

## IPS Teacher's Pedagogical Competence in Shaping Profile of Pancasila Students in SMP Negeri 1 Ungaran

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### Abstract

*The purpose of this study was to (1) describe the ability of Social Science teachers in managing classes at SMPN 1 Ungaran. (2) describe the ability of Social Science teachers in assessing student learning outcomes at SMPN 1 Ungaran. This type of research is qualitative. This research was conducted at SMPN 1 Ungaran. The main subjects of this research are the principal, teachers, and students. Methods of data collection using interviews, observation, and documentation. Data analysis begins with (1) organizing the data, (2) conducting the data analysis process, (3) analyzing the data on the site, and (4) drawing conclusions. Test the validity of the data using credibility, transferability, confirmability and dependability. The results showed that (1) Social Science teachers at SMPN 1 Ungaran were able to manage the class. This is shown by making various class settings such as seating arrangements and also installing ornaments on the classroom walls. Teachers create a conducive learning atmosphere by giving students' attention fairly, providing reinforcement, providing rewards and punishments, and integrating the values of the nation's character. Optimizing study groups and deepening material is also carried out by teachers, who are able to bring students to become champions in Social Science Olympiad activities and social studies subject competitions. (2) Social Science teachers at SMPN 1 Ungaran are able to assess student learning outcomes. Before carrying out the assessment activities, what is prepared by the Social Science teacher is to prepare an assessment schedule and also prepare a grid of instruments that includes competency standards, basic competencies, achievement indicators, assessment techniques, and also forms of assessment. The teacher also prepares a follow-up program from the results of the assessment carried out in the form of remedial and enrichment programs.*

### Keywords

competence; pedagogy; teacher; social studies



### I. Introduction

The vision of Indonesian education proclaimed by the Ministry of Education and Culture, Research and Technology is "to create a developed Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who have critical reasoning, are creative, independent, have faith, fear God Almighty, and have noble character, work together, and have global diversity". This is a sharpening of the goals of National Education as stated in the Law of the Republic of Indonesia No. 20 of 2003 which is popularly known as the National Education System Law, which is to educate the nation's life and develop Indonesian people as a whole, namely Humans who believe and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a strong personality, Independent.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

The key to success in improving the quality of education is the quality of teacher education itself which will have an impact on the quality of education, while the quality of teacher education cannot be separated from the components of the education system. These components are students, educators, curriculum, learning strategies, instructional media, facilities and infrastructure, time, community, socio-cultural and the most dominant and decisive funding factors.

To have these abilities, teachers need to foster and develop students' abilities pedagogically in the teaching and learning process, a pedagogical teacher is required to understand the ins and outs of systems and methods related to education and teaching. In addition to teachers, the government's role will determine the success of efforts to improve the quality of education. Teachers prepare themselves with various scientific disciplines to become professional teachers, while the government prepares educational facilities and infrastructure.

Teacher competence according to the Law on Teachers and Lecturers (UU RI no. 14 of 2005, pedagogical teachers are teachers who have four (4) competencies, namely Pedagogic Competence, Personality Competence, Social Competence, and, Pedagogic Competence. Pedagogical Competence is the ability to manage learning students. Personality Competence is a strong personality, noble, wise, and authoritative as well as being a role model for students. Professional Competence is the ability to master subject matter broadly and deeply. While social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, the surrounding community.

Teachers of SMPN 1 Ungaran, especially teachers who teach Social Sciences (Social Sciences Teachers), are also educators who must have pedagogical abilities. Social studies subjects are subjects that teach concepts to develop knowledge, attitudes, and social skills in order to form and develop good citizens' personalities. Social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards repairing all inequalities that occur, and are skilled in overcoming every problem that occurs daily, both those that befall themselves and those that befall people's lives. Nnursid, 2008). In short, these are often referred to as social skills.

Social studies teachers have a very strategic role in developing students' social skills in social studies learning they manage. For this matter, social studies teachers need to 1) improve the quality of their learning, 2) develop learning plans by determining learning objectives and models that can develop social skills, 3) implementing systematic learning. Classroom management also needs to be done properly so that learning runs interactively. These abilities are closely related to the Pedagogic Competence of the Social Studies teachers at the school.

## **II. Research Method**

### **2.1 Types of research**

In this research, the researcher uses qualitative research, because the research uses a natural background, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Denzin and Guba in Moleong, 2006: 5).

#### **a. Research design**

Based on the research focus, this research design uses an ethnographic research design. Traditionally this research has been carried out by focusing on the research location of the stump, focusing on recording in detail aspects of a single phenomenon, which can be a group of people or a social process movement.

#### **b. Research sites**

In this study, the location that the researchers chose was SMPN 1 Ungaran. The reason the researcher conducts research at SMPN 1 Ungaran is because (1) the best achieving school in Ungaran Regency, (2) Social Science Subject Teachers have gone through a certification test (3) the management of Teaching and Learning Activities for Social Science Subjects shows an optimal quality that is seen of students are able to learn independently and are also active in learning.

#### **c. Researcher Presence**

In order to obtain valid and reliable data, the researchers visited the research site directly. The presence of researchers in conducting this research was carried out within a period of three months which was devoted to seeking data on the pedagogic competence of Social Science Subject teachers. Therefore, the position of researchers is as a research instrument and students. The position of the researcher in this study as a research instrument here is intended as a data collection tool. In addition, researchers are also students who follow the learning process. Researchers as students are intended to observe the object of research without giving any response.

### **2.2 Data and Resource Person**

#### **a. Data**

The main data sources in qualitative research are words and actions, in the hope of providing adequate information and information in accordance with the aspects of the study being formulated, the rest is additional data. To complement and support the main data sources, additional data sources are used, such as documents and others, words and actions, written data sources and photos.

#### **b. Interviewees**

In qualitative research, informants are not referred to as research subjects, because the data sources involve people who have the same position between those being studied and researchers. This research involves a person who acts as a key person or a competent person. In this study, the sources were principals, students and teachers. The teacher referred to in this study is a teacher of Social Science Subjects.

### **c. Data collection technique**

The data collection technique in this study was based on data collected in schools with educational staff. Based on the source using primary data obtained through direct observation in the field, and secondary data obtained through learning implementation report documents, and based on data collection techniques using triangulation which is a combination of in-depth interviews, observation, and documentation.

### **d. Data analysis technique**

The steps of data analysis carried out in the study at SMPN 1 Ungaran are as follows. Organizing data for analysis purposes, to organize the data in this study, the steps taken include (a) transferring the interview results from cassette form to script form through program words, (b) grouping data according to the type of category obtained, (c) providing code numeric, and (d) after grouping is complete, it is tried to give meaning (Harsono, 2008: 168).

### **e. Data Analysis Process**

There are three main activities in conducting data analysis, namely data reduction, data presentation, and drawing conclusions. Data reduction is a series of activities in the selection process, focusing, simplification, and abstraction (Harsono, 2008: 168). The presentation of the data is an assembly of informal organizations and descriptions in the form of a narrative that allows conclusions of research data to be formulated.

## **2.3 Analysis Model**

The site dynamics analysis model is used in this study, because this study uses on-site data analysis, namely data taken from SMPN 1 Ungaran. According to Miles and Huberman, the analysis of organized data on the site emphasizes that the columns in a time management matrix are arranged with a time period, in the order of stages, so that it can be seen when certain symptoms occur. The basic principle is chronology. The following are the stages in organized data analysis, First, Building the menu, Second, Entering data. Third, Analyzing the data. Drawing Conclusions

## **III. Results and Discussion**

### **3.1 Results**

#### **a. The Ability of Social Science Teachers in Mastering Teaching Materials at SMPN 1 Ungaran**

1. Pedagogic competency training activities are organized by the school to assist teachers in mastering social science teaching materials which are structured in pedagogic competencies.
2. The training activities were carried out in 39 times which were divided into three stages.
3. The teacher masters material terms in pedagogic competencies such as Integers for integer terms.
4. Teachers of SMPN 1 Ungaran compile material concepts in the form of lesson plans that make it easier to describe the material.
5. The teacher compiles pedagogically competent modules taken from various sources of teaching materials such as the internet, research journals, textbooks, and so on.
6. Social science teachers have knowledge of pedagogic competence, both knowledge of technical terms (technical vocabulary) in certain subjects and knowledge of pedagogic competence

7. The delivery of teaching materials is carried out in a clear voice, language that is easy to understand and uses constructive principles.
8. To make it easier for students to recognize new terms, the teacher compiles a subject dictionary and uses two languages in conveying the material.
9. Teaching materials are delivered using the help of LCD and whiteboard.

#### **b. The Ability of Social Science Teachers in Managing Classes at SMPN 1 Ungaran**

1. The teacher makes classroom settings through seating arrangements and also installing ornaments on the classroom walls.
2. Teachers carry out learning inside and outside the classroom such as in a laboratory.
3. The teacher gives equal attention to creating a conducive learning climate.
4. Each student learning activity is given a response by saying the word "good".
5. The teacher controls the learning conditions by giving punishment and reward.
6. Reinforcement is given by the teacher by integrating the values of the nation's character in learning activities.
7. Teachers optimize study groups in managing classes
8. Learning with study groups trains students' cognitive and affective abilities.
9. Social science teachers organize educational programs such as deepening of material to prepare students to participate in Olympic activities

#### **c. The Ability of Social Science Teachers in Assessing Student Learning Outcomes at SMPN 1 Ungaran**

1. The social science teacher has scheduled assessment activities in the pre-arranged semester program.
2. Assessments are carried out every day, month, mid-semester, and end of semester.
3. The teacher determines the form of assessment by taking into account the student's ability to be measured.
4. The form of assessment used by the teacher is in the form of written tests, observations, interviews, and practices.
5. The teacher arranges a new instrument grid and then arranges an assessment instrument.
6. The teacher arranges questions to assess students' abilities by using pedagogic competence.
7. The teacher prepares a report on the results of the assessment to the principal and parents of students.
8. The teacher follows up on the assessment activities by organizing remedial and enrichment programs

### **3.2 Discussion**

#### **a. The Ability of Social Science Teachers in Mastering Teaching Materials at SMPN 1 Ungaran**

The training was held once a week (on every Saturday) for 39 times face-to-face, each face-to-face equivalent of 180 minutes, in the period July 2005–June 2006. The training was carried out in three stages, the first stage was held 18 times face-to-face with a time span July - December 2005. The emphasis is on increasing pedagogic competence to communicate in teaching and learning activities in general. Phase II was carried out for 15 in the span between January - June 2006. The focus was on increasing teaching competence by using pedagogic competence. Phase III is not in the form of face-to-face but in the form of class assistance in the form of monitoring and consulting the ability of teachers to teach using pedagogic competence.



The training activities organized by SMPN 1 Ungaran have a positive impact on increasing the pedagogical competence of teachers. This is in accordance with the research conducted by Grageat (2007) with the research title Factors influencing teachers' professional competence development. This study aims to increase understanding and knowledge about improving teacher competence. The results showed that the school made teacher professional development programs to improve teacher competence in carrying out learning activities.

The teacher compiles the concept of material or teaching materials that will be conveyed to students by compiling a lesson plan. Lesson plan is a learning plan in which the lesson plan includes the material that will be given by the teacher. Of course the material uses pedagogic competence. In addition to compiling LKS, the teacher also compiles modules that are summarized from various teaching materials.

The preparation of teaching materials by the social science teacher at SMPN 1 Ungaran helps the teacher in deepening the material to be taught to students. This is in accordance with the results of research conducted by Laksmi (2009) with the research title A Means of Professional Development in the ESL Classroom, discussing teacher competence. Pedagogic competence. The task of the pedagogic competence teacher is not only to teach pedagogic competence texts, but also to help students with other skills such as communicative, analytical, logical and soft skills. The results showed that scientific writing in the form of journals made teachers able to manage the class effectively because they felt they had mastered the teaching materials that were implemented in a journal.

By making lesson plans, modules, and worksheets, it is felt that there are many benefits for students. Students understand the language used and also at the end of the module are given a glossary or if there are words that are difficult to understand the teacher will write down the meaning in Indonesian. Language skills are one of the characteristics of social science teachers at SMPN 1 Ungaran. Teachers who teach in social sciences through selection of pedagogical competencies. Social science teachers must have knowledge of pedagogic competence, both knowledge of technical terms (technical vocabulary) in certain subjects and knowledge of using introductory pedagogic competencies as well as students responding to them also using pedagogic competence.

Teachers not only master the material in pedagogic competence but have the ability to convey material with various tricks without reducing the content of the material to be delivered. For example, using an LCD in presenting material so that when students do not understand what the teacher is saying, they can see what the teacher is presenting through the LCD. The teacher also compiles a subject dictionary that contains important terms such as a physics dictionary, mathematics dictionary, geography dictionary, and so on. Even teachers do learning using two languages, students are trained to be active by giving students the opportunity to ask questions.

#### **b. The Ability of Social Science Teachers in Managing Classes at SMPN 1 Ungaran**

Classroom management is an effort made by teachers in managing their students in the classroom by creating or maintaining an atmosphere or class condition that supports the teaching program to achieve the goals that have been set. In managing the class, the social science teacher at SMPN 1 Ungaran begins by setting the class, namely arranging student seats. The seating arrangement is expected to make students not bored and can increase student interaction with other friends. The seating formations carried out by the teacher include the formation of the letter O, shifting seats, debate formations, and so on.

The learning climate must be considered by a teacher so that students will feel cared for fairly. Social science teachers create a learning climate in various ways so that student learning activities can be controlled and student learning activities that are not good are immediately reprimanded. The teacher treats students the same including paying attention when carrying out learning activities. The attention given by the teacher is in the form of visual and verbal. The teacher asks the condition of the students and also shows a good attitude in front of the students which is a habituation activity that can be imitated by students. Such as dressing politely, speaking politely, and also being kind when participating in learning activities.

The teacher conditions the students to be ready to carry out learning activities. What the pedagogical competence teacher of SMPN 1 Ungaran does, for example, is to ask students to prepare the material to be discussed, ask students about the material at the previous meeting, and also explain the learning that will be carried out. Every student activity is always given a positive response, such as after asking or giving feedback. The response was the teacher said the word "good". The response given by the teacher turned out to be motivating students to be active and not ashamed when they had to express opinions in front of the class even though the sentence structure of pedagogic competence was not good.

In managing the class, the teacher does not just transfer the material he has mastered to the students, but the teacher also acts as an identifier of class conditions where bad things that happen in the classroom must be addressed immediately. Controlling class conditions is carried out by social science teachers at SMPN 1 Ungaran by providing rewards and punishments. Rewards are given to students who show positive things such as students who have high achievements, are active in learning, and are also involved in Olympic activities. The forms of rewards given are books, other school supplies, posting of rankings on bulletin boards and so on.

The teacher gives punishment so that students do not repeat things that are not good when carrying out learning activities. Students' learning activities that are not good for example, for example sleeping, chatting with friends, playing cellphones, disturbing friends, and so on will be given punishment in the form of warnings. To reduce negative activities the teacher provides reinforcement on the sidelines of learning activities. The strengthening is in the form of inculcating the values of the nation's character such as the values of discipline, cooperation, democracy, honesty, hard work, and so on.

Study groups that focus on peer tutoring are a mainstay for social science teachers in managing classes. Students do not only rely on the teacher as a source of learning, but their classmates who have the ability are better able to become substitute teachers. In managing the class, the social science teacher at SMPN 1 Ungaran optimizes group work which requires students to work together without compromising their individual abilities.

Before forming a group, the teacher generally explains the material using learning media that is displayed through the LCD. Teachers of SMPN 1 Ungaran already have technological capabilities, the school does not only provide pedagogic competency training, but also training on the introduction of ICT or ICT learning funds. The mastery of ICT by the SMPN 1 Ungaran teacher includes professional teachers. This is as explained by Oullube (2006) with the research title "The Impact of Professional and Non-professional Teachers' ICT Competencies in Secondary Schools in Nigeria", this study discusses the strategies used by professional and unprofessional ICT teachers to improve student academic achievement.

In group learning, students are formed in 3- to 4 groups and are given questions to discuss. Students will be asked to answer questions and present their results in front of the class. Group learning trains students to communicate, speak politely, improve their pedagogical competence, and improve their ability to master the material.

Each teacher has its own program in managing an effective classroom. Programs that are already running in the social sciences of SMPN 1 Ungaran, for example, are material deepening programs, remedial programs, enrichment programs, Olympic preparation programs and so on. After the learning hours are over, the teacher organizes material deepening activities. The school has provided pocket money for teachers who organize material deepening activities.

### **c. The Ability of Social Science Teachers in Assessing Student Learning Outcomes at SMPN 1 Ungaran**

To determine the ability of students in mastering the material, social science teachers carry out evaluation or assessment activities. The assessment carried out is scheduled and has been determined by each teacher. The teacher has compiled a schedule of assessment activities in the semester program document. The time for assessment activities is daily, weekly, monthly, mid-semester, and end of semester. The time allocation that has been prepared by the teacher helps the teacher in estimating the delivery of the material. So far the material provided has been in accordance with the specified time limit so that when the end of the semester assessment is carried out all the material has been conveyed by the teacher.

The daily assessment is carried out through pre-test and post-test while the monthly assessment is carried out according to the material that has been delivered. For the first semester, the mid-semester assessment is carried out in August and the end-of-semester assessment is carried out in December. While the second semester of assessment for the mid-semester assessment is carried out in March and the end-of-semester assessment is carried out in April for the national examination and in May for the grade-up examination.

One of the characteristics of a professional teacher can be seen from the learning outcomes achieved by students. For this reason, social science teachers make preparations so that later student learning outcomes are able to reach the KKM. This is in accordance with the research conducted by Cubukcu (2010) with the research title "Student Teachers' Perceptions of Teacher Competence and Their Attributions for Success and Failure in Learning". The results of the study indicate that there are three dimensions to measuring teacher quality, namely teacher effectiveness as seen from the achievements of students, teacher competence as seen from teacher knowledge and skills, and teacher performance as seen from teacher behavior in teaching.

When compared between the research conducted by Cubukcu (2010) and the research conducted at SMPN 1 Ungaran, there are similarities and differences. Both of them discussed the professional abilities of teachers. It's just that the research conducted by Cubukcu (2010) thoroughly discusses the professional competence of teachers, including in bringing students to achieve good achievements. Meanwhile, research conducted at SMPN 1 Ungaran discusses the ability of teachers to assess student learning outcomes. The teacher prepares an assessment plan in the form of an instrument grid.

The social science teacher at SMPN 1 Ungaran first designs the form of assessment that will be carried out when conducting assessment activities. This is done so that the aspects to be assessed can be identified. The aspect to be achieved is of course to determine the students' cognitive, affective, and psychomotor abilities. The use of the assessment form is adjusted to the aspect to be assessed. The form of assessment used is



written test, observation, interview, and practice. For practical activities, the teacher evaluates in a laboratory that provides equipment for good practice in computer, language, science, and social studies laboratories. The questions given, of course, use pedagogic competence.

The design of the evaluation tool was carried out by a social science teacher at SMPN 1 Ungaran. The design of the evaluation tool is carried out by compiling a grid of assessment instruments. In the assessment instrument grid, it will be clear what abilities will be achieved for each question. The components that will have to be included in the instrument grid include competency standards, basic competencies, achievement indicators, assessment techniques, and also forms of assessment. If the instrument grid has been prepared, the social science teacher at SMPN 1 Ungaran prepares an assessment instrument equipped with scoring.

After the grid is prepared by the teacher, the teacher prepares assessment questions using pedagogic competence. Students' answers also use pedagogic competence. In preparing the questions, of course, it is guided by the national curriculum. The KKM determined in social science is 7. If there are students who have not achieved the KKM score, they will be included in remedial activities.

The results of the assessment carried out by the teacher will be followed up by the teacher. The social science teacher will analyze the results of the assessment by following up. Every mid-semester and end of semester the results of the analysis made by the teacher will be submitted to the principal and parents of students. The parents of students will be asked for their help to monitor student learning activities while at home.

The follow-up taken by the teacher on the assessment carried out is the implementation of remedial activities and also enrichment. For students who get a score below the KKM will participate in remedial activities. For students who get a score above the KKM will take part in an enrichment program. The activities contained in the enrichment program held by SMPN 1 Ungaran are the Olympic program, the material deepening program, the completion of 1000 questions, student exchanges and so on.

#### **d. Theory of Research Results**

##### **1. The Ability of Social Science Teachers in Mastering Teaching Materials**

The ability of social science teachers in mastering teaching materials can be seen from their ability to summarize teaching materials with pedagogic competence, systematic delivery of teaching materials and also use language that is easily understood by students. The more teachers master the teaching materials, the more complete the teaching materials delivered to students so that students understand the material presented.

##### **2. Social Science Teacher Ability in Managing Class**

The ability of social science teachers in managing the classroom can be seen from their ability to perform classroom settings and also to condition the learning situation in the classroom. The more teachers are able to manage the class, the more conducive the learning atmosphere and students are active in the classroom.

##### **3. The Ability of Social Science Teachers in Assessing Student Learning Outcomes**

The ability of social science teachers in assessing student learning outcomes can be seen from the activities carried out before and after conducting the assessment such as the preparation of grids, making pedagogical competency questions, and also providing follow-up. The more capable the teacher is in assessing student learning outcomes, the more accurate the student learning outcomes obtained which describe students' abilities in all aspects.

## IV. Conclusion

### a. The Ability of Social Science Teachers in Mastering Teaching Materials at SMPN 1 Ungaran

Social science teachers at SMPN 1 Ungaran are able to master teaching materials, this can be seen from their ability to compile several teaching materials in the form of modules, worksheets, lesson plans, and also subject dictionaries. The method of delivering teaching materials is carried out systematically with constructivist principles by using pedagogic competencies that are easily understood by students. The ability to master the teaching materials is able to make students of SMPN 1 Ungaran understand the material provided and are able to work on the questions given by using pedagogic competence.

### b. The Ability of Social Science Teachers in Managing Classes at SMPN 1 Ungaran

Social science teachers at SMPN 1 Ungaran are able to manage classes. This is shown by making various class settings such as seating arrangements and also installing ornaments on the classroom walls. The teacher creates a conducive learning atmosphere by giving students' attention fairly, providing reinforcement, giving rewards and punishment, as well as integrating the values of the nation's character. Optimizing study groups and deepening material is also carried out by teachers, who are able to bring social science students to become champions in Olympic activities.

### c. The Ability of Social Science Teachers in Assessing Student Learning Outcomes at SMPN 1 Ungaran

Social science teachers at SMPN 1 Ungaran are able to assess student learning outcomes. Before carrying out the assessment activities, what is prepared by the social science teacher is to prepare an assessment schedule and also compile a grid of instruments containing competency standards, basic competencies, achievement indicators, assessment techniques, and also forms of assessment. Teachers are not only able to arrange questions in pedagogical competence but also prepare follow-up programs from the results of the assessments they carry out in the form of remedial and enrichment programs.

## Implication

If the teacher masters the teaching materials, then the teaching materials delivered to students are complete so that they understand the material presented.

If the teacher is able to manage the class, then the learning atmosphere becomes conducive and students are active in every stage of learning activities.

If the teacher is able to assess student learning outcomes, then the information on student learning outcomes is accurate which describes students' abilities in all aspects.

## Suggestion

Principals are expected to be able to optimize the facilities and learning resources owned by the school by using appropriate student competencies to be achieved and further optimize the MGMP forum so that teachers can exchange experiences, so that if problems are encountered, solutions can be sought together.

For teachers to further improve professionalism, among others, by prioritizing the success of students, not just the implementation of teaching obligations and also having the consistency to continue to improve supporting abilities in the implementation of learning in social sciences in a sustainable manner, especially mastery of the use of pedagogic competencies.

For students, they can realize the goals they want to achieve from implementing social science programs in accordance with their abilities and strengths and can provide a positive perception of social science programs that will increase their self-confidence so that students do not show excessive self-confidence.

For Researchers, that there are still many studies that have not been touched in this research, therefore for further researchers can enrich the studies in this research.

For further research, this research can be used as a reference and reference for the next similar research.

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