

EVALUATION OF TEACHER COMPETENCIES IN THE ERA OF INDEPENDENT CURRICULUM IN THE SUBJECT OF PANCASILA AND CITIZENSHIP IN CLASS 10 SMA NEGERI 3 SLAWI

Ismi Latifah

¹Wahyu Jati Kusuma

²Subiyanto

ismilatifah2001@gmail.com

Abstrak

The purpose of this researcher is to find out the implementation of the independent curriculum and evaluation of teacher competence in SMA Negeri 3 Slawi. This study uses a qualitative approach in the form of words from the observed actors. Data collection techniques using observation, interviews and documentation. Research on the implementation of the independent curriculum and evaluation of teacher competence. The results of the study stated that the independent curriculum was a change from the previous curriculum made by the Ministry of Education, Culture, Research and Technology (Kamendikbudristek) at SMA Negeri 3 Slawi which had implemented the independent curriculum for the new teachings in 2021. The characteristics of the independent curriculum were projects to strengthen the profile of Pancasila students (P5), there are learning terms such as discovery learning, diagnostic tests, learning outcomes (CP), learning objectives flow (ATP) and teaching modules (MA). Meanwhile, the evaluation of teacher competence in an effort to improve the teaching and learning process at SMA Negeri 3 Slawi is a very important factor. These teacher competencies include Pedagogic Competence, Personal Competence, Social Competence, and Professional Competence. With existing competencies, teachers can provide good learning services so that quality learning is created.

Keywords: : *Independent Curriculum, Teacher Competency Evaluation.*

1 INTRODUCTION

One aspect that is very important in determining the effectiveness of an educational activity is the teacher as an educator or teacher. The teacher component has always been at the core of any educational innovation, especially in terms of the curriculum and human resources that are enhanced as a result of educational efforts. This shows the importance of teacher involvement in the educational process. Just as students learn, teachers must play various roles to create a conducive teaching and learning environment (Usman, 2011: 5). In helping students in today's rapidly growing education sector to understand and adopt technological advances as well as those that guide and assist students to think critically and creatively. Aspects that teachers must master are professional, creative and competent. Therefore, teachers in basic education play an important role in realizing what is to be achieved and effectively implementing the independent curriculum. According to Law Number 14 of 2005 Concerning Teachers and Lecturers, teachers are professional educators who have the main responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating students starting from early childhood education through formal basic education and secondary education. intermediate. Based on this, the teacher must be creative and competent Must have competence in the form of teaching materials or subjects to be taught Applied to the learning process and strive for improvement Continuously improve skills on both sides of knowledge Students are more likely to succeed because they have experience with the teacher Matches with innovative and creative teachers who have competencies as teachers. The Merdeka Curriculum is a cross-curricular learning opportunity across the curriculum. Where the learning content will be more effectively organized, give students plenty of time to explore ideas and improve competence. in pursuing an independent curriculum based on strengthening the Pancasila Student Profile Project. However, when Indonesia experienced the Covid-19 pandemic, it made many changes, including education. Learning loss is a symptom of the pandemic. students have difficulty understanding teacher competence, and seeing the various conditions of problems that occur during a pandemic. The efforts made by the Ministry of

Education, Culture, Research and Technology (Kemendikbudristek) spearheaded by the Minister of Education Nadiem Anwar Makarim, namely making changes to a new curriculum, namely an independent curriculum. In this case, education is also an important issue for every nation, therefore the need for solutions to improve the quality of education begins with improving the curriculum, evaluating teacher competencies, improving model planning. Learning is carried out by educators and is focused on the competency of PPKn teachers.

Teachers are said to be of good quality and quality if all the abilities they have can be applied and developed in the education system which is very dependent on what we do and the teacher's thoughts, in other words changes in the education system depend on teacher competence. From initial observations there were problems with the competence of teachers in the subject of Pancasila and Citizenship Education at SMA Negeri 3 Slawi. The competence of the teachers has not been as expected, as in the implementation of the teaching and learning process, it has not been perfect in implementing the independent curriculum so that learning is less effective, there is a lack of teacher readiness in carrying out the independent curriculum competencies. In this independent curriculum era, educators can determine the quality of teaching staff by evaluating teacher competence. In order to serve as a guideline regarding objectives, learning methods, and learning materials, this independent curriculum focuses on the competence and character of teaching materials without involving the burden of subject matter or student learning time. The strategy used can adjust the structure of the independent curriculum. The implementation of the independent curriculum is quite influential at the high school level. In implementing the independent curriculum at SMA Negeri 3 Slawi it has not been maximally implemented, teachers are still having difficulties in making interesting teaching modules and learning models. In this study researchers will take informants from class 10 teachers in Pancasila and civics education subjects, this is because class 10 in the 2022/2023 school year has implemented the independence curriculum. Based on the background of the problem, the researcher is interested in examining more deeply the competencies carried out by teachers in implementing the independent curriculum.

2 METHODOLOGY

Research on "Evaluation of Teacher Competence in the era of independent curriculum on Pancasila and Citizenship Education subjects in Class 10 SMA Negeri 3 Slawi" uses qualitative research methods with a qualitative descriptive type of approach. According to Moleong (2005: 4) a qualitative descriptive approach is a research approach where the data collected is in the form of words, pictures and not numbers. This data can be obtained from interviews, field notes, documentation, videos, notes, or memos and other documentation. While data collection techniques according to Sugiyono (2013: 309) data collection techniques can be carried out by observation (observation), interviews (interviews), questionnaires (questionnaires), documentation and a combination of the four. Researchers used data collection methods in the form of observation, interviews, documentation and triangulation.

3 RESULT

Based on the results of the research that the researchers have done at SMA Negeri 3 Slawi, the researchers found that teacher competencies in the independent curriculum era included pedagogical competence, personality competence, professional competence and social competence of teachers who did very well and were well implemented by Civics teachers and the implementation of the independent curriculum in high school. Negeri 3 Slawi has been going on since the new teachings. Additional data in the form of photo documentation and documents were obtained from SMA Negeri 3 Slawi.

3.1 Discussion

Based on the research focus, problem formulation and research findings, the researcher will discuss the evaluation of teacher competency in the independent curriculum era in the subjects of Pancasila and Citizenship Education in class 10 of SMA Negeri 3 Slawi, as follows:

3.1.1 Implementation of the independent curriculum at SMAN 3 Slawi.

The curriculum is basically a plan that serves as a guideline in carrying out the educational process. What is oldest in the plan is greatly influenced by the learning plan. Views about the existence of

education by the educational philosophy adopted by its planners. On the other hand, the independent learning curriculum is one of the programs in schools that was developed to provide a pleasant learning atmosphere, a pleasant atmosphere, fun for students and teachers. There will be many changes after the implementation of the Independent Learning policy, especially in the education system. In order to encourage interaction between students and teachers, the current learning system that can only be used will be adjusted and made as comfortable as possible in learning. The aim of the independent curriculum is to form superior quality human resources, shape educational morale through the (P5) Project for Strengthening Pancasila Student Profiles and improve the quality of education as a whole. Based on the results of observations, interviews and documentation, that the implementation of the independent curriculum at SMA Negeri 3 Slawi has been going on since the 2021/2022 new year teaching in grade 10. The first implementation of the independent curriculum the teacher must know the terms in the independent curriculum includes good diagnostic tests Non-Cognitive and Cognitive, CP (Learning Achievement), ATP (Learning Goal Flow), MA (Teaching Modules) and P5 (Project of Strengthening Pancasila Student Profiles). The Pancasila character is one of the characteristics of the independent curriculum which is the "Strengthening Pancasila Student Profile Project". The assessment aspect to measure student achievement includes formative and summative academic scores. Formative value to measure students' absorption capacity in knowing certain knowledge. The Learning Objective Flow (ATP) is a reference for teachers and students to achieve Learning Outcomes (CP) in the final phase of the lesson. The time frame for achieving learning objectives is more flexible than one year, taking place in stages, in the SMA unit consisting of Phase E (Grade 10) and Phase F (Grades 11 and 12) are the two stages. In phase E, participants are required to be able to recognize their potential and talents before entering a higher class level. Phase F students can choose their preferred subjects, based on each student's talents and interests. SMA Negeri 3 Slawi is a school that provides independent education, not a drive school. Weaknesses and advantages of the independent curriculum, namely the lack of an independent curriculum, considering that the independent curriculum is a new curriculum, it needs a lot of more mature preparation and the advantages of the independent curriculum are learning that is more flexible and can liberate students.

Learning at SMA Negeri 3 Slawi in facing the era of independent teacher curriculum gives students the opportunity to be involved in greater physical activity, creative and independent in the learning process in accordance with the profile of Pancasila students. Students are instructed to learn and understand for themselves what the teacher has prepared, besides that, the teacher provides opportunities for students to discuss what has been read and understood before, and the teacher's task is only to guide. Students have more opportunities to learn in a structured environment, educational structures are more flexible, schools can adjust time, so education is more interactive when students are directly involved with the environment. in the Pancasila Student profile. The results of observations, interviews and documentation include: 1) the teacher knows the independent curriculum 2) the teacher carries out learning according to the independent curriculum 3) the material is taught according to the independent curriculum 4) the teacher masters important skills including literacy and numeracy 5) the teacher feels it is easier when students complete the independent curriculum. Based on the results of observations, interview results, documentation results of the teacher Mrs. Naji Khatuhsyrah, S.Pd. Teachers are very good at knowing the meaning of an independent curriculum, the objectives and characteristics of an independent curriculum. The teacher is very good at carrying out learning according to the independent curriculum guidelines which are grouped according to student interests, the material taught by the teacher is in accordance with the independent curriculum teaching mood. Changing the independent curriculum can make it easier for teachers to provide good learning services. The results of observations, interviews and documentation include: 1) the teacher knows the independent curriculum 2) the teacher carries out learning according to the independent curriculum 3) the material is taught according to the independent curriculum 4) the teacher masters important skills including literacy and numeracy 5) the teacher feels it is easier when students complete the independent curriculum. Based on the results of observations, interviews and documentation of Mrs. Novi Dwi Ambarwati, S.Pd. Mrs. Novi was able to explain and understand starting from the definition of an independent curriculum, the goals of an independent curriculum, the characteristics of an independent curriculum to the Strengthening of the Pancasila Student Profile very well. Implementing independent curriculum learning is more emphasized with differentiation learning also based on learning the Pancasila Profile Project.

3.1.3 Teacher evaluation in improving the teaching and learning process at SMAN 3 Slawi.

evaluation in improving the quality of teaching and learning Evaluation includes planning, implementation, data processing, reporting, and utilization of evaluation results. The assessment process, from planning to applying evaluation data, requires instructors to build their skills in the independent learning era. This explanation leads to the conclusion that evaluation is the process of collecting data about how something functions, which is then used to choose the best action (Arikunto and Jabar 2010: 2). Darwin demonstrated that assessment is essentially a procedure for ascertaining the extent to which a policy is able to produce results, namely by comparing the results with the desired results. (Mukhtar and Iskandar 2009:228). Based on the results of observations, interview results carried out the evaluation of Pancasila and Citizenship Education learning at SMA 3 Slawi using assessments in the independent curriculum. In Independent Curriculum Assessment, it has the characteristics of assessment that is complete, authentic, continuous learning, based on criteria references and uses a variety of assessment techniques. The Pancasila and Citizenship Education subject includes 3 (three) assessment stages including: 1) Diagnostic assessment, 2) Formative assessment, and 3) Summative assessment.

1. Diagnostic Assessment

A diagnostic assessment is one that is conducted expressly to discover a student's abilities, strengths, and weaknesses so that instruction can be built around those circumstances. There are two types of diagnostic tests: cognitive diagnostic tests and non-cognitive diagnostic tests. Cognitive diagnostic assessment is an assessment carried out at the beginning and end of learning to determine the extent to which students are able to understand the material being taught. Meanwhile, the Non-Cognitive diagnostic assessment is an assessment carried out by teachers to determine the psychological, emotional, family and social conditions of students. It can be said that this assessment wants to get to know the student's personal condition.

2. Formative assessment

Formative assessment is an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. Formative assessment can be used at any time during the learning process as long as it fulfills its intended purpose.

3. Summative assessment

Summative assessment As a basis for determining grade promotion and graduation from an educational unit, summative assessment measures learning outcomes (CP) or learning goals that students have achieved. By comparing the achievement of student learning outcomes with the standards for achieving learning objectives, the achievement of student learning outcomes can be evaluated.

4 CONCLUSION

Based on the research findings above, it can be concluded that the assessment of teacher competence in the era of the independent curriculum in Civics subjects in grade 10 of SMAN 3 Slawi. The conclusions of the researchers are as follows:

1) Implementation of the independent curriculum at SMA Negeri 3 Slawi

Based on the results of the research above, it can be seen that the implementation of the independent curriculum at SMA Negeri 3 Slawi is running as expected. In the era of independence curriculum includes conditions independently to achieve learning objectives, methods, materials, and assessment. By using an independent curriculum, schools realize many changes, teachers have more freedom to be as creative as possible in teaching, and know more about students' interests, talents, needs and abilities. The independent curriculum learning process in implementing schools refers to the project of strengthening the profile of Pancasila students (P5) which aims to produce graduates who are competent and uphold the character values of Pancasila. In implementing the independent curriculum in schools implementing the independent curriculum is not as easy as turning over the palm of the hand, there are many obstacles and challenges to overcome, especially instilling interest in school members to want to move towards change. Meanwhile, the independent learning curriculum is a program to create a pleasant learning atmosphere at school for students and teachers. After the

implementation of the Freedom to Learn Policy, there will be many changes, especially in the learning system. The learning system, which has only been carried out in the classroom, will be changed and made as comfortable as possible to facilitate interaction between students and teachers.

2) Competency standards implemented by PPKn teachers at SMA Negeri 3 Slawi.

Teacher competencies include Pedagogic Competence, Personality Competence, Professional Competence and Social Competence. Teachers at SMA Negeri 3 Slawi are viewed from the aspect of mastering material, structures, concepts and scientific mindsets that support the subjects taught, mastering competency standards, developing learning materials that are taught creatively, reflecting a good personality in the eyes of students and fellow teachers, Be a role model for all members of the school environment. Develop professionalism in a sustainable manner by taking reflective action, utilizing information and communication technology to develop and increase students' learning motivation. However, there are aspects that teachers need to improve, namely that teachers have not utilized information and communication technology optimally for self-development.

3) Evaluation carried out by PPKn teachers in improving the teaching and learning process.

Evaluation in improving the quality of education. To evaluate the quality of education carried out by teachers of Pancasila and citizenship education subjects at SMA Negeri 3 Slawi and to find out the evaluations carried out by teachers of Pancasila and citizenship subjects at SMA Negeri 3 Slawi. This evaluative activity forces the instructor to act as an intermediary to achieve educational goals. Teachers need to know the function and purpose of learning evaluation. In order for evaluation activities to be effective, teachers must be able to design learning that is comfortable, fun and interesting. In learning Pancasila and citizenship education, the most important thing is that the teacher enters the class, teaches, and evaluates the learning carried out by the teacher in improving the quality of education of students at SMA Negeri 3 Slawi.

ACKNOWLEDGMENTS

On this occasion the researcher would like to thank the Supervisor for the guidance and direction, the Principal of SMA Negeri 3 Slawi who has given permission to conduct research on teacher competence in the era of the independent curriculum in improving teaching and learning.

REFERENCES

- [1] Akbar, P.S. & Usman, H. (2011). *Social Research Methodology*. Jakarta: Earth Script
- [2] Moleong Lexy J. 2005. *Qualitative Research Methodology*. Bandung: Rosdakarya Youth.
- [3] Sugiyono. (2013). *Quantitative Research Methods, Qualitative and R&D*. Bandung: Alfabeta.CV
- [4] Suparlan, 2008, *Becoming an Effective Teacher*, Jakarta: Hikayat Publishing.
- [5] Arikunto, S. Jabar, C. (2010). *Educational Program Evaluation*. Jakarta : Earth of Letters
- [6] Mukhtar and Iskandar. 2009. *New Orientation of Educational Supervision*. Jakarta: Gaung Persada.
- [7] Sutrisno, S., Yulia, N. M., & Fithriyah, D. N. (2022). Developing Teacher Competency in Carrying out Learning Evaluation in the Era of Independent Learning. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 52–60.