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TEACHER PROFESSIONALISM IN LEARNING PLANNING SOCIAL SCIENCEIN THE 3rd MINUTE OF THE SOUTH SOUTH RIVER

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A R T I C L E I N F O

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A B S T R A C T

Korean fever has recently hit Indonesia. Where various groups started talking about something from the country of ginseng. This can indicate that Korea has a good side as an entertainment medium. Korea has a lot of culture that has been exposed so that people around the world know what Korean culture is like. Nowadays Korean culture can be seen from various sources such as the Internet, Film, Drama and Music. Korea tends to have a culture that is able to attract Indonesian people because its culture is not too different from Indonesia. Korean culture has positive and negative values. Therefore, in this discussion, we will discuss "How Korean Dramas Influence Students During the Covid-19 Pandemic". This research aims to: 1). Knowing Student and Student Ethics during the Covid-19 pandemic. 2). How much is influenced by Korean culture.

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PRELIMINARY

Educational institutions are part of the responsibility as well as part of a national education system. To achieve national education goals, the implementation of education is adapted to development developments and changes occurring in society. So that formal education held in schools becomes an institution that plays an important role in advancing quality human resources. Evidence of changes adapting to current developments is the change in the curriculum from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum (K-13).

Teachers have an important role in the successful implementation of the curriculum and teachers will ultimately implement the curriculum in the classroom. Teachers are at the forefront of curriculum implementation. No matter how good the existing curriculum and education system is, without the support of qualified teachers, everything will be in vain. Improving the quality of education in Indonesia is not enough to improve the curriculum alone, but must also be followed by improving the quality of teachers at the primary and secondary levels. Without efforts to improve teacher quality, this enthusiasm will not achieve the desired expectations. (Kunandar, Kompas, 2 October 2006)

According to Mulyasa (2017 : 100) Regarding improving the quality of human resources, there are three main conditions that must be considered in carrying out development in the world of education, these three conditions are infrastructure, relevance and increasing equal distribution of opportunities to obtain education for the Indonesian people as well as professional teachers or education staff.

This is in accordance with the demands of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter and training, as well as conducting research and community service, especially for educators in higher education"

The issue of expert staff or teacher professionalism in education is not a small problem, but is a big problem that requires solving. This greatly influences the role of teachers in the educational process, as a driving force or simply as a facilitator. The professionalism of teachers in carrying out the process of educating children in educational institutions in general is very urgent to be discussed and realized in the reality of our world of education, of course this is a solution so that education is of higher quality so that it can achieve its goals.

However, looking at the existing reality, the existence of professional teachers is very far from what is aspired to. The proliferation of low-quality schools gives a signal that professional teachers are just a discourse that has not been realized evenly in all education in Indonesia. This has raised concerns not only from academic circles, but even ordinary people have

commented on the irregularities in education and the existing teaching staff. This fact inspired academics, so they made a formulation to improve teacher qualifications through empowerment and increasing teacher professionalism from training to instruction so that teachers have a minimum educational qualification of Strata 1 (S1).

Social Sciences is very closely related to everyday life, covering all areas of social science within it. To be a teacher related to social science learning, you are required to have adequate competence. Of course, in this case a teacher has careful planning in learning so that the material or message is conveyed to students.

The new problem is that teachers only understand these instructions only as a formality to meet the demands of administrative needs so that the competence of professional teachers in this case is not a top priority. With this understanding, contributions to students become less noticed and even neglected.

Another problem found was that there were teachers who taught without paying attention to the plans that had been made. A teacher who teaches without paying attention and looking at the plans that have been made will result in suboptimal achievement of goals, a teaching and learning process that is not systematic and directed, a lack of time allocation which causes the material to be incomplete, and so on.

As a professional, a teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability in planning lessons.

RESEARCH METHODS

This research uses a qualitative approach. The qualitative approach aims to research something important (essential) and uses a natural setting as a direct data source. This qualitative method uses a type of case study research, namely case studies. Case study research is research conducted intensively, in detail and in depth on an organization, institution or certain phenomenon. Judging from the area, it only covers a very narrow area or subject, but in terms of the nature of the research, case study research is more in-depth (Arikunto, 2013: 20). This research on professional teachers reveals the meanings and context of behavior, which leads to a broader understanding of the meaning and context of behavior and processes that occur in patterns of observations and influential facts and perceptions held by participants. Therefore, the approach that is considered suitable in this research is a qualitative approach.

RESULT AND DISCUSSION

A. Overview of MIN 3 Hulu Sungai Selatan

Educational Institution under the auspices of the Ministry of Religion in Hulu Sungai Selatan Regency, Simpur District. Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan is located at Jl. Bukhari, Wasah Hulu Village, Simpur District, Hulu Sungai Seatan Regency, South Kalimantan Province with Postal Code 71261.

The establishment of Madrasah Ibtidaiyah on August 1, 1965, located in Sungai Paring Tengah village, called MIS Matlahatul Anwar under the Matlahul Anwar Malang foundation, was initiated by one of the founders of the madrasa, namely Mr. Mahlan BM, and at that time the head of the Religious Department of Hulu Sungai Selatan Regency, led by Mr. Hebzji. .

The state status of MIN Sungai Paring was inaugurated by the Head of the Regional Office of the Ministry of Religion, namely Drs. Anang Muchtar Sofyan on behalf of the Minister of Religion in 1975. Over time, MIN Sungai Paring changed its name to MIN 3 Hulu Sungai Selatan.

MIN 3 Hulu Sungai Selatan has a vision, namely the realization of intelligent and noble Madrasah graduates. The mission of MIN 3 Hulu Sungai Selatan is (1) Creating an Islamic and quality educational institution (2) Creating a curriculum that is able to meet the needs of students and the community (3) Organizing a learning process that produces graduates who excel and have noble character and (4) Optimizing extracurricular activities that are oriented towards students' needs so that students can actualize them in everyday life.

The curriculum used at MIN 3 Hulu Sungai Selatan is currently the 2013 Curriculum (K-13) at the SD/MI level with 16 teachers or teaching staff and employees consisting of 14 teachers and 2 employees. The total number of students at MIN 3 Hulu Sungai Selatan is 82 people.

B. Professionalism of teachers who teach Social Sciences at MIN 3 Hulu Sungai Selatan in making lesson plans.

Learning planning that must be carried out by a teacher at least includes; creating annual programs, semester programs, analyzing lesson materials, developing syllabi, creating learning plan programs that contain the components in full. Social Sciences subjects are designed to develop knowledge, understanding and analytical skills of the social conditions of society.

Based on the results of interviews and observations of researchers with teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan, the curriculum used is the 2013 Curriculum. Facts in the field show that teachers do not fulfill the preparation as mentioned above. In terms of annual programs, semester programs, syllabus development and learning plan programs, all teachers at MIN 3 Hulu Sungai Selatan make them, while lesson material analysis teachers do not make them.

The annual program for Social Sciences subjects created by teachers has not changed much. The only change is in the distribution of lesson time allocation which is adjusted to the main material to be delivered. Therefore, the format used is the same as the previous year's format.

The format of learning implementation plans prepared by teachers varies, such as; (I) subject identity (school name, subject, class/semester, time allocation), content standards, competency standards, basic competencies, indicators, materials, learning methods, learning steps (initial, core, final activities), learning resources/media and assessment, (II) subject identity (school name, subject, class/semester, time allocation),competency standards, basic competencies, indicators, material, learning steps (initial, core, final activities), learning resources/media and assessment.

In terms of syllabus development, teachers who teach Social Sciences at MIN 3 Hulu Sungai Selatan use the existing syllabus pattern (which has been made previously), because the existing development pattern is good and in accordance with the material to be delivered. The existing syllabus components have been prepared based on content standards, which contain subject identities, competency standards, basic competencies, materials, learning methods, main/lessons, learning activities, indicators, assessments, time allocation and learning resources.

In the semester program, the only change is in the calculation of time allocation which must take into account the number of weeks in one semester, the number of ineffective weeks in one semester, the number of effective weeks in one semester and the number of effective study hours in one semester. Apart from that, changes can also be seen in the distribution of time allocation which is adjusted to the main learning material. Therefore, annual and semester programs must be created in order to maximize the delivery of teaching materials according to the topics, topics and sub-topics.

The teacher at MIN 3 Hulu Sungai Selatan did not make an analysis of the lesson material, because he felt that several other learning plans were sufficient. However, they are aware that

lesson material analysis is a reference in making annual programs, semester programs and learning implementation plans.

In order to operationalize the existing syllabus, based on the results of observations, all teachers who teach Social Sciences at MIN 3 Hulu Sungai Selatan make learning implementation plans based on their own awareness. Making a learning implementation plan is in order to create a quality teaching and learning process so that learning objectives can be achieved.

Although in general teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan make learning implementation plans in accordance with the curriculum, there are differences in the format generally used in preparing them. There are two types of formats used by teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan in creating/compiling learning plan programs., namely: (I) subject identity, core competencies, competency standards, basic competencies, indicators, learning objectives, materials, learning methods, learning steps, learning tools and resources, and assessment, (II) subject identity, standards competency, learning, learning steps, learning tools and resources, and assessment.

So there are differences in learning plan formats, but both formats fulfill the basic components in making learning plans. The learning plan made by the teacher who teaches Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan is basically in accordance with Sanjaya's opinion (2015: 44) that in preparing a plan there are components including (a) formulating specific objectives, (b) learning experiences , (c) learning activities, (d) materials and tools and (e) evaluation planning.

The learning planning prepared by the teacher basically functions, among other things, to determine the direction of teaching/learning activities, provide the content and meaning of the objectives, determine how to achieve the set objectives, and measure how far the objectives have been achieved and what actions must be taken if the objectives have not been achieved. achieved. Nana Sudjana (2017: 19-20) stated that before making a teaching and learning plan, the teacher must first know the meaning and purpose of the plan, and master theoretically and practically the elements contained in the teaching and learning plan. The ability to plan a teaching and learning program is the culmination of all theoretical knowledge, basic skills, and a deep understanding of learning objects and teaching situations. The meaning or significance of a teaching and learning plan/program is nothing more than a teacher's projection/estimate regarding the activities that students must carry out during the teaching. In these activities, it must be clear in detail where students will be taken (goals), what students must learn (content

of learning materials), how students will learn it (methods and techniques) and how we know that students have achieved it (assessment).

Before carrying out the learning process, teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan already understand the objectives of the subject. A goal is something that is very necessary, because the goal is the starting point in doing something. Without knowing the goal, you will not know the direction you will take and you will not have a clear direction. For that purpose must beformulated and the formulation of the objectives must also be determined.

According to Hamsiah andjauhar (2014:67) the aim of pLearning planning as a teacher's director and guide in carrying out activities in a lesson in accordance with what is found in the field with learning planning playing a very important role in implementing the learning process. Majid (2011: 15) emphasized that in this case, truly mature learning planning is needed because planning determines what will be done, where planning contains a series of broad decisions and explanations of objectives, policy determination, program determination, determining certain methods and procedures and determining activities.

In general, the learning objectives have been outlined by all teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan in written form or a learning implementation plan, because the learning implementation plan contains the subject matter, objectives, meeting hours and test techniques for teaching results. which is an elaboration of the program plan that has been set out in the syllabus, so that a learning implementation plan is created and developed by each teacher in stages at the beginning of each school year for two semesters. The learning objectives of Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan as stated in the syllabus have fulfilled the cognitive, affective and psychomotor domains.

From several descriptions that have been stated above, the facts of the research results show that teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan in carrying out the teaching and learning process have not referred to the learning plans that have been made. This indication can be seen when teachers sometimes make analysis, methods and learning sources/media which are not always included in the learning implementation plan. Therefore, it can be concluded that teachers who teach Social Sciences at Madrasah Ibtidaiyah Negeri 3 Hulu Sungai Selatan are generally quite professional in making lesson plans.

CONCLUSION

Based on the presentation and analysis of the data that has been presented, it can be concluded that the teachers who teach Social Sciences at MIN 3 Hulu Sungai Selatan can be said to be quite professional in carrying out lesson plans. This can be seen by the indication that some teachers only occasionally include subject analysis, methods and learning resources/media in the learning implementation plan.

Based on the existing conclusions, the researcher suggests that it is necessary to take part in workshops or training related to learning planning with related agencies and also the need for encouragement from the school, especially the principal, to increase the professionalism of teachers at MIN 3 Hulu Sungai Selatan.

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