MANAGEMENT OF SUBJECT SPECIFIC PEDAGOGY (SSP) BASED ON HIGHER ORDER THINKING SKILLS (HOTs) TO OPTIMIZE MADRASAH IBTIDAIYAH TEACHER COMPETENCE

Eliyanto, Siti Fatimah

Institut Agama Islam Nahdlatul Ulama Kebumen

E-mail: doktoreliyanto@gmail.com

ABSTRAK

Subject specific pedagogy menjadi pedoman penting bagi guru. Penelitian ini bertujuan untuk menganalisis manajemen SSP berbasis HOTs sebagai upaya optimalisasi kompetensi guru MI. Subjek penelitian ini adalah guru MI di Kebumen yang berjumlah 34 orang. Instrumen yang digunakan berupa lembar angket, lembar wawancara, dan dokumentasi. Hasil analisis menunjukkan bahwa guru MI telah memahami perencanaan pembelajaran dengan baik, namun RPP yang dikembangkan belum sepenuhnya menggunakan pendekatan saintifik yang sesuai dengan kurikulum 2013. guru kurang mengaplikasikan teori manajemen secara menyuluruh dalam kegiatan pembelajaran. Tahap perencanaan, guru masih kurang mengembangkan RPP, media, dan evaluasi. Tahap pelaksanaan, guru lebih fokus mengkaji materi yang ada di LKS atau buku siswa. Tahap evaluasi, guru jarang melakukan refleksi.

Kata kunci: manajemen, SSP, HOTs, madrasah ibtidaiyah

ABSTRACT

Subject-Specific Pedagogy are important guidelines for a teacher. This study aims to analyze management of SSP based HOTs to optimize the competence of MI teachers. The subjects in this study were MI teachers in Kebumen, totaling 34 people. The instruments used are questionnaire sheets, interview sheets, and documentation. The results of the analysis show that MI teachers have understood learning planning well, but the learning implementation plans developed are not fully using a scientific approach that is following the 2013 curriculum. Teachers do not apply management theory as a whole in activity lessons. In the planning stage, teachers are lacking in developing lesson plans, media, and evaluation. In the implementation stage, the teacher focuses more on studying the material in the student worksheets or student books. In the evaluation stage, the teacher rarely reflects.

Keywords: management, SSP, HOTs, teacher competence, madrasah ibtidaiyah

INTRODUCTION

In relation to learning, management is interpreted as a thought to carry out teaching tasks or learning activities by applying learning principles and through learning steps which include planning, implementation, and evaluation in order to achieve the educational goals set (Muhlasin, 2019). Continued in Muhlasin (2019) that the success of learning can be realized based on the quality of its management. The better the quality of learning management, the more effectively the learning objectives can be achieved. Mulyasa (2005) states that learning management is a skill possessed by a teacher in creating a conducive learning atmosphere and being able to provide solutions if problems occur in learning. Erwinsyah (2017) explains that a teacher in carrying out teaching tasks needs to plan and determine learning management and also pay attention to the condition of student characteristics. It was also explained that good learning management will help teachers in forming effective and fun learning.

Rukajat (2018) states that learning management is an activity that starts from planning, organizing, directing and assessing the implementation of learning in order to achieve effective learning outcomes. Learning objectives cannot be achieved effectively without good management (Agusriadi, 2020). Churngchow, et al (2020) state that the success of teaching and learning activities in the Education unit is influenced by the learning management carried out by the teacher. Continued in Shinta, et al (2022) that teachers have a very important role in creating a learning environment and managing good classroom management. Teachers play an important role in every activity in the learning process so that learning objectives can be achieved effectively (Safitri, et al: 2020).

One of the learning-management carried out by a teacher is making Subject Specific Pedagogy

(SSP). Learning tools or known as Subject Specific Pedagogy (SSP) are a form of understanding and a part of the thinking process of a teacher (Oktaviana, et al: 2020). A teacher who can compile a complete and systematic SSP and can apply it to classroom learning, the learning activities in the classroom will become more focused and there will be an increase in the quality of students' self (Fatimah & Eliyanto, 2022). Making lesson plans is a form of teacher learning management so that learning becomes more effective and efficient (Syarafuddin, 2019; Ahmad & Bawaneh, 2018; Sucipto, 2017).

Based on these problems, it is important to develop learning designs so that teaching and learning activities are always varied and fun. Through a systematic and innovative SSP, it will be easier to develop students' thinking skills, especially higher-order thinking skills (HOTs). Higher-order thinking (HOTs) is a skill that must be developed in the 21st century (Suryandari, et al: 2017; Fatimah, et al: 2021).

Based on the 2018 PISA results, Indonesia experienced a decline in scores from the previous year in the fields of reading, mathematics, and science. This low score indicates that the quality of students in Indonesia needs to be improved, especially in analytical thinking skills (Haji, 2018; Fatimah & Atim, 2022). Several interesting findings were also conveyed that Indonesia is in the low-performance quadrant with high equity (Ministry of education and culture, 2019).
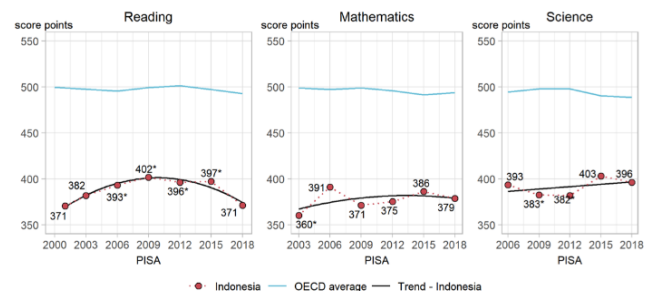

Figure 1. Trends in PISA Scores (OECD, 2018)

Based on the results of the PISA, the government directed all educational units to cooperate in improving the quality of education in Indonesia. Because the results of the PISA survey are one of the

benchmarks for the quality of education in a country (Chamisah, 2017; Hartini, et al: 2018; Fenanlampir, et al: 2019). One way that institutions can do this is to familiarize students with developing higher-order thinking skills (Ministry of education and culture, 2018) and motivate teachers to always accompany students in developing their thinking skills.

Based on the explanation above, the study aims to analyze the profile of MI teachers in Kebumen in managing to learn, especially learning planning management by emphasizing HOTs.

This research used descriptive qualitative method. The subjects in this study were MI teachers in Kebumen, totaling 34 teachers from various madrasas in Kebumen. The instruments used are questionnaire sheets, interview sheets, and documentation. The data analysis technique uses a quantitative approach. MI teacher profile criteria in managing learning planning can be seen in table 1.

Table 1. MI Teacher Profile Criteria

Average Score	Criteria
> 3,25 – 4,00	Very Good
> 2,50 – 3,25	Good
> 1,75 – 2,50	Enough
1,00 – 1,75	Not Good

After the profile analysis was carried out, it was continued by assisting in focus group discussions for MI teachers in making learning planning management which was carried out for 1 day with the following stages:

Table 2. Details of Activity Stages

No	Stages	Activity
1	Planning	The implementing team coordinates the objectives and schedule of activities to be carried out during the training. This stage also plans the design and content of the material

		to be delivered..
2	Preparation	The preparation stage includes coordinating with the group leader about the training plan that will be carried out, the location/place of the service activity, discussion of the material to be delivered, and the timing of the activity.
3	Action	This stage is the implementation of mentoring activities which will be carried out on January 15, 2022, starting at 08.00-16.00. The activity was attended by 14 MI in Kebumen. Before implementation, participants were given a pre-test to measure the teacher's initial understanding of the SSP. At the end of the training stage, there is a presentation session for each group.
4	Evaluation	This stage is carried out to determine the success rate of HOTs-based SSP training. At the end of the session, participants were given a post-test to find out the differences in teacher understanding after the training.

To determine the success rate of mentoring, the data obtained from the questionnaire was analyzed using the equation below (Widoyoko, 2016).

$$KP = \frac{A}{B} \text{ x } 100\%$$

The KP is a percentage of training success, A is a total score obtained, and B is a total maximum score.

While the criteria for the success rate of training can be seen in table 3 (Widoyoko, 2016).

Table 3. Criteria for Training Success Rate

Average Score (%)	Criteria
≥ 90	Very High
80-89	High
70-79	Enough
60-69	Not Enough
< 60	Very Low

DISCUSSION

A. Management of Subject-specific pedagogy of MI teacher

This profile analysis aims to find out in-depth the abilities possessed by MI teachers in managing to learn, especially in making subject-specific pedagogy. The profile of MI teachers in HOTs-based SSP management is quite good, with an average score of 1.91 and 47.81%. This result is also reinforced from the interview results that MI teachers are familiar with the HOTs, but have not been able to apply HOTs either in learning or assessment evaluations due to the characteristics of students who are not ready with the questions in the form of analysis. Fatimah & Atim (2022) mention that many teachers think that making questions at levels C4-C6 is difficult, teachers also think that many students have difficulty solving questions above level C3. So that in the end the teacher gives questions that are only at levels C1-C3. The lack of development of assessment sheets by teachers has an impact on students' lack of skills to think creatively and critically. Thinking

skills must always be trained and accustomed so that students are familiar with questions that are in the form of reasoning and analysis as well as contextual.

The analysis also shows that the SSP in the form of lesson plans does not fully refer to the use of a scientific approach. The lack of activities to observe, explore/experiment, and others make learning less developed for students' thinking skills so that the development of students' higher-order thinking skills is also low. The scientific approach should be an approach that is applied to learning.

Learning media and teaching materials used by teachers are less varied so they do not create fun learning. The lack of innovation made by teachers will have an impact on students' abilities, especially on students' thinking abilities.

The results of the interview show that the lack of management in planning learning makes one of the factors that teachers lack innovation during learning, especially learning that emphasizes higher-order thinking

aspects. A total of 95.68% of teachers did not do any planning in preparing learning tools. Many teachers only make RPP from the previous RPP which is not re-examined the contents of the RPP. So, this certainly has an impact on the implementation of learning that only uses conventional methods. The evaluation after implementing the lesson plan is also not carried out by the teacher so it has an impact on the repetition of learning that is less innovative.

B. Subject-specific pedagogy Management Training for MI Teachers Based on HOTs

The training aims to provide MI teachers with an understanding of the importance of management in making subject-specific pedagogy. The training was conducted for 1 day from 08.00-16.00 WIB. Before the activity started, participants were given a pre-test to measure the participants' initial understanding of subject-specific pedagogy and HOTs. The following is the data from the pre-test results.
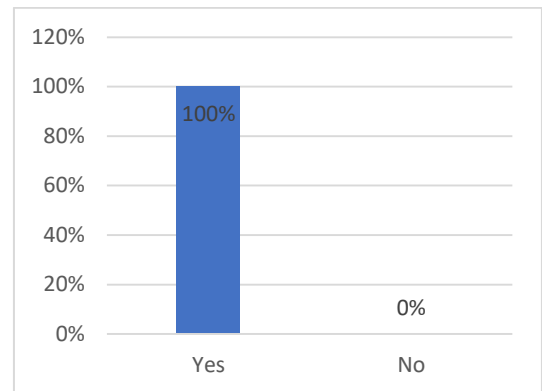

Figure 2. Participants' understanding of subject specific pedagogy

Figure 2 shows that 100% of participants do not know about subject specific pedagogy. While knowledge and understanding of HOTs, participants said that they have often heard the term HOTs, but have not implemented it in learning and evaluation. The results of the analysis also show that 80% of participants do not understand the cognitive level of HOTs.

The next stage is the delivery of material about the importance of management in learning, about subject-specific pedagogy. The presentation of the material was carried out using discussion and question and answer techniques between the presenters and participants. The material on subject-

specific pedagogy provided is about the development of learning implementation plans, teaching materials, worksheets, and evaluations. In making subject-specific pedagogy, participants are formed into discussion groups. Resource persons give freedom to participants to discuss making subject-specific pedagogy so that it will develop participants' creativity.

The next activity is a presentation session conducted by the participants. Presentations were made to find out the progress of making subject-specific pedagogy that had been carried out, then to get input and suggestions from other groups. The presentation session was carried out in a relaxed but serious manner to make participants feel more comfortable when giving input and pay more attention to the presenter, making it easier for participants to understand the material being presented. Trimastuti, et al (2021) mention several presentation techniques to make it more attractive, namely planning, delivering, handling, and closing. Presentation techniques are

very useful so that presenting material is not boring and can give effective presentations.

The final stage of this assistance is the evaluation of activities. Overall, this activity provides great benefits to improve teacher professionalism. One of the participants said that this training was very important and very useful to improve the quality of learning. So that learning is not always monotonous and conventional. Learning design that refers to the 2013 curriculum provides greater opportunities for students to be more active in learning and thinking. 80% of participants stated strongly agree that this training can improve competence, while 20% indicated that they agreed. The post-test results showed that 96.34% of participants understood Subject-specific pedagogy based on HOTs.

CONCLUSION

The results of the analysis show that MI teachers have understood learning planning well, but the learning implementation plans developed are still not fully using a

scientific approach that is by the 2013 curriculum, the media and learning resources used are still limited to student books and worksheets, evaluation questions still lack emphasis. to higher-order thinking skills. The analysis also shows that teachers do not apply management theory as a whole in planning learning. In the planning stage, teachers are still lacking in developing lesson plans, media, and evaluation. In the implementation stage, the teacher focuses more on studying the material in the student worksheets or books. In the evaluation stage, the teacher rarely reflects. With this profile, the follow-up is through mentoring to provide MI teachers with an understanding of the importance of learning planning management and making subject-specific pedagogy based on HOTs. The existence of training in making subject-specific pedagogy management is expected to be an experience for MI teachers in improving their competence, especially in managing lesson planning.

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