

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis, this research conducted about the practices and variation in purposeful teaching and concentration on teaching and learning in 8 schools by schools level region of origin . The information obtained by this researcher came from the teacher and researchers. From the result of this analysis of interview and observations as a whole, it was found that :

1. The practices of purposeful teaching and concentration on teaching and learning in 8 schools

The practices of purposeful teaching based on the analysis in 8 schools includes curriculum strengthening activities, used of infrastructure as a form of school development, activities for making lesson plans or teaching modules in groups, and extracurricular planning. In developing the school itself, teachers are involved in school development by understanding and studying curriculum changes and are provided with facilities in the form of using infrastructure such as teaching aids or other facilities that can be used by all teachers. Then the school provides time for teachers who want to make plans, be it formal activities such as making lesson plans or teaching modules as well as non-formal activities outside of learning hours such as extracurricular activities together with other teacher colleagues according to the subject they are in charge of so they can add insight and new ideas. in the classroom.

Furthermore, the practices of concentration on teaching and learning based on the analysis in 8 schools include teachers' commitment to schools and their subjects such as attending regular meeting activities, MGMPs, and maximizing learning time, broadening their subject knowledge through training activities, learning planning , and also from MGMP activities. In this commitment, the teacher has responsibility for the school and its

subjects, namely the teacher takes the initiative to participate and is active in routine meetings that are held so that he understands what is discussed at each meeting such as understanding the curriculum. The form of responsibility to the school and its subjects is manifested by its participation in the activities provided. schools that can also be useful for broadening knowledge of their subject matter, namely MGMP activities.

In addition to MGMP, the teacher also maximizes his learning time by providing teaching media and creative materials for students so that students focus on the material being conveyed so that the teacher can maximize the available learning time. Then to add insight into the subject the teachers learn a lot from the training and MGMP provided by the school and there are also teachers who take the initiative to study it by understanding the lesson plans that have been made and discussing them with colleagues.

2. The variations of purposeful teaching and concentration on teaching and learning

Based on junior high school level schools S1, S2, S3 in areas 5,6,2 and senior high schools S4,S5,S6,S7,S8 in areas 4,3,8,8,2. In purposeful teaching at the junior high school level, variations are practiced, namely in developing schools in the form of using infrastructure carried out in S1 and S3, then understanding and following the strengthening of the curriculum is carried out by S2, designing lesson plans or teaching modules in groups is carried out by S2 and S3, then for designing non-formal activities is extracurriculars are carried out by S1 as a form of school development and support. In senior high schools, the variations in practice are that school development in the form of strengthening the curriculum is carried out in S5 and the used of infrastructure is carried out in S4 and S7. Then in school support such as providing time for teachers at the senior level of high schools more to plan the making of lesson plans or teaching modules that are carried out in S4, S5, S6, S7 and S8.

Furthermore, in the concentration on teaching and learning in junior high schools, the variations of practice are on the teacher's commitment to

the school, namely attending regular meetings conducted by S2, then participating in activities provided by schools such as MGMP which are carried out by Doctors and maximizing study time by S2. Then for the teacher's commitment to the subject, namely consciously and trying to broaden his insight into the subject by learning from training provided from schools such as in S1, and learning from learning plans such as in S1 and S2, and learning while participating in MGMP activities like in S2 and S3. Then, at the senior high school level, the variations that can be seen, namely in the commitment of teachers to the school, can be seen from the teachers attending regular meetings as in S7 and S8, then maximizing the learning time provided by the school, as was done in S4, S5, S6, S7 and S8. Then for the teacher's commitment to the subject to add insight by learning by participating in training such as the S8, the teacher also learns with the lesson plans that have been made such as the S4 and S5, besides that the teachers learn when they are in MGMP activities such as the S6 and S7.

Based on the variations seen in purposeful teaching and concentration on teaching and learning at the level of junior high schools and senior high schools for the region of origin, it does not affect the application or practice of these two items in areas that are located near urban or rural areas because these schools exist at least implementing one of the activities included in one of the sub-themes of purposeful teaching and concentration on teaching and learning.

B. Suggestion

The result of this research are expected to provide an overview of the practice and variations in purposeful teaching and concentration on teaching and learning that occurred in that schools involved in this research, based on the conclusions from the research above. Researcher submits suggestions as follows .

1. For schools, in order to be able to add facilities for teachers where teachers can develop more broadly the teaching methods, tools or techniques that were previously used, both in junior high schools and senior high schools.
2. For teachers, to be more active in seeking information related to learning other than what is provided by the school so that they can add insight about their teaching.
3. For other researchers, so that they can complete this by continuing this research on sub-items that have not been discussed.