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Teacher Competence in Improving Student Learning Outcomes in Social Studies Subjects at SMP Negeri 2 Lembang, Bandung Regency

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Abstract--The purpose of this study was to find out: Implementation of social studies teacher competence for class VII at SMP Negeri 2 Lembang (2). Student learning outcomes in social studies subjects through educational programs. The research method uses a qualitative approach that describes teacher competence in the social studies learning process in class VII. Data collection techniques were through interviews with several teachers who teach social studies, observations at school locations to observe learning teachers, and documentation studies in the form of archives, official meeting notes, and photographs of learning activities. The results of the research are: (1). The teacher's competency in social studies class VII is very good which is proven by the teacher fulfilling the indicators in managing learning materials, learning processes and how to convey learning (2). Student learning outcomes have improved with 6, 7, 8 which tend to increase, which is supported by student talent and innate (3). The teacher's inhibiting factor in carrying out the learning process is still monotonous because the mastery factor of ICT learning media is not proficient. The learning method used is less innovative, so it affects students' interest and motivation in learning.

Keywords--Teacher Competence, Student, Outcomes, Social Studies

1. Introduction

The role of the teacher is very important in determining the success of student learning. Teachers as a component of education are expected to be professionals who have duties and responsibilities that are very concerned about the quality of

education in accordance with government regulations contained in Article 1 paragraph 1, it contains that teachers as educators must be professional as their main task in educating students, giving lessons, guiding student skills, directing, and training students who still don't understand, give grades, and evaluate sequentially in learning. Novandini, C.D., et al., (2018). Teachers are a very interesting part of the school component in general, so educators must stand out enough to be noticed. Teachers will always be an important spotlight when discussing education because educators have joined any part of the school component. Teachers play a major role in the development of education, especially in formal education held in schools. The main role that is owned by the teacher makes the teacher a determinant of student success, especially concerning the teaching and learning process.

Teacher problems that currently occur frequently include the presence of teachers who have not managed to learn optimally, both in terms of understanding students. Anugrahana, A., (2020). Planning and implementing learning, evaluating learning outcomes, and developing students to actualize their potential of students. Teachers who lack mastery of material, concepts, and mindsets related to science support the subjects being taught, due to a discrepancy between the disciplines and the subjects being taught. Teachers do not pursue their profession as teachers as a whole, because teachers also work outside working hours to meet the needs of daily life, so teachers do not have enough time to improve their quality. Low teacher motivation in improving self-quality is also because teachers are not required to do research like lecturers in tertiary institutions. Some teachers have not developed learning materials creatively and have not utilized information and communication technology so learning does not run optimally which will then result in student learning outcomes that are not following learning objectives.

The Social Studies teacher for class VII has taught other subjects besides Social Sciences subjects such as ICT and Pancasila and Citizenship Education. Class VII IPS teachers teach more than one subject due to a lack of teaching staff at the school. Nabila, N. Anisa, (2020). The subjects being taught can simultaneously influence the teacher's focus in carrying out learning so that there are fewer opportunities to develop Social Sciences subject matter because they have to share time to focus on other subjects. Another problem is the lack of understanding of strategies, methods, and learning media causing learning to take place in a monotonous and boring manner so that students tend to pay less attention to the teacher's explanations because the teaching method is boring so students are unable to absorb learning material properly. This will affect the learning outcomes that will be obtained by students who do not meet the targets of learning objectives.

The ability of teachers who are supported by competence in carrying out the obligation to provide learning to students, in a systematic and sustainable manner. Teacher competence is a combination of personal abilities and professional abilities, mastering science, and social sciences, which form the standard of teacher professional competence, which includes mastery of material, students' affective understanding, and learning development. Rasyid, U. Muthmainnah., (2017). Professional teachers are able to carry out responsibility,

a sense of empathy for fellow teachers, students, parents, and society. Professional teachers are social, promote deliberation and are not emotional. according to U.U regulation no. 14 of 2005. Relating to Teachers and Lecturers. Whereas teacher competence includes pedagogic, personality, social, and professional competencies, all of which are obtained through professional education.

2. Research Methods

2.1. Types of research

Researchers used qualitative methods to describe the social studies teacher's learning abilities in class VII students. Bungin, Burhan., (2017). The researcher is the key while the informant provides data as a research process.

2.2. Data collection technique

In collecting data in qualitative research using several techniques obtaining data, Hermawan, Iwan., (2019). namely as follows:

- a. Interviews by asking several questions to informants, such as school principals, vice principals in curriculum areas, social studies subject teachers, students, and parents, which were carried out directly with valid data sources.
- b. Direct observation of the location where the activity takes place, to observe and record phenomena that occur in the field systematically. Done in a participatory manner. Observations that involve researchers in social activities that are the target of research, without causing changes to the activities concerned.
- c. Study Documentation as a complement to data in its collection by writing important notes related to the research topic. To obtain administrative data and recommended activities. The documentation in this study was in the form of photos of learning activities, record reports, report archives, and student learning outcomes books.

3. Results and Discussion

3.1. Profile of SMPN 2 Lembang Bandung Regency

Problems faced by school principals in carrying out mandates in educational units that have been well developed by previous principals. Nabila, N. Anisa., (2020). Every program that has been running can be continuously maintained, and continue to innovate so that schools become more developed

- a. Vision. School of Character with National and International Achievements
- b. Mission. (1). Take action following religious guidance and applicable regulations, (2). Dealing with honesty, responsibility, discipline, hard work, and independence, (3). Develop a way of thinking logically and critically, (4). Creating a harmonious, polite, and democratic atmosphere, (5). Improving the professionalism of educators and education staff, (6). Carry out active, innovative, creative, effective, fun, and quality learning, (7). Improve academic achievement, (8). Establish cooperation between schools at the

national and international levels, (9). Develop local culture at national and international levels, (10). Caring for the environment, living healthy and clean.

- c. School Goals. Based on the goal of national education, is to educate the life of the nation and develop the Indonesian person as a whole, namely people who have faith and are devoted to God Almighty and have noble character. Arischa, Suci., (2019). Have knowledge and skills, are physically and spiritually healthy, have a strong and independent personality, and have a sense of social responsibility and nationality. Objectives of primary and secondary education: (1). Improving students' basic competencies in the academic field, following the demands of the curriculum; (2). Develop students' intellectual, moral, and spiritual potential (3). Developing the social and national potential of students (4). Prepare students steadily to be able to continue to the next level of education.

3.2. Implementation of IPS Teacher Competence in Improving Student Learning Outcomes in Class VII IPS Subjects at SMPN 2 Lembang Bandung

Based on the perspective of national education, teacher competence is stated in the Explanation of Government Regulation Number 19 of 2005 and Law Number 14 of 2005 concerning National Education Standards which states that teacher competence includes pedagogical competence, personal competence, and social competence. Devy, Y. K., et. al., (2020). And professional competence is owned by the teacher as follows:

- a. Pedagogic Competence. As stated in the teacher table, the level of teacher education at SMPN 2 Lembang has met the educational standards, namely the bachelor's level or bachelor's degree (S1). All of these teachers can be relied upon in teaching students according to the field of education of each teacher with the subjects they teach referring to the basis of the 2013 Curriculum according to the development and progress of the curriculum. As a social study subject teacher, I have taken a bachelor's degree (S1) education, and I have also taken certification and been declared a professional teacher in the field of Social Sciences.
- b. Personality Competence, according to the results of observations and interviews conducted by researchers with various sources. Alimah, Faiqotul., (2018). Social studies subject teachers for class VII, are always disciplined and on time both in terms of attendance at school and when carrying out learning, in terms of appearance they are also very neat and polite. always maintain his dignity as a teacher both in communicating with fellow teachers, with students, with student guardians, as well as with the community, and not commit disgraceful acts that could damage the teacher's image.
- c. A teacher's social competence is related to the teacher's social interaction with fellow teachers, students, parents or guardians of students, and the surrounding community. Nabila, N. Anisa.,, (2020). Regarding the social competence of class VII social studies teachers. The principal also pays attention to how the social interactions are owned by the teachers, the same is the case with Bu Yun. I noticed that Bu Yun's social interactions with other teachers were also good, and polite. with the community is also good,

interactions with students and parents of students never had a problem. Following the character as a social study subject teacher, having good social interaction with fellow teachers, the community, students, and parents of students.

- d. Teacher professional competence in terms of the academic potential of social studies subject teachers, with an appropriate educational background, and creativity in delivering learning material. Arif, Muh., (2020). The teacher's professional competence is related to the academic abilities possessed by the teacher concerned, the school has implemented the 2013 curriculum, so every teacher who will carry out teaching and learning activities must prepare learning tools such as lesson plans, every year they must make an annual program. and preparing learning tools, learning materials, and evaluation tests.

3.3. Student Learning Outcomes in Subjects in Improving Student Learning Outcomes in Class VII IPS Subjects at SMPN 2 Lembang Bandung

The learning outcomes in presenting descriptions of student learning outcomes in social studies Pane, Aprida et. al., (2017). Subjects for class VII at SMPN 2 Lembang are as follows:

- a. Students' cognitive learning outcomes are related to abilities involving brain activity, in learning outcomes that are influenced by students' cognitive abilities, in understanding learning material and the quality of learning. The ability of students to understand the material can vary, for students who have high cognitive abilities it is easier to understand learning material, but for students who have lower abilities it takes a relatively long time, explanations are easier and more simple, so that students can understand the material, students' abilities can affect student learning outcomes. Cognitive learning outcomes of students in Social Studies class VII A, VII B, and VII D of SMPN 2 Lembang have met the qualification standards.
- b. Affective learning outcomes of students are related to the attitudes and values possessed by students. The personalities of the students from the seven study groups were different, the students focused on listening to the teacher's explanation, were disciplined when doing assignments, and while learning they always paid attention to the teacher, submitted assignments, and were on time. Alfianika, Ninit., (2018). Affective Students who are already good must be maintained and improved, for students who are still lacking usually have problems and difficulties, so they are given attention so that they are more focused on lessons, with the hope that students' attitudes can be better, students who have problems will quickly recover and change for the better.
- c. The psychomotor domain is related to the skills possessed by students. In the psychomotor domain, assessing students' practical assignments, in semester 2, namely economics material, students practice doing research in class VII, with agricultural training activities around Bandung, and at the same time participate in activities at the end of a tour to Bandung square, then students are given the task of making research by conducting interviews with small traders around the square. For exercises, and interview instruments, for example, what goods are sold, what goods are sold, how much the capital is, and how much is profit or loss, students

compile reports, interview results, and interview reports.

3.4. Social Science Teacher Competency Inhibitors in Improving Student Learning Outcomes in Class VII IPS Subjects at SMPN 2 Lembang Bandung

Based on interviews with school principals, IPS class VII subject teachers, several students, and student guardians, it can be seen about the competence of class VII IPS. A. Octavia, Shilpy., (2020). Subject teachers and student learning outcomes in the cognitive, affective, and psychomotor domains. in implementing it are as follows:

- a. Obstacle factor. in the implementation of social studies teacher competence which will affect student learning outcomes, regarding the inhibiting factors in the implementation of teacher competence and their impact on student learning outcomes. That the inhibiting factors in the implementation of teacher competence are very diverse. As an IPS teacher, he does not understand ICT, and concurrently teaches such as Pancasila and Citizenship Education in several classes because the teacher is still lacking, so the focus is divided apart from studying Social Sciences material, also Pancasila Education material and Citizenship material as well. Some students think that social studies subjects are not included in the National Examination subject, so their learning motivation is low, and they only get an evaluation score of 7-8.
- b. The inhibiting factors experienced by social studies teachers for class VII, in the implementation of teacher competencies are very diverse, including class VII social studies teachers besides teaching social studies subjects they also teach other subjects such as Pancasila and Citizenship Education subjects. A. Octavia, Shilpy., (2020). Even though the teacher is a teacher who is certified in Social Sciences subject. This affects the effectiveness of social studies learning because the teacher's focus on deepening the material becomes divided by exploring other subjects.
- c. Differences in the background of the teacher and the subjects being taught, such as the educational background of geography and the social studies subject being taught, wherein the social studies subject there is material in the social sciences other than geography, namely history, economics, and sociology, can affect student learning outcomes. Fauzet, Fara Diba., (2016). It is proven that student learning outcomes in the cognitive domain are still low, while teacher competence that is owned should be able to help students to improve student learning outcomes.
- d. Efforts of teachers in overcoming obstacles. In overcoming obstacles in the implementation of social studies teacher competence in class VII student learning outcomes at SMPN 2 Lembang. His efforts in overcoming difficulties with additional source material from other books or the internet, attending subject teacher meetings, being active in discussions, and bringing in resource persons. And always take the time to learn to increase the depth of teacher competence, social competence, and personality at every opportunity for actions that uphold dignity as a teacher and school. Efforts to overcome obstacles in the implementation of teacher competence in student learning outcomes are most important by increasing teacher competence.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the results of the research and discussion on Teacher Competence in Improving Student Learning Outcomes in Social Studies Subjects, several conclusions can be drawn, namely as follows:

- a. Student Learning Outcomes in Class VII social studies subject, divided into 3 aspects, namely the cognitive, affective, and psychomotor domains. Students' cognitive learning outcomes are still at 6-7-8, and there are still no students who get scores above 9. Students who score below the Minimum Completeness Criteria will get improvements to improve learning outcomes. From the affective domain of students, students have various learning outcomes. This is influenced by innate personality and environmental influences, while the psychomotor domain also varies and is influenced by the results of the cognitive and affective domains that students have understood.
- b. Implementation of IPS Teacher Competency on Student Learning Outcomes of Class VII at SMPN 2 Lembang Bandung. Includes how efforts are made to improve student learning outcomes. These efforts include participating in Social Sciences subject teacher deliberation forums, conducting independent study and deepening material, and participating in workshops, training, and seminars. Support from school principals to improve teacher competence and teacher performance as professional educators, various efforts have been made to improve the competence of class VII social studies teachers, to be able to manage learning more effectively and efficiently so that the learning outcomes obtained by students in social studies subjects increase.
- c. Inhibiting factors include teachers teaching more than one lesson, and learning methods are not innovative, causing students to experience boredom and reducing students' interest and motivation to learn. The development of students varies, and the teacher has not reflected on self-evaluation, differences in the educational background with the subjects being taught affect the quality of learning and learning outcomes obtained by students, where the learning outcomes obtained by students are still not optimal.

4.2. Suggestion

Based on the results of the research, discussion, and conclusions above, regarding Teacher Competence in Improving Student Learning Outcomes in Social Studies Subjects. So I can give some suggestions, namely as follows:

- a. Principals of SMPN 2 Lembang should focus more on improving teacher competence, especially in pedagogic competence and teacher professional competence by motivating and supporting teachers to be more creative and innovative in carrying out learning in line with developments in science and technology.
- b. For SMPN 2 Lembang teachers, they should take part in various seminars, workshops, and training activities held at school and outside of school, as well as self-reflection on learning material so that they better understand

the material with innovative and modern methods so that they know and understand better with these methods. and can improve the quality of learning.

- c. Social studies teacher researchers and prospective social studies teachers should always pay attention to their competencies, especially pedagogical and professional competencies because these two competencies can describe the quality of a teacher as a professional educator.

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