2023

Description of Participant Activities Observed: Paying attention to the facilitator's explanation, paying attention to the type of task and understanding what is being assigned, paying attention to instructions/resources that can help with the work, using time to do the task, paying attention to the guidance given by the facilitator, motivated to work, not doing it alone instructing other people, taking notes about

learning tools, especially regarding SK and KD, conducting questions and answers, participating in assessments of work results both by tests and non-tests or other means.

Based on table 6, it is known that teacher activity scores are generally classified as "good" with an average of 75%. Then, to find out aspects of the teacher's ability to analyze SK and KD, you can pay attention to the results of the following assessment.

Table 7. Aspects of Ability to Analyze SK and KD Cycle II

No	Teacher name	Indicator		Average	Note	Completeness
		SK analysis	KD analysis			
1	LENI KURNIA SARI, SP	80	70	75	Good	Complete
2	SISKA RAHMI, S.Pd	80	70	75	Good	Complete
3	WIWIK NASUTION, SE	100	100	100	Good	Complete
4	TAUFIQURRAHMAN, S.Pd	70	80	75	Good	Complete
5	MUHAMMAD IRFAHMI, S.Pd	80	60	70	Good	Complete
6	SYAHDAN, S.Pd	80	70	75	Good	Complete
7	FITRIYANI SIREGAR, S.Pd	100	100	100	Good	Complete
8	NURHAYATI, S.Pd	70	80	75	Good	Complete
9	SUHAIMI, S.Ag	80	60	70	Good	Complete
10	YUSRITA, S.Ag	70	80	75	Good	Complete
11	ERNI, S.Pd	80	70	75	Good	Complete
12	Dra. ERMANIDA	80	80	80	Good	Complete
13	SEPTIAWATI CAHYA S, S.Pd	80	80	80	Good	Complete
14	REMPI SIAHAAN, S.Pd	70	80	75	Good	Complete
15	HASPALINA BANGUN, S.Pd	80	70	75	Good	Complete
16	HENI MULIATI, SE	80	80	80	Good	Complete
17	PUTRI PRATIWI, S.Pd	80	80	80	Good	Done
18	HENDRI SUSANTO, SE	70	80	75	Good	Done
19	ZULHADIGUNA, S.Pd	80	70	75	Good	Done
20	AIDA UTARI, S.Pd	70	80	75	Good	Done
21	SISWANTI, S.Pd	80	80	80	Good	Complete
22	VERAWATI, S.Pd	70	80	75	Good	Complete
23	SRI ARYANI, S.Pd	80	70	75	Good	Complete
24	NURHIDAYATI, S.Pd	70	80	75	Good	Complete
25	BADDARIA HASIBUAN, S.Pd	90	70	80	Good	Complete
26	NORMIN, S.Pd	70	80	75	Good	Complete
27	SOFIA PRINCESS ROYANDA, S.Pd	90	80	85	Good	Complete
28	YURISKA MAHARANI R, S.Pd	60	90	75	Good	Complete
	Amount	**2190**	**2170**	**2180**		
	Average	**78.2**	**77.5**	**77.9**	**Good**	**Complete**

Source: Observation data, 2023

Table 8. Assessment Criteria

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Enough	41 - 60
4	Not enough	21 - 40
5	Very less	0 - 20

From the data above, it can be concluded that the percentage obtained from the aspect of Teacher Ability in Analyzing SK and KD obtained an average percentage of achievement of 77.9% or in the good category.

Reflection

If you pay attention to the results of the second cycle, the teacher's ability to analyze SK and KD has increased compared to the first cycle. This means that the actions given by the teacher in the second cycle had a better impact than the actions in the first cycle. This proves that with the improvements that have been made, participants (participators) are very interested in participating in the learning process.

From the results of research in cycle I, it shows that the teacher's ability aspect in analyzing SK and KD in cycle I has not reached the specified indicators. This indicates that the school principal's method of assigning assignments still needs better planning by paying attention to the strengths and weaknesses identified in cycle I as a basis for improvement in cycle II.

Table 9. Achievement of Teacher Ability in Analyzing SK and KD

Information	Classical Achievement Percentage	Category
CYCLE I	64.5	Not Completed
CYCLE II	77.9	Complete

From the table above it is known that the teacher's ability to analyze SK and KD in cycle I increased in cycle II. If in cycle I you get an achievement score of 64.5%, then in cycle II you get a better achievement score of 77.9%. To make it clearer, you can also look at curve 1.
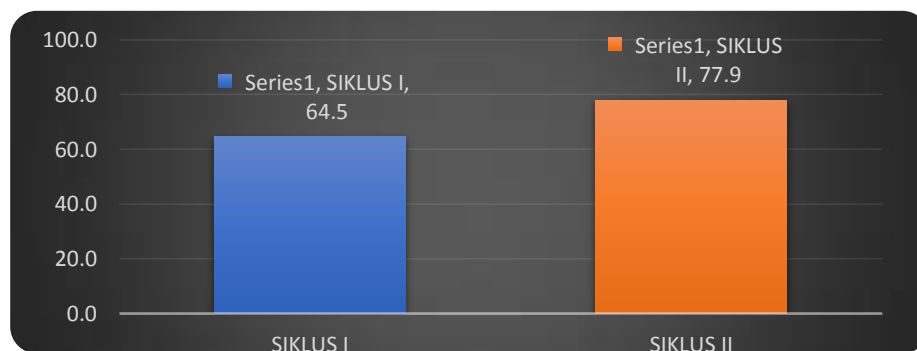
Figure 1. Image of Research Implementation Achievements

Discussion

The increase in the delivery of material by researchers who are also facilitators also has implications for increasing teachers' abilities in analyzing SK and KD . The RPP contains KI, KD, indicators to be achieved, material to be studied, learning steps, learning media, and learning and assessment resources (Sukarya, 2020). Learning tools become a benchmark in implementation learning process, while teachers are an important key to success improving the quality of education, one of the characteristics of good quality education is the creation of a good learning process starting from planning, implementation and evaluation (Nurmajaya, 2021).

One of the effective forces in school management that plays a responsible role in facing these changes is the leadership of a school principal, who must be able to initiate new thinking in the process of interaction in the school environment by making changes according to development demands. A school principal is a person who is truly capable of being a leader and an innovator (Rosyada, 2016). School principals must be able to carry out their work as educators, managers, administrators, supervisors, leaders, innovators and motivators (Oktarina, & Rahmi, 2019). In this case , teachers are one of the determining factors in the quality of education. If teachers have academic quality, are competent and professional, it is hoped that the education process will run optimally and produce competitive output (Sukirman, 2020).

Professional competence requires teachers to have knowledge broad and deep regarding the subject matter (field of study) that will be taught, as well as Mastery of methodology is mastery theoretical concepts are capable of having methods the right one and able to use it in the teaching and learning process (Mulyasa, 2015). Likewise, professional teachers must be able to encourage participants students to be able to optimize their potential in order to achieve maximum performance (Mulloh, & Muslim, 2022). Apart from that, teachers are also required to be innovative, pro-active, and able to make students active in learning (Baroroh, & Muyasaroh, 2020).

Education is the process of changing humans to become better, more advanced and more skilled. To achieve this goal, a learning strategy is needed, which includes three things The main elements are planning, implementation and evaluation. Program planning serves to provide direction for the implementation of learning (Gabena, 2017; Rusmiyati, 2018; Ahmad, 2019). Teachers or educators in educational units too obliged to prepare and analyze RPP, SK, and KD completely and systematically for learning takes place in an interactive, inspiring, fun, challenging, efficient, motivate students to participate actively, and provide space sufficient for initiative, creativity and independence according to talents, interests and physical and psychological development of students (Pamungkas et al., 2016; Susanto et al., 2021).

CONCLUSIONS AND RECOMMENDATION

From the description of data processing and discussion, it was concluded that the teacher's ability to analyze SK and KD was found in cycle I at 64.5% in the quite good category and in cycle II it increased to 77.9% in the good category.

Based on the research findings above, and considering the development of teachers' abilities in analyzing SK and KD at SMPN 1 Tapung Hulu, Kampar Regency , it is recommended that these activities be increased in the future. In this regard, it is recommended that various parties follow up on the results of this research. For school principals to increase the effectiveness of developing teachers' abilities in analyzing SK and KD and providing training, improving the quality of education, education and training for teachers is necessary and must be carried out to improve this, so certification is implemented So far it's really been right on target.

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