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The Implementation of High School Remedial Program on Regulation System Material in Palu City Based on School Status and Teachers' Education Background

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Info Article	Abstract
	This research aims to describe the implementation of a high school remedial program on regulation system materials in Palu City based on school status and teacher's educational background. This research is descriptive research with a mono variable using the survey method. The subject of this research was biology teacher class XI and class XI students who followed the improvement program on system registration material. The variable of this research is qualitative descriptive research. The subject of this research was biology teacher class XI and class XI students who followed the improvement program on system registration material. Data collection techniques using observation, interview, and documentation techniques. Data analysis techniques add data reduction, data presentation, and verification. The validity of lottery data by technical triangulation and source triangulation. Data collection uses Human Instruments, interview guidelines for teachers, and interview guidelines for the student. The data were analyzed using the component analysis technique based on Miles and Huberman. The research result indicated that the implementation of the remedial program on regulation system materials at a public high school in Palu city is better than that of private high school. However, the implementation by teachers whose education background is educational is better than that of those whose educational background is non-educational.

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INTRODUCTION

Mastery learning is one of the principles of a competency-based curriculum, including the 2006 curriculum (KTSP) and curriculum 2013. This principle requires that every student must achieve completeness in learning, not only complete material but overall must be complete in mastering competence which has been set.

Complete learning is very important in achieving good learning outcomes. Bloom states that there are two important elements of incomplete learning, one of which is the provision of feedback, corrective (remedial), and enrichment (Guskey, 2005). In line with this, Ministry of National Education No. 41 (2007) and Ministry of Education and Culture No. 22 (2016) stipulates that in the learning process makes the education unit curriculum (KTSP) and the 2013 curriculum use competency-based learning systems, complete learning systems and learning systems that pay attention to the differences of each. Remedial programs are efforts made by the teacher so that students truly understand and reach the specified competencies, not only limited to the achievement of scores or values. Remedial programs are a re-learning design that is imposed on students who fail to master an underlying Competency (KD). However, it is not just repeating the learning process as it was done before. The re-learning process will only succeed if it is adjusted to the cause of failure (Subali, 2011).

The virtue of applying the principle of complete learning is further mentioned by Mulyasa (Mulyasa, 2010), that complete learning is one of the efforts in improving quality in the field of education through the smallest level, namely the role in improving the quality of students individually in the process of learning. These assumptions are in line with the opinion of Khodijah (2014) which confirms that individual differences in students can be accommodated by applying mastery learning by educators. The implementation of the remedial program is inseparable from the role of teachers who are planners and implementers of learning in schools. Remedial programs are intended to help teachers provide treatment for students who have learning difficulties in general, not limited to one or two KDs but for school. Handling requires the role of the teacher as a counselor, school console, psychologist, even doctors or other experts (Kemendikbud, 2013). The teacher is expected to be able to accommodate all these things. Windham (Titin, 2011) states that there are various factors influencing the quality of teachers in teaching such as educational background, training that has been obtained, age/experience, subject specialization, ethnicity, mastery of fields taught, language skills, attitudes and teacher's ability to measure/assess students.

The 2013 curriculum emphasizes remedial programs and enrichment to achieve mastery learning, but especially the remedial program, there is no supporting data regarding its implementation in the field. The results of the evaluation of the remedial program refer to the use of the Education Unit Level Curriculum (KTSP) which states that based on the results of the 2008 and 2009 KTSP Technical Guidance (Bimtek) conducted by the Directorate of High School Development it was found that teachers generally implemented remedial programs but not through analysis of student learning outcomes. A similar situation was found in the results of small-scale research conducted on teachers teaching in Palu City schools in 2018. This fact suggests that the implementation of remedial programs must be supervised and accompanied by the government so that the implementation is by predetermined provisions.

Palu City is the capital city of Central Sulawesi Province. Regarding the implementation of the appropriate remedial program, so far there has been no data that provides information regarding the implementation of remedial programs as one of the

characteristics of the application of the principle of complete learning in the City of Palu. Buna'i (2007) states that remedial programs are one of the alternatives for the preparation of students in facing the National Examination and in the end, the remedial program can bring students to pass the National Examination. Although the National Examination is no longer used as a benchmark for graduation, the provisions of the USBN (National Standardized Examination) which are one of the graduation requirements must still be passed. As written by the Ministry of Education and Culture of the Republic of Indonesia (2016) in the UN and USBN Preparation Coordination Meeting on December 22, 2016, 25% of essay questions on USBN were made by the central government, so all high school students in Palu City must complete every material topic taught so that it can be declared complete.

Biology is one of the subjects that must be studied by students in high school majoring in science or MIA and becoming a compulsory subject for USBN. It is possible that there are still students who have not yet completed because the material in biology has different characteristics in terms of the level of difficulty, abstraction, and application. This fact then becomes a reason for students in high school must complete learning material on biology.

Based on the pre-research results conducted by several high schools in the city of Palu, there was information that in the XI grade even semester there were often many participants in the study who had not yet completed one of them was in the Regulatory System material. This study will only examine related to the implementation of remedial programs on regulatory system material. The intended remedial program implementation includes planning, implementation, research, and evaluation.

Based on this background, the research entitled "Implementation of Remedial Programs in Material Regulatory Systems in High Schools in Palu City Viewed from School Status and Background to Teacher Education" becomes an important problem that must be done. The results of this study are expected to be a basis for the local government to pay attention to the process of implementing learning programs at the high school level, especially the remedial program. Also, the results of this study are also expected to be the basis for the government in taking appropriate policies and actions to realize the learning process that refers to the principle of complete learning.

RESEARCH METHOD

This research is a descriptive study with one variable that uses a survey method to obtain data on the implementation of remedial programs in the regulatory system material in high schools in Palu City targeted at biology teachers and then reinforced by conducting interviews with students to collect data in the form of statements from students who undergo remedial on regulatory system material. The reference for the implementation of the remedial program used in this study is the implementation of remedial programs according to the 2010 Senior High School Development Directorate. The implementation of the remedial program by the teacher is compared to the later reference compared to the aspects of the review set in this study. While data collection on students is related to students' statements on the implementation of remedial programs.

This research was conducted in high schools in the city of Palu, which are both state and private. The study was conducted in February-March 2019. The population of this study included all public and private high schools in Palu City and all students who participated in the remedial program on regulatory system material. The sample of this study is schools that

have criteria, namely Public High Schools that have biology teachers of class XI with varied educational backgrounds and Private High Schools that have biology teachers of class XI with varied educational backgrounds. While the sample of students who took part in the remedial program was the regulatory system material in selected school samples. The sampling technique used is Purposive Sampling and the collection of data is terminated if the data needed has met the elements of the predetermined aspects of the review. Data from the research results were analyzed by descriptive analysis, survey results were reported in the form of percentages.

RESULTS AND DISCUSSION

This research aims to describe the implementation of a high school remedial program on regulation system materials in Palu City based on school status and teacher's educational background. This research is descriptive research with a mono variable using the survey method. The subject of this research was biology teacher class XI and class XI students who followed the improvement program on system registration material. The variable of this research is qualitative descriptive research. The subject of this research was biology teacher class XI and class XI students who followed the improvement program on system registration material. Data collection techniques using observation, interview, and documentation techniques. Data analysis techniques add data reduction, data presentation, and verification. The validity of lottery data by technical triangulation and source triangulation. Data collection uses Human Instruments, interview guidelines for teachers, and interview guidelines for the student. The data were analyzed using the component analysis technique based on Miles and Huberman.

This study uses a review based on aspects originating from the school as an educational environment and aspects that come from educators, or teachers. Both are very influential factors in the biology learning process, including the implementation of remedial programs in the regulatory system material in this study. Regulatory system material is seen and considered difficult by students and by teachers for several reasons. The results of the survey study identified that many students experienced difficulties in the subdivisions of the nervous system and hormones. The difficult part of the nervous system lies in the number of foreign terms and the difficulty of determining the position of nerves in the spinal cord so that students have difficulty distinguishing these foreign terms. While in the sub section of the hormone section, many students have difficulty in understanding the concept of how hormones work and understanding the functions and effects caused by the presence of hormone secretions ranging from the hypothalamus to the target cell. The lack of mastery in the parts of the material then causes students to be incomplete and then follow the remedial program.

Based on the results of the study, the implementation of the remedial program on biology subjects, especially in the matter of the regulatory system in general, was carried out quite well but the accuracy in its implementation was carried out poorly. The average percentage from the aspect of the review, namely school status, and teacher education background is 61% (good enough) for implementation, only 32.11% (not good) for accuracy in the implementation of remedial programs.

Based on the diagram above, generally teachers in high schools in Palu City carry out remedial programs at a fairly good level, but the accuracy is not good. This data shows that teachers only implement 61% of the total 100% steps that must be implemented in the remedial

program. Whereas in terms of accuracy carried out by high school teachers in Palu City, only 32.11% of the total 100% stages were carried out correctly.

The diagram shows the percentage of implementation and accuracy in the implementation of remedial programs in high schools in the City of Palu as in Figure 1.
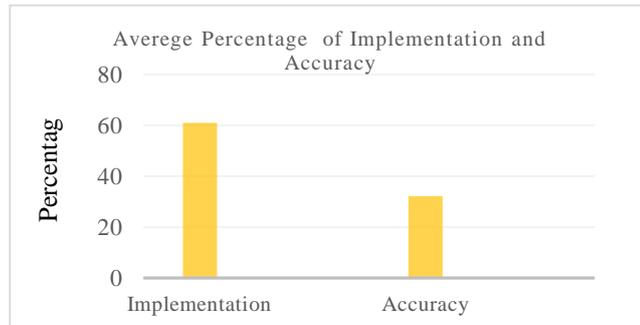
Figure 1. Bar Diagram of the Percentage of Remedial Program Implementation in the Regulatory System Material

Implementation of Remedial Programs Based on School Status

The results of interviews with teachers in public high schools indicate that students who have not completed the regulatory system material greetings amount to around 10% -60%. The number difference is found in each class and year. Parts of material that are considered difficult by students are hormones, nerves, and senses. The reason that causes students to not complete comes from various factors and amounts to 22 reasons. The state-owned schools which were the samples of this study were Palu 1 Public High School, Palu 2 Public High School, Palu 3 Public High School, Palu 4 Public High School, Palu 5 Public High School, Palu 6 Public High School, Palu 7 High School, State High School 8 Palu, Palu 9 High School and Madani Integrated Model High School while the samples is a private status school, namely Karya Bakti Mamboro High School, Al-Khaerat Palu High School, Lab School UNTAD High School, Karuna Dipa Palu High School, Santo Andreas Catholic High School, Swadaya High School Palu, High School AL-Azhar Mandiri Palu and Bala Keselamatan Palu High School.

Data on the percentage of remedial program implementation on the regulatory system material carried out by teachers in State High Schools appears as table 2.

Table 2. Percentage of Implementation of Remedial Programs in Material of the State High School Regulatory System

Number of Stages	Stage Implemented	Stage According to Accuracy	Percentage Amount
13	13	7	Highest percentage: x 100% =100% The number of percentage implemented: x 100% = 100% number of percentage accuracy: x 100% = 53,8%

The number of stages in implementing the remedial program in this study was 13 stages. Data shows that teachers in public high schools carry out 13 stages when implementing remedial programs and only 7 stages are carried out by the provisions of the implementation of

the remedial program used in this study. The results of interviews with teachers in private high schools indicate that students who have not been completed in the regulatory system material amount to around 20% to 40%. The number difference is found in each class and year. Parts of material that are considered difficult by students are nerves and hormones. The reason that causes students to not complete comes from various factors and the number of 21 reasons. The reason for the incompleteness of students in Private High Schools is less than the reason for the incompleteness of students in the State High School.
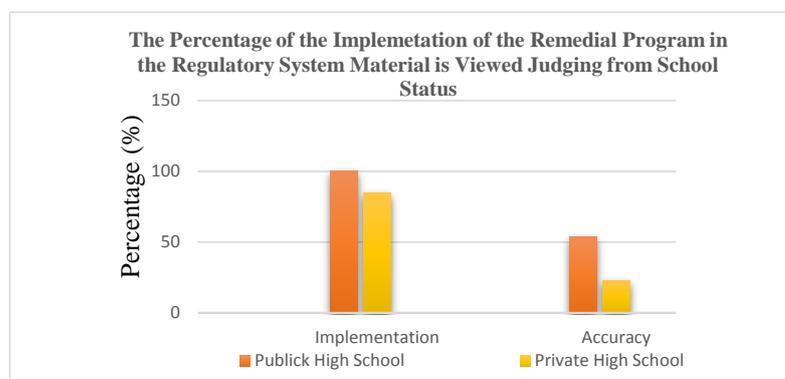
Data on the percentage of the implementation of the remedial program on the regulatory system material carried out by teachers in private high schools are shown in table 3.

Table 3. Percentage of Remedial Program Implementation in the Material of the Private High School Regulatory System

Number of Stages	Stage Implemented	Stage According to Accuracy	Percentage Amount
13	11	3	Highest percentage: x 100% =100% The number of percentage implemented: x 100% = 84,6% number of percentage accuracy: x 100% = 23%

The number of stages in implementing the remedial program in this study was 13 stages. Data shows that teachers in private high schools carry out 11 stages which are carried out by the provisions of the implementation of the remedial program used in this study.

The percentage of the implementation of the remedial program on regulatory system material in terms of school status can be seen in Figure 2.

Figure 2. Percentage Diagram of the Remedial Program Implementation in the Regulatory System Material Judging from School Status

The implementation of the remedial program in the regulatory system material in-state high schools is better than the quality of the implementation of the remedial program on the regulatory system material in private high schools. In both implementation and accuracy, public high schools are better at implementing remedial programs than private high schools. Based on the results of interviews with teachers and students, there are many causes for differences in the implementation of the remedial program on the regulatory system material. The main cause of the difference is based on the status of private high schools having more compulsory subjects when compared to compulsory subjects in public high schools so that the implementation of remedial programs in regulatory system material is not possible to be carried

out by the provisions. Other causes of good remedial implementation with poor accuracy are facilities and infrastructure in Private High Schools that do not support the implementation of remedial programs by the provisions. Limited facilities and infrastructure affect the implementation of the remedial program. If the facilities and infrastructure are complete, the teacher will be easier to choose and determine the method for the remedial program. Facilities and infrastructure are important factors in the implementation of learning programs, including the implementation of remedial programs on regulatory system material. The statement is by what was stated by Sahertian (2014), that the educational environment is very influential on the educational process, for example, the competitiveness of students, facilities, the ability of teachers and facilities and infrastructure.

Although state high school teachers implement remedial is better than teachers in private high schools, but the implementation of remedial programs in public high schools is still in poor quality in terms of accuracy. A common mistake made by biology teachers in both public high schools and private high schools lies in the understanding that the implementation of remedial programs is carried out with various forms of retesting without considering the number and needs of students who have not yet completed and also the time constraints of both teaching and learning. the teacher makes the meaning of implementing remedial as a fulfillment of values and not on the orientation of students' understanding. There are several schools both Public and Private High Schools that only have one teacher to teach classes X to XII. In the even semester, biology teachers teaching class X to class XII tend to focus more on UNBK preparation when compared to classes X and XI. The reason then made learning in class X and XI not going well, as well as the implementation of remedial programs on the regulatory system material in the XI semester.

Implementation of Remedial Programs Based on the Background of Teacher Education

The results of interviews with teachers with educational education backgrounds show that students who have not completed the regulatory system material amount to around 20% to 60%. The number difference is found in each class and year. Parts of material that are considered difficult by students are nerves, hormones, and senses. The reason that causes students to not complete comes from various factors and amounts to 32 reasons. The teachers who were sampled in this research were based on educational backgrounds, which were 15 teachers. While the teachers who were sampled were based on non-educational education backgrounds, namely as many as 3 teachers.

Presets data for the implementation of remedial programs on regulatory system material carried out by teachers with educational education backgrounds as in table 5.

Table 5. Percentage of Implementation of Remedial Programs in the Material of the Regulatory System by Educational Teachers

Number of Stages	Stage Implemented	Stage According to Accuracy	Percentage Amount
13	13	7	Highest percentage: x 100% =100% The number of percentage implemented: x 100% = 100% number of percentage accuracy: x 100% = 53,8%

The number of stages in implementing the remedial program in this study was 13 stages. Data shows that teachers with educational backgrounds carry out 13 stages when implementing

remedial programs and only 7 stages are carried out by the accuracy of the implementation of the remedial program used in this study.

The results of interviews with teachers with a background in non-educational education show that students who have not yet completed the regulatory system material amount to around 10% to 60%. The number difference is found in each class and year. Parts of material that are considered difficult by students are nerves and hormones. The reasons for causing students to be incomplete from various factors and amounted to 10 reasons. Data percentage of the implementation of the remedial program on the regulation system material carried out by teachers with non-educational education background as in table 6.

Table 6. Percentage of Implementation of Remedial Programs in the Material of Regulatory Systems by Teachers Background to Non-Educational Education

Number of Stages	Stage Implemented	Stage According to Accuracy	Percentage Amount
13	12	5	Highest percentage: x 100% =100% The number of percentage implemented: x 100% = 92,3% number of percentage accuracy: x 100% = 38,5%

The number of stages in implementing the remedial program in this study was 13 stages. Data shows that non-educated teachers carry out 12 stages when implementing remedial programs and only 5 stages are carried out by the accuracy of the implementation of the remedial program used in this study. The percentage of the implementation of the remedial program on the regulatory system material in terms of teacher education background can be seen in Figure 3.
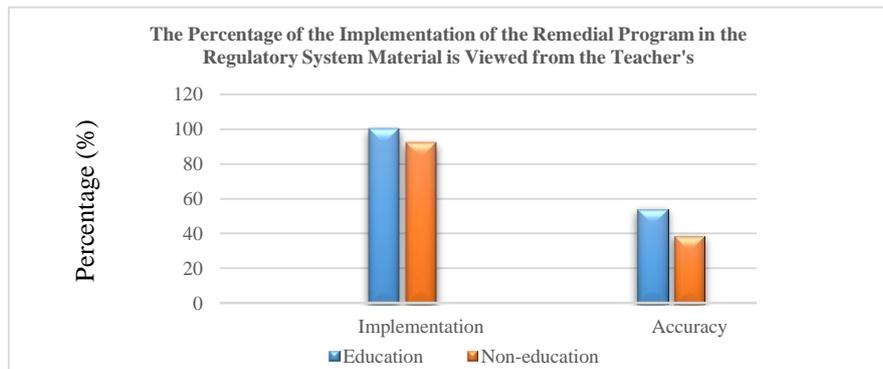
Figure 3. Bar Diagram of the Percentage of Remedial Program Implementation in Regulatory System Material Judging from the Background of Biological Teacher Education

The categories of implementation and accuracy of the remedial program on the system subject matter based on the results of this study can be grouped into several groups, namely:
a. The implementation of the remedial program on regulatory system material is very well done by teachers who teach in public high schools with educational background.
b. The implementation of the remedial program on the regulation system material that is well carried out by teachers in Public High Schools and Private High School teachers with the educational and non-educational background.

c. The implementation of the remedial program on adequate regulatory system material is carried out by teachers in private high schools and non-educational educational backgrounds.

d. The implementation of the remedial program on the regulatory system material that is not good is done by teachers with educational and non-educational educational backgrounds and teachers who teach in Private High Schools.

Whereas for the category of the accuracy of the implementation of the remedial program on the material of the regulatory system based on the results of this study can be divided into several groups, namely:

a. The accuracy of the implementation of the remedial program in the regulatory system material which is quite good is done by teachers teaching in Public High Schools with educational background.

b. The accuracy of the implementation of the remedial program on regulatory system material that is not good is done by teachers who teach in Public High Schools and Private High Schools, teachers with educational and non-educational educational backgrounds.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the remedial program in the regulatory system material in the state high school is better than the private high school because of the differences in the educational environment and the limited number of biology teachers. The implementation and accuracy of the remedial program on the regulatory system material carried out by teachers with educational education backgrounds are better than teachers with non-educational educational backgrounds. The accuracy of the implementation of both is not good because the basis used by non-educated teachers in choosing the method for remedial is inappropriate and the teacher prioritizes the delivery of material rather than the implementation of the remedial program.

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