

# To Increase Professional Competence of Social Sciences Teachers

(in Utilizing Local Wisdom-Based Learning Resources Through History Trips in Batang Regency)

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**Abstract**—Increased the quality of learning is one of the important agendas in efforts to improve the quality of education. Social science is one of the subjects that closely related to the community environment. Local wisdom-based education is contextual learning in social studies learning. Local wisdom-based education can be used as a medium to preserve the potential of the region and as a form of cultural conservation. But the potential for local wisdom in Batang has not been matched by teacher skills in maximizing social studies learning resources. Therefore, it is necessary to increase the social competence of social sciences teachers in utilizing local wisdom based learning resources through history trips in Batang Regency. The purpose of this research are: (1) Studying the implementation of social studies learning at junior high school in Batang Regency; (2) Identifying the learning resources that have been used by

teachers at junior high school in Batang Regency; (3) Analyzing the increase in social competence of social studies teachers in utilizing learning resources based on local wisdom through history trips in Batang Regency. This study used qualitative research methods. Data analysis method in this research is interactive analysis. The results of this research are: (1) the learning process is going well using the learning resources that available at the school; (2) Learning resources used in social studies learning are still merely learning resources that available in the school and internet environment; (3) increased professional competence of social studies teachers in utilizing local wisdom-based social learning resources.

**Keywords**—Teacher Professional Competency, Local Wisdom, Social Studies Learning Resources, Historical Trip

## I. INTRODUCTION

Enhancement the quality of learning is one of the important agendas in efforts to improve the quality of education. Social science is one of the subjects that closely related to the community environment in the learning

process. Local wisdom-based education is contextual learning in social studies learning to bring students closer to their learning environment. Local wisdom-based education can be used as a medium to preserve regional potential. In accordance with the theory of constructivism, social studies learning through

tangible objects will build knowledge and give meaning to what has been learned. Utilizing the environment around students will make learning more meaningful and students have a lot of experience. Understanding the value of local wisdom given by teachers to students not difficult, because the implementation of local wisdom planting carried out by students is a value that has been done everyday, such as the ethical, aesthetic, religious, and social values that students do everyday in both the school or the community [1]. In addition to entering the 21<sup>st</sup> century, education in Indonesia is faced with a number of challenges and opportunities that are so big, which are certainly very different from the previous era, where the future of education is directed towards perfection and getting better. In order to anticipate and adjust to the various demands and dynamics of change that are and will continue to take place in the 21<sup>st</sup> century, the Indonesian people must be able to always hone the skills needed to face every revolution in Education in the 21<sup>st</sup> Century. Likewise with the opinions expressed by [2] explained that 21<sup>st</sup> century skills are learning and innovating skills. These skills relate to the ability to think creatively and the ability to solve problems, the ability to communicate, collaborate and the ability to be creative and innovative. These three skills are believed to be the main skills which can respond to various life challenges from the economic, social, political and educational dimensions. So here the teacher must also increase his/her professionalism. Like Kusuma's said, local wisdom has a central role in improving the quality of education governance and management in Indonesia, the values of local wisdom in each region are reflected in the lives of the people so that education is expected to be able to give a picture of how students will live in society [3].

[4] said that through the learning experience students will inherit the noble values of a culture and institutionalize these values in themselves. Through learning experiences from the community, students can search, find, and build their knowledge. The problem that often arises in social studies learning in schools is not achieving the learning objectives or competencies as expected [5]. This can be

caused by many factors, one of the factors is the use of teaching materials or subject matter that is not appropriate in order to assist students in achieving competence. In addition, the implementation of contextual learning which is the main characteristic of the 2013 curriculum is currently not implemented properly. Contextual learning must be learned so that students more familiar with the potential of natural resources in their regions through the application of curriculum in schools that teach material on local wisdom so that the potential of natural resources is still developed in the social life of the community.

[6] said that local wisdom is part of culture or part of traditional knowledge systems. This includes dimensions of cultural potential, dimensions of methods, and approaches to wisdom. Local wisdom is also expected to be able to provide a real and positive contribution to the community not only as a source of economic income, but also beneficial in education. According to [7] the aim of local wisdom-based education is that students know the local excellence of the area where students live, understand various aspects related to the area, then students are able to utilize and process natural resources, engage in services or services, or other activities related to local wisdom, so as to obtain income and preserve the culture or traditions and resources that are the advantages of the area. Along what Efendi say after conducting research on local wisdom, that cultural values are very useful in making social studies learning more meaningful [8]. Likewise delivered by Ahmal, local wisdom in the local community is used as a source of social studies learning, the values that exist in local wisdom are internalized in the learning process, so learning is not just limited to the introduction of concepts and explanations related to cognitive abilities, but far from that it gives birth to an attitude (affective) that cares about its own environment [9].

Conditions in the field related to the use of local wisdom are unfortunately still not optimal. Some state schools, especially those in Batang Regency related to the implementation of social studies learning have not fully optimized this local wisdom as a source of

social studies learning. Based on a variety of literature and information from local residents, states that in Batang Regency has a lot of local wisdom, especially those related to historical relics. This condition should be used as a source of learning, especially for social studies teachers in Batang Regency middle school. Batang is a district located on the northern coast of Central Java. Batang Regency has many relics of ancient historical sites whose distribution covers the entire region in Batang. These historical sites are located around Batang including in the Districts of Wonotunggal, Tersono, Reban, Bawang, Gringsing, Selopajang, and Blado. Ancient history in Batang Regency itself can be known by the historical evidence such as inscriptions, namely Sojomerto Inscription, Bendosari Inscription, Wuntit Inscription, Kepokoh Inscription, and Banjaran Inscription. In addition to other found objects in the form of relics of the Hindu era such as Lingga Yoni, Ganesha, Nandi, ruins of temples, and former buildings/historic sites. In the Regency of Batang has ancient relics whose spread includes the entire area around Batang. The relics from the archeological findings and the findings of the surrounding community have a uniqueness and are relics of the past as evidence that this area has a cultured inhabitant.

Batang Regency actually has many historical sites. But the rich history has not received the attention of the wider community, including education circles. Therefore, it is necessary to introduce the historical environment of the Batang area to the world of education, especially education in the Batang region. Historical sites can also be referred to as field museums because they are located in open areas such as historical sites. Historical sites can also be used as education for students as a source of learning media so students can think about the analysis of historical evidence of historical relics related to social studies learning in schools. Therefore the collection of historical heritages in Batang Regency should be very much needed by social studies teachers in order to improve the quality of social studies learning. The importance of enhancement teacher skills in utilizing learning resources does not mean imposing diverse methods or models of learning, but [10] states that social

studies teachers must be able to build contextual learning by making the social environment as learning material. The social environment, especially relating to the values of local wisdom in the community and close to the lives of students. As the educational paradigm changes from teacher centered to student centered, the teacher's function is no longer merely a source of learning for students but as a facilitator for students. The importance of the teacher's role in learning because not only as a planner (designer) of learning, but also as well as the implementer and assessor (evaluator) of learning. Based on the description above, to overcome these problems one alternative that can be done is to use the environment as a learning resource that will later be combined with social studies learning material. Utilization of the surrounding environment was chosen because it is very suitable with social studies subjects class VII, VIII and IX. Utilization of the environment will be more meaningful because students will be confronted with events or experiences that will be experienced in a real and truthful manner.

Utilization of learning resources based on local wisdom can be carried out through visits from one historical site to another. The distribution of historical heritage sites is usually better known as historical trips. This historical trip is also a form of support for the achievement of Universitas Negeri Semarang's vision and mission as a conservation university. One of the roles of this research activity is to preserve the noble values of the nation's culture as a form of cultural conservation. Increased professional competence of social sciences teachers in utilizing local wisdom-based learning resources through history trips in Batang Regency is considered very important. The purpose of this research are; (1) to study the implementation of social studies learning which has been carried out at junior high school in Batang Regency; (2) identifying the learning resources that have been used by teachers at junior high school in Batang Regency; (3) analyzing the increase in social competence of social studies teachers in utilizing learning resources based on local wisdom through history trips in Batang Regency.

## II. METHOD

This research used qualitative research methods. The qualitative research method was chosen because in this study the data obtained were data in the form of descriptive data that did not use data in the form of numbers to explain the results of the study. The location of the study was in the junior high school in Batang Regency and the region of Batang Regency which had local wisdom. There are two data sources of this research, primary and secondary. Data sources used in this study in addition to primary data from informants also used secondary data to supplement primary data. Primary data is data obtained from the main informants and supporting informants. Primary data in this study which is the main informant and supporting informants consisting of 10 informants include, 1) principal; 2) educators and educational personnel; 3) key figure/key interpreter at the local wisdom location. While secondary data was the data that serves as a complement or support of primary data in the form of literature supporting books and articles. Data collection techniques are carried out through techniques; 1) in-depth interviews are conducted with questions so that the information obtained will be able to multiply the research data; 2) the method of observation used in this research is direct observation, in which the researcher makes direct observations of the subjects studied in quite a long period of time; 3) documentation method is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, agendas and so on [11].

The testing technique used in determining the validity of data in this research use triangulation. Triangulation is a data validity checking technique that uses something else outside of the data for checking or comparison purposes. In this research the validity of the data used is to combine two triangulation techniques, source triangulation and method triangulation. Triangulation uses a combination of data source triangulation techniques and triangulation methods such as circles, which can be started from the discovery of data from any source and then cross-checking other

sources with other methods. Until the data is complete and saturated as well as validation from various sources so that it can be the basis for drawing conclusions. With this technique it is hoped that the data collected will fulfill the construct of drawing conclusions. The combination of triangulation is carried out in conjunction with activities in the field, so researchers can take complete data recording. Thus, it is hoped that the data collected is feasible to be utilized. Data analysis method in this research is interaction analysis with the steps of data presentation, data reduction, data presentation, drawing conclusions/verification.

## III. RESULTS AND DISCUSSION

This research obtained data on the implementation of social studies learning at junior high school in Batang Regency, then related to social studies learning resources used by junior high school social science teachers in Batang Regency, then about increasing the professional competence of social science teachers in utilizing local wisdom-based learning resources through history trips in Batang Regency.

### 1. The Implementation of Social Studies Learning at Junior High School in Batang Regency

Law number 20 year 2003 concerning the national education system is to become one of the legal bases of education in Indonesia. What finally emerged was the regulation of the minister of education and culture of the Republic of Indonesia number 22 of 2016 concerning the standards of the primary and secondary education process. Where the standard process of primary and secondary education is the basis for implementing learning. The implementation of social studies learning in this study includes the activities of social studies learning planning, implementation of social studies learning and assessment of social studies learning, which is carried out by social studies teachers at junior high school in Batang Regency.

The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education as well as

formal education, basic education, and secondary education. So that, teachers are also required to have adequate competence. Based on Law number 14 of 2005 concerning teachers and lecturers, teachers as educators must master four competencies namely pedagogical competence, personal competence, professional competence, and social competence. Social studies teachers at junior high school must have a D-IV or S-1 diploma and an educator certificate in accordance with their fields. Based on the above, the social studies teacher has at least four competencies and qualifications. Where one must be mastered by teachers related to pedagogical competence is how the teacher makes learning plans, implementing learning and assessing learning properly and optimally. Whereas most of the social sciences teachers in Batang Regency are teachers with their respective disciplines, namely social sciences teachers with a Diploma in geography education, historical education, economic education and sociology education. But there are also teachers who are studying further in social studies postgraduate.

The 21<sup>st</sup> century is known as the technological age, so social studies teachers must have good role models and master the development of technology to access information about events that occur at the national and global level. Social studies learning helps develop students' skills in obtaining, processing, and communicating information. In social studies learning in the 21<sup>st</sup> century, the teacher plays the role as a facilitator and motivator. Thus social studies learning is student-centered and helps develop attitudes, knowledge, and students skills. Skills developed especially in solving social problems, communication, collaboration, information technology, and leadership.

Learning plan undertaken by junior high school social science teachers in Batang Regency is by compiling learning tools, starting from determining effective weeks so that it is known how many hours of study in one semester for social studies subjects, then compiling the annual program, semester program, syllabus, lesson plan, Learning Media, Materials and teaching materials as well

as instruments for evaluating learning outcomes are adjusted to the content standards in the Minister of Education and Culture Regulation of the Republic of Indonesia number 22 of 2016. [12] argued that in their books related to planning, learning planning is a translation, enrichment and development of the curriculum. In making learning plans, of course the teacher in addition referring to the demands of the curriculum, must also consider the situation, conditions and the potential that exists in each school.

The implementation of learning carried out by junior high school social science teachers in Batang Regency mostly does learning in the classroom, because when learning outside the classroom social studies teachers are constrained by a small allocation of time. But still by implementing what has been compiled in the lesson plan, which certainly with the scientific approach. Scientific approach in learning referred to include observing, asking questions, gathering information, reasoning/ associating, and communicating. Learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through stages of observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate concepts, laws or principles found [13]. Besides using a scientific approach, learning also integrates the values of strengthening character education and 4C (critical thinking, creativity, collaboration and communication). Republic of Indonesia Presidential Regulation No. 87 of 2017 which has been ratified, that strengthening character education is implemented by applying Pancasila values in character education, especially covering religious values, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love for peace, love to read, care for the environment, care for the social, and be responsible. Where the implementation of strengthening character education in formal education pathway education units is carried out in an integrated

manner in intracurricular, cocurricular and extracurricular activities. In the case of the teacher designing learning, how to implement the strengthening character education in the intrakurikuler activities by strengthening the character values through strengthening learning material activities, learning methods in accordance with the contents of the curriculum and based on statutory provisions.

Most of the learning appraisal stages conducted by junior high school teachers in Batang are conducted with tests to assess the realm of knowledge, then non-tests to assess the realm of attitudes and skills and related provisions in the 2013 curriculum are assessment tools must also reflect HOTS (Higher Order Thinking Skills) also began to be applied by the teachers although it is still not optimal. According to [14] learning outcomes are behavioral changes that occur after participating in learning in accordance with educational goals in the cognitive, affective and psychomotor domains. Thus the implementation of social studies learning by teachers of junior high school in Batang Regency is said to be good.

## 2. Learning Resources Used by Social Science Teachers at Junior High School in Batang Regency

The learning resources used and managed by several junior high school social science teachers in Batang are learning resources in the form of textbooks, both student books and teacher books. In addition to textbooks, another book used as a source of learning is a book of literature that is in accordance with the material in the content standards. Furthermore, the environment around the school is also used as a source of learning, as well as mass media and the internet. In the case of the use of the internet as a source of learning, the teacher gives students the opportunity to find information from the internet but with the teacher's observation, so students will not cross the line when using it. Related to local wisdom not yet integrated to be used as a source of social studies learning. The reason is due to time constraints. According to [15] learning resources are conscious efforts carried out in a planned, systematic, and using certain methods

to change the relative relentless behavior through interaction with learning resources.

## 3. Increased Professional Competence of Social Studies Teachers in Utilizing Learning Resources Based on Local Wisdom through History Trips in Batang Regency

Historical trip conducted in Batang Regency is a history tour to several sites/relics of the past (local wisdom) with the aim to be used and developed as a source of social studies learning. The sites visited were the Sojomerto Inscription site and the Silesh Ganesha Statue. The Sojomerto Inscription Site is one of the inscriptions that belong to the heritage of the Ancient Mataram Kingdom in the Central Java Region. This inscription was found in Sojomerto Village, Reban District, Batang Regency, Central Java Province, precisely in the coffee plantation owned by the residents, and to this day the Sojomerto Inscription is still where it was originally found, because every time it is moved, then someone involved in the removal of the Sojomerto Inscription experiences a disaster. While the Ganesha Silurah Statue is the largest in Southeast Asia with a height of 1.8 m and a width of 90 cm in the Silurah Village, Wonotunggal District, Batang Regency. With a visit Social studies students are able to have provisions to develop it as a source of social studies learning. [6] state that local wisdom is part of culture or part of traditional knowledge systems.

Utilization of local wisdom learning resources in this case is to innovate, which is to bring local wisdom learning resources into the classroom. So related to the limited time to invite students out of school there will be no more excuses. The purpose of bringing and innovating is to arrange teaching materials. In compiling teaching materials there are several steps that must be done by the teacher, namely; the first is reviewing the social sciences curriculum of the junior high school. After that the next step is the identification of basic competencies, core competencies, and the grade point average to further facilitate the determination of learning material. Next is when and after the social sciences teacher's tour identified the local wisdom of the Sojomerto

Inscription and the Silesha Ganesha Statue, what things could be used as social studies learning material, and the last step is the teacher integrating the learning resources of the local wisdom Inscription Sojomerto and the Ganesha Silurah Statue in a learning material. As Syufa said that local wisdom-based learning is very important for teachers to apply in learning that is useful for increasing learners' knowledge and understanding and as a medium for instilling a love for local wisdom in their area, instilling of positive character in accordance with the noble values of local wisdom and equip students to face all problems outside of school. The steps that teachers can take to implement local wisdom-based learning are as follows; 1) identify the situation and potential of the region, 2) determine the functions and objectives, 3) determine the criteria and study material, 4) prepare a learning plan based on local wisdom [16]. From this it seems the teacher has increased his professionalism because the original teacher only uses existing learning resources. Now the teacher arranges learning resources. So that competencies that are supposed to be owned by teachers in accordance with Law Number 14 of 2005 concerning teachers and lecturers can be fulfilled.

#### IV. CONCLUSIONS

The results of the research are in line and same with several previous researches that local wisdom is very useful in learning social studies in schools. The results of this research found that; the learning process is going well using the learning resources that available at the school; learning resources used in social studies learning are still merely learning resources that available in the school and internet environment; and increased professional competence of social studies teachers in utilizing local wisdom social learning resources based on the Sojomerto Inscription site and the Silesha Ganesha Statue through history trips in Batang Regency.

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