

RESEARCH ARTICLE

TEACHERS' CHALLENGES AND STRATEGIES IN IMPLEMENTING ACTION DAY AT MUHAMMADIYAH 2 TULANGAN ELEMENTARY SCHOOL**Risha Agustina Widianata¹, Muhlasin Amrulloh¹**rishar035@gmail.com Muhlasin1@umsida.ac.id^[1] Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia**ABSTRACT**

Education in Indonesia faces great challenges in creating more effective and meaningful evaluation methods for students. Written exams are considered less capable of exploring students' potential as a whole. Various cheats were found from the implementation of written exams as an evaluation of student learning. In response to this challenge, SD Muhammadiyah 2 Tulangan implemented action day activities as a new breakthrough in learning outcomes evaluation innovation. The implementation of action day using the project-based learning (PjBL) learning model is considered effective in improving the ability to collaborate, think critically, and student creativity. However, the implementation faces a number of challenges, such as time constraints, lack of student enthusiasm, and difficulties in managing the class. This study aims to identify effective strategies to overcome these challenges and evaluate the success of Action Day implementation in improving learning quality. This research is expected to serve as a guideline for other schools in developing a more innovative evaluation system that has a positive impact on student learning.

Keywords: *Education, Learning Strategy, Learning Innovation, Project-Based Learning*

INTRODUCTION

Learning is an activity used to achieve the goals of learning. Student learning success can be reviewed through learning outcomes at school. Schools need to conduct learning evaluations to obtain conclusions about the success of an activity. The evaluation process can be carried out by giving tests that can be held at the beginning, middle or end of the learning process in one semester. In its implementation, the form of the test given is a written exam with the type of multiple choice questions, short form, or essay. The evaluation process is carried out to measure the level of student understanding of the material taught. Teachers use written tests as a benchmark reference

by calculating the final score obtained by students after taking the test. Education in Indonesia is currently facing challenges in adjusting evaluation methods to improve student understanding and engagement. Written tests are considered less effective in exploring students' potential as a whole. This is based on several shortcomings such as lack of student engagement, psychological pressure, and limitations experienced by teachers in measuring competencies holistically. Written exams are considered less effective in measuring students' ability to master all the material that has been taught. There are still many phenomena of students cheating such as cheating or bringing notes during the exam.

Various innovations are needed in the evaluation process so that learning becomes effective and more meaningful for students. One form of innovation carried out by SD Muhammadiyah 2 Tulangan is holding an action day as a substitute for the midterm summative (STS). In the independent curriculum, the implementation of action day can be equated with a practical exam. Practical exams are activities to assess student learning outcomes in certain subjects. Practical exams emphasize students' psychomotor, proficiency, and skills. In its application, the practical exam implemented by SD Muhammadiyah 2 Tulangan uses the term "action day" as part of the innovation in assessing student learning outcomes for 3 months. The implementation of action day is designed to encourage students to participate more actively in the learning process. So that they can demonstrate skills and understanding through direct experience. The implementation of action day is expected to develop students' skills in critical, creative and collaborative thinking.

Through action day, students can apply the knowledge they have learned in real situations. So that it can increase student motivation and understanding of the subject matter. This is in line with Sudjana's opinion (2005: 157-158), especially the learning method used aims to train and improve students' ability to apply the knowledge and skills they have acquired to achieve it in real life or in reality, in work or in practical tasks. In its implementation, the teacher uses the Project Based Learning (PjBL) learning model as an assignment during the activity. This model aims to enable students to actively complete the tasks given both in groups and individually. In its implementation, teachers experience various challenges that hinder action day activities. Based on the Big Indonesian Dictionary (KBBI), challenge means certain things or objects that can increase determination to improve the ability to overcome problems. Teachers need to design interesting and educational activities to objectively assess students. The limitations of learning tools and the lack of enthusiasm of students in action day activities are major challenges in the implementation of action day. In addition, support and understanding from

parents also play an important role in the success of this activity.

Schools and teachers need to prepare action day activities carefully and prepare various strategies to overcome the various challenges that exist. According to the opinion of Made Sri Mahayoni, 2020, learning strategies are ways that will be chosen and used by a teacher to deliver learning material which aims to make it easier for students to receive and understand learning material, which in turn learning objectives can be mastered at the end of learning activities. This research aims to find out the various effective strategies that schools and teachers need to prepare in overcoming the various challenges that arise from the implementation of action day. The results of the study are also expected to be useful and serve as a guideline for other schools in providing innovations to continue to develop the education system and provide the best learning experience for students.

METHODS

This research uses qualitative research with a case study approach. To examine in depth the unique phenomenon of the challenges and strategies of Teachers in Implementing Action Day at SD Muhammadiyah 2 Tulangan. Qualitative research is conducted with the development of naturalistic field findings or as it is according to field conditions. The research subjects came from the class teacher and 26 students in grade 6. Data analysis used 4 stages, including data collection, data reduction, and conclusion drawing. Interviews, observations, and documentation as a reference in data collection techniques. The triangulation used is source triangulation to provide a comparison of the results of interviews with various sources as data validity. Moleong (2010, p. 186) argues that interviews are a series of conversations with a specific purpose. The interview was composed of 15 main statements which were then developed according to the needs of knowledge related to the topic with a duration of 30 minutes. Another data collection technique is through observation to see firsthand how the action day activity process takes place and is documented in the form of photos.

DISCUSSION

Various innovations have been made by SD Muhammadiyah 2 Tulangan in improving school quality. One of the innovations made is innovation in evaluating student learning outcomes. Learning outcomes that were originally obtained by conducting written exams, are now present in the form of action day activities that last for 4 days starting from Tuesday to Friday. Action day is designed to provide an interesting learning experience by involving all students. Assignments in each grade level also vary according to the abilities and learning achievements in each phase. Action day contains student activities ranging from cutting, pasting, coloring, playing musical instruments, to producing products in the form of work. The assignments given are not only individual, but also in groups with the aim that students can collaborate and play an active role in group tasks. From the results of observations that have been made, action day activities that have been implemented for 2 years are considered effective for learning innovation in assessing student learning outcomes.

Action day is held every 3 months as a substitute for written exams during the Midterm Summative (STS). SD Muhammadiyah 2 Tulangan implemented action day by developing a Project Based Learning (PjBL) learning model to improve students' ability to think critically and creatively. This can help students come up with extraordinary ideas and works. Action day is implemented not only as an assessment of student learning outcomes cognitively, but also trains students to be able to think critically on existing problems. However, the implication is that some students are less active and reluctant to think critically. Some students need motivational help from the teacher to think critically and come up with creative ideas. Group assignments on action day activities can teach students to want to work together and not impose their will or personal interests to achieve the same goal. Not only sharpening thinking skills, action day can improve students' ability to socialize. A sense of unity will also be established through cooperation, mutual strengthening, and interaction

between each other. So action day will create a fun learning environment.

To implement effective activities, teachers need to prepare before implementing action day activities. It takes adequate facilities in the form of tools and materials to support activities. Teachers also need to design concepts and lesson plans because each subject has a different concept from one another. Another preparation that must be prepared is to find references to project-based activities that can be applied at the elementary school level. In one class room, teachers work together with colleagues to conduct discussions to discuss what materials are suitable to be tested during action day. Once the material is determined, the teacher makes a Learning Plan, and determines what needs to be prepared. Teachers then appeal from one week in advance regarding what tools and materials students need to bring. For school-provided needs, teachers need to design a budget that will later be submitted to the school. Teachers also need to determine the learning materials that will be tested or practiced first. because not all materials will be tested in Action day activities. The material chosen is material that is felt to be collaborated in the project. After determining the material and making a learning plan, teachers must also make Assessment Instruments including Individual or Group assignments as well as assessment instruments in the cognitive and attitudinal domains.

The fast-paced nature of action day activities is also an obstacle for teachers. At the time of assignment, action day was carried out for 2 JP, which is 70 minutes only. This causes students' inaccuracy in completing project assignments. To be able to overcome time constraints, teachers need to use proper time management by choosing project tasks that do not take a long time. Assignments that are done in groups also make action day underestimated for students. As a result, students lack enthusiasm and need encouragement to think critically because they depend on their group members. To train students' thinking skills, teachers provide strategies by instilling creativity during the activity. For example, during the activity, the teacher does not immediately give clear questions, but gives an overview of the

problem first before giving instructions regarding what assignments will be given. The teacher also helps students to connect the cause and effect of the existing problems because during the exam, students only memorize the material to be tested without wanting to understand the meaning of the material. There needs to be a stimulus so that students want to think about the causal relationship of a problem. This can help students to be able to think deeply and the task can be completed optimally.

Teachers are not only obliged to assess the extent of student understanding, but must also assess student activeness, especially when working on group assignments. Not all students have the initiative to be active in group activities. Some students are passive and help as much as they can when they feel that there are already students who play an active role during the assignment. The lack of enthusiasm of students in the learning process in the classroom can be influenced by various factors.

Among them are internal and external factors from the student. Some internal factors that come from within students are students feeling sick, tired, and exhausted when facing tasks that are considered difficult to do. Students with special needs also feel less interested in group assignments because these students feel they have limitations and are reluctant to work together if there is no invitation from their peers. The level of intellectual ability and low interest in learning also affect student activeness. Students who feel they are not smart enough will tend to be lazy to work and do not take the initiative to take part in group assignments. The external factors that affect the level of student enthusiasm include lack of attention from teachers and parents, lack of approach system, selection of models, methods, and learning media that are not in accordance with students' learning styles, as well as different social and economic conditions of parents. Besides having to provide stimulis.

The PjBL model that underlies the action day creates a student-centered learning process. The low interest and enthusiasm also impacted on the less conducive classroom conditions. In implementing project-based learning, teachers must be able to control the class to be conducive.

Project-based learning will create a learning atmosphere that is a little difficult to control, therefore teachers must have skills in conditioning the class for effective learning (Yu, 2024). This is in line with the existing problems and is a challenge for teachers to overcome students who are less active and cause unfavorable classroom conditions. Some of the things that underlie non-conducive classroom conditions include 1) students are engrossed in chatting and not paying attention to the teacher's explanation. So that the teacher must repeat the instructions many times to increase students' understanding of the project tasks that must be completed. Students' understanding is also hampered by several things, such as students having learning difficulties, students having personal problems with parents and peers, students' physical conditions that are easily tired or sick, students are not confident in their abilities, lack of relationships between students and teachers, learning that is considered monotonous and uninteresting, and lack of teacher understanding in understanding the characteristics of students' learning styles.

2) students do not know the learning objectives and benefits of learning. At the beginning of learning, teachers need to socialize the learning plan and goals to be achieved that day. There needs to be careful preparation to design the Learning Objective Tool (ATP), learning objectives (TP), and prepare relevant learning tools such as preparing their own tools and materials, looking for action learning concepts and references that attract students' attention, synchronizing the action day learning concept with the learning objectives to be achieved, and determining the type of assignment and student assessment. Teachers also need to determine assignments that are in accordance with the curriculum, namely adjusting tasks to the level of student development or phase, adjusting learning outcomes and learning objectives within the scope of the curriculum, adjusting the type of task to the ability, and providing clear and coherent instructions. During assessment, teachers use observation sheets from independent and group assignments to objectively assess student learning outcomes. In the assessment sheet, the teacher fills in by observing the remaining attitudes, affective,

and psychomotor. In the cognitive domain, teachers use an assessment rubric in which there are various assessment criteria that teachers need. 3) lack of challenges that trigger student activeness. When the assignment is given, the teacher can connect the problem with daily life so that students are more interested in solving the existing problems. Teachers need to play an active role in guiding students, accepting ideas, giving appropriate feedback, and giving appreciation so that students want to actively contribute during the activity.

In its implementation, action day activities are also applied to students with special needs at SD Muhammadiyah 2 Tulangan. Some of the obstacles that arise can be overcome with the right strategy, namely the teacher works with a special assistant teacher to determine the learning objectives to be achieved and in accordance with the obstacles they have. The use of assignment worksheets is also modified according to student needs and added with attractive designs. During group activities, teachers use strategies with the help of regular students so that students with special needs can participate actively. The use of the right strategy can have an influence on overcoming all the challenges that exist. Other strategies carried out by teachers include:

- a. providing guidance so that students want to think creatively by connecting cause and effect about the problems presented and working together with their group members to solve problems. teachers can also provide guidance in the form of giving opinions to students who seem to have difficulty in coming up with creative ideas
- b. providing interesting trigger questions to arouse student enthusiasm. The teacher can approach students regarding the underlying problem of students' lack of enthusiasm. After knowing the problem, the teacher can help students by giving appropriate advice
- c. using varied learning methods and media
- d. inviting students to play games and do ice breaking in between assignment
- e. giving fellow students the opportunity to

dare to argue and contribute, especially in group activities

- f. using sophisticated Information and Communication Technology to attract students' interest in learning
- g. giving assignments that are in accordance with the level of students' abilities, and
- h. providing motivation to increase students' enthusiasm for learning.

Based on research conducted in grade 6 and grade 1 of SD Muhammadiyah 2 Tulangan, it was found that action day activities were considered effective for all grade levels, especially students with various learning styles. Students with kinesthetic learning styles not only learn through books but can also practice what they have learned. Students with auditory and visual learning styles are also facilitated because students not only learn by hearing and seeing, but can also train students' motor skills. The application of action day is considered to be able to help students increase creativity because students are required to think critically to come up with interesting ideas to complete the project tasks given.

CONCLUSION

The action day activity implemented at SD Muhammadiyah 2 Tulangan is an effective learning innovation to improve students' creativity and thinking skills. Action Day involves all levels of students in diverse assignments, which not only measure cognitive aspects, but also train students' creativity, collaboration, and social skills. action day activities are proven to be able to improve students' critical thinking skills and bring up creative ideas so that learning feels more meaningful to students. However, there are some challenges in its implementation, such as time constraints, lack of student enthusiasm and collaboration, and uncondusive classroom problems. Teachers need to provide more intensive approaches and strategies to increase enthusiasm so that students can actively participate in activities. Some of the strategies used include setting appropriate time management, providing guidance, using varied learning methods and media, as well

as providing motivation and involving all students during the activity. The 2-year action day has proven to be an effective method for assessing student learning outcomes in a more thorough and meaningful way, as well as improving students' social skills, creativity and deep understanding of the subject matter. Students with various learning styles, whether kinesthetic, auditory, or visual, can also benefit from this more practical and project-based learning approach. Through this activity, students are expected to be more enthusiastic in participating in action day activities and participating in all tasks given by the teacher.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

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