

TEACHER PROFESSIONAL COMPETENCE IN APPLYING THE PROBLEM MODEL BASED LEARNING IN CLASS IV INTEGRATED THEMATIC LEARNING SDN 2 TOMBULANG

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ABSTRACT

Professional competence is the ability of a teacher to manage the teaching and learning process. The ability to manage learning supported by classroom management, mastery of learning materials, teaching strategies and use of learning media must be owned by a professional teacher. The Problem Based Learning (PBL) model is a learning model that challenges students to learn by working together in groups, meaning that the teacher needs to explain the learning objectives and activities to be carried out so that students know what the main objectives of learning are, as well as the problems to be discussed. This learning model is used by grade IV teachers at SDN 2 Tombulang in providing integrated thematic lessons in Theme 4 in their class IV. With this competence, this teacher can produce changes in student learning in integrated thematic learning in learning theme 4.

KEYWORDS: Professional Competence, problem based learning, integrated thematic

INTRODUCTION

In the implementation of the 2013 curriculum, teachers have a vital role, either in the role of planning, implementing or assessing. This means that in the process of implementing the 2013 curriculum, the teacher becomes a planner, executor, and curriculum developer in every school in Indonesia. Thus, in the implementation of the 2013 curriculum, every teacher is required to master the understanding of meaning in each field of study, knowledge related to the character of students, carry out a role practice as an educational and fun learning, and must have the potential to develop professionalism and personality (Mulyasa, 2014). From some of the explanations above, it can be concluded that teachers must always be ready for any dynamics of curriculum changes, therefore teachers as educators must always update their knowledge about education that is currently developing.

The knowledge of a teacher in using the learning model is very good to attract student attraction in learning. In the sense that knowledge is everything that humans get through an observation. When a person observes something and he gets something from his observation, it can be said that that person acquires a knowledge. Something that becomes the object of observation will be used as a reference for developing thought patterns in carrying out learning activities in its class. Knowledge can be developed by humans due to two main things, first, humans have a language that is able to communicate information and the way of thinking that is the background of the information. Second, the human ability to think according to a certain line of thought framework. Knowledge is an activity of reason that processes the ambiguous catch that arises from

our senses, memories or fantasies. There are several sources for obtaining knowledge, namely 1) Intellect or reason; 2) Experience; 3) Intuition; 4) revelation.

The teacher is a source of knowledge for students. Professional teachers are teachers who are able to educate their students into a generation that is able to compete and have good morals, an educator should have good behavior capable of being role models that should be followed by students, teacher professionalism is very important for educators so that they are able to carry out their duties properly, the professionalism of a teacher is also very important for students because teachers have a very heavy duty in educating, directing and motivating students to become smart and moral students.

The ability of a professional teacher to present lessons requires a variety of techniques or ways so that students can be more active, innovative and interested in the lessons given. Therefore, a professional teacher cannot just be silent and wait and only focus on one book, but must be able to apply a learning model that can arouse student interest in learning.

The Problem Based Learning (PBL) model is a learning model that challenges students to learn by working together in groups to find solutions to real problems and these problems are used to increase curiosity, critical skills and analysis of subject matter (Rahardjo, 2017). This means that in PBL, the teacher needs to explain the learning objectives and activities to be carried out so that students know what the main objectives of learning are, what problems will be discussed, how the teacher will evaluate the learning process. Learning orientation towards a problem is considered capable of providing basic concepts to students. In addition, teachers must also be able to motivate students to be actively involved in solving selected problems. The application of this model will encourage students to be able to actively participate and learn to work together in solving relevant problems (Prince, 2004). The goal is that students are able to compile their own knowledge, improve skills and independence, and increase self-confidence in thinking. The teacher's role is needed in helping students define and organize learning tasks related to problems that have been oriented. This learning model is used by grade IV teachers at SDN 2 Tombulang in providing integrated thematic lessons in Theme 4 in their class. With this competence, this teacher can produce changes in student learning in integrated thematic learning in learning theme 4.

Integrated thematic learning in the 2013 curriculum is implemented for all classes. Integrated thematic learning assessment uses authentic assessment that measures all competencies of attitudes, knowledge and skills based on processes and results (Daryanto, 2014). This is in line with the opinion of Rusman (2015) explaining that integrated thematic learning is learning that is packaged in the form of themes based on the content of several subjects that are combined or integrated. A theme is a container or a vehicle for introducing various material concepts to students as a whole. Furthermore, Puspita (2016) states that the theme of knitting the meanings of various basic concepts so that students do not partially learn basic concepts. Thus, the learning provides complete meaning to students as reflected in the various available themes.

SDN 2 Tombulang is an elementary school located in Pinogaluman District, located in Tombulang Village. There are 11 teachers and among them there are 5 teachers who have been certified. Teacher certification is the process of giving educator certificates to teachers who have met the professional standards of teachers. SDN 2 Tombulang has levels from grade I to grade VI with a total of 66 students. Specifically for grade IV (four) students, there are 17 people, with 7 male and 10 female students. The fourth grade teacher at SDN 2 Tombulang is one of the teachers who has been said to have competence in teaching because he has obtained an educator certificate and has experience in implementing learning.

Based on the above background, this research is entitled "Teacher Professional Competence in Implementing the Problem Based Learning Model in Integrated Thematic Learning Class IV SDN 2 Tombulang". This study aims to determine the steps taken by grade IV teachers in learning theme 4 in grade IV by applying the Problem Based Learning model at SDN 2 Tombulang. The expected benefit from the results of this research is to provide input for improving the competence of professional teachers in applying the Problem Based Learning method, especially:

- a. For the principal, the results of this study are expected to be used as input in improving the competence of professional teachers in SDN 2 Tombulang.
- b. For teachers, it can be used as evaluation material to be able to further improve how to use a method to achieve better learning so that students feel at home in following lessons.

c. For students, to get a better education.

RESEARCH METHODS

Sale, et al. (2002) stated that the use of methods is influenced by and represents a paradigm that reflects a viewpoint of reality. Furthermore, Kasinath (2013) argues that there are three reasons for using qualitative methods, namely (a) the researcher's view of the world's phenomena (a researcher's view of the world), (b) the types of research questions (nature of the research question), and (c) practical reasons associated with the nature of qualitative methods.

Meanwhile, according to McCusker, K., & Gunaydin, S. (2015), choosing the use of qualitative methods in terms of research objectives is to understand how a community or individuals accept certain issues. In this case, it is very important for researchers who use qualitative methods to ensure the quality of the research process, because these researchers will interpret the data they have collected.

This study uses literature studies by searching for research results from various written sources, whether in the form of books, archives, magazines, articles and journals or documents that are relevant to the problem being studied. So that the information obtained from this literature study is used as a reference to strengthen existing arguments.

This research includes field research (field research) with a qualitative approach. The reason for choosing this type of research is because the research subject is natural (natural, the research data is in the form of words, sentences, paragraphs, actions or activities of a person or several people within the scope of the school.

The research subject is the subject the researcher is aiming for. In this case, the subject of the research is the fourth grade teacher at SDN 2 Tombulang, Pinogaluman district.

In qualitative research, the data that the researcher uses in this research technique is the method of observation and interviews which are conducted directly on the fourth grade teacher of SDN 2 Tombulang during the learning process.

1. Observation

Observation is a complex data collection method because it involves various factors in its implementation. Observational data collection methods not only measure the attitudes of respondents, but can also be used to record various phenomena that occur. Observational data collection techniques are suitable for research that aims to study human behavior, work processes, and natural phenomena. This method is also appropriate for respondents whose quantity is not too large. The observation data collection method used by the researcher was Participant observation. In participant observation, the researcher is directly involved in the daily activities of the person or situation being observed as a source of data.

2. Interview

The interview is a data collection technique that is carried out through face to face and direct questions and answers between the researcher and the resource person. Along with technological developments, the interview method can also be carried out through certain media, for example telephone, email, or skype and the technique used by researchers is unstructured interviews. Unstructured interviews are free interviews. The researcher did not use an interview guide containing specific questions, but only contained important points of the problem that the respondents wanted to explore.

RESULT AND DISCUSSION

Professional Competence

According to Uno, teacher professional competence is a set of abilities that must be possessed by a teacher so that he can carry out teaching tasks successfully. Meanwhile, according to Tilaar the professional competencies that every teacher needs to have include: the ability to develop the personal personality of students, especially their intellectual abilities, and to bring students to become members of a united Indonesian society based on Pancasila.

Professional competence is the ability of a teacher to manage the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching

strategies and the use of learning media. In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, the competencies that need to be possessed by teachers include: pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Four basic competencies that a professional teacher must possess:

1. Professional

Professional competence is the ability of a teacher to manage the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media.

2. Pedagogic

Pedagogic competence is closely related to the ability of teachers to understand the learning process. Learning that takes place in the classroom is dynamic. This can occur because of communication or reciprocal interaction between teachers and students and students and students. The diversity of students in the classroom will also require the skills of a teacher in designing learning programs.

3. Social

Social competence is the ability of teachers as educators to communicate and interact well with school members and residents where the teacher is located. This social ability can be seen through the teacher's social interaction with students, fellow teachers and with the community where he is.

4. Personality

In carrying out their duties and functions, a teacher must show a good attitude and personality. The teacher who should be emulated is a philosophy that shows the ability of the personality. Imitated because teachers are believed to have knowledge that is useful for the survival of their students. A teacher is imitated because in the teacher there is a good attitude and personality.

Based on the above opinion, it gives us an indication that a professional teacher is those who master the philosophy of national education, broad knowledge, especially the learning materials to be given to students, have the ability to compile learning programs and implement them. In addition, professional teachers can conduct assessments in the learning process, provide guidance to students to achieve the goals of the learning program, as well as as administrators, and as communicators.

Integrated Thematic

Integrated thematic learning is a basic term in an integrated learning model that uses themes to link several subjects so that they are able to provide different and meaningful experiences for students (Ahmad, 2014). Integrated thematic learning is learning that integrates several learning materials that are combined into one theme where the theme is a container containing concepts so that learning becomes holistic, meaningful, and authentic. Thematic-based learning activities are based on a theme which in the theme consists of several subjects which are combined into a theme (Sari, Akbar, & Yuniastuti, 2018). In the Regulation of the Minister of Education and Culture (Permendikbud) No.57 of 2014 page 220 also states that integrated thematic learning is an integrated learning model that uses themes to link several subjects so that it can provide meaningful experiences for students.

Several other researchers have also developed integrated thematic studies within their respective research frameworks. According to Majid (2014: 80) integrated thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. Heriansyah (2014: 39) also states that integrated thematic learning is basically integrated learning that uses themes as the main focus to link several subjects so that they can provide meaningful experiences to students. This statement is confirmed by another statement which states that thematic learning is a teaching and learning approach that involves several subjects in one theme with the intention that children understand the concepts they have learned through direct experience and relate them to other concepts they already understand (Karli 2014). According to Rusman (2015: 254) and (Baridan, Asrori, & Priyadi, 2018), integrated thematic learning is one of the models in integrated learning which is a learning system that allows students both

individually and in active groups and discover concepts and principles. scientific principles, holistically, meaningful, authentic and oriented towards learning practices that are in accordance with the needs and development of students. Of the many methods used to deliver lessons in the classroom to students, active learning is one of the most influential methods (Fendos, 2017).

The objectives of integrated thematic learning are: (1) Increase understanding of the concepts being learned more meaningfully, (2) develop skills to find, process and utilize information, (3) develop positive attitudes, good habits, and noble values that are needed in life, (4) developing social skills such as cooperation, tolerance, and respecting the opinions of others, (5) increasing enthusiasm for learning, and (6) choosing activities that are in accordance with the interests and needs of students. (Sukayati in Prastowo 2013: 140).

Based on the explanation above, it is concluded that integrated thematic learning is meaningful learning consisting of several subjects bound by a certain theme. Students will learn some subject content in each lesson. In one face-to-face lesson or one lesson, students will learn material based on themes which are divided into several sub-themes where each sub-theme is allocated within one week, namely learning one to learning six. So, one study is allocated in one day. While the objective of integrated thematic learning is to improve students' conceptual understanding, develop skills, prioritize the involvement of students in learning to activate students, provide direct experience for students so that learning is more meaningful, and creates learning that is easily understood by students so that learning interesting and going well. The characteristics of integrated thematic learning are student-centered, provide direct experience to children, the separation of subjects is not very clear, is flexible and fun.

The advantage of integrated thematic learning is that learning activities will be more meaningful and memorable for students because in learning students will understand the concepts that have been learned through direct experience so that the learning outcomes that can last a long time, we can feel the benefits and meanings because of the material presented in the context of a clear theme, and can help develop thinking skills of students. So that the learning outcomes of students will increase. (Ing Febrita, Harni; Tambusai Education Journal)

Problem Based Learning (PBL)

According to Shoimin (2014) PBL is a learning model in which there are problems from the real life of students, and trains students to think actively, critically, and skillfully in finding problem solutions so that they can gain new knowledge. This statement is in line with research related to scientific reasoning training through the PBL method (Shofiyah & Wulandari, 2018).

According to Kosasih (2014: 89), the goal of the Problem Based Learning (PBL) model is not the broadest mastery of students' knowledge, but students will be able to think critically and have problem-solving abilities as well as develop their ability to actively build their own knowledge. This means that critical thinking is part of the intellectual process which consists of application, analysis, synthesis, evaluation, and generation from the results of observation, experience, reflection, reasoning and communication (Oja, 2011). PBL has its own model characteristics so that it can be distinguished from other learning models. According to Rusman (2015: 232) the characteristics of the Problem Based Learning (PBL) model are as follows: (1) the problems raised are problems that exist in the real world that are not structured, (2) problems challenge the knowledge of students, attitudes, and competencies which then require identification of learning needs and new fields of learning, (3) learning self-direction is the main thing, (4) the use of various knowledge sources, their use, and evaluation of information sources are essential processes in the Problem Based Learning (PBL) model.), (5) the Problem Based Learning (PBL) model involves evaluating the experience of students and the learning process.

The Ministry of Education and Culture (2014: 27) states the steps of the PBL model are as follows: (1) Orientation of students to problems, (2) organizing students, (3) guiding individual and group investigations, (4) developing and presenting work, (5) analyze and evaluate the problem-solving process. Learning activities carried out at SDN 2 Tombulang by applying the Besed Learning Method have provided a positive response to the development of students' thinking in solving a problem. It is evident from the data taken through interviews and observations made on teachers who teach in class IV Theme 4 "Various Jobs" Sub Theme 3 "My Parents' Work" Curriculum 2013. Teachers who teach in grade IV are class teachers. This teacher has an academic qualification (S1) for classroom teacher education. In other words, these teachers

already have standards as educators and are able to teach using various methods including the Problem Based Learning model and apply it to elementary school students. Thus, grade IV teachers at SDN 2 Tombulang are assumed to have professional competence as educators. The stages carried out by grade IV teachers in implementing learning are by making learning steps namely planning, implementing and evaluating.

1. Planning

At the planning stage, the teacher prepares RPP on theme 4, sub-theme 3, learning 1 before implementing the lesson. RPP is developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence.

According to Permendikbud Number 81 A of 2013 Annex IV concerning Implementation of Learning Guidelines Curriculum, RPP contains at least: Learning objectives, learning materials, learning methods, learning resources, assessment. Learning Implementation Plan or abbreviated as RPP, is a teacher's guide in teaching in the classroom. The lesson plan is made by the teacher to assist him in teaching so that it is in accordance with the Competency Standards and Basic Competencies when the teacher is carrying out learning. The lesson plan (RPP) that is presented must have been mastered by the teacher. The method used has an effect on students' interest in receiving lessons.

2. Implementation

Learning carried out by grade IV teachers at SDN 2 Tombulang on theme 4, sub theme 3, learning 1 using the Problem Based Learning method was carried out well. Class IV teachers carry out the learning steps according to the lesson plans that have been prepared, namely Preliminary Activities, Core Activities, and Closing. In the preliminary activity, the teacher invites students to pray together according to their respective religious teachings and continues with giving apperception with the aim that students easily remember the lessons that have been obtained. In the core activity, the teacher presents the text as material for finding problems and students clarify it. Furthermore, the teacher guides students to be able to find alternatives in problem solving, after which the teacher facilitates students to reflect on the problem solving process. Meanwhile, in the closing activity, the teacher and students reflect on the lessons learned today, and motivate students to be more active in learning. These steps were carried out by grade IV teachers at SDN 2 Tombulang so that students were very responsive and interested and took an active role in learning. Because the material taught using the problem-based learning method is more motivating students in terms of critical thinking to solve a problem in learning

3. Evaluation

Evaluation can be defined as a planned activity to determine the state of an object using instruments and the results are compared with a benchmark to obtain a conclusion. In problem-based learning or Problem Based Learning, the assessment system is not sufficient only with a written test but is more directed at the results of student investigations. The results of the investigation in question are the results of the activities of students in an effort to solve problems. Evaluation is done by measuring the activities of students, for example by assessing activities and demonstrating results through presentations. The evaluation should generate a definition of the new problem, diagnose it, and start a new resolution process again. Basically the evaluation system on learning using other strategies can be applied to problem-based learning, what must be realized is that the evaluation used must be in accordance with the objectives to be achieved, meaning that evaluation must be able to measure what are indicators of learning success.

Evaluation activities carried out by the teacher are activities of measuring and assessing student learning progress. Class IV teachers provide an evaluation in the form of an assessment of the results of student activities in an effort to solve problems by presenting the text in the student book theme 4 sub theme 3 learning 1 thing. 97.

Of the three stages carried out by grade IV teachers in implementing the Problem Based Learning model, there have been significant changes to student learning outcomes. The application of the Problem Based Learning (PBL) learning model carried out by grade IV teachers at SDN 2 Tombulang in integrated thematic learning Theme 4 aims to increase student learning activities and develop thinking skills in solving a

problem. The discussion of the results of research conducted at SDN 2 Tombulang in grade IV shows that grade IV teachers are teachers who have professional competence. This shows at the planning, implementation and evaluation stages. At the planning stage, the teacher prepares a lesson plan in the form of a lesson plan developed from the syllabus. The ability to design learning devices is evidence that a teacher has mastered the material to be taught. In other words, the teacher is able to set clear goals for each lesson and work towards meeting specific goals. The learning process goes according to the plan that has been made.

Evaluation activities carried out by grade IV teachers at SDN 2 Tombulang were carried out after the core learning activities took place. The teacher uses the 2013 curriculum assessment techniques. The assessment standards in the 2013 curriculum emphasize more on the principles of honesty, which emphasize aspects such as knowledge, skills and attitude. One form of that assessment is authentic assessment. Authentic assessment mentioned in the 2013 curriculum is an assessment model that is carried out during the learning process. assessment in the 2013 curriculum as follows:

1. Attitude competency assessment. Educators conduct an attitude competency assessment through observation, self-assessment, peer evaluation by students and journals. The instrument used for observation, self-assessment, and assessment among students is a checklist or rating scale accompanied by a rubric, while journals are in the form of educator notes.
2. Knowledge Competency Assessment, assessing the competence of knowledge through written tests, oral tests, and assignments.
3. Skills Competency Assessment, Educators assess skills competencies through performance appraisals, namely assessments that require students to demonstrate a certain competency using practical tests, projects, and portfolio assessments. The instrument used is in the form of a checklist or rating scale equipped with a rubric.

CONCLUSION

Professional competence is the ability of a teacher to manage the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media. Professional teachers are teachers who are able to manage themselves in carrying out daily tasks Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, namely competencies that need to be possessed by teachers including: pedagogical competence, personality competence, social competence, and professional competence. obtained through professional education. Based on the results of the research and discussion above, it is concluded that the competence of professional teachers in applying the Problem Based Learning learning model in integrated thematic learning theme 4 class IV SDN 2 Tombulang has provided a positive response to the development of students' thinking in solving a problem. It is evident from the data taken through interviews and observations made on teachers who teach in class IV Theme 4 "Various Jobs" Sub Theme 3 "My Parent Work" Curriculum 2013. As well as the steps that have been taken by grade IV teachers in carrying out learning can create interest and attractiveness of students in participating in teaching and learning activities, so that learning becomes effective. Class IV teachers of SDN 2 Tombulang have the competence in applying the Problem Based Learning learning model to the integrated thematic learning process on theme 4.

SUGGESTION

Based on the above conclusions, the writer suggests that to become a professional teacher, one must have the ability to manage the class, especially in applying the metedo, learning must be adjusted to the lesson / theme to be studied or taught so that students feel at home in receiving lessons and also the appearance of the teacher can support learning

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