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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 23 number 2 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

September 30, 2022
Editor in chief,

Dr. Abubakar, M. Si

Indexing By :



GARUDA
GARBA RUJUKAN DIGITAL



Stimulus for Teacher's Reading Interest in Improving Teaching Performance and Competence

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Abstract

This study aims to determine how efforts to increase interest in reading and teacher stimulus to competence. teaching at SD Negeri Rokan Hilir Riau teachers. The research subjects were all 8 teachers of the State Elementary School 004 Bukit Damar, Simpang Kanan District, Rokan Hilir Regency. Data collection methods are observation techniques and interview techniques. The data processing technique uses a qualitative research approach and the percentage formula. The results of the research show that the development of the program for organizing the love of reading educational reference books in the library can improve the competence of teacher performance in teaching and learning activities and teachers gain new experience in the implementation of the implementation of the learning implementation plan.

keywords: motivation, reading, competence, teacher performance.

INTRODUCTION

Competence is a requirement for teachers to innovate themselves in order to improve performance as an educator and teacher in the classroom. In this case the author as a researcher as well as the principal who plays a role in efforts to give appreciation to the progress of the school, especially aspects of the teacher's knowledge ability in carrying out teaching and learning activities in the classroom (Subakti, H., & Handayani, E. S. (2020).

The purpose of education is in this case, especially in an effort to prepare teachers to improve their competence and work ethic in teaching in the classroom, positive and simultaneous motivation and guidance are needed from school supervisors, it is hoped that teachers will have independence and academic ability to teach. as well as educating their students in basic educational institutions, namely elementary schools.

As one of the supporting factors to increase teaching motivation, teachers are required to equip themselves with educational knowledge and efforts that spur academic intellectual improvement in teaching harmony, so that they have the passion to increase passion or interest in reading educational knowledge outside of the implementation plan for classroom learning Dauyah, E., & Yulinar, Y. (2018)..

To increase high reading interest among teachers, several facilities and infrastructure must be available, one of which is the existence of a school library (Nurliza, E. 2021:, Elda Maulina 2015).

Principles of reading

Some reading principles that need to be considered in order to foster and develop teachers' reading interest are as follows:

a. Reading is a complex thought process

Reading is a complex thought process because it consists of a number of activities such as capturing or understanding the words written by the author, interpreting and evaluating in the end it can conclude the content of reading as a basis for teaching later (Srinawati, W., Khasyar, M. L., & Nurfuadi, A. (2020).

Reading is a complex thought process because it consists of a number of activities such as capturing or understanding the words written by the author, interpreting and evaluating which can ultimately conclude the contents of the reading as a basis for teaching later.

Therefore, to be able to read efficiently in the sense of being fast and having an accurate perception, certain skills are needed such as the skill of uncovering or understanding words or sentences, the skill of interpreting and evaluating the author's concepts with knowledge, facts or information. that had been previously possessed, and finally had the skill of deducing (Srinawati, W., Khasyar, M. L., & Nurfuadi, A. (2020). In reading, the reader needs to have a better physical condition so that the concentration is fully devoted to the text or writing that is being read.

b. Each teacher's reading ability is different

Basically, a person's reading ability is different and depends on several factors, including: grade level, intelligence, physical condition, one's emotional state, one's social relationships and background experience, attitudes, aspirations and so on.

These factors must be known so that the fostering and development of students' reading interest can be adjusted to the characteristics possessed by each student.

c. Development of reading skills on the basis of evaluation

Guidance and development of a person's interest in reading must be started on the basis of the results of the evaluation of that person's reading ability. Are students able to read the text without the help of the teacher or not, as well as the extent to which the results are obtained every time they read and so on.

A person will be happy if after reading a reading he feels that he has used his time as well as possible and feels that he is satisfied because he has learned something good.

d. Reading is an absolute requirement for successful learning

In order to have reading skills, the skills needed in reading need to be trained continuously since someone first enters school. And with a high level of proficiency, it is likely that the success rate in learning will be high as well.

Teacher Competence in Teaching

Prawirosentono (1992: 2) explains the notion of performance, namely: The results of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, do not violate the law, in accordance with morals or ethics.

In the big Indonesian dictionary, "competence" means something that is achieved, demonstrated achievement or work ability (Balai Pustaka, 1985: 503), while Hadari Nawawi (1998: 234), uses the term "work", which is the result of carrying out a job, both physical/material and non-physical/material. The evaluation of the work or performance of each job concerns the ability of the work concerned in carrying out the tasks assigned to him.

Performance is an activity in doing something and people who work have something to do with earning a living or aiming to get rewards for achievements that have been given in the interests of the organization. In essence, people work to meet the needs of a particular drive or motivation. Needs are seen as drivers or generators of behavior, while goals function to direct behavior (Anwar, A., Daud, M., Abubakar, A., Zainuddin, Z., & Fonna, F. 2020)..

Elementary Teacher Insight Competence

The teacher is the most important figure in education, this is because the teacher is directly related to the main consumers of education, namely students. A good teacher will carry out his performance professionally even though it is true and the risk is quite heavy, including elementary school teachers. "Teacher performance" is a set of real behaviors that the teacher exhibits when he teaches his students. The teacher's performance can be seen when carrying out teaching and learning interactions in the classroom, including how he prepares it (Rochman Natawijaya, 1999: 22)

Teacher performance can be seen from the aspect of basic abilities that must be possessed by a teacher, known as teacher competence, which includes the following:

- a. Mastering learning materials or materials, which are basically in the form of study materials in the school curriculum and enrichment/supporting study materials;
- b. Managing teaching and learning programs, by formulating instructional/learning objectives, using the instructional process appropriately, implementing teaching and learning programs, recognizing students' abilities and planning and implementing remedial programs;
- c. Managing the class, by creating a conducive atmosphere for the teaching and learning process to take place;
- d. Using media/sources, by being able to recognize, select, and use learning supports, in the form of aids, libraries, computer technology, or laboratories properly according to needs;
- e. Mastering the educational foundation, as a foundation and acting educatively in every situation in an effort to manage teaching and learning interactions;
- f. Managing teaching and learning interactions is an ability that must be possessed by teachers in an effort to transform knowledge and internalize values to students. Teacher skills, teaching methods, facilities, and tools or supporting technology are important components for successful management;
- g. Assessing student achievement for teaching purposes is the ability to recognize student potential, analyze, and use student learning outcomes data as feedback for each student;

- h. Knowing the functions and programs of guidance and counseling in schools is an understanding of the functions and roles of this program for the benefit of the teaching and learning process;
- i. Knowing and implementing school administration is the ability to carry out administrative activities such as recording and reporting student learning outcomes.
- j. Understanding the principles and interpreting the results of teacher research for teaching purposes, is the ability to understand matters relating to reasoning to grow students' reasoning and develop the teaching and learning process. (Sadirman, 2001: 161).

In a modern education system, both in developed and developing countries, the existence of a library plays a very important role. Because the library is a source of knowledge or a source of information, by optimizing the function of the library, our knowledge horizon will be wider.

The scope of education for the purposes of study people read more than write. For teachers at the level of formal institutions of basic education, reading educational references is an important problem because teachers will be faced with variations in probematics in teaching and learning activities in the classroom.

The important role of reading books, so it is appropriate that interest in reading books of educational studies in the form of educational articles, educational magazines, and books that support learning in the classroom must be instilled in teachers as early as possible. On the other hand, libraries must also improve themselves to further improve services by seeking completeness of books from various fields of science.

RESEARCH METHOD

This research includes qualitative research with development, the data source is the teachers of the State Elementary School 004 Bukit Damar, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022 totaling 8 people.

Data Collection Technic

Data collection techniques are observation techniques and interview techniques. Meanwhile, the research instrument used in this study was developed an observation guide instrument in the RPP preparation program from the beginning to the end of the lesson.

The Observation Guide was used to explore the teacher's response, while the interview guide was used to complete the data collected through the observation guide. With the provisions of the score convention as follows (Muharji 2021) : a) 17 – 20 = Very Activ (VA) d) 5 – 8 = Active less (AL), b) 13 – 16 = Active (A), e) 1 – 4 = Not Active (NA) c) 9 – 12 = Enough (E)

RESULTS AND DISCUSSION

From the results of observations about the Development Program for activities like reading educational reference books in the library of the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022, it is presented in the table below:

Table 1
Analysis of the results of observations of the Guidance of Reading Love Activities
Program at the State Elementary School 004 Bukit Damar

NO	Responden	Observed Aspect Score					Jml Skor	Ket.
		1	2	3	4	5		
1	JMT	4	0	2	0	0	6	KA
2	SRA	4	0	2	0	0	6	KA
3	YSN	4	0	2	0	0	6	KA
4	NUR	4	0	2	0	0	6	KA
5	SGN	4	0	2	0	0	6	KA
6	RMD	4	0	2	0	0	6	KA
7	JMT	3	1	2	0	0	6	KA
8	RBT	2	0	4	0	0	6	KA

Source ; Year Research Results 2022

Based on the scores in table 01. Teachers who are classified as very active are 3 people or 25% and classified as less active are 5 people or 75%, based on the results of observations in the first stage, while 2 teachers are very active based on the analysis of observations. As for the weakness of many who are less active, this shows the spirit of reading is less enthusiastic, the activity in group discussions so that it is continued in the next stage.

From the results of observations about the Model of Guidance for the Program for Enjoying Reading Educational reference books in the library of the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022, the next stage is presented in the table below:

Table 2
Analysis of the results of the observation of the Program
Guidance Model Like to read

No	Responden	Observed Aspect Score					Total score	Ket.
		1	2	3	4	5		
1	JMT	4	4	2	2	2	14	A
2	SRA	4	4	4	4	3	19	SA
3	YSN	4	4	2	2	2	14	A
4	NUR	4	4	2	2	2	14	A
5	SGN	4	4	2	2	2	14	A
6	RMD	4	4	2	2	2	14	A
7	JMT	4	4	2	2	2	14	A
8	RBT	4	4	2	2	2	14	A

Source ; Research Results in 2022

Based on the scores in table 02. Teachers who are classified as very active are 1 person and classified as active 7 people, based on the results of observations in cycle II

the teacher has been creative in making Learning Implementation Plans, so that the Model Development Program for Formulating Learning Implementation Plans at State Elementary Schools 004 Bukit Damar District The Simpang Kanan, Rokan Hilir Regency, Riau Province in 2022 can improve teacher competence and teacher opinions are very useful for coaching in the program for organizing activities like reading educational reference books in the library at the elementary school assisted by the author.

Discussion on the results of observations

The success of this action is due to a thorough understanding of the benefits of developing a program for organizing a fondness for reading educational reference books in the library. With a good understanding, the Coaching Model that is instructive to teachers at the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022 can optimize teachers' understanding of innovative teaching methods through intensive coaching.

The model for fostering programs for organizing a fondness for reading educational reference books in the library is a pattern of fostering something that is provided to be imitated/followed from the results of practice with supervision in doing something so that it does not depend on others. (kamus Pelajar SD, 2003 : 751)

Thus, the model for the development program for the implementation of the fondness for reading educational reference books in the library in this study is a pattern of efforts, actions and activities carried out efficiently and effectively to obtain better results to be imitated from the results of training under supervision so that in doing something it does not depend on others (Anonymous, 1997:37).

For elementary school teachers whose members are all teachers in the cluster, it is intended as a forum for professional development for teachers in an effort to improve the professional abilities of teachers, especially in implementing and managing learning in elementary schools (Anonim, 1996:14).

Operationally, elementary school teachers can be further divided into smaller groups based on grade level (eg groups of grade I teachers and so on) and by subject. Furthermore, in the system of clusters I and II and so on, in addition to receiving direct guidance by the Principal and School Supervisor, as well as from tutors and subject teachers, the mechanism for teacher professional development is continuous and continuous.

Considering that every classroom teacher has problems regarding subjects and teaching methods according to their respective grade levels, the level/practice or discussion materials prepared by tutors and guiding teachers need to be actively addressed and studied by class teachers so that everything gained through activities in the classroom SDN 004 Bukit Damar, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022 is really applicable and fulfills the need for improvement of KBM/PBM in schools.

The suitability of the material presented or discussed by researchers who collaborate with class teachers with the implementation of the program for organizing

the love of reading educational reference books in the library, then the teaching and learning process in the classroom will be lively and conducive, and monitored by the guiding teacher, the principal can get input to make improvements at the next meetings.

From the explanation above, it shows that the model for the implementation of the program for organizing educational reference books in the library shows an increase in teacher competence at the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022. Thus understanding of the Learning Implementation Plan can be improved both in both theory and practice.

CONCLUSION

Based of the results of the research conducted, it can be concluded as follows:

1. Implementation of the program for preparing learning implementation plans by teachers at the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022, by implementing the model for the implementation of the program for the fond of reading educational reference books in the library, which can provide various conveniences for students. teachers develop lesson plans.
2. There was a significant increase in teacher performance in teaching and learning activities at the 004 Bukit Damar State Elementary School, Simpang Kanan District, Rokan Hilir Regency, Riau Province in 2022.

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