

Standards for the Learning Process of Economics Teachers in State High Schools in Banda Aceh City

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ABSTRACT

The research, titled "Standard of Economic Teacher Learning Process at senior high school in Banda Aceh" aims to know the standards of the learning process and know what obstacles economic teachers face in implementing the standard of learning process. This research was conducted using quantitative methods with a type of declining research using frequency distribution techniques. The population in this study was an economics teacher at senior high school in Banda Aceh city of 47 people. The number of samples in this study amounted to 12 teachers of economic subjects with purposive sampling techniques that are sampling techniques with certain considerations. The results showed: (1) Obtained from the distribution of questionnaires that the standard of learning process of economics teachers at sma negeri in Banda city as a whole that entered into the category is very good number of 10 teachers, and 2 teachers implement the standard of learning process into the category of good. (2) Obtained from the results of the interview that the obstacles faced by teachers in carrying out the standards of the learning process are: when implementing the standard of learning process curriculum 2013 is very many forms of learning that must be implemented by a teacher, many components that must be noticed by teachers simultaneously in carrying out the standard of learning process.

Keywords: Process Standards, Learning, Teachers

ABSTRACT

Penelitian bertajuk "Standar Proses Pembelajaran Guru Ekonomi di SMA banda Aceh ini bertujuan untuk mengetahui standar proses pembelajaran dan mengetahui hambatan apa yang dihadapi guru ekonomi dalam menerapkan standar proses pembelajaran. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan jenis penelitian menurun dengan menggunakan teknik distribusi frekuensi. Populasi dalam penelitian ini adalah seorang guru ekonomi di sekolah menengah atas di kota Banda Aceh yang berjumlah 47 orang. Jumlah sampel dalam penelitian ini berjumlah 12 guru mata pelajaran ekonomi dengan teknik purposive sampling yang merupakan teknik sampling dengan pertimbangan tertentu. Hasil penelitian menunjukkan: (1) Diperoleh dari penyaluran kuesioner bahwa standar proses pembelajaran guru ekonomi di sma negeri di kota Banda secara keseluruhan yang masuk ke dalam kategori tersebut sangat baik jumlah 10 guru, dan 2 guru menerapkan standar proses pembelajaran ke dalam kategori baik. (2) Diperoleh dari hasil wawancara bahwa kendala yang dihadapi guru dalam menjalankan standar proses pembelajaran adalah: ketika menerapkan standar kurikulum proses pembelajaran 2013 sangat banyak bentuk pembelajaran yang harus dilaksanakan oleh seorang guru, banyak komponen yang harus diperhatikan oleh guru secara bersamaan dalam menjalankan standar proses pembelajaran.

Kata Kunci: Standar Proses, Pembelajaran, Guru



INTRODUCTION

In this era of globalization, humans are required to have quality resources, one of the factors that can affect human resources is education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Education is becoming a major pillar in the progress of a country. In addition, education is very important to improve quality human resources. Education is said to be of high quality if there is an effective and efficient learning implementation by involving all components of education components such as including learning objectives, teachers, students, learning materials, learning methods, tools, and learning resources. The National Education Standard (SNP) is a minimum criterion on various relevant aspects in implementing the national education system. National Education Standards as a basis for planning, implementing educational assessment and supervision in order to realize quality national education. Improving the quality of education is determined by the readiness of human resources involved in the educational process. One of the factors that affect the quality of education in our country is the factor of teaching staff or teachers.

In Indonesia, the average teacher has been certified but in its implementation, the standards of the educational process taught still vary. We can see this in the learning process while in the classroom, the learning process in the classroom is directed to the child's ability to memorize information. In Indonesia, the standards for the learning process in Indonesia are regulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016. Process standards are criteria regarding the implementation of learning in educational units to achieve graduate competency standards and children's learning achievements. The establishment of standards for the educational process is a very important and strategic policy for equitable distribution and improvement of the quality of education. In the implementation of the standard educational process, the teacher is a very important component, because the success of the implementation of the learning process is

very dependent on the teacher as the spearhead. To improve the quality of education, the standard of the educational process (SPP) has a very important role. Therefore, ideally the content standards and passing standards and other standards. Therefore, efforts to improve the quality of education should start from improving the ability of teachers. One of the abilities that teachers must have is how to design a learning strategy that is in accordance with the goals and competencies to be achieved.

So that learning strategies that are oriented towards the standards of the educational process can be achieved optimally and will affect children's learning achievement. In the Journal written by Nunung Sobarningsih et al (2019:67) with the title *Analysis of the Implementation of Standards for the Learning Process of Mathematics Teachers*. From the results of his research, he said that generally mathematics teachers, especially alumni of mathematics education study programs, are able to make lesson plans but have not been able to develop in the core learning activities, the application of the models listed in the RPP has not been fully carried out and has not even reached the evaluation and teachers do not emphasize aspects of character development or noble character. The success of the learning process is the main thing that is coveted in implementing education in schools as an effort to increase success in mathematics learning. When students feel comfortable and challenged, they are engrossed and enjoy learning because of the accuracy of appropriate and good teaching strategies, models, and methods. This can be realized, one of which is if the teacher prepares the standards of the learning process appropriately, well and measurably. Referring to the journal above, the researcher is interested in knowing how the standard accounting learning process is in high school teachers in Banda Aceh.

RESEARCH METHODS

This research was conducted at several state high schools in Banda Aceh, which will be carried out in the even semester of the 2019/2020 academic year. The research approach used is quantitative research. Sampling techniques are generally carried out

randomly, data collection using research instruments. This study used a descriptive type of research. With the aim of describing the object of research or the results of research. In determining the population for this study, researchers have several considerations to make it easier for researchers to obtain research data. So the population in this study is all Economics Teachers at State High Schools in Banda Aceh, totaling 47 teachers in 16 high schools in Banda Aceh City consisting of class X – XII teachers.

RESULTS OF RESEARCH AND DISCUSSION

The results of the study were processed through filling out questionnaires and interviews given to each Economics Teacher at the school. The results of the study were obtained from the number of samples as many as 12 people. The questionnaire given to each Economics Teacher contains 55 statements, and the list of interview questions asked to each economics teacher is 1 question. Based on the questionnaires and interviews that have been collected, the researcher then carried out data processing, the interpretation of drawing conclusions on a number of questions given. The steps that the researcher took were, namely, the results of the questionnaire calculated the frequency and percentage of each statement given, and calculated to draw conclusions. Then the results of the interviews of each Economics Teacher in the school that have been obtained are then summarized in paragraph form.

The researcher explained that the presentation of data processing from the statements of the questionnaire was presented in the form of a table with frequency calculations and classifications. As well as answers from interviews that have been compiled in the form of paragraphs.

Based on the formulation of the problem in CHAPTER 1, the research results obtained when carrying out the research can be seen as follows.

Table 1. Average Frequency Distribution of Process Standards Regarding Learning Planning.

No.	Score	Ket	F	P
1.	3,5 – 3,9	Excellent	11	91,7 %
2.	2,10 – 3,4	Good	1	8,3%
3.	2,5 – 2,9	Not good enough	0	0,0%
4.	2 – 2,4	Bad	0	0,0%
Sum			12	100 %

Source: Primary Data processed (2020)

Based on table 4.1 above, it is known that 11 teachers have planned learning very well and 1 teacher is included in the good category, this is because almost all teachers have planned the main elements that must be in learning planning, namely what should be taught, this question concerns various competencies that must be achieved, indicators and teaching materials or lesson content to be delivered in accordance with the goals to be achieved.

The problem that often occurs in learning planning is that teachers do not really understand the whole about the preparation of learning plans (RPP), one of the factors is changes in the curriculum which will have an impact on changes in the composition of components in the lesson plan.

Table 2. Average Frequency Distribution of Process Standards Regarding the Implementation of Learning

No.	Score	Ket	F	P
1.	3,5 – 3,9	Excellent	2	16,7%
2.	2,10 – 3,4	Good	5	41,7%
3.	2,5 – 2,9	Not good enough	4	33,3%
4.	2 – 2,4	Bad	1	8,3%
Sum			12	100%

Source: Primary Data processed (2020)

Based on the table above, there are 2 teachers who have carried out learning very well and there are 4 teachers who have carried out all learning implementation activities

properly, this is because the average teacher has carried out PLPG certification training which can provide guarantees for the fulfillment of teacher competency standards. However, there are also some teachers who are still lacking in carrying out the learning process because the concept of an ideal learning process sometimes does not match what is planned.

Table 3. Average Frequency Distribution of Process Standards Regarding Learning Assessment.

No.	Score	Ket	F	P
1.	3,5 – 3,9	Excellent	11	91,7%
2.	2,10– 3,4	Good	1	8,3%
3.	2,5 – 2,9	Not good enough	0	0,0%
4.	2 – 2,4	Bad	0	0,0%
Sum			12	100%

Source: Primary Data processed (2020)

Based on the table above, it shows that the level of teacher understanding of the assessment of overall learning outcomes is included in the excellent category, namely 91.7% consisting of 11 teachers and 1 teacher falling into the good category, this shows the level of progress and conformity of student learning outcomes with the planned competency standards. The obstacles faced by teachers in the assessment process are the forms of assessment that must be assessed very much, especially on attitude competence, because in attitude competence teachers must pay attention to detail with a large number of students in one room.

Table 4. Average Frequency Distribution of Process Standards Regarding Learning Supervision.

No.	Score	Ket	F	P
1.	3,5 – 3,9	Excellent	12	100%
2.	2,10 – 3,4	Good	0	0,0%
3.	2,5 – 2,9	Not good enough	0	0,0%
4.	2 – 2,4	Bad	0	0,0%
Sum			12	100%

Source: Primary Data processed (2020)

Based on the table above, there are 12 teachers who have shown that learning supervision has been carried out very well, this is because the principal has made plans, programs and implementation of supervision that have been agreed upon together with the teacher. Supervision activities are carried out through various teaching problem-solving processes.

Table 5. Average Frequency Distribution of Learning Process Standards in Economics Teachers.

No.	Score	Ket	F	P
1.	3,5 – 3,9	Excellent	10	83,3%
2.	2,10– 3,4	Good	2	16,7%
3.	2,5 – 2,9	Not good enough	0	0,0%
4.	2 – 2,4	Bad	0	0,0%
Sum			12	100%

Source: Primary Data processed (2020)

Based on table 4.5 above, 10 teachers have implemented the learning process standards into the excellent category, and 2 teachers have implemented the learning process standards and into the good category. In measuring the understanding of the process standards owned by the teacher, there were no difficulties or incomprehensions of the teacher regarding the standards of the learning process. However, the difficulty that is still faced by many teachers in schools is how to implement the implementation of the standard process to students and students in the learning process in the classroom.

Table 6. Results of the Average Number of Standard Scores of Learning Processes in Economics Teachers as a whole.

No.	Name	L/P	Average Score	Category
1.	Am	P	3,80	Excellent
2.	Ag	P	3,58	Excellent
3.	Rm	P	3,60	Excellent

4.	Mr	P	3,71	Excellent
5.	Mp	P	3,65	Excellent
6.	WZ	P	3,44	Good
7.	Br	P	3,73	Excellent
8.	Fa	P	3,82	Excellent
9.	Au	P	3,88	Excellent
10.	SZ	P	3,71	Excellent
11.	Nh	P	3,70	Excellent
12.	Ms	P	3,41	Good

In implementing the standard process of Economics Subjects at State High Schools in the city of Banda Aceh there are several obstacles including: In the standard process of implementing learning the 2013 curriculum is very much a form of learning that must be carried out by a teacher starting from planning, implementing, assessing and supervising. There are many components that teachers must pay attention to simultaneously in implementing the standard learning process. A teacher has a total workload of teaching teachers at least 24 hours and at most 40 hours a week face-to-face, so teachers have not been able to process time in carrying out the learning process in the classroom in accordance with the 2013 Curriculum because the allocation of learning time in a week is quite a drain on time and energy.

The large number of students in one room causes learning to be less effective because teachers have difficulty in overcoming each student. Furthermore, based on the results of interviews that have been conducted with teachers of economics subjects at state high schools in Banda Aceh City, information has been obtained about the obstacles faced by teachers of Economics subjects in implementing the standard learning process.

CONCLUSION

Based on the results of research and data processing regarding the standards for the learning process of Economics Teachers at

State High Schools in Banda Aceh City, conclusions can be drawn, namely as follows The standards for the learning process of economics teachers at State High Schools in Banda City as a whole which are included in the excellent category are 10 teachers, and 2 teachers carry out standards for the learning process to be included in the good category. From the questionnaire that has been distributed to 14 teachers and equipped with interview data, in general, teachers have been able to carry out the learning process well. But there are also some difficulties that are still faced by many teachers, one of which is how to implement the implementation of standard processes.

The obstacles faced by teachers of Economics subjects in implementing the learning process standards, namely in the learning process standards of the 2013 Curriculum, there are many forms of learning that must be understood and implemented by a teacher starting from learning planning, implementation, assessment and supervision. There are many components that teachers must pay attention to simultaneously in implementing the standard learning process. Teachers must meet the workload of at least 24 hours and at most 40 hours a week face-to-face, so teachers have not been able to process time in implementing the standard learning process because the allocation of learning time in a week is quite a drain on time and energy. Planning, implementation, assessment and supervision are very important parts of a good and quality learning process.

SUGGESTION

Based on the results of the research and conclusions, suggestions can be put forward as follows: It is expected for the Government to review the policy on the workload of teachers in schools in considering the duties, responsibilities and competencies of teachers who are required to meet working hours of at least 24 hours and a maximum of 40 hours a week. In order for teachers to better master how to implement learning in students that is good and in accordance with the applicable curriculum. It is hoped that the Curriculum

supervisor needs to increase its supervision to schools in order to better know what are the obstacles faced by schools, especially during the implementation of learning in the classroom. It is expected for Economics Teachers to often participate in Subject Teacher Deliberations (MGMP), to improve the quality of teacher learning so that teachers can better implement the standards of the learning process for students.

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