



The Role of Advisors in Improving the Teaching Quality of Sunday School Teachers

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Abstract:

This study aims to determine the role of caregivers in improving the teaching quality of caregivers. The research method used in this study is a qualitative method using a descriptive qualitative approach. The results of the study can be described as follows, 1) The role of caregivers in improving the quality of teaching in Klasis North Ambon Island GPM Husetiga Sector Pisga Congregation, namely the role of extension workers, skill actors, creative experience designers, creativity drivers, learning resources, motivators, change agents and communicators . The role that has not been carried out optimally by the caregiver supervisor in the GPM Rumahtiga Sector Pisga Congregation is as an evaluator. 2) The role of caregivers as counselors, actors of skills, designers of creative experiences, drivers of creativity, learning resources, motivators, agents of change and communicators can improve the quality of teaching.

Keywords: The Role of Mentors, Quality of Teaching and Caring

INTRODUCTION

A teacher plays a very important role in education. Likewise in Sunday School, the teacher plays a very important role. According to Sumiyatiningsih, in school and church settings, educators have a very important and special position. To achieve the success of Sunday School, a teacher must meet several requirements¹. Riggs points out that, a successful Sunday School does not happen by chance, nor does a successful Sunday School teacher. He must possess certain innate abilities and spiritual qualities, and then diligently prepare for his work.

The Maluku Protestant Church has a special field of service in teaching or educating children of Sunday Schools and Evangelicals (SM-TPI) known as Church Formal Education (PFG). In relation to PFG, based on the direction of the PIP-RIPP GPM Period 2015-2025 in the Sub-Chapter of Church Formal Education Development (PFG) and Church Community Theological Education emphasizes the following: (1) Based on the results of the Balitbang

study, it was found that strengthening PFG is a one of the main issues that must be managed in the GPM journey going forward. The dynamics and movements of rapidly changing society, coupled with the passive development of information technology, have produced new issues (both theological and social issues) that signal the adjustment of PFG materials. In addition to the material, the development of learning methodologies is also an aspect that must be considered. This is directly related to strengthening the capacity of servants in the process of implementing learning methods creatively and dynamically. (2) The capacity of the waiter is not only his ability, but also related to the setting of effective and efficient materials according to the diversity of his background. In this case, the evaluation of the PFG curriculum is a necessity that must be realized. The curriculum approach based on the school curriculum model should be reconsidered. The ICT-TIU model feels very burdensome for teachers who do not have a curriculum educational background. This limits the creativity of teachers which can actually be developed outside of the curriculum standards. Likewise, the approach of different texts for each age level needs to be reviewed, and consider the use of the same text for all age levels with different application methods. That way the waiters are helped to perform services efficiently and effectively. (3) In the future, it is necessary to consider utilizing and developing the social effects of the large number of Sunday school teachers. So far they have only functioned in the Church. GPM should examine the possibilities to increase their capacity and assist them as teaching staff.

The weak role of SM-TPI teacher supervisors in guiding before teaching at TPI SM has a common thread in the teaching and learning process that is not creative. As a result, the children are not enthusiastic, inactive and tend to be indifferent to the material explained by the SM-TPI teacher. And it looks like the children get bored quickly and don't pay attention to the SM-TPI teacher anymore, so some choose not to go to Sunday School or shoot at the next meetings.

THEORITICAL REVIEW

Guide Nature

A mentor is being able to be trusted and trusting others. The mentor must be able to create an atmosphere of mutual trust so that the people being mentored are able to guide themselves. Mutual trust, being attentive and can be an example to be trusted, the mentor must be honest and open about himself, his ideas and feelings so that the mentor can be accepted and trusted by the person being guided (Kaya, 2009).

According to CD Crow and A. Crow (2002), suggesting that mentors must receive special training so that their assistance is responsible, because it is closely related to changes in the life and fate of the person they are mentoring. Basically, guidance is a process that enables a person to grow according to his own choices, then be able to overcome his own problems. The guidance process is a process to achieve awareness that there are many choices to behave and act.

Montessori (2002), states that the children who do more activities in self-development are the children themselves. While the supervisor provides guidance and plans all activities that will be done by students. AJ Jones also states that guidance is the provision of assistance by one person to another in making choices, adjustments and problem solving and aims to help a person to increase his ability and be responsible for himself.

Teaching Quality

Definition of teaching quality according to Dahlan Al-Barry in the Modern Indonesian Dictionary is quality. Good and bad quality of goods. As quoted by Quraish Shihab who defines quality as the level of good or bad something or the quality of something (Barry, 2001).

Meanwhile, if considered etymologically, quality or quality is defined as an increase in level towards an improvement or establishment because quality implies the weight or the high and low of something, so in this case the quality of teaching is the implementation of teaching in an institution to the extent that teaching at the institution has achieved a success.

According to Haryati and Rochman (2012), operational teaching quality can be defined as the intensity of systemic and synergistic linkages between caregivers, children, teaching climate, and teaching media in producing optimal learning processes and outcomes in accordance with curricular demands. Teaching quality is a level of achievement of the initial teaching goals including teaching art, in achieving these goals in the form of increasing knowledge, skills and developing children's attitudes through the classroom teaching process.

Basic Concepts About Caregivers

According to Pastor FC Lewier.M.Th in his book "PAK for children, guided materials for caregivers of SM-TPI", the notion of caregiver means a nurse, caring, full of patience and perseverance. A caregiver should at least try to choose three main aspects, namely;

Knowledge (*knowledge*) is meant by knowledge here are:

- a. Knowledge of the Bible and Theology
- b. Knowledge of Teaching Science (psychology, pedagogy, methodology)
- c. General knowledge

RESEARCH METHODOLOGY

This research belongs to a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from conversations with each subject or person as well as observable behavior.²³ Research on the role of mentors in improving the teaching quality of caregivers requires a description of written and oral data.

The location of this research is in Klasis, North Ambon Island, the GPM Rumahtiga Sector Pisga Congregation, this location was chosen because it has a supervising role for Sunday School caregivers that has not been carried out optimally, resulting in Sunday School caregivers being less creative and not trying to maximize the role of Sunday School caregivers in the teaching and learning process

Data analysis techniques used is descriptive qualitative analysis. Qualitative data analysis is an analytical activity used in the field or even in conjunction with the data collection process.

RESULTS AND DISCUSSION

The Role of Supervisors in Guiding Carers

Understanding the supervisor in carrying out the responsibility of guiding caregivers in the congregation, the researchers found the supervisor's opinion as follows:

The supervisor explained that the task of being a mentor requires an attitude of loyalty as a member of the church; Another supervisor stated, as a supervisor it is necessary to prepare materials and provide assistance to caregivers to the process of implementing teaching and learning, including directing caregivers in explaining teaching materials (Interview)

The supervisor's statement about the responsibility as a mentor is that the caregiver supervisor must have a loyal attitude, prepare materials and provide assistance to caregivers to the process of implementing teaching and learning as well as directing caregivers in explaining teaching materials.

The supervisor's statement above relates to the role of caregivers in the teaching and learning process at SMTPI according to AJ Jones's opinion which states that guidance is the provision of assistance by one person to another in making choices, adjustments and problem solving and aims to help a person to increase his ability and be responsible for herself.

Carer mentors who have loyalty mean having a total commitment to providing mentoring assistance to caregivers. In this statement, a nurturing mentor is a servant of God who must have qualities in the service of guiding and intensive efforts to conduct mentoring. In other words, a successful caregiver mentor means being a blessing to many people and must be able to develop himself constantly in updating knowledge about developing quality teaching.

The Role of Supervisors in Improving Teaching Quality at SMTPI

The process of implementing guidance to caregivers is explained by the supervisor, namely, the

supervisor states that mentoring is carried out at all levels in different places and in it there is a division of levels²⁷; Furthermore, another supervisor added that, first, the supervisor saw the material according to the class/level. For young children, the methods we use can tell stories, role-play and ask questions, for teenagers they can share, discuss and apply the material and the method must be in accordance with the child's level and if for example the material used is not appropriate then we we can't use the material or we use a mediator, but if there's no mediator, we have to vary, sometimes for teenagers, we combine several methods for one material, such as question and answer, sharing, problem solving and class discussions (interviews); Another supervisor added, the supervisor must prepare the material so that he can find out what method is right with the material to be taught for the mentoring process to the caregivers because this method is very helpful in being able to answer the material. But if the method used is not appropriate then the material cannot be answered because the method is very important for teaching materials. In the process of giving the material the method used is very much there are methods of discussion, question and answer, role playing and many more methods used so that the material being taught can be absorbed and understood by children. Even to convey one subject, two or three teaching methods can be used (interview).

The results of interviews with supervisors regarding the process of implementing guidance can be identified that the implementation of the mentoring process for caregivers is carried out in different places according to levels. In the new mentoring process, step-by-step mentoring is carried out. The mentoring process begins with the supervisor studying the teaching material, by studying the teaching material the supervisor can determine the appropriate method according to the teaching material. According to the supervisor, the use of the method will help caregivers convey teaching materials to children well. Even to convey one subject, two or three teaching methods can be used. The supervisor determines the method according to the needs of each level. The types of methods used can be read in the statement of interview results above.

Associated with the different location of caregiver guidance, this condition is related to a conducive classroom atmosphere and comfortable atmosphere. A pleasant atmosphere and space are important components to support the mentoring process so that caregivers can concentrate on receiving guidance material. If the space, atmosphere and surrounding environment are supportive, the mentoring process can lead caregivers to the mastery and application of the correct guidance material. The mentor tries to keep the caregiver free from tension and laziness by occasionally being able to do funny things.

CONCLUSIONS

The role of caregivers in improving the quality of teaching in the Eden Sector at the Level of Young Children in the GPM Rumahtiga Congregation in the Pisga Sector is a role as an extension worker, skill actor, creative experience designer, creativity booster, learning resource, motivator, agent of change and communicator. The role that has not been carried out optimally by the caregiver supervisor in the GPM Rumahtiga Sector Pisga Congregation is as an evaluator.

The role of caregivers as counselors, actors of skills, designers of creative experiences, drivers of creativity, learning resources, motivators, agents of change and communicators can improve the quality of teaching.

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