

IMPROVING TEACHER'S COMPETENCE IN DEVELOPING LESSON PLAN ORIENTED HIGH ORDER THINKING THROUGH MENTORING ON SOCIAL SCIENCE SUBJECT IN SMP NEGERI 7 PADANG

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ABSTRACT

This research motivated by the need to improve teachers' competence to develop lesson plans oriented towards higher-order thinking skills. The purpose of this research was to obtain the information and discuss in improving teachers' competence to develop lesson plans oriented towards higher-order thinking skills learning through mentoring on social science in SMP Negeri 7 Padang. The type of this research was a school action research conducted for 3 cycles. The method of providing action used is assistance. The subjects of this research were 4 Social Sciences teachers at SMP Negeri 7 Padang. This research was conducted in the even semester of January - June in the 2019/2020 academic year. The research procedure followed the action research cycle of the Kemmis & Taggart model which included planning, action, observation, and reflection (American Journal of Educational Research, 2016). Data collection techniques include documentation, observation, and interviews. Data analysis techniques using descriptive analysis. From the analysis and discussion of the results of the mentoring for 3 cycles, it was concluded that the mentoring activity could improve teacher competence in developing lesson plans based on higher-order thinking oriented learning.

Keywords: Teachers' Competence, Lesson Plan, Higher-Order Thinking, Mentoring

INTRODUCTION

The core competence is the basis for teachers in performing his professional duties. According to Law No. 14 the Year 2005 on Teachers and Lecturers, Chapter IV, Article 10, Paragraph (1) which states: "The competence of teachers referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education". Teachers apply their learning from planning, implementation, and assessment. According to Kunandar (2008) ability is something that is owned by someone to carry out the tasks and work assigned to them. Cece Wijaya (1991: 7-8) provides an understanding of the ability of teachers is as a picture

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of the qualitative nature of the behavior of teachers or education personnel that appear very meaningful. Based on this definition the writer can conclude that the ability of the teacher is the potential or the ability that is mastered by the teacher to carry out an activity.

Attempts to prepare teachers to become professionals have a lot to do. The fact is that not all teachers have a good performance in their duties. "This is demonstrated by the fact (1) teachers often complain of curriculum change, (2) teachers often complain about the curriculum requirements with the load, (3) often students complain manner teacher teaching less attractive, (4) still cannot guaranteed quality of education as it should "(Imron, 2006). This means that the teacher as a facilitator that manages the learning process in the classroom had a stake in determining the quality of education. The consequence is that the teacher must prepare (plan) everything for the learning process in the classroom to work effectively.

Lesson planning is a very important step before the implementation of learning. Careful planning is required for effective implementation of learning. Lesson planning is poured into a lesson plan or some other term such as instructional design, learning scenarios. the learning plan contains competency standards, basic competencies, indicators to be achieved, material to be learned, learning methods, learning steps, learning media, and learning and assessment resources. Nana (2012) it can be concluded that the lesson plan is an implementation plan learning activities that are arranged systematically to achieve the learning objectives that have been set. structured lesson plan for one or several meetings.

The development of learning-oriented learning requires high-level skills. This must start from the learning planning stage. Ideally, all the teachers to prepare lesson plans are oriented high-level thinking skills. Higher-order thinking skills are complex thought processes in breaking down material, making conclusions, building representations, analyzing, and building relationships by involving the most basic mental activities. High-level thinking skills consists of three aspects, namely the transfer of knowledge, critical thinking, and problem solving. Transfer of knowledge requires learners not only remember, but also is able to interpret and use what they have learned (Susan, 2010). Critical thinking according to Susan: 2010 is the ability to think that involves the process of asking, exploring, observing, describing, comparing, connecting, finding complexity, and exploring perspectives. While solving the problem is the act of defining the problem; determine the cause of the problem; identify, prioritize, and choose an alternative to a solution; and implement a solution.

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Social Science teachers in SMP 7 Padang are required to develop a lesson plan oriented Higher-Order Thinking Skills. Based on the results of research conducted by researchers the ability of teachers in developing lesson plan there were limited, so the results are not satisfactory. To overcome this problem, there are various efforts are needed, one of which is to assist these teachers in developing a High-Level Skill Oriented Learning Implementation Plan. Assistance is implemented in the frame of a school action research. For that to overcome these problems, it is necessary to have an improvement. So researchers interested in conducting guidance to teachers so that the results obtained are also more satisfying.

Mentoring as a process that uses a variety of aspects including proficiency by experienced people through counseling, education, and training to the youth for learning. Crawford (2010) Mentoring is "interpersonal relationships in the form of care and support between someone experienced and knowledgeable with someone who is less experienced and whose knowledge is less". Zachary (2005) Mentoring is "The relationship of mutual and collaborative learning between two or more people who have the same responsibilities and responsibilities/accountability to help mentees work towards achieving clear and shared learning goals". Mentoring in this school action research is a mentoring process that researchers undertake for Social Sciences subject teachers at SMP Negeri 7 Padang. in compiling a plan for implementing high-level thinking skills-oriented learning. The mentoring process follows the school action research cycle in three cycles. School action research cycle including planning, implementation, observation, and reflection.

METHOD

The type of this research was a school action research conducted for 3 cycles. The method of providing action used is assistance. The subjects of this research were 4 Social Sciences teachers at SMP Negeri 7 Padang. This research was conducted in the even semester of January - June in the 2019/2020 academic year. The research procedure followed the action research cycle of the Kemmis& Taggart model which included planning, action, observation, and reflection (American Journal of Educational Research, 2016). Data collection techniques include documentation, observation, and interviews. Data analysis techniques using descriptive analysis.

RESULTS AND DISCUSSION

Cycle I

a. Planning

Planning cycle 1 is the stage of building teacher knowledge as a basis for developing lesson plans oriented towards higher-order thinking, including knowledge of a) developing IPK; b) formulating learning goals; c) designing learning activities; d) to develop assessment instruments of knowledge in the form of a written question.

b. Action

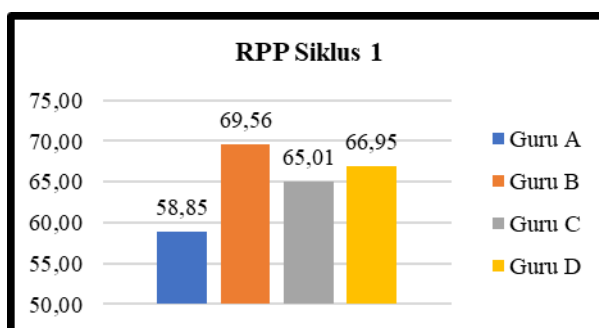
The assistance meeting was held on Friday, March 13, 2020, followed by 4 teachers. Activities include discussion of the concept of higher-level thinking skills, the concept of preparing lesson plans, and the steps of preparing lesson plans high-level thinking oriented learning skills, and the practice of developing lesson plans oriented towards higher-order thinking skills. Assistance is done in groups.

c. Observation

The results of lesson plan study in cycle 1 as follows:

Table 1. The results of lesson plan study in cycle 1

No.	Component	Teacher A		Teacher B		Teacher C		Teacher D		Average	Category
		Score	Category	Score	Category	Score	Category	Score	Category		
1	IPK	58,33	C	50,00	C	58,33	C	58,33	C	56,25	C
2	Learning objective	61,11	B	72,20	B	72,22	B	61,11	B	66,66	B
3	Learning activity	82,61	A	78,26	B	73,91	B	69,57	B	76,09	B
4	Assessment	33,33	D	77,78	B	55,56	C	78,78	B	61,36	B
Average		58,85	C	69,56	B	65,01	B	66,95	B	65,09	B
Category		C		B		B		B		B	



Graph 1. The results of lesson plan study in cycle 1

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Table 1 and Graph 1 show that Teacher A is still at 58.85 (category C). While Teacher B received a score of 69.56, C received a score of 65.01, and Teacher D received a score of 66.95, all of them were in category A. The average ability of a teacher gained a value of 65.09 (category B)

d. Reflection

The results of the lesson plan study in cycle 1 are still far from expectations, after reflection, the cause is a concept that has a good understanding, for the duration of the assistance very short time. Recommended continuing assisting with the material more concept in cycle 2.

Cycle 2

a. Plan

Following up on the results of reflection on cycle 1, planning cycle 2 was carried out in the form of strengthening knowledge which included strengthening the concept of a) developing an IPK; b) formulating learning objectives; c) design learning activities; d) to develop assessment instruments of knowledge in the form of written questions..

b. Action

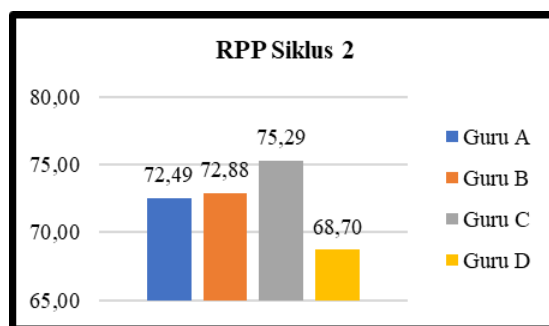
Cycle 2 mentoring activities will take place on Wednesday 18 March 2020, starting at 10.30 WIB. initially attended by 4 teachers, but teachers D cannot be followed through to completion, because they have to go to the hospital for treatment. The activity begins with an explanation of the results of the study plan for the implementation of cycle 1. Further discussion of the concept briefly, then each item that is the focus of mentoring is discussed, namely the development of the IPK, learning objectives, steps of learning activities, and assessment. The teacher asks to discuss each lesson plan that they have reconstructed earlier. The facilitator facilitates one by one. Despite discussed lesson plan one of the teachers, other teachers come to learn. To increase the duration of the assistance, Thursday / March 19, 2020, again came to mentoring. This is an effort to provide more action than the first cycle.

c. Observation

The results of lesson plan study in cycle 2 as follows:

Table 2. The results of lesson plan study in cycle 2

No	Components	Teacher A		Teacher B		Teacher C		Teacher D		Average	Category
		Score	Category	Score	Category	Score	Category	Score	Category		
1	IPK	67,67	B	75,00	B	75,00	B	58,33	C	69,00	B
	Learning objectives	67,67	B	67,67	B	89,89	A	67,67	B	73,23	B
3	Learning activity	86,96	A	81,16	A	79,71	B	71,01	B	79,71	B
4	Assessment	67,67	B	67,67	B	56,56	C	77,78	B	67,42	B
Average		72,49	B	72,88	B	75,29	B	68,70	B	72,49	B
Category		B		B		B		B		B	



Graph 2. The result of lesson plan study in cycle 2

Table 2 and Graph 2 show that Teacher A scored 72.49, Teacher B scored 72.88, Teacher C received a score of 75.29, and Teacher D received a value of 68.70, all of which were in category B. The average ability of the teacher to obtain value 72.49 (category B).

d. Reflection

The results of data analysis and processing cycle 2 shows that the average ability of teachers to prepare lesson plan oriented high-level skills has been increased compared to the first cycle but has yet to reach the indicators of success that has been set to 80% (category B). From the results found to cause reflections that teachers still need to be given support groups and individuals. That is the facilitation of assistance was done not only with the group's approach, but coupled with the facilitation of individuals based on their respective problems. Based on the result of reflection, it is recommended to continue to cycle 3.

Cycle 3

a. Planning

Planning for cycle 3 is carried out in the form of a deepening of the problems faced by each teacher based on the results of the review of the lesson plan cycle about developing an IPK; b) formulating learning objectives; c) design learning activities; d) to develop assessment instruments of knowledge in the form of a written question.

b. Action

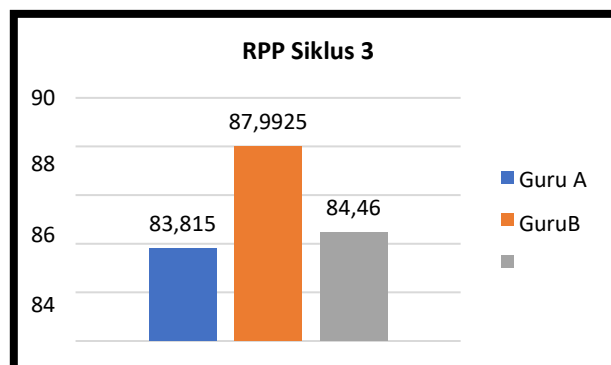
Mentoring activities will take place on Monday, March 23, 2020. The meeting starts at 09.00 WIB. At that time learning activities have been moved from school to home as a result of further outbreaks of Covid-19. That day the teachers were still attending school. At the beginning of the meeting was attended by 4 teachers. But Teacher D had to leave the activity because he had to go to the hospital for treatment. The activity still begins with a presentation on the results of the lesson plan. Followed later by discussing one by one item from each lesson plan. Activities went smoothly, even though the current situation was not very conducive, as a result of the Covid-19 outbreak. The facilitator still facilitates the teacher's request to discuss each of their lesson plans items, especially those whose grades are still low.

c. Observation

There are only 3 lesson plans have been reviewed, because Teacher D did not complete the improvement of the lesson plans. It is caused by a declining health condition.

Table 3. The results of lesson plan study in cycle 3

No	Component	Teacher A		Teacher B		Teacher C		Teacher D		Average	Category
		Score	Category	Score	Category	Score	Category	Score	Category		
1	IPK	83,33	A	100	A	91,67	A			91,67	
2	Learning objective	72,22	B	83,00	A	83,83	A			79,63	
3	Learning activity	79,71	B	89,86	A	84,06	A			84,54	
4	Assessment	100	A	78,78	B	78,78	B			85,85	
	Average	83,82	A	87,99	A	84,46	A			85,42	
	Category	A		A		A				A	



Graph 3. The results of lesson plan study in cycle 3

Table 3 and Graph 3 show that the ability of teachers in preparing lesson plans in cycle 3 is increasing compared to cycle 2. Teacher A scored 83.82, Teacher B scored 87.99, and Teacher C scored 84.46. Everything is in category A.

d. Reflection

In general, the results of cycle 3 have reached category A and exceeded the value of 80. Nevertheless, it can still be improved. Upon reflection, if the time and duration of the assistance is longer and is supported by favorable circumstances, the results may be even better.

CONCLUSION

School action research is part of the internal quality assurance schools, including improving the competence of teachers. Various ways can be applied in improving the competence of teachers, one through mentoring. The Mentoring process also demands a different model according to the characteristics of the problems faced. In assisting the development of high-level skills-oriented RPP social studies SMP Negeri 7 Padang, researchers have conducted three cycles. Cycle 1 was carried out with a model of support groups in the duration of a predetermined time, has yet to deliver the result expected. In cycle 2 do mentoring back by increasing the duration of time, the results show an increase, but still have not achieved the expected results. Furthermore, in cycle 3 additional actions are given more individual services according to the problem of each teacher. The result is satisfactory and following the indicators of success that has been established. It can be concluded that the assistance through group mentoring models, coupled with the appropriate

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duration, and continued with the facilitation of individual counseling, can improve the ability of teachers in developing lesson plans high-level thinking skills-oriented social studies SMP Negeri 7 Padang

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