EDUCATIONAL SERVICES TO DEVELOP STUDENTS' DIFFERENT VARIATIES OF POTENTIAL, COMPETENCE, KNOWLEDGE, AND EXPERIENCE IN ELEMENTARY SCHOOL

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ABSTRACT. *Education plays an important role to give a service to students particularly to those who have various kind of potential. Therefore, it needs to formulate the concept of educational services that can develop the potential of diverse students. This case study used a Focus Group Discussion (FGD) technique conducted in Jakarta, Bandung, and Surakarta. The research found out the concept of educational services for various kinds of students' potential with the needs of strengthening school principal management involving students' parents' association, home visit, improve teaching and learning using various kinds of teaching methodology and teaching and learning tool.*

KEYWORDS: Education, potential, teaching and learning, elementary school, school management, parents' association.

INTRODUCTION

Education in elementary school as basic education place the basic education for the next education. By stengthening basic education in elemenatary school, it is hoped that students be able to get in mind and heart of their prosperity education. Therefore, it is important for teachers to understand the different characteristic and potential of their students particularly for learning and teaching method in the class. It is aware that the elementary students come from different parents' social and economic background which affect the children's learning characteristic and potential level of ability. The difference of various potential level of competence of students' needs to be treated diferrently both in teaching methodology and the learning material. For the the treatment of the different level of competence and skill, a teacher should understand the characteristic of students' background either the social economic backgraond of their parents or the background ot the students' level of competences themselves.

Teaching and learning methodology play a key role in bringing the students understanding the material given by teachers in which for the time being most of elementary school teachers still use monotenous teaching styles and techniques.

Teachers do not consider varies level of student's proficiency, teachers tend to give similar treatment to the students using the same teaching methodology and the same difficulty of learning material. To overcome the different level of students' competence, it needs a different teaching and learning methodologies and techniques.

Teachers usually tend to give more attention to low and quick learner students about 10-20 percent of the total class. This practice does not give an advantage to the average group of

students in which the majority of the students is about 80-90 percent of total number of the class. These students have not taken an advantage due to the lack of their learning development and lack of teachers' attention. By understanding and implementing the different techniques of teaching to different level of students, competence may be overcome.

The varieties of the students' level of knowledge and competence need special educational services to develop learning and teaching method and techniques. One of the efforts to help students develop and enhance their knowledge and competence, it needs to strengthen school base management system, however this program has not been implented well. The failure of the program affects to the teachers where most of them plan their teaching effectively and implement it using different teaching teachnique and style in the class (World Bank, 2013). Besides the different teaching technique, a teacher should also understand primary school age of the first to third grade about the 7-8 child neural network. This continuosly developing nerves will stop if there is no stimuli (Shore and Rima in Jalal, 2009). The stagnant of the neural network will reduce a chance of the students' development. The students also need to be familiar with the development of their potential optimally for their following step of development of education. Therefore, the school should be able to give a different service to each student. Therefore, it needs a learning method which can develop all students' potential. The questions is: What are the activities to be done in teaching and learning process at school and in the class?,

LITERATUR REVIEW

Educational service at the school level

The educational service at the school level uses school management which is an autnomy of education at the education units managed by the school principal, teachers, and the help of school committee (The Law of The Rebulic of Indonesia No 20 Year 2003, article 5 No 1) and the school commitee is the key instrument in its implementation. The school management aims at 1) enhancing educational quality through its independent and strong motivation and insiative, 2) to enhance the school concern of the school members and community, 3) to enhance the school responsibility to parents, society, and government, and 4) to empower school potential to produce quality graduate (Suryana, A., 2018).

In addition, the school management has some advantages, such as: 1) it gives the competence and proficiency persons in school a chance to decide a policy to improve instructioanal learning process, 2) involve all school members in taking school policy decision, 3) encourage creativity in designing instructional learning program, 4) use all potential resources to support the school programmes, 5) set up a plan of school realistic budgeting, and 6) motivate teachers and new leadership in all level (Gunawan, I., 2010). There is also a change of school management for the achievement of school program by stating a school real budget, curriculum and instructional learning method, and the school learning environment and better academic program for student. (World Bank, 2011-2012), and it needs a little chage to achieve the target of better school management (World Bank, 2013). The impact of the implementation of school management are: 1) there is often interaction between school and parents as seen the frequency of meeting teachers

and parents is high, 2) the improvement learning methododology from lectural method into student active learning method using group discussion, experiential learning, practical experience which affect the improvement of student learning, and students motivation, and 3) improving school facilities due to the more parents association activities than the role of school principal and teachers.

The role of school principal

In managing school, a school principal keeps a central role in all activities in school. He/she has an important role in running the school to become a better school. School principal may play a role as a manager, doctor, friends, parents, colleges, and others (Wright, 1997). The time spent by the school principal for managing school such as students evaluation, teachers' evaluation, administration, academic supervision, communcation with external stakeholders such as parents and parents association and the goverment. In managing an academic supervision, a school principal may observe the teachers and students activities in the class, then the result of the supevision is used to improve the teacher's teaching methods and techniques in the class by discussing it with the teachers. In managing administration of the school, a school principal controls and manages the school administration such staff managing, laboratorium, library, and other school facilities.

A role of school principal as an educator in improving quality education is to help students, teachers, and administration staff. To help teachers in enhancing their knowledge and comptence, a school principal sends teachers to a group of teachers association to attend a workshop, training, and sharing experience. More over, a school principal send teachers to continue their studies at higher education for master or a doctor degree (Juliantoro, 2017, Horng, 2009) and this activity is a strategic way to improve teacher's teaching activities and this collaborative approach to help them improve the school quality especially in the context of specific social culture (Sullivan, 2013).

Habib, A.Q. & Machali, I. (2016) foundout that 1) an effective school has better product, 2) teacher's management may encourage student's motivation due to the variety of teaching and learning methodology, and 3) the learning process is more concentrated to instructional process and encouraging student's motivation to learn. However, the implementation of school management is still lack and the learning instruction also is still weak in other different comparative with school culture mediation.

Other educational service in school which is the main attention of the government is to strengthen character education. The aim of character education is to strengthen students' character through harmonization "if you think carefully and make better feel, and doing sport involving and working collaboratively with family and community as a part of mental revolution promoted by the government (Presidential regulation No. 87, Year 2017 article 1) and one of the objectives of education character is to revitalize and strengthen the competence and the potential academic of

teachers, students, society, and family in implementing the character (Presidential regulation Number 87, Year 2017 article 2).

A basic concept of education character is to integrate some student potential into education character, consisting of: 1) structure of the programme of educational level and grade level, school ecosystem, and strengthen teachers' capacity, 2) curriculum structure include intra curricular, co-curriculer, and extra curricular, 3) structure and practice are based on the four dimention of character education created by Ki Hadjar Dewantara's (One of the Father of Educators in Indonesia), i.e. by think, by heart, by taste, sports, 4) the implementation on the class base into subject study, the optimalization of local content, and class management, 5) the implementation on the cultural school base includes habituation of the daily school values, educationality or good example of educator, school ecosystem, norm, regulation, and school tradition, 6) the implemention on the basis of society includes parents, school committee, business world, scholar, education activists, art and cultural actors, language and art, government and local government (MOEC, 2016).

To strengthen the education character can be integrated with the development of student's potential/competence because: 1) education character at the level of formal education conducted with the principle of school based management and the concept of education character as a process of forming, transformation, transmission, and development of students potential in order the minded and behave based on Pancasila (Five principle life of Indonesian people), 2) curriculum design, which contains instructional planning set up based on the motivation, talent, and capabilities of the students, 3) one of the education characters is to give a chance to students throught extra and co-curriculer, 4) education character is hoped to raise the students' learning spirit and optimalize the students potential so that they will be a good citizen, love their nation, and be able to face the challenge in the globalization era (MOEC, 2016).

The opportunities to implement the development of students, varieties potential through educational character is the practice of activities stated in the curriculum of educational character including four dimensions (by think, by heart, by taste, and sport). The practice of the four dimension is to accommodate the student's potential based on their interest and talent.

The third educational service at school level is lesson study (Japan: *Jugyokenkyu)* which is one of the professional teacher's development in Japan. Lesson study consists of three pillars; teachers, students, and parents and community inlvolevement. In lesson study, a teacher may have input from other teachers. Besides, teachers can watch a video of their activities to improve their teaching performance (Dickyandi, 2016).

The evaluation of students in lesson study is not enough by assessing the knowledge but also it needs an assessing of students' identity and the formulation of seat place in the class. Through indepth observation, a teacher knows well about students' character, the teacher should think what methods to be done to help students develop their own character holistically. By watching

video about lesson study, teacher can analyze their learning process, then they understand what their students think and feel.

1. Educational service at the class level

There are several definitions of the class management. Class management means that an effort of teacher in creating, controlling learning condition conducively and recovering if there is a disorder so that the learning process can run optimally (MOEC, 2008). Management class is a complex behavior, and the teacher uses it to create and maintain the class condition so that students achieve their objectives efficiently that make them learn (Djamarah and Zain, 2010).

In the class management, there should: 1) contain an effort of the teachers, 2) have a power to create an order among communities, 3) have a power to keep an order in learing process, 4) have a strong commitment of the class members, 5) have a strategy to maintain a learning process conducively, 6) have a disturbance recovery system, and 7) have a strong system to maintain learning conduciveness.

One of the strategies in managing class in private school at the lower grade is using assistant teachers as it is implemented in *Horsenden Primary School* London, England where assistant teachers help teacher to teach special for need students that make them hang out with the normal students and at *Torriano Junior School* where assistant students help special students learn specific learning modul (Suraya and Selly, 2013).

The precondition of the class, there should be 2- to 25 students but not more than 32 students in one class (MOEC Ministerial regulation Number 23 Year 2013, article 2 no 2),

A teacher should master the use of eclectic approach which aims to create a good condition for teaching and learning process effectively and efficiently. This method needs a creative and initiative a class teacher based on the condition. In one situation, a teacher may use a one method or technique of teaching and in other condition a teacher may use more than one teaching methods or techniques. Principally, the use of some methodology or techniques in teaching learning process is to make the teaching and learning process effectively (Djamarah and Zain, 2010).

Another principle of class management is to schedule the use of vacant space in school due to the most school has no enough vacant space. This schedule is aimed to make students confortable using the class such playing, go and forth in the class for the peer class smoothly while the other class cannot use it to make the interaction among students to move freely somewhere.

2. Instructional learning service

In instructional learning, a teacher should choose a right learning strategy to facilitate all student's potential maximally, such as to develop students' intenlligence (talent, creativity,

motivation, and their individual aspect). One of the strategies that can be used is an active learning method where a teacher facilitates a learning process in order the students can find and solve their own problems. By using this method, it is hoped that the students may enhance their logic intelligence through formulating ideas, language intelligence by expression orally, argumentative debate, and tolerant. The participation of the students in learning process is to try hard to develop their potential under the teacher's guide (Gulo, 2008). A teacher creates a better condition to develop students' potential while the students do their learning function to develop their knowledge and their competence.

The development of students learning motivation depens on the student's needs to fulfill the education in achieving knowledge and skill for their life and the school supports (Prosser in Wexler, 2009). To achieve this, one of learning models that can be implemented to develop students, potential (both of their interest and motivation) is a model which applies a constrivistic theory, a learning theory of understanding a learning as process of forming (construction) of knowledge by the learner himself (Evaline, S. and Hartini. N., 2010). Constrivistic theory is based on the concept that students in understanding knowledge he should actively seek and look for information while a teacher performs as a facilitator and mediator. Students are free to express what they want without depending on teachers and students are let to be independent learners to develop their potentials within the parents and teachers' monitoring. Other learning model which are based on the constructivistic theory are Contextual Teaching Learning, Problem Solving Based Learning, Quantum Learning, and Cooperative learning.

3. The Result of the Implementation of Learning Model

One of the very successful learning theories is a learning theory which allows students to always utililize the questions '*Why and How'* not only to memorize (Tempo Magazine, 2017) explaining Maudy Ayunda's successful in getting higher education overseas and her carreer experience. This model has also been successful implemented by Nurfaidah, Rahmawati, and Nurhayati (2011) using Student Team Achievement Division (STAD), a kooperative type of learning. They found out that there is an enhancement of students learning achievement, and other model of learning using Teams-Assisted-Individualizatiaon (TAI), inside-outside circle whisch allows a high level competence of students learning together with midle and low learners (Pardirla, 2013), Jigsaw (Ifa, 2013), using pair work (Mirdanda, 2013, Ratriningsih, et.al, 2015). A Successful learning is also influenced by a learning strategy used by a teacher in the class (Widayati, et. al, 2011).

RESEARCH METHOD

This case study used a Focus Group Discussion (FGD) and observation technique to collect data conducted in Public Elementary School acredited A but not a favorite school B, and Private Elementary School in Jakarta, Bandung, and Surakarta in 2018. The process of analyzing data used the procedures: examining, categorizing, tabulating the frequency of events, recombining

evidence, using arrays to display the data, creating displays, ordering the information, using various interpretations, triangulation, and making a conclusion.

RESEARCH RESULT

1. Service in School level

The role of school principal. In the school level, a school principal plays very important role to help develop students with different potential. A role of principal as a manager may make a policy to create better condition (Rosyadi and Pardjono, 2015). They found out that education in Junior Secondary School 1 Cilawu, Garut, West Java, a school principal has a strong role in managing school in 1) planning the education based on the students' needs, 2) set up a structural organization involving parents association to help school fulfill the school facilities, 3) motivate and give a rewards to teachers and staff, improve the learning incomes, send teacher and staff to attend a training, motivate senior teacher to always learn (life long education), 4) control the ouput of school, teaching learning process, and othe activities in school. However, a school principal may have a negative effect to school if the he/she is absent in school or left the school for other activities (Horng, Klasik, and Loeb. 2009). The research also found out that the time spent by school principal for management activities such as students evaluation, teachers teachimg learning activities has a positive effect towards learning atmosphere in school, while instruction of school principal has a minimun or no effect to the improvement of students' learning achievement, and the role of school as an educator may enhance students' achievement through giving advice to students and teachers by asking teacher to attend a workshop or continue studying in higher education (Juliantoro, 2017) and work collaboratively with other school principal (Sullivan, 2013).

Create safer school. Other strategy to make school be good quality is to create the safer school that make a learning process run well in the class and this make a good effect to students' development optimally. The creation of safer school also depends on the teachers' participation (Nugrahanti, 2014). Harjali (2016) found out that the development of good atmosphere such as having better physic and psychology dimension will make school safe in the form of 1) comfort and beauty, 2) students learning centre, 3) good learning strategies, using better learning media, and students' free interaction among them. The research also found out that several ways the school can do to make school have good atmosphere, such as, 1) to schedule the area space for low grade (grade 1, 2, 3 or 4) for not to disturb by upper grade (grade 5 and 6) as it is implented in Gemala Ananda primay school, Muhammadiyah PK primary school, and Darul Hikam primary school. Installing CCTV in the school area as it is implemented in primary school Darul Hikam and some favourite public schools. Next, the school will be better by explaining the school system and regulation as well all school policies so that all school members have similar perception and understand about all school policies by 1) plannni and socializing of the school programs in the early academic year (favorite public Elementary school Gemala Ananda,

Muhammadiyah PK, and Darul Hikam) and 2) preparing students' school orientation at the beginning of academic year through team building (Gemala Ananda primary school).

School community involvement. To improve the school quality, a school policy should be general which means all decisions of the school should be done collaboratively and avoid the personal decision. The effect of collaborative decision, there will be a sense of having the school program that can be accepted by all school communities and stakeholders. The involvement of all school civitas can support the development of all students' potentials because all policy will be interpreted and understood by school civitas (school guards, cleaning officers, school diner keeper, administrative staff, teachers, and school principals). A similarity of interpretation and understanding of the policy will support students to behaved and acted well so that the students' potential will develop smoothly without being affected by misleading information. The involvement of all school communities is done through 1) making and socializing school programs at the beginning of the academic year (in favourite public elementary schools Gemala Ananda elementary school, Muhammadiyah PK elementary school, and Darul Hikam elementary school).

The involvement of parents. The involvement of parents in school shows a main indicator of the successful of the school in implementing the program (Lickona, 2012), and there are twenty schools and family ventures that can be done collaboratively. Therefore, the program for enhancing students' achievement cannot be developed not only by instructional learning but also needs an involvement of all parties as it states in school based management (Suryana, A., 2018, world Bank, 2013), concept, objective and the implementation of character building (Presidential regulation No 87 of 2017, MOEC regulation 2016), lesson study in Japan (Dickyandi, 2016). Therefore, school must involve all parties in implementing Potential Student Education Services (PSES).

A fairly capable way to develop students potential and their knowledge through the involvement of parents can be done in several activities, 1) a training for parents about learning material for a semester conducated by Gemala Ananda elementary school, 2) data collection of potential parents (academic and finance) conducted in Darul Hikam elementary school, Gemala Ananda elementary school, and Muhammadiyah PK elementary school, 3) parenting in meeting of parents conducted once a month and general parenting (family gathering) at the beginning of every semester conducted in Muhammadiyah PK elementary school, 4) home visit in Muhammadiyah PK elementary school, parents as evaluators of school work in Darul Hikam elementary school, parents involved in instructional learning as guest teachers called my parents my hero in Muhammadiyah PK elementary school, and volunteer parents accompanying students in field practice in Gemala Ananda elementary school.

Psychotest conducted in Darul Hikam elementary school, Gemala Ananda elementary school, and Muhammadiyah PK elementary school to new students' enrolement. This test is done due to the high society animo to educate their children at the school and the result of the test is used to

levelized the instructional learning to the students so that a potential of every student can be developed optimally.

Maturity test used is Nijmeegse Schoolbekwaamheid Test (NST) to measure the children's maturity about their cognitive, motoric, and their emotional. This test consists of ten subtests, i.e. observation tests and distinguishing abilities, fine motor, memory, and concentration. This test is used in a process of selection of students' enrolment and to develop student' potential. The maturity test (NST) is not used in all public school. This test is also used as a basis in giving the learning burden and the developing students potential at the later stage.

The development of teachers' competence. A high competence teacher effects to the teaching and learning that make better learning outcomes. Therefore, it is important to train teachers to develop their competence and to enhance their knowledge and skills. Of the three private schools (Gemala Ananda elementary school, Muhammadiyah PK elementary school, and Darul Hikam elementary school) that implemented best practice, they conduct their own training for their teachers by financing themselves without having a support from government. On the otherhand, public elementary schools do not conduct the training themlves and only wait the program from government. Actualy, this kind of training can be done by public schools with some condition, 1) school has a good management, of course he/she is appointed from best teachers such as Gemala Ananda elementary school, 2) school-teachers conduct weekly discussion about instructional learning for example, Muhammadiyah PK elementary school, and 3) budget for school operational (BSO) from government is enough to train teachers especially for honorarium of resource person.

2. Service in class level

Number of students in one class. There should a small class (about 24-30 students in each class) as it is implementend in Gemala Ananda elementary school, Muhammadiyah PK elementary school, and Darul Hikam elementary school.

Two teachers in one class. To accommodate the needs of students who have different varies potential, the three schools (Gemala Ananda elementary school, Muhammadiyah PK elementary school, and Darul Hikam elementary school) implement a policy of two teachers in one class and an assistance teacher for each two classes. This policy is to make the class run well, but it is difficult to implement in public elementary schools because there is still 460.542 shortage of elementary school teachers (especially teachers whose civil servant status) (MOEC, 2017).

The chance to a limited implemention of two teachers in one class.

The instructional teaching and learning in grade 1 and 2 to implement the policy of two teachers in one class, teachers in those classes should be working collaboratively because the teaching activities in those class only half time of the grade 3, 4, 5, 6.

An instructional learning in grade 6; students need adequate mentoring in their learning process for National Standard School Exams and the optimal supply to enter Junior Secondary School (JSS). Therefore, the policy of two teachers in one class can be applied in grade 6, by utilizing the master of the prosecution and/or religious teacher. Of course, this policy can be only applied to elementary school because the teacher of religious subjects and the classification in this type of elementary school only teaches 12 hours per week.

Assistant teachers; The availability of teacher assistants in the school of supports the realization of a diverse potential for student development, because with the assistant teachers the potential development of students can be done more optimally. This policy was implemented at Gemala Ananda Elementary School and several schools in London, England (Suraya, 2013). The policy of this teacher's assistant is now applied in Indonesia, because the benefits are enormous, especially for the effectiveness of the time spent on learning.

Extra curricular. Extracurricular is a place for students to express their interests and talents beside the routine learning activities in the class. There are some activities that can be chosen by students based on their talents, motivation, and interest, such as art, spirituality, leadership, journalism and the sport field. According MOEC regulation in 2013, Extracurricular is an educational activity conducted by learners outside of standard curriculum hours as an extension of the curriculum activities and performed under the guidance of the school with the aim to Develop the personality, talents, interests, and abilities of the participants are more broadly-and more than those developed by the curriculum. The simultaneous hypothesis test result of Supriyanto (2016) shows that extracurricular activities can enhance students interes in entrepreurship as Alma (2013) claims that school environment can affect student' interests in entrepreneurship. In this study, students' potential was developed through 13-17 extracurricular activities tailored to the students ' leadership. Best practice in several schools work collaboratively with community and parents to support the extracurricular school activities. In public schools this is very difficult due the lack of cost for their activity.

Dividing playing area. Dividing a playing area in elementary school is done in order to make the grade 1 and 2 can play freely. The separation of the playing area in school because the kinds of playing for the group age of the grade 1-2 and the grade 3 to 6 is different and make the students feel confortable playing in the school yard during the hours of school breaks as it is done in Gemala Ananda elementaray school.

Teacher without having an office. In Muhammadiyah PK Elemenaray school, as a class teacher all teachers have no office as it is in most elementary school. During the school hours, teachers stay in their classes to monitor their students' activities. The system also makes teachers and students are more friendly interactive that make teachers easy to control and to help guide their students.

Class management. One of the class management is to modify the class. This modifacation gives significant effect to the teaching nad learning process. This innovation makes teachers easy

conduct teaching and learning confortably (Joyce, et.al. 2016). The class management can be divided into two categories, i.e. one of them is the management of arranging the facilities and the management of students (Djamarah and Zain, 2015) where the management of class facilities are re-arrange the seat of the students such as table, ventilation in classrooms, the position of blackboard, and wall magazines (Isbadrianingtyas, et.al, 2016). This research concern to the the management of changing the students' composition both the number of the students in one class and the number of class. In Muhammadiyah PK elementary school, the modification of grade 6 into classes, one of which called a "Green class", means a group of clever students, "Yellow class" means a moderate students, and "Red class" means low learner students. This aim is to make easy the thematic topic for morning session. When the preparation for national examination, the class is divided into four categories based on the subject study evaluated in national examination (Indonesian language, Science, Mathematcs, and religion subject).

3. Instructional learning service

There are 10 indicators of instructional quality comprised from 44 indicators (Morrison, et.al, 2011). These are: 1) physical environment are able to motivate students learning, 2) class atmosphere is conducive, 3) teachers teach clearly, so that the students are motivated to learn and be successful, 4) teachers explain the learning material systematically, 5) teacher presents the material wisely, 6) learning is real; 7) there is a periodic diagnostic assessment; 8) read and write is essential activities in learning; 9) use rational considerations in solving problems; and 10) using learning technology, both for teaching and student learning activities.

Learning should suit the student's condition. Surveys of 420 members in schools spread across the UK, 48 percent of students admitted to injuring themselves, 43 percent of students experienced eating disorders, and 20 percent of students attempted suicide, due to overly stressful learning. The Association of Teachers and Lecturers blamed the overly dense English curriculum system and was oriented towards exam results. Meanwhile, the staff at Staffordshire elementary school said "The pressure of exams in sixth grade is much greater than the ten and Eleven Class" (Agmasari, 2016). Narmaditya, et.al (2018) in his research on Problem Based Learning found out an increase in ability to solve problems and make conclusions through critical thinking processes. Activities that encourage students to think critically are when teachers give questions, discuss problems, and create solutions. While to help students understand deeper and avoid misunderstanding done through the process of revision and reflection at the end of learning.

The learning services in the perpetrators of best practice in developing the potential of all students are done as follows:

a. Thematic learning is combined with scientific skills

The provision of scientific skills since students in Grade 1 is very necessary. Gemala Ananda elementary school has done so. Although the Science and social science lessons are given integrated into the Indonesian language through thematic based on curriculum 2013, this school has provided scientific skills separately, especially in the study of Science. The reason is that

science material is not enough only learned by knowing and knowing as it happens when integrated into Indonesian language lessons. Children should be introduced with scientific skills such as observing, noting, analyzing or predicting what will happen, and communicating the results of his work. By introducing scientific skills early in Grade 1, students will not find difficulties when studying Science's scientific skills in grade 4.

b. Learning outcomes presentation

The presentation of learning outcomes as a culmination of learning activities through scientific skills is very necessary to be applied since students are still in elementary school. Each student must inform others the results of their observations, records, and analyses, both individuals or groups. This kind of learning method is applied by Gemala Ananda elementary school.

c. Enrichment and reinforcement of the materials for grade 6

Grade 6 students besides to master the values instilled through thematic learning, they must also master the national school evaluation questions that need some skills. According to the teachers' recognition, there are still many students who have not been able to understand the sentence in some of the the national school evaluation's problems, which leads to the emergence of false understanding. Therefore, enrichment and reinforcement of materials especially for the national school evaluation needs to be done. This technique is done by all elementary schools.

d. Implementation of Brain Base Learning (BBL)

BBL or brain work-based learning is a proper learning method and approach to be applied in education services to develop student potential with the following reasons: 1) teachers and students can build a powerful learner community who sees learning as an opportunity to become a successful problem solver while anticipating every new challenge as an exciting adventure (Ramakrishnan, J. and Annakodi, R., 2013), 2) with careful planning, knowledge of brain research findings, and a bit of creativity, teachers can offer engaging, brain-based activities that encourage exploration and learning and support the learning standards. (Ramakrishnan, and Annakodi, 2013), 3) BBL involves three parts of the brain, namely the basal ganglia, the limbic system, and the neocortex, so that each student can develop a more complete mental activity that includes the response of survival and other primal activities, emotions, and thoughts rational (Komninos, 2018 and Dahlitz, Matthew, 2016), 4) BBL is able to bring students to study differently as their age, grow, and mature socially, emotionally, and cognitive (The Glossary of Education, 2014), 5) BBL has been applied properly by Gemala Ananda elementary school, so it is possible to socialize in Indonesia, because the school principal and teachers of Gemala Ananda elementary school can be a resource person as their status as a member and practitioner.

CONCLUSION AND RECOMMENDATION

Conclusion

The development of elementary school students' competence needs a variety of education service through instructional learning service and the support of school management service at the class

level. The service in school level needs: 1) the role of school principal, 2) the school atmosphere peaceful and/or safer school, 3) the involvent of the school members, 4) the involment of parent such as budgeting, the development of learning material and instructional learning, parenting, home visit, 5) psychotest, and 6) the development of teachers'competence. The service at the classs level needs: 1) the small class containing only 20-30 students in one class, 2) pair teaching, 3) 13-17 extracurriculer activities, 4) playing area spaces, 5) a policy of teacher without office which means that he/she has to stay in the class during the school hours,so that he/she can monitor his/her students activities, and 6) modifying a class.Instructional learning service to develop all all students' potential should be: 1) instructional learning thematic combined with academic skill from grade 1 of elementary school, 2) the presenatation learning outcome since the grade one, 3) reinforcemen and enrichment of the material for grade six, and the implementation of Brain Base Learning (BBL).

Recommendation

Having concluded the finding of the research, the following recommendation are addressed to the Directorate of Basic and Secondary Education, Ministry of Education and Culture to make policy to implement the following innovation.

1. Performance evaluation and School Principal selection

In order to realize Potential Student Education Services (PSES), it needs a strong role of school principal who master school management and active learning approach especially BBL. This aim is to make the school principal be able as a resource person in improving teaching quality of teachers using active learning approach especially BBL. Thus, the quality improvement of teachers can be carried out in a self-reliance and non-governmental basis. When the school principals have mastered school management and learning with BBL's approach well, the elements of education services at the school level will be realized. These elements, among others: a) the creation of a safe and comfortable atmosphere, b) involvement of all school citizens, c) involvement of parents, d) psychotes, and e) development of teacher competence independently.

2. Two teachers in one class

The implementation of teaching model of two teachers in one class is very support the development of sudents' potential maximally, but it is difficult to implement in public elementary school due to the shortage of teachers, however this model can be implementend at the grade 1 and 2 with maximun 30 students in class using the collaboration between the teachers of those class where the teacher of the grade 2 helps teacher of grade 1 in the morning session, and the teacher of grade 1 helps teacher of the grade 2 in afternoon session.

3. The assistance of teachers

The assistance of teachers supports the successful Potential Student Education Services (PSES), in elementary school to be successful in learning activities.

4. Implementation of Brain Base Learning

Brain Base Learning (BBL) is a kind of useful instructional teaching and learning for Potential Student Education Services (PSES). In Gemala Anada Elementary School Jakarta, the socialization and training of BBL can be implementend with the collaboration of teachers and school principal. During the implementation of BBL, it is also presented students' learning outcomes and the implementation of a thematic teaching and learning approach combined with the scientific approach and the enrichemnt needed.

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Author contributions

Widodo Zuhdi and Idris HM Noor design research, performed research, and data analyzed. Both authors wrote the paper, proofread it, and approved the final manuscript.