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Implementation of enrichment and remedial program in increasing science learning outcomes in SMP Negeri 1 Amurang

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Abstract
This study aims to obtain the results of studies and descriptions of: (1) Enrichment and Remedial Program Planning in Improving Science Learning Outcomes at SMP Negeri 1 Amurang, (2) How to Implement Enrichment and Remedial Programs in Improving Science Learning Outcomes in State Junior High Schools 1 Amurang, (3) How are the barriers to Enrichment and Remedial Programs in Improving Science Learning Outcomes at SMP Negeri 1 Amurang, (4) How to overcome barriers to Enrichment and Remedial Programs in Improving Science Learning Outcomes at SMP Negeri 1 Amurang, and (5) How do teachers as the actor responsible for the results of the Enrichment and Remedial Program in Improving Science Learning Outcomes at SMP Negeri 1. This research was carried out from January 2021 to March 2021 with qualitative methods using interview, observation, documentation/data studies at SMP Negeri 1 Amurang. Based on the data exposure, research findings and discussion results, it is concluded that: 1) Enrichment and remedial program planning in improving science learning outcomes at SMP Negeri 1 Amurang as a whole has been implemented, but the form of planning varies, some have planned since the beginning of the semester through MGMP, but some will be planned after completing daily assessment activities on each material or subject. The focus at the planning stage is for the target of enrichment to be students who have obtained assessment results that reach the KKM, while remedial is directed at students who have not obtained the results of the assessment according to the KKM standard; 2) The implementation of enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang has been realized, although not entirely in accordance with what has been planned by the subject teacher. The remedial implementation is focused on students who have difficulty in achieving learning outcomes through the acquisition of grades in each evaluation activity or daily assessment. This is carried out by subject teachers to improve the science learning outcomes of students; 3) The inhibiting factors for enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang include factors from within (school internals) and environmental factors including the learner's family environment. Internal factors include students having the attitude and behavior of being ignorant, lazy, not eager to learn, as well as the readiness of teachers to carry out enrichment and remedial, school facilities or equipment. Meanwhile, from the outside, students are influenced by the community environment, the influence of peers as well as the living conditions of students in the family (home); 4) Efforts that have been made to overcome the barriers to enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang include (a) school principals as learning leaders intensify coaching and motivation to teachers in carrying out learning tasks, (b) teachers subjects improve the provision of motivation or encouragement to students in terms of learning, (c) the school through subject teachers builds good communication or relationships with parents and guardians of students to communicate matters related to the condition of students in learning activities; 5) Various forms of accountability for results carried out by teachers as perpetrators of enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang, namely through various ways respectively, there are teachers who have complete report documents according to the remedial and enrichment report format, some are only in the form of notes on the daily work agenda

Keywords: implementation, enrichment program, remedial program, science learning outcomes

Introduction
Complete learning is an effort in education that aims to motivate students to achieve the minimum level of mastery set by each unit of study material, both individually and in groups. The problem that arises that needs the attention of educators is how to try so that most students can learn effectively so that they can master the subject matter. The purpose of complete learning is where students can achieve learning outcomes in accordance with the standards of mastery learning outcomes, or improve learning efficiency, interest in learning, and positive student attitudes towards the subject matter they are learning.

Considering that the achievement of each student or student in achieving Basic Competencies is not the same, then in learning there is a difference in the achievement of learning competencies between students, while educators are required to achieve completeness and basic competencies as a whole or individually for each student or student. This principle requires the implementation of remedial and enrichment programs as an inseparable part of the learning system.

The remedial program is a re-learning plan that has been targeted. While the enrichment program is an additional program given to students who have achieved mastery in learning, which is intended to add insight or expand their knowledge in the subject matter that has been studied.

However, there are still educators who often do not receive training and are not prepared to teach children with learning difficulties. They are often afraid of responsibility and are reluctant to accept additional assignments to help children with learning disabilities, whereas, learning objectives designed for children can only be achieved if everyone involved in providing assistance to the child functions in an integrated manner, and must always be remembered. Each evaluation activity demands a concrete follow-up which will be important for the development of students and the improvement of the quality of education.

The results of observations made by researchers at SMP Negeri 1 Amurang, this school is one of the favorite schools with good inputs and outputs. The domicile supervisor at the school explained that science teachers always evaluate learning and also conduct remedial and enrichment activities. However, it is undeniable that there are still weaknesses in the implementation of remedial and enrichment at SMP Negeri 1 Amurang, so that in its implementation, suggestions are still needed as evaluation material to make it better.

Based on this description, the researcher is interested in researching "Implementation of Enrichment and Remedial Programs in Improving Science Learning Outcomes at SMP Negeri 1 Amurang."

Research Methods

The method used is a qualitative research method, namely a research method based on the philosophy of post positivism, used to examine the condition of a natural object, where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, data collection techniques by triangulation, data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations (Sugiyono, 2009) [2, 5]

Research using this qualitative approach is also called naturalistic inquiry, which is called a naturalistic approach. The data obtained are natural and relevant to the situation and condition of the subject and object that is the focus of research.

This approach prioritizes the decomposition of observed phenomena in the context of the meaning that surrounds a reality, takes place naturally (naturally), the data collected is descriptive data, which prioritizes the process rather than the results and uses inductive data analysis.

Data and Data Sources

The data used in this study are descriptive data, documents, field notes and the results of interviews with informants. Researchers are the main informants in data collection.

The main data sources are people's words, real conditions, and information obtained by researchers through interviews with school principals, science subject teachers, students, school supervisors and data obtained through observations and other documentation as supporting data.

Data Collection and Recording Procedure

The research procedure refers to the opinion expressed by Nasution (1996) [1], namely; (1) orientation stage, (2) exploration stage, (3) member check stage.

Furthermore, in carrying out these stages, using several techniques as follows: (1) Interview, (2) Observation, and (3) Documentation

Data Analysis

The steps in analyzing data follow the steps proposed by Moleong (2000): (1) Reading, studying and studying data, (2) Reducing data, (3) Displaying data (displaying data), (4) Data interpretation

Validity Check and Check

Data Validity Check and Check

To check the validity of the data in this study, the researcher used the criteria recommended by Nasution (1996) [1] to obtain data that had the following characteristics

a. Credibility (trust of data)
b. Dependability (dependency)
c. Confirmability (data objectivity)

Results and Discussion

Research Results

Based on the results of observations and interviews and document data obtained by researchers, it turns out that the planning of remedial and enrichment programs to improve science learning outcomes at SMP Negeri 1

Amurang has been carried out optimally. This is illustrated by the results of observations and interviews that researchers have done.
The preparation of the program is carried out in accordance with the main duties of subject teachers as stated in the Regulation of the Minister of Education and Culture number
The important things that were found were:

1. The school, in this case the science teacher at SMP Negeri 1 Amurang according to the Decree on the Division of Tasks is also listed in the Dapodik, there are 5 (five) teachers with the task of carrying out science learning in grades 7, 8 and 9.
2. Science subject teachers arrange enrichment and remedial programs every semester in various ways through the results of analysis on each assessment activity, especially daily assessments.
3. Preparation of enrichment and remedial programs is carried out through workshops and MGMP IPA internally in schools.
4. In planning, the focus for remedial targets is students whose assessment results have not reached the KKM, while enrichment is students who have reached the KKM.
5. The results of the daily assessment are followed up by filling out an analysis format, which contains data on student learning outcomes, students receiving remedial and enrichment.

Implementation of remedial programs and enrichment of science learning at SMP Negeri 1 Amurang
Remedial and enrichment programs in science learning at SMP Negeri 1 Amurang have been implemented. Research findings include

1. Remedial learning activities are given to students who have not received the results of the daily test assessment according to the KKM.
2. Enrichment learning activities are given in the form of subject matter to add or enrich students who have obtained the minimum daily test results according to the KKM.
3. Implementation of remedial and enrichment using spare time or extra extra hours, usually after effective learning activities.
4. Implementation of remedial through additional material with practice questions or assignments according to material that has not been mastered by students based on the results of daily tests, while enrichment through additional material also repeats and explores material that has been studied.
5. Learners who should be the target of remedial and enrichment learning, not all of them are present to take part in the learning activities, both in the pre-pandemic period (face-to-face/offline learning), or during the pandemic (online learning).

Inhibiting factors for remedial and enrichment programs in science learning at SMP Negeri 1 Amurang.
Based on the results of research through interviews with several informants and observations in the implementation of remedial programs and enrichment of science learning at SMP Negeri 1 Amurang, the research findings are as follows.

1. Students tend to be ignorant to take part in remedial activities, not attending extra extra hours or spare hours that have been prepared.
2. Students are affected by the surrounding environment so they leave the class for extra hours (additional hours) for remedial and enrichment.
3. Parents and guardians of students have not provided maximum assistance and motivation to students.
4. Students do not have data packages for online remedial learning
5. There are subject teachers who tend to implement remedial and enrichment only to fulfill administrative demands or reports on the implementation of activities (administrative in nature).

The findings in this study are related to several inhibiting factors in the implementation of remedial and enrichment, some are from within (school internals) and some are from outside the school.

Teachers as actors are responsible for the results of the Enrichment and Remedial Program in Improving Science Learning Outcomes at SMP Negeri 1 Amurang.
Based on the results of interviews and observations of researchers through document studies, related to various forms of accountability for science subject teachers as planners and implementers of enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang, the research findings are as follows:

1. Teachers of science subjects at SMP Negeri 1 Amurang have an understanding that teacher responsibility in the implementation of enrichment and remedial is an obligation that must be done.
2. Science subject teachers generally make a written report on the results of the enrichment and remedial implementation.
3. The form of written accountability varies according to the achievements or progress of students in participating in enrichment and remedial activities.

Discussion
Based on the research findings described above, in this section a discussion of the findings will be presented.
Planning remedial programs and enrichment of science learning at SMP Negeri 1 Amurang.

Remedial and enrichment programs in learning activities are activities that must be carried out by every subject teacher, including science subject teachers at SMP Negeri 1 Amurang. The first step that must be carried out according to the activity stage is planning.

In planning remedial and enrichment programs, the science teacher at SMP Negeri 1 Amurang believes that it is important to be prepared because not all students have the same learning abilities. Some are fast but some are slow in learning, so that it has an impact on learning outcomes. This is as stated by Sumiati and Asra (2009) [13] that remedial is a program that is planned to help students achieve or master basic competencies with minimum completeness criteria that must be met. While enrichment is a competency deepening program for students who have achieved or mastered the basic competencies and minimum criteria for completeness that are set so that the students concerned have broader and higher competencies.

Implementation of remedial and enrichment programs in science learning activities at SMP Negeri 1 Amurang.

In research findings, the implementation of remedial and enrichment programs in science learning activities at SMP Negeri 1 Amurang has been realized, although not entirely in accordance with what has been planned by the subject teacher. The remedial implementation is focused on students who have difficulty in achieving learning outcomes through the acquisition of grades in each evaluation activity or daily assessment. This is carried out by subject teachers to improve the science learning outcomes of students.

This is in line with what was stated by Kunandar (2007) [11], that the improvement activities carried out are all efforts carried out to identify the types and characteristics of learning difficulties, find the causal factors, and then seek alternative solutions to learning difficulties., both by means of prevention and cure based on complete and objective data and information.

The implementation of remedial and enrichment programs in science learning at SMP Negeri 1 Amurang as found by researchers, is in line with the opinion of Martinis Yamin (2011) [14], that remedial and enrichment programs are carried out by providing an explanation of material that has not been mastered, providing additional tasks either within and outside effective hours, helping his friends who have not yet achieved complete learning, both in groups and individually in the form of reading new materials or other tasks, the implementation of which can be done inside or outside face-to-face hours.

Another finding in this study is that in the implementation of enrichment and remedial time allocation, teachers do it either using effective hours, reserves or extra activities (outside effective hours). This is also stated by Abin Syamsuddin Makmun (2009) that the time and method of carrying out various possibilities, for example held during regular class meeting hours with material activities being presented again with explanations, either partially or completely from the material of previous meeting hours, assignment exercises /questions with previous assignments/questions; held outside normal meeting hours with additional lesson activities, in the form of homework/homework and re-examined the results of their work by the teacher.

Teachers as actors are responsible for the results of the Enrichment and Remedial Program in Improving Science Learning Outcomes at SMP Negeri 1 Amurang

Based on the results of interviews and observations of researchers through document studies, related to various forms of accountability for science subject teachers as planners and implementers of enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang, the research findings are as follows:

1. Teachers of science subjects at SMP Negeri 1 Amurang have an understanding that teacher responsibility in the implementation of enrichment and remedial is an obligation that must be done.
2. Science subject teachers generally make a written report on the results of the enrichment and remedial implementation.
3. The form of written accountability varies according to the achievements or progress of students in participating in enrichment and remedial activities.

Teachers as actors are responsible for the results of the Enrichment and Remedial Program in Improving Science Learning Outcomes at SMP Negeri 1 Amurang

The findings in this study indicate that science subject teachers at SMP Negeri 1 Amurang have their own way of accounting for the results of enrichment and remedial programs. There are teachers who have complete report documents according to the remedial and enrichment report format, some are only in the form of notes on the daily work agenda.

In being responsible for these activities, every subject teacher should have a complete report document as stated by Martinis Yamin (2011) [14], that teachers must have a value list book containing student scores, understand the assessment instructions according to the curriculum, each test must be checked and the results returned. To students after examination. Furthermore, it is also emphasized that teachers must be able to improve the ability to analyze assessments to determine the level of ability of individual students and their position in groups.

Conclusion

Based on the findings and discussion of the research results according to the formulation of the problem in this study, the researchers drew the following conclusions.

1. Enrichment and remedial program planning in improving science learning outcomes at SMP Negeri 1 Amurang as a whole has been implemented. The implementation of enrichment and remedial programs in

improving science learning outcomes at SMP Negeri 1 Amurang has been realized, although not entirely in accordance with what the subject teacher had planned.
2. The inhibiting factors for enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang include factors from within (school internals) and environmental factors including the learner's family environment.
3. Efforts that have been made to overcome the obstacles of enrichment and remedial programs in improving science learning outcomes at SMP Negeri 1 Amurang include (a) principals, (b) subject teachers, (c) the school through subject teachers.

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