

Implementation of Process Standard Policy Social Studies Learning at MTS Al–Munawaroh Jombang

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Abstract

The purpose of this study is to describe and analyze how the implementation of standard policies of the educational process which includes Planning, Implementation, and Evaluation by teachers in social studies learning at MTS Plus Al-Munawaroh Jombang. The method used in this study uses a descriptive qualitative approach. The results of the study are the implementation of the standard learning process policy seen from: 1) Planning, teachers have a Learning Implementation Plan (RPP) and a Syllabus in accordance with the guidelines in the 2013 curriculum. 2) Implementation in the standard process by teachers in social studies learning there are initial activities, core activities and final activities in the implementation of learning in the classroom. 3) Evaluation of assessments applied by teachers in social studies learning in the form of affective domain assessment, cognitive domain assessment and psychomotor domain assessment.

Keywords: *Implementation; Learning Process Policy; Social Science*

INTRODUCTION

Education is a basic need for everyone in living life like today. According to Law No. 20 of 2003 concerning the National Education System (SISDIKNAS LAW NO. 20/2003) in chapter 1 article 1 paragraph 1, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, noble personality, intelligence in thinking, noble morals and the skills needed by him, in the community, nation and state (Masruroh et al., 2020).

Referring to government regulations (Government Regulation No. 32 of 2013 amending Government Regulation No. 19 of 2005) regarding national education standards, it has been determined that there are eight standards that should be applied to each educational unit, namely: (1) content, (2) process, (3) graduate competence, (4) educators and education personnel, (5) suggestions and infrastructure, (6) management, (7) financing, and (8) educational assessment.

Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), and the mapping of schools into standard category schools and independent category schools, so each school is still classified as a standard category is required to meet the eight aspects of the standards that have been determined in the SNP to become a National Standard School (SSN). To make it easier for schools and the community in general to understand how schools that have met the SNP are needed, a real example is needed, in the form of the existence of a National Standard School. As has also been stipulated in UUSPN Number 20 of 2003 and Government Regulation Number 19 of 2005, and further described in Permendiknas Number 19 of 2007 that "every educational unit is obliged to meet the standards of education management that apply nationally (Hantoro, 2024)

Permendikbud number 22 of 2016 expressly states that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each education unit conducts learning planning, learning implementation, and assessment of the learning process to increase the efficiency and effectiveness of graduates. Achievement of competence (Jamaluddin, 2018).

The learning process based on the 2013 curriculum requires all teachers to make a learning implementation plan (RPP). The learning process at MTS Plus Al-Munawaroh Jombang in the conditions in the madrasah turns out that not all teachers make lesson plans. This is because it is constrained by the ability, time and lack of monitoring of the principal. Ideally, all teachers must prepare lesson plans as a reference, before implementing the learning process in the classroom. With careful planning, the learning goals will also be achieved.

Meanwhile, in the implementation of the learning process, which includes: (a) Introduction; (b) This Activity; (c) and the Closing did not go well because there was no reference to the lesson plan at the time of the implementation of the learning process in the classroom. Teachers carry out the learning process in the preliminary activity for about 10-15 minutes, the core activity for 45-50 minutes and the closing activity for 5 minutes. In addition to the implementation of learning in the classroom, the researcher also found in observations at MTS Plus Al-Munawaroh Jombang that there were several weaknesses in the implementation by teachers in social studies learning, namely a) teacher readiness in the implementation of social studies learning, b) infrastructure facilities that have not been met, c) understanding of concepts in social studies learning, d) curriculum paradigm 2013, and e) core concepts in social studies discussions. Furthermore, the assessment of the learning process includes the following aspects: (a) Cognitive; (b) Affective; (c) Psychomotor is not all done by teachers. Assessment is only on the cognitive aspect while the affective and psychomotor aspects are rarely carried out. Referring to the 2013 curriculum, assessment must be carried out holistically, both from cognitive, affective and psychomotor aspects. In the evaluation of the assessment, the weaknesses found by the researcher are: a) authentic assessment in social studies learning, b) Affective assessment domain, c) Cognitive assessment domain, c) Psychomotor assessment domain in students after social studies learning is completed.

The objectives of this study are: Analyzing How to Plan, Implement and Evaluate the 2013 Curriculum Process Standard Policy by Teachers in Social Studies Learning at MTS Plus Al-Munawaroh Jombang.

METHOD

This research uses a descriptive qualitative research approach and type. The location of this research is at MTS Plus Al-Munawaroh, Diwek District, Jombang Regency. The subjects of the study were MTS students in the female class with educators of social studies subjects and madrasah curriculum waka. The data taken are primary data and secondary data including primary data including interview results and observation results while secondary data is taken through documentation studies in the form of RPP and Syllabus. The data collection technique was carried out with the results of observation, interviews and documentation. Data analysis was carried out by triangulation of data sources by observing students during social studies learning in the classroom

as well as how teachers plan learning at MTS Plus Al-Munawaroh Jombang by using interviews by informants as well as observation and documentation evidence.

RESULTS AND DISCUSSION

After the researcher collects data from the results of the research obtained from the results of interviews, observations and documentation, then the researcher will conduct data analysis to explain further from the research.

In accordance with the data analysis technique chosen by the researcher, the researcher uses qualitative analysis that is descriptive (exposure) by analyzing the data that the researcher has collected from the results of interviews, observations, and documentation.

The data obtained and presented by the researcher will be analyzed by the researcher in accordance with the research results that refer to the research focus, below are the results and analysis by the researcher, while in this context, the researcher will discuss three subjects that are in accordance with the research focus, namely: a) Planning, b) Implementation, c) Teachers' techniques in evaluating social studies learning at MTS Plus Al-Munawaroh Jombang.

1. Planning of Process Standards by Teachers in Social Studies Learning at MTS Plus Al-Munawaroh Jombang.

In good planning by teachers, educational goals can be achieved optimally. And to be able to achieve this, teachers need to draft a Learning Implementation Plan (RPP) which is prepared and developed from the Syllabus that has previously been determined by the government.

In the preparation of lesson plans, it should pay attention to the principles in developing the syllabus so that the lesson plan prepared by teachers is able to understand each student's activity. The principles included are as follows: a) Individual differences of students include initial ability, intellectual level, talent, potential, interest, learning motivation, social ability, emotions, learning style, special needs, learning speed, cultural background, norms, values, and/or environment of students. b) Active participation of students. c) Student-centered to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation and independence. d) The development of a reading and writing culture designed to develop a love of reading, understanding of various readings, and expression in various forms of writing. e) Giving feedback and follow-up of the RPP contains a draft program for providing positive feedback, strengthening, enrichment, and remedies. f) Emphasis on the linkage and integration between KD, learning materials, learning activities, indicators of competency achievement, assessment, and learning resources in one whole learning experience. g) Accommodating thematic-integrated learning, integration across subjects, cross-aspects of learning, and cultural diversity. h) The application of information and communication technology in an integrated, systematic, and effective manner in accordance with the situation and conditions (Fahmi et al., 2021)

As for the development, the principles used by social studies teachers at MTS Plus Al-Munawaroh Jombang are by applying them directly to students during the learning process activities in the classroom.

The format in lesson planning (RPP) used by MTS Plus Al-Munawaroh Jombang teachers is described in the form of an attached format, which is almost the same as the format in accordance with the format in the RPP components in the 2013 curriculum.

Furthermore, what needs to be considered by teachers is how to develop the material contained in the syllabus which is then compiled in making the lesson plan. Teachers usually develop the material contained in the syllabus according to the goals that will be achieved in each assessment competency in the form of cognitive, affective, and psychomotor students so that they can be achieved optimally.

Regarding the development of materials in the lesson plan carried out by social studies teachers at MTS Plus Al-Munawaroh Jombang, namely: a) teachers develop materials by involving students in each learning activity. b) in its implementation, the RPP is carried out in two meetings, this is done because one RPP is carried out for more than one meeting and fewer teaching hours because it concerns madrasah activities so that there are fewer social studies material learning.

To support learning activities, a curriculum that is in favor of students is needed, which allows students to be more active, this curriculum must emphasize the needs of students so that learning activities achieve students' goals and objectives. The objectives, programs, and learning materials are arranged according to the needs of the students.

Unlike the description that has been described above, the main problem experienced by social studies teachers at MTS Plus Al-Munawaroh Jombang in the preparation of learning planning based on the results of data from the analysis is quite significant, namely teachers prepare syllabus, lesson plans, learning resources and learning tools when planning lessons, in the application of information technology and communication are contained in the principles of preparing lesson plans quite appropriately.

2. Implementation in the 2013 Curriculum Process Standard Policy by Teachers in Social Studies Learning at MTS Plus Al-Munawaroh Jombang.

Learning process planning includes the management of the learning process which has three stages, namely: Planning, Implementing, and Evaluating. The implementation of the learning process is treated with several requirements, namely related to learning planning which includes study groups, minimum workload of teachers, textbooks and classroom management.

The components of the Learning Implementation Plan are components that must be in the Learning Implementation Plan which must be used as a guideline by teachers in Madrasah in learning. develop 3) Implementation of learning implementation plan The implementation of learning is the implementation of the learning implementation plan. The implementation of learning is: a) Preliminary Activities According to Rusman, the preliminary activities in the learning implementation process are: (1) Preparing students psychologically and physically to participate in the learning process; (2) Asking questions that relate previous knowledge to the material to be studied; (3) Explain the learning objectives or basic competencies to be achieved; and (4) Convey the scope of the material and explanation of the description of the activity according to the syllabus (Rusman, 2014: 10). b) Core Activities Core activities use learning models, learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects. The selection of integrated thematic approaches and learning discovery that produces project-based learning works is adjusted to the characteristics of competencies and educational levels. Core activities use learning models, learning motto, learning media, and learning resources that are tailored to the characteristics of students and subjects. Permendikbud No. 22 of 2016 provides a reference for the implementation of core activities: The selection of

thememathical/scientific approaches and discovery or learning that produces project-based learning is adjusted to the characteristics of competence and level of education. Core activities in the implementation of Process Standards are core activities that are a learning process to achieve KD. Learning activities are carried out in an interactive, inspiring, fun manner, motivating students to participate actively, and providing enough space for initiative, creativity, and physical and psychological development of students (Trianto, 2014: 260). Based on the concept of core activities in the implementation of classroom learning, educators must be able to create a learning process in accordance with what has become signs such as educators must be able to choose an integrated thematic approach, inquiry, scientific or discovery or learning that produces project-based learning based work adjusted to the characteristics of competence and level of education. c) The Closing Activity of Permendikbud No. 22 of 2016 explains that the closing activity, teachers and students both individually in groups reflect to evaluate: 1) The entire series of learning activities and the results obtained to subsequently jointly find direct benefits from the learning results; 2) Provide feedback on the learning process and outcomes; 3) Carry out follow-up activities in the form of assigning tasks, both individual and group tasks; and 4) Inform the learning activity plan for the next meeting (Maintenance of Education & Early Childhood, 2020)

In this regard, the opening lesson activity carried out by social studies teachers at MTS Plus Al-Munawaroh opened the lesson by reading the learning prayer. This activity aims to make it easier to learn that will be carried out together.

The next activity that teachers do after opening the learning process is managing the classroom by carrying out educational activities in the classroom.

Regarding classroom management, social studies teachers at MTS Plus Al-Munawaroh Jombang in managing the class, the teacher will divide students into several groups to discuss the material to be studied, then each group is given material in accordance with the LKPD format and discussed together, after being discussed with the group, the results of the discussion are presented in front of the class. The management of this class occurs because there are more social studies materials with short learning times so that in the application of social studies materials sometimes they have not been completed.

The closing activity carried out by social studies teachers at MTS Plus Al-Munawaroh Jombang was by giving children the opportunity to ask questions that they did not understand. If the teacher has explained and then concluded what has been learned together, then students are given the opportunity to reflect on the learning that has taken place and end by praying together. Closing lessons is important for teachers to know the success of competencies and how to achieve the objectives of the subject matter being studied.

The weaknesses in the implementation of the 2013 curriculum at MTS Plus Al-Munawaroh Jombang, include:

1. Teacher readiness in the implementation of social studies learning.
2. Unmet infrastructure
3. Understanding of social studies learning concepts.
4. Curriculum paradigm 2013
5. Core concepts in social studies learning

3. Evaluation in the 2013 Curriculum Process Standard Policy by Teachers in Social Studies Learning at MTS Plus Al-Munawaroh Jombang.

In the 2013 curriculum, the learning assessment process uses an authentic assessment approach. Authentic assessment is a process of collecting, reporting and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic, accurate, and consistent evidence.

Curriculum assessment includes aspects of knowledge, skills and attitudes in a complete and proportionate manner, in accordance with the core competencies that have been determined. Assessment of knowledge aspects can be done with written, oral, and list of questions. Assessment of skill aspects can be carried out by practical exams, skill analysis and task analysis, as well as observation by the students themselves. As for attitude assessment, it can be done with a list of attitude entries (personal observations) from yourself, and a list of attitude entries that are adjusted to core competencies (Tiara & Yuliana Sari, 2019).

To be able to measure and assess each competency, social studies teachers use several instruments in each competency. In compiling the instrument, it will have an impact on the results of the aspects that are measured and assessed. The aspects assessed in the learning process are cognitive, affective and psychomotor aspects, which are as follows:

a, Cognitive Aspects

Learning outcomes in the cognitive realm consist of aspects of remembering, understanding, applying, analyzing, evaluating and creating. The aspect of remembering is taking knowledge from long-term memory through recognizing and recalling. The aspect of understanding is building the meaning of the subject matter, including what the teacher says, writes and describes and the aspect of applying is using a procedure in certain circumstances. (Kurniawan & Riski Mulyani, 2017).

The cognitive realm is the realm that includes mental activity (the brain). In the cognitive realm, there are six aspects or levels of the thought process, ranging from the lowest to the highest level. The six levels or aspects in question are: Knowledge/memorization/memory, Comprehension, Application, Analysis, Synthesis, Assessment/appreciation/evaluation (evaluation) The purpose of the cognitive aspect is oriented towards thinking skills which includes the ability to solve problems that require students to connect and combine several ideas, ideas, methods or procedures learned to solve the problem, There are several non-test techniques that can be used to evaluate cognitive learning outcomes, namely portfolios, projects (assignments), and products (Ministry of National Education, 2004). This non-test technique is to complement the test technique. (Rosyidi et al., 2020).

Techniques and Instruments of the Cognitive Realm in the form of: 1) Multiple choice item is a form of objective test consisting of questions or statements (stem) and followed by a number of alternative answers (options), the testee's task is to choose the most appropriate answer alternative. The possible answer can be in the form of words, phrases, place names, character names, symbols or sentences that are certain. Judging from the terms of sentence formulation, multiple-choice questions can be in the form of question sentences or incomplete question sentences. 2) Form test is a short answer or short fill A short answer test is a form of test in the form of a question sentence that must be answered with a short answer or a command sentence that must be done or in the form of an unfinished statement sentence so that the testee must fill in words to complete the sentence. This form of test is appropriately used to determine the level of

memory/memorization and understanding of students. This test can also contain a large amount of material, but the level of thinking measured tends to be low, 3) The matchmaking test is a form of matchmaking or pairing is a form of test consisting of a series of questions and a series of answers. Each question has its answer listed in the answer series, 4) Descriptive test The descriptive form test is the oldest learning outcome evaluation tool. The description test is also called an essay test or subjective test. It is said that subjective tests are mainly related to the examination process and scoring from testers (evaluators) which are relatively more subjective when compared to objective tests. (Rosyidi et al., 2020)

In connection with the techniques and instruments of cognitive assessment contained in the 2013 curriculum, social studies teachers at MTS Plus Al-Munawaroh apply it to evaluate the cognitive competence of students. The assessment bias is in the form of a written test in the form of multiple choice and a test in the form of a short answer. By using this instrument, teachers will know the achievements of students in the learning process.

b. Affective Aspects

The affective realm is the realm related to attitudes and values. First, receiving or attending, is a person's sensitivity in receiving stimuli or stimuli from the outside that come to him in the form of problems, situations, symptoms and others (Zainudin, n.d.)

Some of the concepts in the assessment of the Affective realm are: 1) Emotions: Emotions refer to subjective experiences that involve feelings such as joy, sadness, anger, fear, or shock. b). Attitude: Attitude includes an individual's emotional assessment or evaluation of a particular object, person, idea, or situation. Affective domain assessment can be used to measure an individual's attitude towards various things. c). Values: Values reflect the beliefs or principles held by the individual. Affective domain assessments can pay attention to the underlying values of individual emotions and attitudes, as well as try to identify and measure relevant values in a context. d). Measurement: Measurements in the affective domain assessment can be performed using a variety of methods, including questionnaires, likert scales, interviews, or behavioral observations. These measurements often ask individuals to convey their feelings, evaluations, or preferences through verbal or nonverbal responses. c). Data analysis: Data collected from affective domain assessments are then analyzed to identify patterns or trends in individual emotions, attitudes, or values. It can involve statistical methods or qualitative analysis to gain insights into an individual's or group's affective response (Hasanah & Aminatuz Zuhriyah, 2023).

In accordance with the above, social studies teachers at MTS Plus Al-Munawaroh Jombang use an assessment of students, namely teachers assess with attitude assessments (honesty, politeness, mutual cooperation and spirituality). Even so, teachers still evaluate the aspects of students by using observation in groups that make it easier for teachers to evaluate the cognitive aspects of students.

c. Psychomotor Aspects

The psychomotor realm is a realm related to skills or the ability to act after a person has received a certain learning experience. The psychomotor realm is the realm related to physical activity, such as running, jumping, painting, dancing, and so on.

These psychomotor learning outcomes are actually a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which are only seen in the form of behavioral tendencies). Cognitive learning outcomes and affective learning outcomes will

become psychomotor learning outcomes if students have shown certain behaviors or deeds in accordance with the meanings contained in the cognitive realm and affective realm (Hasanah & Aminatuz Zuhriyah, 2023)

The psychomotor realm can be organized into three main categories, including motor skills, manipulation of objects, and neuromuscular coordination. Therefore, the relevant operational verbs involve namely: a. Motor skills (muscle or motor skills): showing movements, showing results (handwork), moving, presenting, jumping, and so on. b. Object manipulation (manipulation of objects or objects): arrange, shape, move, shift, assemble, and so on. c. Neuromuscular coordination: connecting, observing, cutting, etc. (Nurhasanah, 2023)

CONCLUSION

Based on the results of the analysis of the discussion of findings on the implementation of standard process policies by teachers in social studies learning at MTS Plus Al-Munawaroh Jombang, conclusions can be drawn, namely:

1. The standard policy planning process by teachers in social studies learning is carried out using and referring to government regulations where the determination is in accordance with the 2013 curriculum. The planning is prepared based on the madrasah education calendar, Promes, Prota, Syllabus and learning tools in the RPP (Learning Implementation Plan) used by teachers to support learning in the classroom.
2. The implementation of the standard process policy by teachers in social studies learning is implemented according to government regulations, which are in accordance with the 2013 curriculum, where in the components there are several parts, namely initial activities, core activities and final activities.

Weaknesses in the implementation of the 2013 curriculum at MTS Plus Al-Munawaroh Jombang include: a) Teachers' readiness in the implementation of social studies learning, b) Unfulfilled infrastructure, c) Understanding of social studies learning concepts, d) Curriculum paradigm 2013, e) Core concepts in social studies learning.

3. Evaluation of standard process policies by teachers in social studies learning conducts assessments/assessments of students both in terms of knowledge (Cognitive), Psychological (Affective) and Skills (Psychomotor) which are adjusted to basic competencies and indicators of competency achievement (KI), namely by assessing the results of daily assignments, mid-semester exams, final semester exams and practical tasks given by teachers, from the results of these assessments the teacher reports the results of student assessments to the head of the madrasah and parents/guardians of students. The weaknesses in the evaluation of the use of the 2013 curriculum at MTS Plus Al-Munawaroh Jombang, include: a) Authentic assessment in social studies learning, b) Affective assessment domain, c) Cognitive assessment domain, d) Psychomotor assessment domain.

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