

GUIDED PRACTICE Related to the Learning Overt Behavior (i.e. active) Practice without Penalty Check for Understanding	- Teacher asks the students to do practice book page 59 (They may discuss with their group/ partner) - Teacher and the students discuss the practice book together	Practice Book page 59	10' 7'
CLOSURE Statement of the Learning from Students Knowledge of Results for Teacher Another Check for Understanding	- Teacher gives conclusion about the topic - The students complete the behavior checklist	Behavior Checklist	1' 2'
INDEPENDENT PRACTICE Purpose Readiness Kinds and Levels Time and Feedback			

EVALUATION Teacher	
Student	

Prepared by,



Student Teacher

Approved by,



Teacher

Lampiran A- 2 Rencana Pelaksanaan Pembelajaran Siklus II



LESSON PLAN

School : SDH Lippo Village
 Grade level : 4/I
 Subject : English
 Topic : Cause and Effect
 Date : October 21st, 2016
 Duration : 1 x 35 minutes

DIAGNOSIS Students' prior knowledge, attitudes	Students already learn about cause and effect in the previous chapter.		
LEARNING OBJECTIVES Cognitive Psychomotor Affective	<p>Cognitive:</p> <p>1. Students will be able to identify the cause and effect of technology through watching a clip and make a sentence based on the clip.</p> <p>Psychomotor:</p> <p>1. Students will be able to choose appropriate words in writing a sentence about cause and effect based on the clip.</p> <p>Affective:</p> <p>1. Students will be able to show attentiveness through paying attention carefully to the clip that played by teacher.</p>		
Activity	Procedure	Materials	Time
OPENING Attention-getting Purpose of lesson Transfer (links with knowledge) Motivation for learning Check for Understanding	<p>- Teacher greets the students and asks a student to lead in the opening prayer.</p> <p>- Teacher recalls the students' memory about cause and effect by asking question: what do you think about "cause"?, and what is the meaning of "effect"?</p>		<p>1'</p> <p>2'</p>
PRESENTATION Explain Information Demonstrate Use concrete Examples (& non) Check for Understanding	- Teacher explains the cause and effect to the students, and gives them the examples of it.	Power Point	9'

GUIDED PRACTICE Related to the Learning Overt Behavior (i.e. active) Practice without Penalty Check for Understanding	- Teacher and the students discuss together about the cause and effect based on the clip.		8'
CLOSURE Statement of the Learning from Students Knowledge of Results for Teacher Another Check for Understanding	- Teacher reviews the topic. - Teacher asks the students about what they have felt during the lesson, and continues with record their behavior through fill in the behavior checklist.	Behavior Checklist	1' 2'
INDEPENDENT PRACTICE Purpose Readiness Kinds and Levels Time and Feedback	- The students watching a clip of the development of technology. - The students identify the cause and effect, and then make it into a sentence.	https://www.youtube.com/watch?v=37OLJPj0ews	2' 10'

EVALUATION Teacher	
Student	

Prepared by,



isa lychia .A

Student Teacher

Approved by,



Ms. Mia

Teacher

Lampiran A- 3 Rencana Pelaksanaan Pembelajaran Siklus III



LESSON PLAN

School : SDH Lippo Village
 Grade level : 4/I
 Subject : Ilmu Pengetahuan Sosial (IPS)
 Topic : Pahlawan
 Date : November 2nd, 2016
 Duration : 2x 35 minutes

DIAGNOSIS Students' prior knowledge, attitudes	Students already know some of the hero in Indonesia.		
LEARNING OBJECTIVES Cognitive Psychomotor Affective	<p>Cognitive:</p> <ol style="list-style-type: none"> Students will be able to describe the definition of hero through watching a short movie of Moses and read Bible together taken from Exodus 3:7-10. Students will be able to mention one of Bible character who being a hero and why he/she became a hero. <p>Psychomotor: -</p> <p>Affective:</p> <ol style="list-style-type: none"> Students will be able to realize that Jesus is the real Hero through watching movie of the Passion of Christ and read Bible together from Rome 5:7-9. Students will be able to 		
<p>Activity</p> <p>OPENING Attention-getting Purpose of lesson Transfer (links with knowledge) Motivation for learning Check for Understanding</p>	<p>Procedure</p> <p>- Teacher greets the students and leads in the opening prayer. ✓</p> <p>- Teacher delivers the learning objective.</p> <p>- Teacher shows the picture of hero in Indonesia, and asks the students to mention the name of the hero and their contribution to Indonesia.</p>	<p>Materials</p> <p>Power Point</p>	<p>Time</p> <p>1' 1' 7'</p>

PRESENTATION Explain Information Demonstrate Use concrete Examples (& non) Check for Understanding	- Teacher invites the students to read the Bible together from Exodus 3:7-10.	Power Point	3'
	- Teacher tells the short story of Moses and his contribution for Israelites.		2'
	- Teacher shows the short movie of Moses.	https://www.youtube.com/watch?v=BEOMFjGFS7M	7'
	- Teacher and students discuss two questions of Moses and his contribution for Israelites: <i>a. Apa yang terjadi jika Tuhan tidak mengutus Musa untuk menolong bangsa Israel keluar dari Mesir?</i> <i>b. Apakah dampaknya untuk kehidupan bangsa Israel zaman sekarang ini?</i>		10'
	- Teacher shows the movie of the Passion of Christ.	https://www.youtube.com/watch?v=VhLx7i2KNbE	10'
	- Teacher invites the students to read Bible together from Rome 5: 7-9.		3'
	- Teacher explains the real Hero for humans based on the Rome 5:8.	E	3'
GUIDED PRACTICE Related to the Learning Overt Behavior (i.e. active) Practice without Penalty Check for Understanding	- Teacher asks the students to gather with their group and discuss these questions: <i>a. Mengapa Musa dan Tuhan Yesus dapat dijadikan pahlawan?</i> <i>b. Apakah arti pahlawan menurut kalian?</i>	Power Point Journal Book	5'
	- Teacher asks the students to share what they have done from group discussion.		10'
CLOSURE Statement of the Learning from Students Knowledge of Results for Teacher Another Check for Understanding	- Teacher asks the students to mention one of Bible character who being a hero and why he/she became a hero.		5'
	- Teacher gives the conclusion about the definition of hero.		1'
	- Students fill the Behavior Checklist.	Behavior Checklist	2'
	- Closing prayer.		

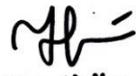
INDEPENDENT PRACTICE Purpose Readiness Kinds and Levels Time and Feedback			
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EVALUATION Teacher	
Student	

Prepared by,


Ika Lychnia A.
 Student Teacher

Approved by,


Ms. Yulia
 Teacher

Lampiran B

Lampiran B- 1 Umpan Balik Mentor Siklus I



UPH TEACHERS COLLEGE

MENTOR'S FEEDBACK FORM

Name of Student teacher :

Grade :

Subject :

Topic :

Day/Date :

Assesment Criteria : 1=poor, 2=enough, 3=good, 4=very good,

ASPEK	1	2	3	4	Detail (Strength/Weakness)
Opening <ul style="list-style-type: none"> Attracting the attention of student before teaching Delivering learning objective (cognitive, affective, psicomotor) Motivating student Reviewing lesson and checking student's understanding 			✓		no opening prayer? Short recall on previous lesson.
Presentation <ul style="list-style-type: none"> Mastering the concept of material Explaining the material systematically and structurally Empazing importan concept Checking student understanding 				✓	OK. (Practise English more, ya...) eliminate saying : "really.. really.." "man... um..."
Teaching Methods <ul style="list-style-type: none"> Various theaching method (Lecturing, discussion, presentations, games, etc) Effective in accomodating the achivement of learning goals 			✓		Lecturing <input checked="" type="checkbox"/>
Guided Practice <ul style="list-style-type: none"> Clear instruction Involving all student Encouraging student who are less able 			✓		Giving example first, then Ss are to complete Ws.
Use of Resourch/Learning media <ul style="list-style-type: none"> Suitable and appropriate Effective support learning 				✓	PPT, Ws
Classroom Management <ul style="list-style-type: none"> Able to manage the class well, firm, clear voice Giving consequences; reward and punishment Providing appropriate and consistent responses to student behavior 			✓		Behavior chart ↳ get familiar with it.
Time Allocation <ul style="list-style-type: none"> Starting the class on time Finishing the class on time Allocating each time well in every stage 			✓		ok.
Closing <ul style="list-style-type: none"> Reviewing the material taught briefly Reinforcing the learning objective Giving motivations/advice Providing homework 			✓		not really seen. But, you've recall todays material.
Behavior management while teaching <ul style="list-style-type: none"> Managing emotion appropriately Being professional 			✓		ok
Integration with Christian value:					
Overall comment:					

note:

- No boring sentence → You must say :
It is a simple sentence!
- Get used with your own behavior chart. (familiar) that you give a sticker easily during IPS session but not in English.
↳ Let them know why you give somebody a sticker and

Mentor Teacher


Ms. Julia

Lampiran B- 2 Umpan Balik Mentor Siklus II



UPH TEACHERS COLLEGE

MENTOR'S FEEDBACK FORM

Name of Student teacher :

Grade :

Subject :

Topic :

Day/Date :

Assesment Criteria : 1=poor, 2=enough, 3=good, 4=very good.

ASPEK	1	2	3	4	Detail (Strength/Weakness)
Opening					
<ul style="list-style-type: none"> Attracting the attention of student before teaching Delivering learning objective (cognitive, affective, psycomotor) Motivating student Reviewing lesson and checking student's understanding 			✓		Yes, you do reviewing on previous lesson, but you can create something more attractive ☺.
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explaining the material systematically and structurally Empazing importan concept Checking student understanding 			✓		Yes, it is very clear; about <u>cause and Effect</u> .
Teaching Methods					
<ul style="list-style-type: none"> Various theaching method (Lecturing, discussion, presentations, games, etc) Effective in accomodating the achivement of learning goals 				✓	Lecturing, video showing... nice
Guided Practice					
<ul style="list-style-type: none"> Clear instruction Involving all student Encouraging student who are less able 			✓		clear and systematic. Good
Use of Resourch/Learning media					
<ul style="list-style-type: none"> Suitable and appropriate Effective support learning 					PPT, clip... This are ok
Classroom Management					
<ul style="list-style-type: none"> Able to manage the class well, firm, clear voice Giving consequences; reward and punishment Providing appropriate and consistent responses to student behavior 			✓		Keep on trying and get which strategies that is effective.
Time Allocation					
<ul style="list-style-type: none"> Starting the class on time Finishing the class on time Allocating each time well in every stage 				✓	ok.
Closing					
<ul style="list-style-type: none"> Reviewing the material taught briefly Reinforcing the learning objective Giving motivations/advice Providing homework 					
Behavior management while teaching					
<ul style="list-style-type: none"> Managing emotion appropriately Being professional 					
Integration with Christian value:					
Overall comment:					

note :

- 1) Practice English in your daily conversation. Ok ☺
- 2) Keep on doing good. Learn fast and be creative always. Ok ☺

Mentor Teacher

Ms. Julia

Lampiran B- 3 Umpan Balik Mentor Siklus III



UPH TEACHERS COLLEGE

MENTOR'S FEEDBACK FORM

Name of Student teacher :

Grade :

Subject:

Topic :

Day/Date :

Assesment Criteria : 1=poor, 2=enough, 3=good, 4=very good,

ASPEK	1	2	3	4	Detail (Strength/Weakness)
Opening					
<ul style="list-style-type: none"> Attracting the attention of student before teaching Delivering learning objective (cognitive, affective, psicomotor) Motivating student Reviewing lesson and checking student's understanding 			✓		So sorry, the ^{first} video/clip is not work well. Actually, it might become a good opening.
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explaining the material systematically and structurally Empazing importan concept Checking student understanding 				✓	This topic is very interesting. Students might like it and will participate to discuss.
Teaching Methods					
<ul style="list-style-type: none"> Various theaching method (Lecturing, discussion, presentations, games, etc) Effective in accomodating the achivement of learning goals 			✓		Lecturing ✓ first (But so sad, the video is not read)
Guided Practice					
<ul style="list-style-type: none"> Clear instruction Involving all student Encouraging student who are less able 					
Use of Resourch/Learning media					
<ul style="list-style-type: none"> Suitable and appropriate Effective support learning 			✓		PPT This is good.
Classroom Management					
<ul style="list-style-type: none"> Able to manage the class well, firm, clear voice Giving consequences; reward and punishment Providing appropriate and consistent responses to student behavior 			✓		- Behavior chart - Rainbow clap → to appreciate friends who answer correctly.
Time Allocation					
<ul style="list-style-type: none"> Starting the class on time Finishing the class on time Allocating each time well in every stage 				✓	Ok (Getting better and better in this area).
Closing					
<ul style="list-style-type: none"> Reviewing the material taught briefly Reinforcing the learning objective Giving motivations/advice Providing homework 			✓		Discussion.
Behavior management while teaching					
<ul style="list-style-type: none"> Managing emotion appropriately Being professional 			✓		1). Tuhan mengutus Musa membawa 1). bg. Israel keluar dari perjajahan 2). Jesus is our true hero in our life.
Integration with Christian value:					
Overall comment:					

1. Own the lesson as it is yours.
You may make adjustment in order to give your personal touch in the PPT

Mentor Teacher

Ms. Yulia

Lampiran C

Lampiran C- 1 Lembar Observasi *Checklist* Mentor Siklus I

Teacher's Checklist

Date :

English
Oct, 21st 2016

Read carefully for each statement below.

No	Statements
1	Students entered the classroom on time (especially after break and moving class)
2	Students have been ready by brought their correct books based on schedule and school equipment
3	Students are able to finish their work on time according to the time set by the teacher
4	Students are able to maintain their focus and not talk among themselves when the teacher is explaining materials in front of the class
5	Students ask and answer questions properly (raise their hands before speaking)
6	Students are able to discuss well with others during group work
7	Students are able to listen to his/her friends when they speak
8	Students show respect to the teacher by talking softly and following her instruction
9	Students are able to appreciate other students who did a good job
10	Students say "sorry" to his/her friend if they make a mistake
11	Students say "please, and thank you" when they ask for help from others
12	Students give hand signals before leaving the classroom (ex. 2 fingers to go to the toilet, 3 fingers to drink)
13	Students push in their chair before leaving his/her seating area
14	Students are able to be quiet when the teacher gives a hand signal or claps her hands

Aspect to Observe

No	Statements	Aspects to Observe	YES	NO
1	1 and 3	Are the students able to <u>manage their time</u> properly (come and finish the work on time)?		
2	4	Are the students able to <u>keep on focus to the lesson</u> and not talk with others when the teacher is explaining?		
3	6 and 7	Are the students able to <u>participate in class discussions</u> (including group work)?		
4	8, 9, 10, and 11	Are the students able to <u>be polite</u> to the teachers and friends?		
5	2, 5, 12, 13, and 14	Are the students able to <u>obey</u> to all the classroom's rules?		

Put a ✓ for each statement if your answer is YES according to what was actually observed during the learning process!

Student's Name	Aspects to Observe				
	Time Management	Focus to the Lesson	Participation in Class Discussion	Politeness	Obedient
Siswa A	✓				
Siswa B	✓			✓	
Siswa C		✓	✓		✓
Siswa D	✓	✓		✓	✓
Siswa E	✓	✓	✓	✓	✓
Siswa F	✓	✓	✓	✓	✓
Siswa G			✓		✓
Siswa H	✓	✓	✓	✓	✓
Siswa I				✓	✓
Siswa J	✓	✓	✓	✓	✓
Siswa K		✓	✓	✓	✓
Siswa L	✓	✓		✓	✓
Siswa M		✓	✓		✓
Siswa N	✓	✓	✓	✓	✓
Siswa O	✓	✓			✓
Siswa P	✓	✓	✓		✓
Siswa Q	✓			✓	✓
Siswa R	✓	✓	✓	✓	✓
Siswa S				✓	✓
Siswa T		✓		✓	✓
Siswa U	✓	✓	✓	✓	✓
Siswa V	✓	✓	✓	✓	✓
Siswa W	✓		✓	✓	✓
Siswa X		✓			✓
Siswa Y	✓	✓	✓	✓	✓
Siswa Z			✓	✓	✓
Siswa AB				✓	✓

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18/10/2016

Lampiran C- 2 Lembar Observasi *Checklist* Mentor Siklus II

Put a "X" for each statement if your answer is YES according to what was actually observed during the learning process!

Student's Name	Aspects to Observe				
	Time Management	Focus to the Lesson	Participation in Class Discussion	Politeness	Obedient
Siswa A					
Siswa B					
Siswa C	✓	✓	✓	✓	✓
Siswa D	✓	✓	✓	✓	✓
Siswa E	✓	✓	✓	✓	✓
Siswa F	✓	✓	✓	✓	✓
Siswa G					
Siswa H	✓	✓	✓	✓	✓
Siswa I					
Siswa J	✓	✓	✓	✓	✓
Siswa K					
Siswa L					
Siswa M					
Siswa N	✓	✓	✓	✓	✓
Siswa O					
Siswa P	✓	✓	✓	✓	✓
Siswa Q					
Siswa R	✓	✓	✓	✓	✓
Siswa S					
Siswa T					
Siswa U	✓	✓	✓	✓	✓
Siswa V	✓	✓	✓	✓	✓
Siswa W	✓	✓	✓	✓	✓
Siswa X					
Siswa Y	✓	✓	✓	✓	✓
Siswa Z	✓	✓	✓	✓	✓
Siswa AB					
	14	14	14	14	14

Lampiran C- 3 Lembar Observasi *Checklist* Mentor Siklus III

November 2nd, 2016

Put a "X" for each statement if your answer is YES according to what was actually observed during the learning process!

Student's Name	Aspects to Observe				
	Time Management	Focus to the Lesson	Participation in Class Discussion	Politeness	Obedient
Siswa A			✓		
Siswa B				✓	✓
Siswa C	✓	✓	✓	✓	✓
Siswa D	✓	✓	✓	✓	✓
Siswa E	✓	✓	✓		✓
Siswa F	✓	✓	✓	✓	✓
Siswa G				✓	✓
Siswa H	✓	✓	✓	✓	✓
Siswa I		✓	✓		✓
Siswa J	✓	✓	✓	✓	✓
Siswa K	✓	✓	✓	✓	✓
Siswa L		✓	✓	✓	✓
Siswa M				✓	✓
Siswa N	✓	✓	✓	✓	✓
Siswa O	✓	✓			✓
Siswa P	✓	✓	✓	✓	✓
Siswa Q	✓			✓	✓
Siswa R	✓	✓	✓	✓	✓
Siswa S	✓	✓	✓	✓	✓
Siswa T	✓	✓	✓	✓	✓
Siswa U	✓	✓	✓	✓	✓
Siswa V	✓	✓	✓	✓	✓
Siswa W	✓	✓	✓	✓	✓
Siswa X					✓
Siswa Y	✓	✓	✓	✓	✓
Siswa Z	✓		✓	✓	✓
Siswa AB				✓	✓

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Lampiran D

Lampiran D- 1 Lembar *Behavior Checklist* Siswa Siklus I

Behavior Checklist

Name: Siswa A Class: 4A Date: Wed, Oct 19th 2016

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)		✓
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining		✓
3	I have been able to participate in class discussions (including group work)		✓
4	I have been able to be polite to the teachers and friends		✓
5	I have been able to obey to all the classroom's rules		✓

Behavior Checklist

Name: Siswa B Class: 4A Date: Wed, October 19th 2016

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)	✓	
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Behavior Checklist

Name: Siswa C Class: 4A Date: OCT 19th 2016

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)		✓
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)		
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Lampiran D- 2 Lembar *Behavior Checklist* Siswa Siklus II

Behavior Checklist

Name: Siswa A Class: _____ Date: _____

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)		✓
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)		✓
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Behavior Checklist

Name: Siswa B Class: DA Date: _____

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)	✓	
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Behavior Checklist

Name: Siswa C Class: DA Date: Oct 21st 2016

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)	✓	
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Lampiran D- 3 Lembar *Behavior Checklist* Siswa Siklus III

Behavior Checklist

Name: Siswa A Class: 4A Date: Nov 2nd

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)		✓
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Behavior Checklist

Name: Siswa B Class: 4A Date: Nov 2nd

Put a check (✓) in the correct column according to your attitudes during the lesson!

No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)	✓	
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Behavior Checklist

Name: Siswa C Class: 4A Date: NOV 2nd, 2016

Put a check (✓) in the correct column according to your attitudes during the lesson!

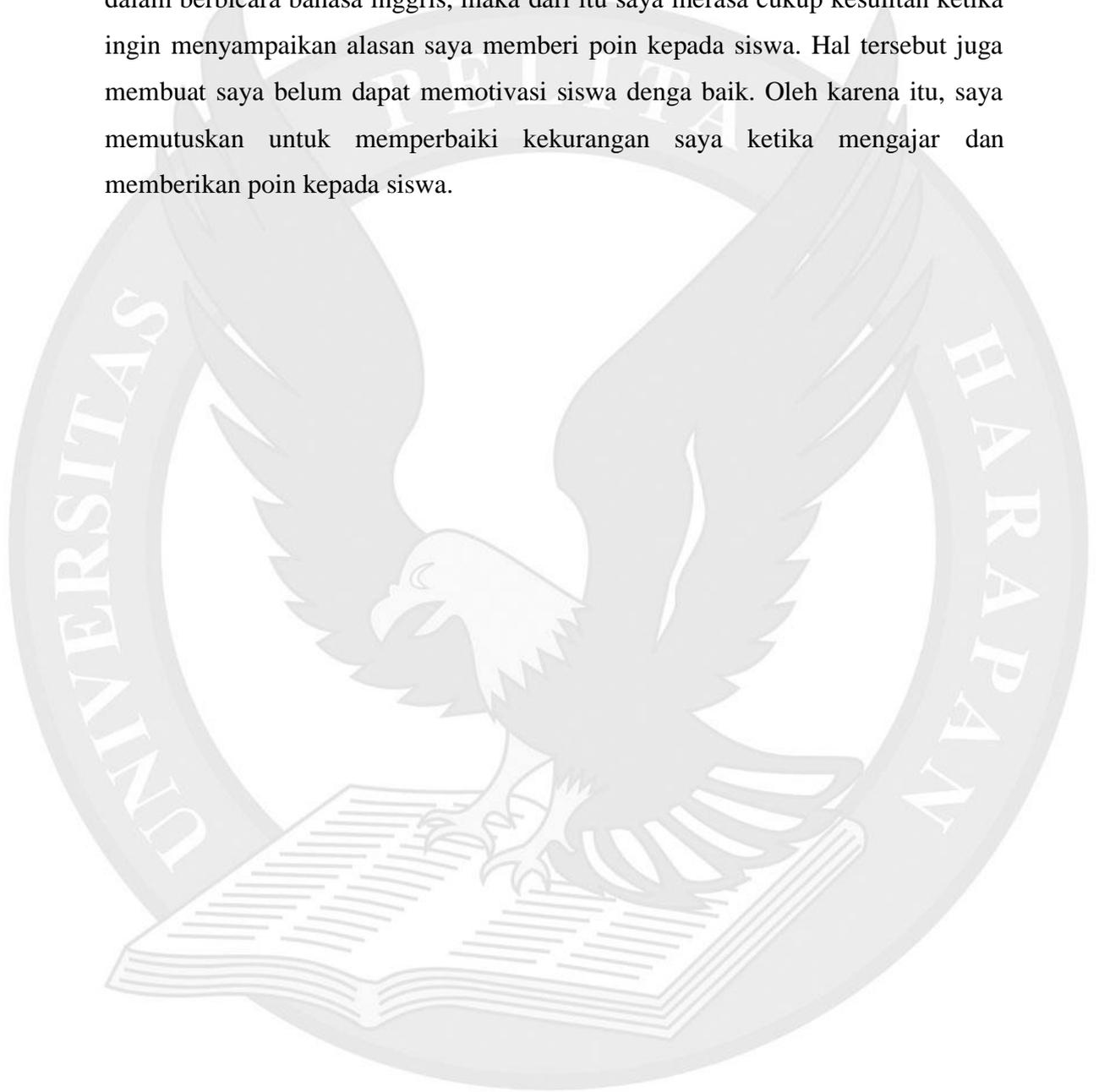
No	Statements	Yes	No
1	I have been able to manage my time properly (come and finish the work on time)	✓	
2	I have been able to keep on focus to the lesson, not talk with others when the teacher is explaining	✓	
3	I have been able to participate in class discussions (including group work)	✓	
4	I have been able to be polite to the teachers and friends	✓	
5	I have been able to obey to all the classroom's rules	✓	

Lampiran E

Lampiran E- 1 Jurnal Refleksi Pribadi Peneliti Siklus I

Rabu, 19 Oktober 2016 adalah hari siklus pertama. Saya mengajar seperti biasanya, saya menyiapkan RPP terlebih dahulu, menyiapkan media pembelajaran dan latihan soal yang akan diberikan kepada siswa. Namun, pada siklus pertama ini, saya juga mempersiapkan *behavior chart* siswa. Saya mendesain dengan rapi dan menuliskan semua nama siswa beserta tanggal. Sebelum masuk dalam pelajaran, saya menjelaskan tentang sistem poin dan juga *behavior checklist*. Saya memberikan persyaratan kepada siswa supaya dapat memperoleh poin. Hari ini saya mengajar bahasa Inggris, metode yang saya gunakan adalah metode ceramah dengan diselingi pertanyaan kepada siswa. Pada awal pembelajaran, saya meminta siswa untuk mempersiapkan terlebih dahulu alat tulis dan buku jurnal mereka, supaya saat pelajaran berlangsung mereka dapat fokus dan tidak berjalan-jalan untuk mengambil buku. Meskipun demikian, terlihat beberapa siswa tidak melakukan apa yang saya minta. Di samping itu, saya menyuruh siswa mengerjakan soal latihan yang telah saya siapkan. Ketika saya masuk dalam pembelajaran, awalnya saya menjelaskan seperti biasa, namun saya ditengah-tengah pelajaran sempat memberikan pertanyaan. Cukup banyak siswa yang terlihat aktif mengangkat tangan ketika saya memberikan pertanyaan, namun ada beberapa siswa yang kurang cermat dalam menyimak pertanyaan yang saya berikan, sehingga meminta saya untuk mengulangi pertanyaannya lagi. Setelah itu, saya meminta siswa mengerjakan soal yang saya berikan. Harapannya siswa bisa mengerjakan soal sendiri, namun mereka masih sering bertanya dan beberapa siswa menghabiskan waktunya dengan duduk termenung, ada juga siswa yang sibuk mengobrol dengan teman didekatnya. Pada waktu membahas soal, siswa ribut, sehingga harus mengulang-ulang penjelasan, bahkan sempat menggunakan nada tinggi saat menegur siswa. Tidak banyak yang berhasil mendapatkan poin, hanya 6 dari total 27 siswa. Pada saat saya memberikan poin, saya tidak menyampaikan alasan saya memberi poin kepada siswa. Saya hanya memberikan

poin kepada siswa yang aktif menjawab pada saat diberi pertanyaan, siswa yang duduk tenang ketika siswa lainnya ribut, dan diakhir pembelajaran saya menambahkan poin kepada siswa yang sepanjang pelajaran dapat fokus dan mengikuti proses belajar dengan baik. Saya juga menyadari kelemahan saya dalam berbicara bahasa inggris, maka dari itu saya merasa cukup kesulitan ketika ingin menyampaikan alasan saya memberi poin kepada siswa. Hal tersebut juga membuat saya belum dapat memotivasi siswa dengan baik. Oleh karena itu, saya memutuskan untuk memperbaiki kekurangan saya ketika mengajar dan memberikan poin kepada siswa.



Lampiran E- 2 Jurnal Refleksi Pribadi Peneliti Siklus II

Jumat, 21 Oktober 2016, siklus kedua. Sama seperti dengan siklus pertama, saya menyiapkan RPP, media pembelajaran dan latihan soal untuk siswa. Sebelum masuk dalam kegiatan belajar, saya mengingatkan siswa tentang syarat mendapatkan poin. Saya juga memberikan sedikit nasihat untuk siswa supaya tidak salah paham dengan *rewards* yang saya akan berikan. Saya mengatakan bahwa poin yang mereka dapatkan menyampaikan perilaku mereka ketika mengikuti kegiatan pembelajaran. Pelajaran saya mulai dengan mengulang kembali materi melalui bertanya kepada siswa, kemudian memberikan poin bagi setiap mereka yang berhasil menjawab pertanyaan dengan tepat. Siswa cenderung tenang dan memperhatikan dengan baik, namun siswa juga sering berebut untuk menjawab pertanyaan. Jadi, ketika saya memberikan pertanyaan, siswa justru menjadi ribut untuk menjawab. Melihat hal tersebut, saya memberikan poin kepada beberapa siswa yang benar dalam menjawab pertanyaan. Saya juga memberikan poin kepada siswa yang berhasil menyelesaikan tugas yang saya berikan tepat waktu. Di samping itu, siswa pada hari ini menunjukkan fokus mereka pada pelajaran ketika saya memberikan pertanyaan, mereka langsung mengangkat tangan, ketika saya memutar video dan meminta mereka membuat sebuah kalimat sebab akibat berdasarkan video tersebut, mereka terlihat tenang dan menyimak video.

Dari keseluruhan siswa, sampai hari ini ada satu siswa yang belum mendapatkan poin sama sekali, ketika diberikan kesempatan untuk menjawab pertanyaan, dia tidak mau menjawab, dia juga terlihat tidak aktif dalam diskusi kelas. Kesimpulan untuk siklus kedua, pemberian poin dapat berlangsung dengan baik dan sebagian siswa tertarik untuk mendapatkan poin. Mereka berebut untuk menjawab pertanyaan dan juga bertanya bila diberi kesempatan. Saya merasa sejauh ini, siswa bersaing untuk mencapai hasil poin yang lebih banyak.

Meskipun demikian, saya cukup merasa prihatin karena masih ada seorang murid yang belum mendapatkan poin sama sekali. Setelah pulang sekolah, saya langsung mengadakan wawancara singkat dengan siswa yang belum mendapatkan poin. Saya ingin tahu alasan apa yang membuat dia belum menunjukkan perilaku

positif. Kebetulan siswa tersebut adalah anak dari salah seorang guru yang mengajar di sekolah tempat penelitian. Jadi, sepulang sekolah, saya menyempatkan diri saya dan memohon bantuan kepada sang anak untuk diwawancarai tentang alasan mengapa belum mendapatkan poin seperti teman-temannya yang lain. Pertanyaan yang saya berikan langsung merujuk tentang alasan siswa tersebut belum mendapatkan poin. Jawaban yang diberikan siswa kepada saya cukup mengagetkan, karena siswa sengaja tidak mau mendapatkan *rewards* karena sudah memiliki banyak barang di rumahnya. Kemudian saya bertanya apa yang menjadi kesusahan siswa dalam mengikuti indikator yang saya berikan, dan siswa menjawab bahwa dia susah fokus dalam memperhatikan guru karena sering berbicara dengan temannya. Ternyata hal tersebut juga menjadi alasan mengapa siswa lambat dalam mengerjakan tugas dan tidak dapat menjawab pertanyaan yang diberikan oleh guru.

Dari hal tersebut saya belajar untuk lebih lagi memperhatikan setiap siswa yang ada di kelas dan menegaskan peraturan yang telah disepakati di dalam kelas, sehingga tidak ada lagi siswa yang dapat berbicara dengan temannya, yang dapat menyebabkan dirinya tidak fokus terhadap guru dan mata pelajaran yang disampaikan. Selain itu, dikarenakan sebagian besar siswa pada siklus kedua berhasil mempertahankan perhatiannya, maka saya memutuskan untuk memperpanjang durasi mengajar pada siklus III. Saya ingin memastikan bahwa siswa benar-benar mampu fokus atau tidak ketika durasi pelajaran lebih lama.

Lampiran E- 3 Jurnal Refleksi Pribadi Peneliti Siklus III

Setelah selesai melakukan siklus II, pada tanggal 2 November saya kembali melakukan siklus III. Tindakan yang saya lakukan tidak jauh berbeda dengan apa yang saya lakukan di siklus I dan II. Namun, pada siklus III ini saya mengawali mengajar sekaligus penelitian saya dengan mengingatkan kembali tentang prosedur pemberian poin dan memberikan nasehat kepada siswa. Saya memberitahu bahwa perilaku yang mereka lakukan tidak berdasar atas jumlah poin yang akan mereka terima, namun lebih daripada itu, mereka memang harus menunjukkan perilaku yang baik ketika belajar dalam kelas. Saya mengajar IPS tentang Pahlawan dengan durasi waktu 70 menit (2x35menit). Pada awal pelajaran saya mengajarkan rainbow clap kepada siswa sebagai salah satu bentuk menghargai mereka. Kemudian saya menunjukkan beberapa foto pahlawan dan meminta siswa untuk menyebutkan siapa nama pahlawan dan kontribusi yang mereka berikan. Saat itu, siswa menunjukkan sedikit ribut, namun keributan mereka terjadi karena mereka saling bertanya antar siswa dan berebut untuk menjawab. Pada pertengahan pelajaran, ketika saya meminta siswa untuk diskusi dengan kelompok tentang definisi pahlawan, mereka kebalik ribut, namun mereka juga menunjukkan perilaku sesuai harapan, mereka saling bertukar pikiran dan saling menghargai pendapat temannya. Pada akhir siklus, saya melihat bahwa siswa yang mendapatkan poin mengalami peningkatan. Hal tersebut berarti bahwa para siswa sudah banyak yang berhasil untuk mengubah perilaku mereka. Harapan saya adalah siswa tidak hanya melakukan perilaku positif tersebut dalam pelajaran yang saya ajar saja, namun di setiap pembelajaran, siswa dapat berperilaku yang positif. Saya juga memiliki kerinduan untuk dapat mengulangi sistem pemberian poin ini di kelas saya sendiri nantinya.

Lampiran F

Lampiran F- 1 Angket Siswa 1

Questionnaire

This is given to evaluate the implementation of reward system in grade 4 students.

Please answer the questions below honestly, according to your situation!

1. Please write two things based on the Behavior Checklist that are hard to do!
The thing that is so hard is Time Management
I always could be the last
2. How does the point system based on the Behavior Checklist affect what you do?
Yes, It affect what we do i be Normal
it make our Attitude good.
3. How do you feel about the point system used by your teacher?
i feel Normal
4. How do you feel about your relationships with your friends when there is a point system?
i feel Normal do not feel anything
5. Would you still do the things on Behavior Checklist if there was no point system? Give a reason!
Maybe, I dont know but i really
need the point
6. Do you think we need rewards to do good things? Why?
Nope, we could get i mean do good things
without reward if we want to do it.

Lampiran F- 2 Angket Siswa 2

Questionnaire

This is given to evaluate the implementation of reward system in grade 4 students.

Please answer the questions below honestly, according to your situation!

1. Please write two things based on the Behavior Checklist that are hard to do!

listen to the teacher, being polite to teacher and friends

2. How does the point system based on the Behavior Checklist affect what you do?

I can be good because I can had reward

3. How do you feel about the point system used by your teacher?

I feel so so because the sticker is not so interesting

4. How do you feel about your relationships with your friends when there is a point system?

I am angry because miss seldom pick me but miss always pick Ryan

5. Would you still do the things on Behavior Checklist if there was no point system? Give a reason!

Yes because when we do good things Jesus like us

6. Do you think we need rewards to do good things? Why?

No, because rewards are only appreciation

Lampiran F- 3 Angket Siswa 3

Questionnaire Monday, October 24 2016

This is given to evaluate the implementation of reward system in grade 4 students.

Please answer the questions below honestly, according to your situation!

1. Please write two things based on the Behavior Checklist that are hard to do!

Not talk with friends, Time mangement,
Participate in class discussion

2. How does the point system based on the Behavior Checklist affect what you do?

I became more quiet because I dont
want to talk with friend

3. How do you feel about the point system used by your teacher?

So so because, I feel so so because
more quiet.

4. How do you feel about your relationships with your friends when there is a point system?

Nothing happened all is the same.

5. Would you still do the things on Behavior Checklist if there was no point system? Give a reason!

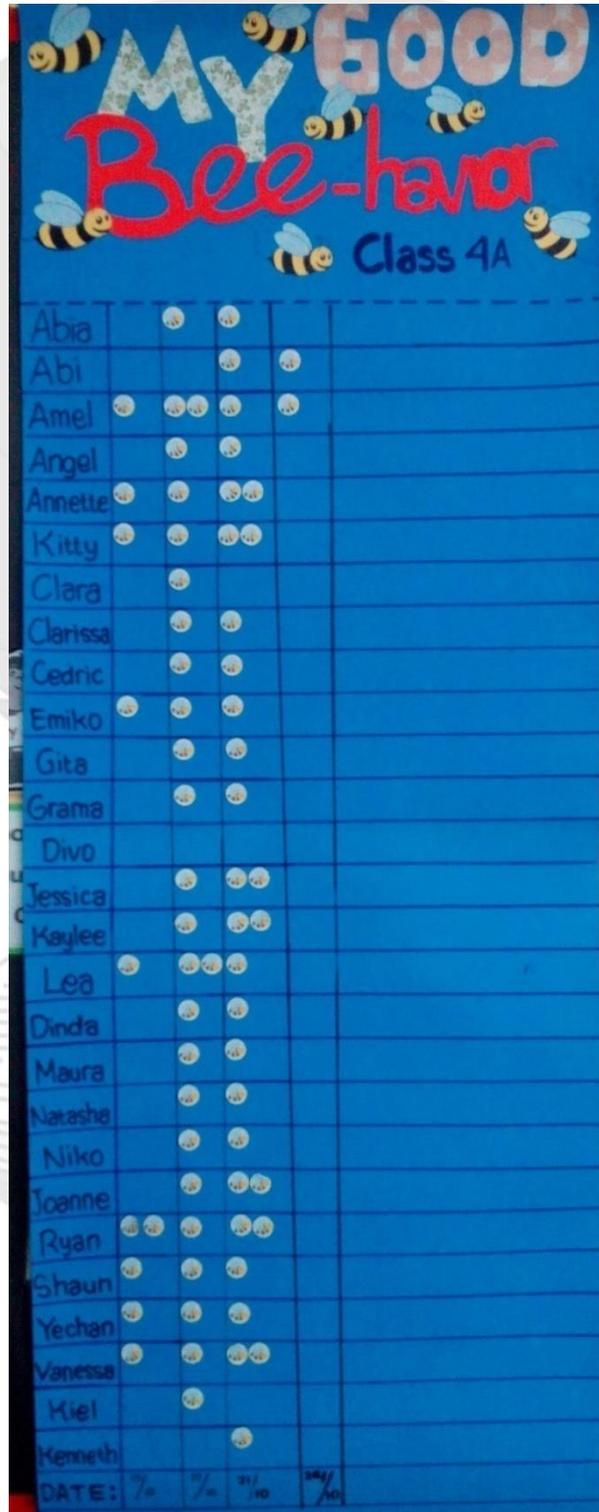
Yes. because, its always good to have
a good behavior.

6. Do you think we need rewards to do good things? Why?

No, because, its good to do good things.

Lampiran G

Lampiran G- 1 Behavior Chart





**PERNYATAAN KEASLIAN KARYA TUGAS
AKHIR**

Saya mahasiswi Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Pelita Harapan,

Nama : Ika Lychia Anggraheni
Nomor Pokok Mahasiswa : 00000004650
Program Studi : Pendidikan Guru Sekolah Dasar

Dengan ini menyatakan bahwa karya tugas akhir yang saya buat dengan judul "PENERAPAN *REWARDS* BERUPA PEMBERIAN POIN UNTUK MENINGKATKAN PERILAKU POSITIF SISWA DI SD X TANGERANG" adalah :

1. Dibuat dan diselesaikan sendiri dengan menggunakan hasil kuliah, tinjauan lapangan, buku-buku dan jurnal acuan yang tertera di dalam referensi pada karya tugas akhir saya.
2. Bukan merupakan duplikasi karya tulis yang sudah dipublikasikan atau yang pernah dipakai untuk mendapatkan gelar Sarjana Pendidikan di universitas lain, kecuali pada bagian-bagian sumber informasi yang dicantumkan dengan cara referensi yang semestinya.
3. Bukan merupakan karya terjemahan dari kumpulan buku atau jurnal acuan yang tertera di dalam referensi pada tugas akhir saya.

Kalau terbukti saya tidak memenuhi apa yang dinyatakan di atas, maka karya tugas akhir ini dianggap batal.

Tangerang, 29 Maret 2017



Ika Lychia Anggraheni



UNIVERSITAS PELITA HARAPAN

FAKULTAS ILMU PENDIDIKAN

**PERSETUJUAN DOSEN PEMBIMBING TUGAS AKHIR
PENERAPAN *REWARDS* BERUPA PEMBERIAN POIN
UNTUK MENINGKATKAN PERILAKU POSITIF SISWA
DI SD X TANGERANG**

Oleh:

Nama : Ika Lychia Anggraheni

NPM : 00000004650

Program Studi : Pendidikan Guru Sekolah Dasar

telah diperiksa dan disetujui untuk diajukan dan dipertahankan dalam Sidang Tugas Akhir guna mencapai gelar Sarjana Strata Satu pada Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Pelita Harapan, Tangerang, Banten.

Tangerang, 10 Maret 2017

Menyetujui:

Pembimbing

(Timothy F. Drown, B.A., M.Sc., M.A)

Ketua Program Studi

Dekan

(Junriang Zentrato, M.Pd., M.Ed.)

(Connie Rasilim, S.S., B.Ed., M.Pd.)



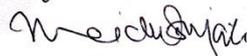
UNIVERSITAS PELITA HARAPAN
FAKULTAS ILMU PENDIDIKAN

PERSETUJUAN TIM PENGUJI TUGAS AKHIR

Pada 29 Maret 2017 telah diselenggarakan Sidang Tugas Akhir untuk memenuhi sebagian persyaratan akademik guna mencapai Gelar Sarjana Strata Satu pada Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Pelita Harapan, atas nama:

Nama : Ika Lychia Anggraheni
NPM : 0000004650
Program Studi : Pendidikan Guru Sekolah Dasar
Fakultas : Fakultas Ilmu Pendidikan

Termasuk ujian Tugas Akhir yang berjudul "PENERAPAN *REWARDS* BERUPA PEMBERIAN POIN UNTUK MENINGKATKAN PERILAKU POSITIF SISWA DI SD X TANGERANG" oleh tim penguji yang terdiri dari:

Nama Penguji	Jabatan dalam Tim Penguji	Tanda tangan
1. Yonathan Winardi, M.Pd.	, sebagai Ketua	
2. Meicky Shoreamanis Panggabean, S.S., M.Pd.	, sebagai Anggota	
3. Timothy F. Drown, B.A., M.Sc., M.A.	, sebagai Anggota	

Tangerang, 29 Maret 2017

KATA PENGANTAR

“Mengucap syukurlah dalam segala hal, sebab itulah yang dikehendaki Allah di dalam Kristus Yesus bagi kamu”
1 Tesalonika 5:18

Puji syukur kepada Tuhan Yesus Kristus atas segala berkat yang telah diberikan-Nya, sehingga Tugas Akhir ini dapat diselesaikan.

Tugas Akhir dengan judul “PENERAPAN *REWARDS* BERUPA PEMBERIAN POIN UNTUK MENINGKATKAN SIKAP POSITIF SISWA DI SD X TANGERANG” ini ditujukan untuk memenuhi sebagian persyaratan akademik guna memperoleh gelar Sarjana Fakultas Ilmu Pendidikan Strata Satu Universitas Pelita Harapan, Tangerang, Banten.

Penulis menyadari bahwa tanpa bimbingan, bantuan, dan doa dari berbagai pihak, Tugas Akhir ini tidak akan dapat diselesaikan tepat pada waktunya. Oleh karena itu, penulis mengucapkan terimakasih yang sebesar-besarnya kepada semua pihak yang telah membantu dalam proses pengerjaan Tugas Akhir ini, yaitu kepada:

1. Ibu Connie Rasilim, S.S., B.Ed., M.Pd., selaku Dekan Fakultas Ilmu Pendidikan (Teachers College).
2. Ibu Juniriang Zendrato, M.Pd., M.Ed., selaku Ketua Program Studi Pendidikan Guru Sekolah Dasar.
3. Mr. Timothy F. Drown, B.A., M.Sc., M.A., selaku Dosen Pembimbing Skripsi yang telah memberikan bimbingan dan banyak memberikan masukan kepada penulis.
4. Kedua orang tua penulis, Bp. Catur Pelita dan Ibu Tri Handayani, yang tiada lelahnya dalam mendukung, mendoakan, menghibur, dan

mencukupi segala kebutuhan penulis selama menjalani masa-masa kuliah hingga menyelesaikan tugas akhir ini.

5. Nathan dan Yoyo, kedua adik penulis yang senantiasa menghibur dan mendukung penulis melalui pesan-pesan yang diberikan dalam media sosialnya.
6. Tri Yohanes Kriswahyudi, kekasih sekaligus partner penulis yang selalu menemani, mendoakan, menghibur, dan mendukung penulis selama 8 tahun ini, khususnya ketika penulis menjalani kegiatan perkuliahan.
7. Teman-teman kelas 13ED1 (Ambrocia, Deana, Devina, Elya, Eibel, Chika, Kezia, Lara, Loli, Nancy, Nita, Patriccia, Paula, Priscillia, Ryanne, Sarah, dan Winda), yang selalu memberikan semangat, menghibur, dan juga turut mendoakan penulis selama menjalani masa perkuliahan 4 tahun di UPH. Terkhusus untuk Chika dan Nita, partner setia dalam menemani penulis mengerjakan hingga menyelesaikan tugas akhir ini bersama.
8. Teman-teman kamar di asrama TC 403, 404, dan 509, khususnya untuk Truly, Inai, Lisa, Cyndi, Wiwien, Dinda, Vania, Embun, Mona, Fidel, Martha, Shinta, Ana, Vera, Bunga, Evel, Ester, Gaby, Kezia, Ayu, Della, Jeje, Yusi, Tata dan Rachel yang senantiasa memberikan semangat kepada penulis, mulai dari masa praktikum hingga selesainya tugas akhir ini.
9. Para dosen dan staff Teachers College yang telah mengajar serta memperlengkapi penulis dengan ilmu dan pedagogi mengajar selama masa perkuliahan 4 tahun.

10. Mrs. Yuliana Purba, selaku mentor penulis ketika menjalani masa internship selama 3,5 bulan, yang senantiasa membimbing dan memberikan semangat kepada penulis, khususnya ketika melaksanakan penelitian.

Akhir kata, penulis menyadari bahwa masih terdapat banyak kekurangan dalam Tugas Akhir ini. Oleh karena itu, kritik dan saran dari pembaca akan sangat bermanfaat bagi penulis. Semoga Tugas Akhir ini dapat bermanfaat bagi semua pihak yang membacanya.

Tangerang, Maret 2017

Penulis

