

The Implementation of the Standard of Process in Social Studies Teaching and Learning in State Junior High Schools

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Abstract: One of the problems frequently encountered in education is the weak teaching and learning process. The researchers would like to know whether the teaching and learning process of social studies in junior high schools in Palembang-South Sumatera has been implemented based on the standard of process set by the government. The aim of the research is to find about the implementation of the standard of process in terms of planning, implementation, and evaluation of learning outcomes. The method employed was descriptive. The subjects were four civil servant teachers of Palembang-South Sumatera who taught social studies in junior high schools. The data collection techniques consisted of: observation, interview, and documentation. The results show that the implementation of the standard of process in social studies teaching and learning process in terms of assessment is categorized as Very Good (82.66%). The implementation of the standard of process in the aspect of instructional planning is Very Good (100%); in terms of social studies teaching and learning process is Good (66.74%), and in terms of assessment of learning outcomes is Very Good (81.25%).

1 INTRODUCTION

The learning process is the spearhead of improving the quality of education both in the educational unit scale and on the scale of national education (Yani, 2016). But, one of the problems frequently encountered in education today is the weak teaching and learning process. Meanwhile, teaching and learning process is an important part of measuring learners' learning outcomes (Linand Wu, 2016; Yazici, 2016). In reality, today's classroom teaching and learning is directed towards making learners able to memorize information, in which their brain is forced to remember and store information without being required to understand what they can recall and relate it to their daily life.

Teaching and learning process cannot be separated from teachers and learners (Ayeni and Olasunkanmi, 2015:2). However, in reality, classroom teaching and learning is implemented according to the ability and desire of the teachers. Meanwhile, teachers have varying abilities in the management of teaching and learning, depending on their academic background and their motivation and love of the profession. There are teachers who seriously carry out the management of teaching and

learning through careful planning, utilizing all the existing learning resources, and taking into account the level of learners' intellectual and psychological development.

Such teachers will produce higher quality of graduates compared to teachers who manage the teaching and learning without serious efforts and without considering the various factors that can affect the success of the teaching and learning process.

Given the diversity of cultures, other backgrounds, and characteristics of learners, and the demand to produce qualified graduates, the teaching and learning process for each subject must be flexible, varied, and meet the standards. The teaching and learning process in each unit of elementary and secondary education must be interactive, inspirational, fun, challenging, and motivating learners to participate actively, and must provide sufficient space for initiative, creativity, and independence according to the learners' talents, interests, physical and psychological development.

Priority order in improving the competency of graduates is done by improving the quality of labor standards, contents, facilities and infrastructure, management, assessment, process and financing. In accordance with the mandate of the Government Regulation No. 19 of 2005 concerning National

Standards of Education, one of the standards to be developed is the standard of process. The Government has set a standard of education that regulates teaching and learning process, namely in the Regulation of the Minister of Education and Culture (Permendikbud) No. 41 of 2007 on the Standard of Process. The Standard of Process is the criteria of the implementation of teaching and learning in one unit of education to achieve the Graduate Competency Standard (Permendikbud No. 41 of 2007 on (Mukarramah, Juanda, and Fitriah, 2015)). From this definition, there are several things that need to be underlined, namely: (1) the standard of education process applies to every formal educational institution at a certain level of education. This means that all schools must carry out the teaching and learning process in accordance with the standards formulated in the standard of education process; (2) the standard of education process is related to the procedure of the implementation of teaching and learning. This means that the standard of process can be used as a guideline for teachers in making instructional planning for a certain period of time or on a daily basis in executing the planning in the real activities in the field; and (3) the standard of process is directed towards achieving Graduate Competency Standard. Graduate Competency Standards the primary source or reference in determining a standard of process (Wina Sanjaya, 2007). This means that the standard of process can be applied if the graduate competency standard is already in place (Raharjo, 2012).

The standard of process includes the planning of teaching and learning process or instructional planning, the implementation of teaching and learning process, the assessment of learning outcomes, and the supervision of teaching and learning process for an effective and efficient teaching and learning process (Rahmawati and Soeharto, 2013). Through the standard of education process, every teacher can develop the teaching and learning process in accordance with the specified rules. Instructional planning becomes mandatory for teachers before conducting a teaching and learning activity. Planning can be interpreted as the process of preparing instructional materials, instructional media, approaches and methods of learning and assessment for a certain allocated time implemented at a certain time to achieve the set goals (Abdul Majid, 2008). Instructional planning includes syllabi and lesson plans that both refer to the content standard (Rahmawati and Soeharto, 2013).

Syllabus is a reference for the framework of teaching and learning for each subject matter of study

(Permendikbud No. 41 Year 2007). Lesson plan is defined as a plan of face-to-face teaching and learning activities for one or more meetings. The educator must prepare a complete and systematic lesson plan so that teaching and learning will take place interactively, inspiringly, efficiently, and will motivate students to actively participate in the teaching and learning activities. The components of a lesson plan include the subject identity, competency standard (CS), basic competence (BC), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources. Therefore, every teacher should not ignore the instructional planning when carrying out the teaching and learning activities so as to keep the learning activities in control.

The Implementation teaching and learning process is the implementation of the instructional planning prepared by educators. The Implementation teaching and learning process consists of requirement of implementation teaching and learning process and implementation of learning. Requirement of implementation teaching and learning process include study groups, minimal teacher workload, textbooks, and classroom management. Implementation of learning it includes preliminary activities, core activities, and closing activities (Permendikbud No. 41 of 2007).

Assessment is a systematic process which involves collecting, analyzing, and interpreting information to determine the extent to which a student or a group of students has achieved the set learning objectives, both in the aspects of knowledge and attitudes (Kusaeri, 2014). Assessment is done by teachers to the learning outcomes to measure the levels of attainment of learners' competences, and the result is used to make progress report of learning outcomes, and a basis to improve teaching and learning process (Permendikbud No. 41 Year 2007). Assessment is carried out consistently, systematically, and programmatically by using test and non-test activities, in written or oral form; performance observation; attitude measurement; and assessment of work in the forms of tasks, projects and/or products, portfolios, and self-assessment. Assessment of learning outcomes references the Standard of Educational Assessment and the Guidelines for Subject Group Assessment.

The role of teachers is crucial in an attempt of improving the quality of education. Therefore, teacher as a learning agent is required to be able to organize the teaching and learning process as well as possible to support the development of education. A

teacher should not only be skilled in delivering materials, but also in planning, implementing, and evaluating the teaching and learning (Mukarramah, Juanda, and Fitriah, 2015). An example of the skill in planning an instruction is making instructional media. A teacher should especially be skilled in making lesson plan and syllabus, because these two serve to help a teacher in implementing teaching and learning in the classroom. In developing lesson plans and syllabi, the government has set the standard of process that contains rules to be referenced by teachers.

Research on the implementation of the standard of process has previously been done by Syarifudin (2014) under the title of "A Study on the Implementation of the Standard of Process by Physics Teachers in Several Senior High Schools in Medan City". The result of this research reveals that the standard of education process in several senior high schools in Medan City has not been fully implemented in accordance with the Regulation of the Minister of National Education (Permendiknas) No. 65 Year 2013. The present research is different from Syarifudin's (2014) in that the senior high schools under his study applied the 2013 Curriculum, referencing the standard of process based on Permendiknas No. 65 Year 2013. Meanwhile, the present study took junior high schools as its subjects and the schools applied the school-based curriculum which references the standard of process in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007.

To find about the implementation of the standard of process in the subject of social studies at secondary school level, the authors conducted research in three state junior high schools implementing the school-based curriculum in Palembang-South Sumatera, each of which accredited A, B, and C.

Based on the results of a survey conducted to four civil servant teachers teaching the subject of social studies in three junior high schools, it is found that the teachers have been aware of the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 41 of 2007 on the Standard of Process. The teachers always make instructional media, such as syllabi and lesson plans which are in accordance with the provisions that apply to the school-based curriculum; however, whether the teaching and learning process has been in accordance with the Standard of Process has to be further investigated.

The purpose of this research is to find about the Implementation of the Standard of Processing terms of the planning of teaching and learning process,

implementation of teaching and learning process, and assessment of teaching and learning outcomes in the subject of social studies in the junior high schools in Palembang-South Sumatera.

2 METHODS

The research employed the descriptive-qualitative method. The research variables the Standard of Process. The subjects of this research consisted of four teachers of social studies subject with a civil servant status from three state junior high schools in Palembang-South Sumatera

In this research, observation is the main instrument of data collection. Observation was conducted two times to each teacher by seeing first-hand how the social studies teachers implemented the standard of process, starting from the beginning of the teaching and learning process in the classroom to the end of the process. The observation sheet consists of 39 items.

Interview to the research subjects is the technique of collecting data to support data from observations to find about the implementation of the standard of process in the teaching and learning process. The type of interview carried out by the researchers was the semi-structured interview. Initially, there were 10 items in the interview sheet.

The researchers also documented some complementary data to the research, which are written data, in the forms of syllabus, lesson plans made by the social studies teachers, data of the number of students in one class, the teaching load, and learners' learning outcomes for social studies subject. There were eight items of written documents in total.

3 RESULTS AND DISCUSSION

The variable of standard of process in this study is measured using three indicators, namely instructional planning, teaching and learning implementation, and assessment of learning outcomes by using observation, interview, and documentation. The results were then analyzed using the Guttman scale with the following steps:

1. Check-listing each descriptor on the observation sheet
2. Calculating the score for each indicator, which is as follow:
0 = if the descriptor is NOT OBSERVED

1 = if the descriptor is OBSERVED

3. Calculating the maximum score for all items
4. Comparing the total score obtained to the total maximal score

The obtained score was calculated with the following formula

$$P = \frac{F}{N} \times 100 \quad (1)$$

The results of observations, interviews, and documentation that were originally in the form of quantitative data were then processed into qualitative data by matching the percent value with the criteria of assessment in Table 1 as follows:

Table 1: Criteria of Assessment

Percent Value	Criteria of Assessment
76% < value ≤ 100%	Very Good
51% < value ≤ 75%	Good
26% < value ≤ 50%	Average
0% < value ≤ 25%	Fair
0%	Poor

(Modified from Arikunto, 2013)

Table 2: Documentation planning the learning process

Teacher's Name	Documentation of the n-meeting	Indicator		Total	Average	Criteria
		1				
		Syllabus	Lesson Plan			
A	1	1	1	2	100%	Very Good
	2	1	1	2		
B	1	1	1	2	100%	Very Good
	2	1	1	2		
C	1	1	1	2	100%	Very Good
	2	1	1	2		
D	1	1	1	2	100%	Very Good
	2	1	1	2		
Total		8	8			
Maximal Score		8	8			
Average		100%				

Based on table 2 Documentation Planning The learning process that instructional planning is categorized as very good.

Based on the results of data calculation, it is found that the implementation of the standard of process in the teaching and learning of social studies in state junior high schools in Palembang-South Sumatera is included under the category of very good, with a score of 82.66%. This result is described and discussed as follows:

Analysis of the Standard of Process in Terms of Instructional Planning

The results of the documentation of the implementation of the standard of process in terms of instructional planning in SMP Negeri (State Junior High School) Palembang-South Sumatera can be seen in Table 2:

3.1 Analysis of the Standard of Process in terms of Teaching and Learning Implementation

The observation results of the application of the standard of process in terms of the implementation of the teaching and learning process of social studies in the state junior high schools in Palembang-South Sumatera can be seen in table 3:

Table 3: The Implementation of Teaching and Learning Process

	Techniques of Data Collection		
	Observation	Interview	Documentation
	81.47%	62.50%	56.25%
Total	200.22%		
Average	66.74%		

Based on table 3 that the implementation of teaching and learning process in social studies is categorized as good.

Documentation data for the assessment of learning outcomes obtained from teacher A, B, C, and D from three state junior high schools in Palembang-South Sumatera are presented in Table 4.

3.2 Analysis of the Standard of Processin Terms of Assessment of Learning Outcomes

Table 4: Documentation of Assessment of Learning Outcomes

Teacher's Name	Documentation of the n-meeting	Indicator		Total	Average	Criteria
		3				
		Written Exam	Work-Based Assessment			
A	1	1	1	2	100%	Very good
	2	1	1	2		
B	1	0	1	1	75%	Fair
	2	0	1	1		
C	1	1	1	2	100%	Very good
	2	1	1	2		
D	1	1	0	1	75%	Good
	2	1	1	2		
Total		6	7			
Maximal Score		8	8			
Average		81.25%				

Based on table 4 that documentation of assessment of learning outcomes in social studies is categorized as very good.

Furthermore, based on the recapitulation of data analysis results, it can be concluded that the implementation of the standard of process in social studies teaching and learning is categorized as very good, or with a score of 82.66%, as can be seen in Table 5:

Table 5: Recapitulation of Data Analysis Results of the Standard of Process

	Indicator of the Standard of Process			Average %
	1	2	3	
Average %	100%	66.74%	81.25%	82.66%

4 CONCLUSIONS

The implementation of the standard of process in the teaching and learning of social studies in the state junior high schools in Palembang-South Sumatera is overall included under the category of Very Good. Individually, in terms of instructional planning, the implementation is also included under the category of Very Good; meanwhile, in terms of the teaching and learning process and assessment of learning outcomes, the implementation of the standard of process in the teaching and learning of social studies are included under the categories of Good and Very Good, respectively. In this research, several aspects are found to be not in accordance with the standard of process. First, the number of learners in a class

exceeds the maximum limit of 32 students. In addition, as regards the ratio of textbooks to students, there are learners who do not have a textbook. Finally, the teachers still very rarely use instructional media in the teaching and learning process.

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