

THE IMPLEMENTATION OF REMEDIAL TEACHING IN SMA

KEJAYAAN INDONESIA BINJAI

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ABSTRACT

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This study was aimed at finding out the implementation of remedial teaching included preparation, implementation of activities (process), and follow-up in SMA Kejayaan Indonesia Binjai for grade XI done by the English teacher. Another aim of this research was to find out the factor that contributed to the students' success in remedial teaching. Descriptive qualitative research design was used in this research. The participants of this study were an English teacher and 6 remedial students who had passed remedial teaching. The data sources in this study were the teacher's utterances and questionnaire answer sheets. The data were collected by interviewing the teacher and spreading Google Form questionnaire for the remedial students. Based on the interview, it was found that the teacher included preparation as to diagnose students' difficulty, implementation as to re-explain the material, and follow up as to give the successful students more motivation. It was concluded that what the teacher had done can be called as remedial teaching because she had already done 6 out of 7 steps of proper remedial teaching which are reviewing the case, selecting alternative action, provision of special services, implementing remedial teaching, re-measuring learning outcomes, and re-evaluating. For the questionnaire result, the factor that contributed to the students' success in remedial teaching came from internal and external factor.

Keywords: *Implementation of Remedial Teaching*

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INTRODUCTION

Background of Study

In Keajaan Indonesia Binjai, the students must meet the KKM (Kriteria Ketuntasan Minimum) or Minimum Criteria of Mastery Learning at the point of 65 to pass the assessment. In the 2nd grade class of senior high school, which only has one class, there are 34 students. After the test had been done, there were 6 students who could not pass the KKM in the catatan 6.

In an effort to help the students who did not pass the KKM, the teacher should follow the lesson plan and do remedial teaching as a strategy to higher up the scores of the remedial students in achieving learning goals. Remedial education also known as remedial teaching is the supplemental instruction or additional courses connected with school for students who are slower at learning than others in arrangement with the formal course (Panlilio, 2012). This program is provided to help the students evaluate incompetent learning in regular class.

In order to conduct successful remedial teaching, the teacher must follow the right procedures in implementing it. Makmun (2012) stated that to carry out remedial teaching must follow these steps: review the case, selection of alternative actions, provision of special services, implementation of remedial teaching, re-measurement of learning outcomes, re-evaluation and re-diagnostic and enrichment. Those steps must be occurred in the implementation of remedial teaching.

Teachers as the important practitioners in the education system must be able to implement remedial teaching in a correct way so that the students who still fail to pass the KKM will be succeeded. As the preliminary data, the researcher interviewed the English teacher in SMA Keajaan Indonesia Binjai that also implements remedial teaching. Based on the interview, the teacher gives the students extra explanation of the teaching materials to the 6 remedial students who have difficulty in understanding the materials given by the teacher based on the test. This activity is done after the class is over and usually be held in the teacher's office. The teacher also uses the same media in remedial teaching as in normal class. Actually, the remedial teaching will

be held after the test is done and the teacher already checked the score of the students. Besides, the teacher also does not use any lesson plan. However, all of the students who got remedial teaching were successful to pass their KKM afterwards.

Based on the explanation above, the teacher might implement remedial teaching to students who failed to pass the minimum score of KKM by following the proper steps regardless of the circumstances that been said above. On the other hand, all of the students who had difficulty in learning a material could surpass their prior score and passed the KKM after receiving remedial teaching. This phenomenon occurred unusually since remedial teaching is really difficult to be conducted. In several studies, they found that the teacher only did re-test, not remedial teaching. Here, the teacher gives remedial teaching. Thus it is important to investigate the implementation of remedial teaching done by the teacher

REVIEW OF LITERATURE

1. Remedial Teaching

a. Definition of Remedial Teaching

Sugihartono, et al (2007) stated that remedial is a form of learning that is curative (healing) and corrective (improvement). Dedy Kustawan (2013) explained that remedial teaching is a form of learning that is correcting or improving so that learning outcomes become better than before. Remedial teaching will be held after learning difficulties were identified, and a special service will be held.

b. The Purposes of Remedial Teaching

Kustawan (2013) stated that there are some purposes of remedial teaching which are: Each student achieves the competence according to the goals; Understand the strengths and weaknesses of students' competencies, including the types and nature of the difficulties they face; Choosing and using appropriate learning facilities and overcoming obstacles that form the background of the difficulties; Changing or improving the way students learn to be more effective and efficient according to their

characteristics; Developing students' attitudes and habits that can motivate the achievement of better learning outcomes and carry out better learning tasks as well.

c. The Functions of Remedial Teaching

Warkitri (1990), (in Sugihartono, et al. 2007) stated that there are several functions in remedial teaching to help students who have learning difficulties, including corrective, understanding, adjustment, enrichment, acceleration, and therapeutic functions.

d. The Principles of Remedial Teaching

According to Kumar (2016), there are several principles that need to be considered in remedial learning, including: Adaptive; Interactive; Flexibility in Learning and Assessment Methods; Providing Feedback as soon as possible; Sustainability and Limitations in Providing Services.

e. The Methods in Remedial Teaching

Ahmadi (2004) stated that method used in *Remedial Teaching* is the method implemented in the whole tutoring activity starting from case identification to follow-up. Methods that can be used, namely: Question and answer; Discussion; Giving Tasks; Work in group; Tutor; Individual teaching.

2. Learning Outcomes

a. Definitions of Learning

Slameto (2010) stated that learning is a process of effort by a person to obtain a whole new change in behavior as a result of his own experience in interacting with his environment.

b. Factors that Affect Learning

Slameto (2013) stated that factors that influence learning can be classified into two groups, namely internal and external factors.

c. Learning Outcomes

Juniati (2009) states that learning outcomes are the ultimate goal in learning which can determine whether the student fails or not in achieving learning outcomes, the

student is obliged to follow the implementation of remedial aims to be able to achieve maximum learning outcomes.

Research Methodology

The researcher used descriptive qualitative design in conducting this study to achieve holistic picture and depth of understanding of remedial teaching in SMA Kejayaan Indonesia Binjai. The researcher observed and described the phenomenon as in fact as clear as possible without manipulation.

Data and Data Source

The Data sources in this study were from spreading questionnaires to 6 remedial students from 2nd grade that have been through remedial teaching and interviewing an English teacher of SMA Kejayaan Indonesia Binjai.

Data in this research were obtained from conducting interview with the teacher (about the process of doing remedial teaching) and spreading online questionnaires to get the data from the students (factors that made the students become successful). Thus, the data were the answers from the teacher and questionnaire.

The Techniques and Instruments of Data Collection

In collecting data, the researcher used data collection techniques in the form of interview and questionnaires. The reason why the researcher chose these two techniques was because the remedial teaching was already implemented in the past. It was not possible to get data by observation too since there is only online class due to the Covid-19 pandemic and there was no remedial teaching done by the teacher via online because all of the students passed the KKM in every next exam.

The Techniques of Data Analysis

According to Miles, Huberman, and Saldana (2014), analysis activities consist of three activities namely data condensation, presenting data (data display), and drawing conclusions. In this research, the processes were done based on the stages: data condensation, data display, and conclusion.

FINDINGS

From the data analysis, there are two findings that are derived:

a. The Implementation of Remedial Teaching Done by The English Teacher

In the preparation, the teacher knew the concept of remedial teaching as a re-test for the failed students in reaching the KKM. This does not mean that the teacher only sees remedial teaching as shallow as it seems. In the interview section, there is a statement from the teacher who said that she as the teacher would want to see more than just a score improvement from the remedial students. In diagnosing the students with difficulty, she also read the facial expressions of the students, not just merely seeing the score. If she found out that there are students who do not understand the material, she would talk to them face to face because mostly the students are shy to admit that they lack understanding. The teacher used to share and tell funny stories to the students in case they had problems. After diagnosing the students with their difficulty, she would teach them again and give all of the students tests.

For the process as the main part in remedial teaching, after the test is done and the result has been carried out, the teacher would sort out the students' test results. If there are students whose score is below the KKM, the teacher would call the remedial students to the teachers' office and teach the material again. When the students finally understood the material, she would give them a re-test. The re-test questions usually depend on the score of the students'. However, the teacher decides the difficulty based on the average score of all remedial students. But it does not affect the result of the students' success in passing the remedial teaching. Here, the teacher would use developmental and curative approaches in implementing remedial teaching. For the media, it is approved that the teacher did not differentiate previous media from regular class.

In the follow up, the teacher did re-measurement of the remedial students' learning outcomes by the knowledge given, meaning that the teacher sees it from the score improvements. Furthermore, the teacher also sees it from their true understanding about the materials. For re-evaluation, the teacher will give the successful students motivation and should continue to the next material, while the failed students would be taught more until they succeed.

The teacher implemented remedial teaching in her own way that works well along with the students. It can be seen from her statement that she did not use lesson plan as a guide in teaching English, meaning that she did it only based on the book and measuring the students' understanding by material understanding.

Based on the description above, what has been done by the English teacher of SMA Kejayaan Binjai can be called remedial teaching, because the teacher already made some diagnosis of learning difficulties before remedial teaching begins. Overall, remedial teaching that has been done already fulfills the purposes and functions of remedial teaching.

b. Factors that Caused the Success of the Remedial Students in Surpassing the KKM

For the students' learning outcomes, the most impactful factor that made the students become successful in remedial teaching comes from external factor, specifically said school factor. The school provides facilities and regulation for the remedial students. It can be seen from the teacher's capability in implementing remedial teaching to help the failed students gained their success in passing the KKM. There is also strict punishment for the remedial students who still failed. Both of them boosted the students' motivation to pass the KKM in remedial teaching. It can be seen from the result of the remedial teaching that none of the remedial students who are still failed. Another factor that also contributed to their success came from parents' factor, showed that they responded negatively towards bad results. This affected students' attitude in learning that can be seen in their attitudes to have motive in passing the KKM.

DISCUSSION

It can be concluded that the remedial teaching held by the English teacher is already quite good because she almost followed all of the steps in implementing it. This helps the students to overcome their difficulty in remedial teaching proved by the success of the students to pass their KKM. Not to mention that the success of remedial teaching also comes from students' learning outcomes that were affected by internal and external factor.

Conclusion

The teacher had already done 6 out of 7 remedial teaching procedure compared to the theory of Makmun (2012) which are review of the case, selection of alternative actions, provision of special services, implementation of remedial teaching, re-measurement of learning outcomes, and re-evaluation and re-diagnostic. The teacher didn't include the last step which is to provide enrichment (additional task).

Factors that contributed to students' success came from internal and external factors. The internal factor came from psychological factors: paying attention to the teacher, having motive, and feeling motivated during remedial teaching. The external factor came from the family factor: parents' reaction and school factor: curriculum, school's regulation, and the teacher's method.

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