

## **CHAPTER IV**

### **DATA PRESENTATION AND RESEARCH FINDING**

This chapter presents data presentation and research findings of research. It covered the implementation of UKBM in applying Semester Credit System as a 21<sup>st</sup> Century Learning of 4<sup>th</sup> semester class at SMAN 2 Blitar for mastering English.

#### **A. Data Presentation**

As presented in the previous chapter, the data of the study were collected by employing two methods of collecting data they were observation and interview with English teacher and students as informants. The data were presented in the form of description, paraphrase, and direct quotations.

#### **Data Presentation on the Implementation of UKBM in Applying Semester Credit System as a 21<sup>st</sup> Century Learning of 4<sup>th</sup> Semester Class at SMAN 2 Blitar in the academic year of 2018/2019 for Mastering English.**

This section exposed the data found in the field. Both observation and interview were done to collect the data dealing with the practices of English Teaching applying Semester Credit System as a 21<sup>st</sup> Century Learning of 4<sup>th</sup> Semester Class at SMAN 2 Blitar. The observation was done on February, 25<sup>th</sup> 2019 at 9 am- 10.30 am. To strengthen and enlarge the data taken from observation, the researcher also conducted the interview for three times. It was done on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am, on March, 1<sup>st</sup> 2019 at 1

pm-1.51 pm, and on April, 12<sup>th</sup> at 7 pm-8 pm. The first interview was conducted to English teacher of Social class 4.5, the second was conducted to three students of Social class 4.5, and the third was conducted to English teacher again. There was one English teacher, her name was Mrs. W.A as the main subject to be observed and interviewed, and there were three students of Social class 4.5 as the informants from whom the supporting data were collected. All the informants were interviewed in which each of student was interviewed by the researcher to complete the data.

During the observation, the researcher entered the class, sat behind the class, and recorded all the teaching and learning process. Besides, the researcher also made a field note while observing the practice of English teaching and also students' activities in teaching learning process.

Teacher opened the class by saying greeting, while smiling she asked students' condition. The teacher used interactive language, so the students gave their good attention to the English teacher. Then, the teacher called students' name one by one for checking their present. After that, the teacher also re-explained for a while about the previous material before presenting the new topic about explanation text. After conducting pre teaching activities, then the teacher did Classroom Management (seating arrangement). Teacher managed the classroom by dividing students in that class became three groups that based on their learning speed (low, normal, and quick). After that, students seat in every group of their learning speed based on their formative result. The seats also be arranged become 4 circle, one for low speed group, two for normal

speed group, and one for quick speed group. English teacher gave personal services to the students. She told and asked to the students one by one to make the students more understand about the material.

Based on the interview with the teacher, the researcher knew why the teacher divided classroom into quick, normal, and low speed group. It was because SMAN 2 Blitar has already applied SKS (Semester Credit System).

At that time the teacher told that:

*“Here, I would like to divide this class into three groups. The first group is for the students who get result under the KKM. And then, for the second group is for the average students. And the last group is for the students that have high score in formative test in the last meeting. In teaching and learning process, the class divided into three groups. Those are quick speed group, normal speed group, and low speed group. Here, students can finish their study only in 4 semesters, 5 semesters, or 6 semesters. Moreover, the students also can finish their study in 8 semesters or 4 years. Semester Credit System is the form of education system that the students have been agreed on the amount of learning which is followed by them or the learning strategy for each semester in the education unit according to their talents, interest, abilities, and their speed of learning. In SKS students’ independence of learning is preferred.”* (Interview with the subject on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am)

According to the subject, curriculum 2013 is a prominent requirement of applying Semester Credit System. Practically, in applying the SKS a school needs to have principals, such as every learner or student has to be served based on their uniqueness, talent, interest, and speed of learning. Automatically, there will be different groups based on students’ differences (low, normal, and quick speed group).

In teaching learning process, teacher preferred to serve the students in the group or individual based on students' speed of learning. This was as the obligation of Semester Credit System that students have to achieve the Mastery Learning independently. So, the students were guided by Independent Learning Activity unit (UKBM) and got treatment of study by the teacher individually based on the students' ability and speed of learning. By serving students individually, teacher knew that students' characters were unique. Every student has their own uniqueness. The uniqueness of the students such as, there were students who always shy to ask question to the teacher in front of their friends, there were also students who liked to have deep conversation to the teacher so they need more attention from the teacher. The problems of the students also different, therefore, teacher gave different treatment for them. Example: one time, teacher came to the students one by one to explain the material. Besides, teacher also asked quick speed students for tutoring their friend from normal or low speed group. Teacher used this way because friends' explanation can be more understandable. The teacher said *"In my opinion, sometimes this strategy is effective to use because students when they are explained by their friends they feel more understand and comfortable. So they can learn and finish the UKBM easier."*

In implementing the UKBM, the teacher conducted classroom management. Teacher arranged students' seats become different every time. Sometimes, she made groups for quick speed group, normal speed group, and low speed group. The teacher grouped the class based on learning speed to

know where the students that would finish the UKBM quicker and to know who were students that need more attention. Sometimes, she combined quick speed students to study and explain the material to the other students that included in normal or low speed group. Here, the teacher wanted to develop students' characteristic. It was called as Pengembangan Pendidikan Karakter (PPK) as translated as The Development of Character Education. By giving respect in order to explain material to friends, quick speed students can create their respect, friendly, and humble.

In managing the classroom, the teacher rarely sat to her place. She always moved from one group to another group. She told, explained, and answered the question of the students one by one, group by group. By arranging the class with different friends and different shape of seating, it was expected that it can eliminate students' boring, increase their experiences, insight, and also knowledge. Teacher stated *"Actually, it is mandated. There will be a barter of science, knowledge, character, and insight."*

By classroom management (seating arrangement), it made students should interact and barter information with the other students. Here, the students should study hard for preparing their knowledge and information to be shared. Besides, they have to study for finishing the Basic Competence in UKBM, so students can have more responsibility to themselves.

In English teaching practice, the teacher implemented UKBM for teaching learning process in the class. UKBM is small learning unit that was

arranged sequentially starting from the easiest one and to the most difficult one. Students should be independent to study the material by themselves or together with their friends on the same group. Although the students study in the group with their friends, but the students should be responsible with themselves to achieve and finish the Basic Competency in UKBM. In the interview, teacher said “*Students should be Mastery Learning.*” Students have to be mastered in their learning for finishing one Basic Competency and get a good result in formative test.

During the interview, the teacher stated that:

*“Before using SKS, at that time we did teaching learning process in classical situation. We did not pay attention in students’ uniqueness of learning. It means, all students are taught together whether they have different speed of learning. They were expected to finish the competency together in the same time. It made students who were quick in understanding the material should waiting for the other students who were lower than them. However, in SKS, it gives more benefits to students who have quick speed and good ability in learning to finish the study less than three years or only in four semesters”.* (Interview with the subject on April, 12<sup>th</sup> 2019 at 7 pm-8 pm)

Based on the subject, she told that UKBM is not a module. UKBM contains students’ guidance of learning in Semester Credit System in order to make them more independent and develop their achievement in learning based on their literacy by Learning Text Book (BTP), other references, and also internet. It made the differences between school that applies SKS and school that does not apply SKS. So, schools that apply SKS have to apply UKBM in the teaching practices, because UKBM is one of the principles of SKS.

While answering the questions, the English teacher explained that:

*“UKBM is not a module. It is a students’ guidance for their steps to achieve their competency and finish it. For sure, it should contain 21<sup>st</sup> century skills (4C), HOTS, Literacy, and The Development of Character Education (PPK). Then, when we are talking about UKBM, we also talk about learning sources. Those sources we call it with Lesson Text Book (BTP). Besides, there are the other sources and internet as their literacy sources. In UKBM in SKS, teachers do not need to stand up and explain the material in front of the class classically. However, the services are preferred to personal or individual services in the group of learning. As the principle of SKS, teacher act as facilitator, organizer, study support, character developer, and learning sources”. (Interview with the subject on April, 12<sup>th</sup> 2019 at 7 pm- 8 pm)*

By conducting interview, the researcher knew that In UKBM, students will be taught independent learning which is very closely related to skills in 21<sup>st</sup> century era. Those skills are called 4C (Critical Thinking, Creative, Collaborative, and Communicative). The more important is about the process of the learning. Besides, character of the students also should be good. In UKBM, students also study with High Order Thinking Skills. How the students have a critical thinking when they get a problem and how they face a contextual material. Students should analyze the material until evaluate their learning. The core of teaching and learning was not all about the result of the material. However, it was about the process of the students learning. By this, the researcher knew that the students got some problems about mastering English. Student said *“I think I get some problems in learning English because the other subjects also have many assignments. And I should think hard about*

*speaking, reading, writing, and listening.*” By this, the teacher gave motivation to her students.

The teacher stated that:

*“We are in 21<sup>st</sup> century era. For sure, in this era much knowledge should be mastered by the students. We should give them understanding, motivation, that to face the future is not easy. They should be taught with skills to make them confident.”* (Interview with the subject on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am)

Besides, by this observation, the researcher knew that literacy is very important. In the UKBM, the main source of teaching learning process is BTP (Lesson Text Book). But here, the students need to get more information for exploring their learning by using literacy in the other sources such as internet. In UKBM, students should increase their attention in their self-learning. They have to get many sources from books or internet. They have to do this to pass the Basic Competencies and continue to the next step of UKBM. By the strategies from the teacher, it would increase students’ effort in mastering their English.

Based on the interview, the English teacher stated:

*“...Students can have critical thinking skill when they get problems from the teacher, and after critical, then they have creativity and innovation. Then, with friends, with their creativity, it be done by collaborative and cooperate with friend. Then, they can present. Can communicate. There are characters that they get too. Beside, for getting something, with Peer Tutorial, they get knowledge and should be litered. For getting this they have to read books that literacy is not only from one source.”* (Interview with the subject on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am)



During the observation, the teacher asked the students in the normal and quick speed group for putting out their phone and headset. Teacher gave them instruction for opening videos in their own phone. The teacher gave them command for watching the video. After watching the video, the teacher asked them some questions. Teacher asked the students in normal and quick speed group about topic and the new vocabularies in the video. Teacher asked them about the meaning of the vocabularies that they have gotten. The teacher gave motivation for them by saying “*By watching this video you must improve your vocabulary!*”

The teacher allowed the students to use their own gadget. The researcher also saw that the teacher asked students for searching some information in the internet. She also allowed students to use google translate. She did this because she wanted the students have no reason for disliking English and use technology for their literacy. She thought that in this era, teacher can not prohibit students to use technology in teaching and learning process. She said “*Technology is helping us.*” However, there are still some rules for the student in using technology for filtering the good and bad information. English teacher also said “*If students feel difficult in studying English they can use technology.*”

During the observation, researcher saw that English teacher used Communicative English Teaching (CLT). She tried to speak English as often as possible. Teacher also gave some questions related to the material and tried to give stimulation to students to answer in English. However, the students still shy and felt difficult to speak English, so the teacher used both English and

Indonesian. Besides, when asking question to the students, the teacher gave a chance to them to answer in Indonesian. However, after answering in Indonesian, the students should translate and answer it in English.

In the implementation of UKBM, 21<sup>st</sup> century skills (critical thinking, creative, collaborative, communicative), were stated as the steps and the objective of UKBM. The implementation of those skills was in teaching the teacher used Scientific Approach. This approach required the students to be able to have critical thinking, creative, collaborative, and communicative.

In UKBM as 21<sup>st</sup> century learning, there was High Order Thinking Skills. The teaching process should be HOTs. The teaching process that based with HOTs was suggested in curriculum 2013, such as, Discovery Learning, Inquiry, Problem Based Learning, or Project Based Learning.

The subject stated:

*“In teaching process, because SKS is using UKBM, 4C and HOTs are steps in UKBM and those are stated as the objectives of UKBM. The implementation of those is we use Scientific Approach. It makes students become critical thinking, creative, collaborative, and communicative. The teaching process should be High Order Thinking Skills. It is suggested in K13. The teaching process such as Discovery Learning, Inquiry, Problem Based Learning, or Project Based Learning.”* (Interview with the subject on April, 12<sup>th</sup> 2019 at 7 pm- 8 pm)

The implementation of UKBM in Semester Credit System as 21<sup>st</sup> century learning helped the students to guide their study. The students that finished the study quicker were started from their independent that the teacher made in

UKBM. If the students have high independent in learning and finish the UKBM, so they can pass the study quicker.

The English Teacher told to the researcher:

*“There is no special strategy to make students finish the study quicker. However, it based on the students’ independent. Students would be selected automatically. Because students are learning with UKBM, students who are more independent in learning, they can finish quicker. Then, there are also the normal students who are learning in normal time. Their speed of learning is in average. Besides, there are students who are difficult in finishing the UKBM, so they are included in low speed group students. The relation with 21<sup>st</sup> century learning is how the students apply critical thinking, creative, collaborative, and communicative in a good way and quick, so they can finish quicker too.”* (Interview with the subject on April, 12<sup>th</sup> 2019 at 7 pm- 8 pm)

The next activities as the implementation of UKBM that were done by the teacher were giving time for discussion and testing students understanding about the video by asking them to explain the contain of the video to their friends. She used Peer Tutoring Strategy and said *“Because I give personal treatment in group for students, the other way I use Peer Tutorial when there are shy students. Although not in their teacher, however, they can ask to their friends who are better in explaining.”* After asking students to watch video, the teacher went to her seat and the students discuss about the video with their friends. After that, teacher came to the group and asked about the process in the video.

After that, the teacher wanted the students to explain their answer. Here, students still felt difficult to answer in English. Teacher gave tolerance for

them by saying *“Never mind, you can speak in Indonesian but after this you can use English. Please tell to your friends!”* and *“You can use Indonesian first, but after this you must use English to explain to your friends.”* Then, students tried to explain about the video each other.

In this strategy, students who were expected to more understand with the material should give explanation and study together with the other students who feel difficult in understanding teacher’s explanation. With students’ explanation, it was expected to other students for understanding material easily. The teacher applied this strategy by asking students to explain what information that they have gotten from the video they have watched to the other friends. Students that were expected to have a good answer would be chosen firstly so the other students can get some information from them. By applying this strategy, the mandate of curriculum 2013 would be achieved. With Peer tutoring, students would be an honest, have a high motivation, and never give up.

Besides, with Peer Tutoring, 21<sup>st</sup> century era skills also could be achieved. Students could have 4C (critical thinking, creative or innovative, collaborative, and communicative). Good habits of literacy also could be gotten with this strategy. With Peer Tutoring, students have to do more about literacy. It made students who were in average or low ability could be more spirit for learning. Teacher said *“Barter activity like this will create wonderful impacts to the students.”*

Next, after explaining the process in the video, teacher asked the students about their understanding from their friend's explanation. The students still confuse about their friend's explanation because she didn't explain clearly. The teacher gave some corrections and explanation that for explaining the process it must be explained chronologically *"If you want to explain to your friend, the first process is... it must be explained chronologically."* In the middle of asking and discuss about the video, teacher gave explanation about material and also component of explanation text. After giving exercise and asking questions, the teacher explained that all videos and something that they have been discussed before are about explanation text. So, to explain the process it can be started by the first process, the second process, and the last process.

During the observation, in the middle of Peer Tutoring activity, the English teacher also explained about how to make title for explanation text. She gave example by saying *"If you want to give a title for the text, you can make How or Why Liquefaction Happened in Petobo, for example."* *"So, if we want to explain the process about the liquefaction happened or about the natural phenomenon happened, so we call the name of the text is Explanation."* During explaining the material for normal and quick speed group, teacher also monitored the remedial test of low speed group. While, monitoring normal speed group, teacher saw some students who were taking remedial test talked each other. She admonished them by saying *"Hallo! You must do by yourself! Don't cheat during the test!"*

From this observation and interview, the researcher understood that with Peer Tutorial Strategy, it also made students enthusiasm increase, because they study about the material together. They can more understand the material. With peer tutorial, students could get more preparation for becoming well. Because teacher gave individual service based on students' learning speed and ability, so each student need to bring his/her own media. For example, in teaching explanation text, teacher asked students to watch video and find the topic of the video. Here, each student has to prepare his/her own media such as headset and hand phone. By preparing their own media, the students can learn about the video many times based on their need.

Peer Tutoring contributed to the students' efforts for their critical thinking skill when they are facing some problems from the teacher. After that, students are expected to be more creative and innovative. Then, with that creation they can make a good collaboration each other. The last, they can present and communicate it by explaining what they have got to the other friends who were still not understanding about the material.

In the observation the researcher saw that the English teacher always walk and move from one group to another group. The teacher gave personal treatment based on students learning speed and ability. Students should be independent and did the task by themselves or with their partner in a group. The teacher asked the students about the vocabulary, topic, and also the structure of explanation. At that time, the teacher asked students for watching video about natural disaster in Sulawesi. After that, the teacher asked about the

new vocabularies in each group of normal speed and quick speed. In normal speed group some students still afraid for speaking, and answer the question orally. So, the teacher guided and stimulated them until they tell their answer. However, in quick speed group, the students gave good answer and responses, so they could continue the material quicker.

In answering the questions from the teacher about process of the video that the students have watched before, students still get difficulties in speaking. For the first answer, the teacher gave a chance to student to answer in Indonesian. Here, the teacher only wanted to know students' understanding about the video. After that, the teacher gave motivation to them that they should use English. When the students could not answer well and still be shy, the teacher never angry to them, she always gave stimulation until students become brave for answering. After students answered, the teacher also gave them appreciation or reward by saying “good”, “yes”, and gave them a chance to continue the material one step forward from other students if they can answer and understand quicker.

After explaining about rewards, the teacher gave a statement:

*“Reward is not always in the form of a gift or something like that. With appreciations, with asking the students to explain the material, and give them a chance to one step forward to the next material, I think those are also kinds of reward. Reward is not always a gift or material.”* (Interview with the subject on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am)

Here, reward was not always in the form of a gift or something like that. With appreciation to the students, the teacher hoped that it could increase their motivation. Teacher applied this strategy every time it was needed. It could be when the students after answering the question, when they already explained to the other friends, and when they are needed to take a first examination than the other friends. Teacher often give rewards to the students to make their motivation of learning English increase. Reward could make students happy and create their confidence. By giving reward it will make the students increase their motivation to study hard, so they can get appreciation from the teacher. As the teacher said *“With reward, of course everybody who get reward always get happiness, and it makes them proud of themselves.”*

Besides that, the subject explained that teachers were suggested to use STEM (Science, Technological, Engineering, Mathematical) in teaching activity as an implementation of UKBM in Semester Credit System. It also collaborated with STEAM (Science, Technological, Engineering, Art, Mathematical), art is here because basically in a language there so many arts. How to combine it in teaching learning process actually is teacher's strategies' contribution for the students whose world is very close with technology.

With STEM in practicing speaking, students can record it, upload, and share the link to friends and also teacher for giving score. Besides, for writing, first students have to make mind mapping creatively and then develop it into paragraph. For students' mind mapping, it can be published into wall magazine



or they can upload it to their social media such as Facebook, Instagram, or their blog.

The teacher explained:

*“With the difference of the speed learning of the students, there are things that should be given to them. What is the contribution? We are suggested to use STEM in every teaching learning process. Collaborate between science, technological, engineering, and mathematical in a teaching learning process. If it is need, there will be STEAM. STEAM is science, technological, art (because, basically in a language, there are so many arts), and the mathematical. How to combine it in the teaching process? Actually it is the teacher’s contribution for the learners whose world is closest with technology.”* (Interview with the subject on February, 25<sup>th</sup> 2019 at 10.30 am-11.48 am)

In implementing UKBM for teaching at 4<sup>th</sup> semester class that already applied Semester Credit System as 21<sup>st</sup> century learning the English teacher divided the class into three groups based on students’ uniqueness and speed of learning. Besides, the teacher conducted UKBM as guidance to make the students become more independent to be Mastery Learning. The teacher also used Peer Tutorial strategy and giving reward to achieve the Basic Competency and finish the credits in UKBM process. To increase students’ interest and become closer with students’ world, the teacher used STEM and collaborate it with STEAM. So, the students were expected to be good in mastering their English.

## **B. Research Findings**

Based on the data presentation, the researcher presents the findings of the research. The following are the findings of the research that are divided in two findings.

### **Finding on the Implementation of UKBM in Applying Semester Credit System as a 21<sup>st</sup> Century Learning of 4<sup>th</sup> Semester Class at SMAN 2 Blitar in the Academic year of 2018/2019 for Mastering English**

This part presents the research finding found in the field. It related to the implementation of UKBM in applying Semester Credit System as a 21<sup>st</sup> century learning of 4<sup>th</sup> semester class for mastering English.

1. In Implementing UKBM, the English teacher conducted Seating Arrangement.

The implementation of UKBM in teaching activity at 4<sup>th</sup> semester class that was included in school which applies SKS, English teacher divided the class into three groups based on students' uniqueness, talent, interest, and speed of learning. English teacher divided the students into quick, normal, and low speed group because SKS is the form of education system that the students have been agreed on the amount of learning which is followed by them or the learning strategy for each semester in the education unit according to their talents, interest, abilities, and their speed of learning. So, in Semester Credit System, students can finish their study in 4 semesters or two years (quick), 6 semesters (normal), and 8 semesters (low). Based on the obligation of SKS, the

teacher gave personal treatment to the students and explained about the material individually in each group.

In classroom management, teacher always re-arranged students' seat become groups. Here, teacher easier to monitored them and the students also easier to make a personal conversation for asking some questions. Teacher moved around the class. She walked from one group to another group. She came to students one by one. Teacher asked about students' understanding and stimulated them to answer the question. In the middle of explaining the material or discuss the topic of material, teacher gave students motivation to be mastered in English.

Teacher arranged students' seats become different every time. Sometimes, she made groups for quick speed group, normal speed group, and low speed group. The teacher grouped the class based on learning speed to know the students that will finish the UKBM quicker and to know about the students that need more attention. Sometimes, she combined quick speed students to study and explain the material to the other students that include in normal or low speed group. The teacher wanted to develop students' characteristic. It was called as The Development of Character Education (PPK). By giving respect in order to explain material to friends, quick speed students can create their respect, friendly, and humble.

2. UKBM was a guidance both teacher and students to make students more independent in learning and to achieve students' Mastery Learning.

The practice of English teaching that have done by the teacher used Independent Learning Activity Unit (UKBM). UKBM was small learning unit that was arranged sequentially starting from the easiest one and to the most difficult one. Here, students should be independent to study the material by themselves or together with their friends on the same group. Students should be responsible with themselves to be Mastery Learning. UKBM contains students' guidance of learning in Semester Credit System in order to make them more independent and develop their achievement in learning based on their literacy by Learning Text Book (BTP), other references, and also internet.

The implementation of UKBM that was personal service from the teacher made the students who have good ability and quick speed of learning have a chance to finish the credit quicker. Besides, the other students who still difficult in following the material, the teacher can give more attention for them.

3. The implementation of UKBM was integrated with 21<sup>st</sup> century learning.

UKBM in Semester Credit System was very close with 21<sup>st</sup> century learning. In UKBM, students will be taught independent learning which is very closely related to skills in 21<sup>st</sup> century era. Those skills are called 4C (Critical Thinking, Creative, Collaborative, and Communicative). Students' character should be good and it was developed by The Development of Character Education from the teacher. Besides, students also study with high Order

Thinking Skills. Literacy was the important thing for students to finish their Basic Competency in UKBM. The aspects of 21<sup>st</sup> century learning above were stated as the objective of UKBM.

4. English teacher implemented UKBM by using Peer Tutoring strategy.

In this strategy, students who were expected to more understand with the material should give explanation and study together with the other students who feel difficult in understanding teacher's explanation. With students' explanation, it was expected to other students for understanding material easily. With Peer Tutoring, 21<sup>st</sup> century era skills also can be achieved. Students can have 4C (critical thinking, creative or innovative, collaborative, and communicative). Good habits of literacy also can be gotten with this strategy.

5. Giving rewards for students to increase students' motivation and effort to be master in English and finish their credit of UKBM as good as possible.

Teacher applied this strategy for increasing students' motivation in mastering English. By giving rewards, students will feel happy and think that their efforts are appreciated by the teacher. Then, the students who are included in quick speed group are appreciated with a chance to take formative and continue to the next chapter quicker. Reward is not always in the form of a gift or something like that. With appreciation to the students, the teacher hoped that it can increase their motivation.

6. The English teacher used STEM and collaborate it with STEAM while implementing UKBM in teaching activity.

The next, teacher used STEM (Science, Technology, Engineering, Mathematical), and STEAM (Science, Technology, Engineering, Art, Mathematical). Teacher entered teaching and learning process with STEM or STEAM and getting closer with students world that is technology. Students may use internet for teaching and learning process, and uploading task to their social media or blog.