

COMPETENCE AND PERFORMANCE OF TEACHERS IN CERTIFIED TEACHERS SOCIAL STUDIES LEARNING IN MIDDLE SCHOOLS

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ABSTRACT

The purpose of this study was to analyze the performance of the competencies and performance of certified teacher educators in social studies in junior high schools in Way Kanan District: the problems and their solutions. The method used in this research is descriptive qualitative method. The subjects of the study were 48 Social Sciences certified SMP teachers and 5 principals as respondents. Data collection tools used were questionnaire and documentation techniques. Data analysis techniques using percentages. Research results that; 1) Social studies teachers' pedagogical and professional competencies are good, 2) The performance of social studies teachers who have passed certification as a whole has been classified as good when viewed from indicators of the ability of teachers to implement and evaluate learning. However, the teacher's ability to plan learning still needs to be improved. 3) Difficulty in getting teaching aids is a major problem faced by social studies teachers who have passed certification in Geography learning. Also, difficulties in understanding physical geography material, 3) Efforts to overcome the problem by means of connectivity on the internet and ask fellow social science teachers in MGMP forums.

Tujuan dari penelitian ini adalah untuk menganalisis kinerja kompetensi dan kinerja pendidik guru bersertifikat dalam studi sosial di sekolah menengah pertama di Kabupaten Way Kanan: masalah dan solusinya. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Subjek penelitian adalah 48 guru IPS bersertifikasi IPS dan 5 kepala sekolah sebagai responden. Alat pengumpulan data yang digunakan adalah teknik kuesioner dan dokumentasi. Teknik analisis data menggunakan persentase. Hasil penelitian itu; 1) Kompetensi pedagogik dan profesional guru mata pelajaran IPS baik, 2) Kinerja guru mata pelajaran sosial yang telah lulus sertifikasi secara keseluruhan telah diklasifikasikan baik jika dilihat dari indikator kemampuan guru untuk menerapkan dan mengevaluasi pembelajaran. Namun, kemampuan guru untuk merencanakan pembelajaran masih perlu ditingkatkan. 3) Kesulitan dalam mendapatkan alat peraga adalah masalah utama yang dihadapi oleh guru IPS yang telah lulus sertifikasi dalam pembelajaran Geografi. Juga, kesulitan dalam memahami materi geografi fisik, 3) Upaya untuk mengatasi masalah melalui konektivitas di internet dan bertanya kepada sesama guru ilmu sosial di forum MGMP.

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Introduction

The teacher is one of the important components in every learning process, because a teacher participates in efforts to shape potential human resources in the field of development. The teacher's strategic position is strongly influenced by his professional abilities and performances, and to answer the challenges and roles above, a professional teacher is needed. Professional teacher is a teacher who has the ability to carry out his main tasks as an educator and instructor who has the ability to plan, carry out, and evaluate learning outcomes. Professional teacher is a person who can apply multidimensional relationships. Teachers are not only recognized professionally through a series of technical teaching and extraordinary levels of competence, but teachers must also pay attention to their students and also have a personality that should be emulated by students through good personality (Hsieh:2011). As a teacher who internally has administrative, academic and personality criteria. According to Nurdin (2004) the requirements for professional teachers are healthy, spiritually minded, knowledgeable, knowledgeable, act fairly, authoritative, sincere, have goals, be able to plan, implement and evaluate the educational process and master the areas occupied by it.

Sanjaya (2005) explains that the role of the teacher in learning is as a planner, manager, and as an evaluator. The teacher's role as a learning planner largely determines the success of achieving competence. Based on a predetermined curriculum that is the 2013 curriculum the teacher is given the opportunity to carry out learning in accordance with the interests of students and their respective conditions. Therefore, in the planning process of the teacher is required to understand local needs and conditions, in addition to understanding the characteristics of students. Meanwhile, as a learning manager, the goal is to create a pleasant learning environment for students so that students learn in happy and not forced conditions let alone depressed. In addition, the teacher's task as an evaluator is the role of seeing his success in learning and the role of determining student achievement in mastering competencies according to the curriculum. Teachers are the most influential component in creating quality educational processes and outcomes. Therefore any improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers.

Based on the reality of the importance of the teacher's work on education, a teacher is expected to have good competence, especially in the learning process. Educational values color the interaction that occurs between the teacher and students in the learning process. Teachers plan learning activities systematically by utilizing everything for the sake of learning and have a sense of responsibility and are willing to provide social services above personal interests. In accordance with the demands of the teacher's position, the teacher's position is a "profession" position. Therefore, the objectives of the education program will be achieved by teachers who have positive professional attitudes. The success of a teacher in implementing the learning process is influenced by several factors, including: facilities, costs, interests, attitudes and abilities of the teacher himself. Various attention and efforts are directed at the development and progress of education in order to improve the quality and quality of education nationally. Among them are curriculum improvement, teacher quality improvement, module procurement, textbooks, and other learning facilities. Learning activities become everyone's activities, a teacher who usually teaches, at other times can also be active in learning activities, an employer can teach his helpers, at other times can also learn, both from the helpers themselves or others or others.

Based on the various explanations above, a professional teacher is a teacher with adequate ability in all aspects and is able to fulfill responsibilities by showing good performance. The performance in question is related to teacher behavior with various teacher activities in the instructional process related to teacher responsibilities and tasks. A professional teacher is required to have good work performance. This is in accordance with the Law of the Republic of Indonesia Number 14 Year 2005, Teachers and Lecturers who planned the study, implementing the learning process quality, as well as assessing and learning outcomes. Good teacher performance is certainly reflected in their performance both from the appearance of academic ability and professional ability to become a teacher means being able to manage teaching in the classroom and educate students outside the classroom as well as possible. Through this teacher certification program, it is expected to improve teacher performance so that their abilities in teaching and learning activities in schools will increase. Specifically, the teacher certification program is expected to increase teacher competency as a learning agent in accordance with established standards. With teacher competencies that meet minimum standards and adequate welfare, it is expected that teacher performance in managing the learning process can improve, which in turn results student learning will get better.

Most teachers with professional degrees in schools are teachers who have attended various trainings both in the city and in the provinces. Certified professional teachers should have good work performance. With various welfare benefits provided, teachers should make it as motivation to further improve their work performance. With this program, the government hopes to improve the quality of education will be achieved because a professional teacher who has been certified will focus more on devoting all of his time and energy just to educating his students. Teachers who have been certified must meet all the workloads that have been given both in planning learning in accordance with the existing curriculum, then implementing the learning plan through the process of learning activities in the classroom in accordance with existing plans and subsequently the teacher is able to evaluate the learning outcomes that have been implemented. These things are obligations that must be fulfilled by a certified teacher. Teacher performance can be realized by understanding and realizing the ability of teachers themselves in learning activities. But in reality learning activities that include planning, implementing and evaluating learning, are still obstacles for teachers in achieving the learning objectives expected by the community and government. Therefore the teacher's performance becomes very important to be considered and evaluated because the teacher has a professional assignment meaning that the tasks can only be done with specific competencies obtained through educational programs. Teacher performance is the ability shown by the teacher in carrying out the task or work as an educator.

Based on the survey results and interviews with the Head of School at three BCP State in Way Kanan Regency, then the teacher performance data obtained certified show the results have not been good. This can be seen from the average IPKG score, which is the highest score obtained by a IPS junior high school teacher, which is 60 and the lowest score is 42 with the highest possible score that can be obtained, namely 68. If converted to a GPA = 100, this means that the teacher's performance is still not reach the maximum value. While the Social Studies teacher data that has been certified by educators is estimated to reach 96 out of 192 teachers. From the scores above, there are a number of notes for teachers, namely learning devices that have not fully followed the 2013 curriculum, especially derivative learning indicators that are not in accordance with core competencies and basic competencies. Teachers in learning have not taken a scientific approach so students are less innovative, creative and independent, learning models and methods are less varied, learning media and learning resources are not up to date. The provision of certification allowance is intended so that teacher performance can be better so that it is more focused on the learning task. But in reality learning activities that include planning, implementing, and evaluating learning still show teacher performance that is not yet optimal. Moreover, if confirmed with the public perception that said that there was no difference in the quality of teacher learning before passing certification and after passing certification. This is the background of the need for research on junior high school social studies teachers who have passed certification in Way Kanan District.

The formulation of the problem proposed in this study is: How is the performance analysis of teacher certified teachers in junior high school social studies learning in Way Kanan Regency: Problems and solutions. The details of the research questions are as follows:

1. How is the pedagogical and professional competence of social studies teachers certified by educators in social studies in junior high schools in Way Kanan District?
2. How is the performance of social studies teachers certified by educators in social studies learning in junior high schools in Way Kanan District?
3. What the problems faced by teachers IPS certified educators in teaching junior high school social studies in Way Kanan?
4. Whatever, efforts made by teachers IPS certified educators to problems in junior high school social studies lesson in Way Kanan?

The objectives to be achieved in this research are to analyze the competence and performance of social studies teachers certified by educators in Social Studies learning in junior high schools in Way Kanan District: Problems and their solutions.

Method

This type of research is a descriptive study that aims to describe the situation or phenomenon and to find out things related to the situation (. The method used in this research is descriptive qualitative. The purpose of this study is to make a systematic, factual, and accurate description, picture or painting of the facts, properties and relationships between the phenomena investigated. The population in this study is all

social studies teachers who are certified as educators in state and private junior high schools in Way Kanan Regency, amounting to 96 people and a sample of 50%, 48 people, taken by purposive sampling. To complete information about the competence and performance of social studies teachers certified by educators also made to the Principal as many as 5 people who were also respondents.

Data collection techniques use Questionnaire is a number of written questions used to obtain information from social studies teachers in the sense of reports about their competence and performance . Angket is given to social studies teacher certified educators and principals to assess se l uruh competence and performance social studies teacher at junior high school in Way Kanan. Data collected includes; 1) the competency of IPS educator certified teacher, 2) the performance of IPS teacher certified educator, 3) the problem faced by educator certified teacher, and 4) the effort made by IPS certified teacher educator to overcome the problem. The documentation was used to find out the number of social studies teachers with civil servant and honorary status in public and private junior high schools in Way Kanan Regency in 2019. This data was obtained from administrative staff of the Way Kanan District Education and Culture Office .

Data Analysis

Data analysis techniques used in research this is a simple quantitative data analysis, which is made in distribusi frekwensi described in the form of a percentage table single computerized processed using SPSS version 13. From the data obtained, starting from editing is checking the completeness of the answers in the questionnaire and then tabulating a way to categorize and clicking interpreted to provide an understanding of the data presented in tabular form , and selanj ut it was analyzed qualitatively disinersikan with theory and previous research.

Result and Discussion

Result

Pedagogical competence of junior high school social science teachers in this study include; understanding insight/foundation of education, understanding of students, curriculum development, learning planning, utilization of learning technology / media, implementation of learning, evaluation of learning outcomes, and development of student potential. This pedagogical competence will be described one by one based on the results of a questionnaire distributed to social studies teachers of junior high school then they give answers according to their respective perceptions by checking the available list (√) letters.

Table 1. Frequency Distribution of Indicators of Understanding of Education Insights /Foundations

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	6-7	2	4.17
2	Not good	8-9	12	25
3	Pretty good	10-11	20	41.67
4	Good	12-13	14	29.17
5	Very good	14-15	-	-
	amount		48	100

Source: Research Data Processing Results in 2019

Table 2. Frequency Distribution of Student Understanding Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	1 7 -18	1	2.08
2	Not good	19-2 0	11	22.92
3	Pretty good	21 – 22	21	43.75
4	Good	2 3 -24	15	31.25
5	Very good	25-2 6	-	-
	amount		48	100

Source: Research Data Processing Results in 2019

Table 3. Frequency Distribution of Curriculum Development Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	6 - 7	5	10,42
2	Not good	8 - 9	11	22.92
3	Pretty good	10 - 11	19	39.58
4	Good	12-13	13	27.08
5	Very good	14-15	-	-
amount			48	100

Source: Research Data Processing Results in 2019

Table 4. Frequency Distribution of Learning Design Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	23-2 5	3	6.25
2	Not good	2 6 – 28	9	18.75
3	Pretty good	2 9 – 31	25	52.08
4	Good	31 – 34	11	22.92
5	Very good	35 – 37	-	-
amount			48	100

Source: Research Data Processing Results in 2019 Utilization of Technology / Learning Media

Table 5. Frequency Distribution of Learning Technology / Learning Media Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	13- 15	2	4.17
2	Not good	1 6 – 18	9	18.75
3	Pretty good	1 9 – 21	23	47.92
4	Good	2 2 -24	14	29.17
5	Very good	25-2 7	-	-
amount			48	100

Source: Research Data Processing Results in 2019

Table 6. Frequency Distribution of Learning Implementation Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	9-1 0	2	4.17
2	Not good	11 –1 2	5	10,42
3	Pretty good	13 -1 4	24	50
4	Good	15 -1 6	17	35.42
5	Very good	17 -1 8	-	-
amount			48	100

Source: Research Data Processing Results in 2019

Table 7. Frequency Distribution of Learning Outcomes Evaluation Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	1 5 – 16	2	4.17
2	Not good	1 7 – 18	4	8.33
3	Pretty good	1 9 – 20	26	54.17
4	Good	21 – 22	16	33.33
5	Very good	2 3 –2 4	-	-
amount			48	100

Source: Research Data Processing Results in 2019

Table 8. Frequency Distribution of Student Potential Development Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	1 5 –1 6	3	6.25
2	Not good	1 7 – 18	8	16.67
3	Pretty good	1 9 – 20	23	47.92
4	Good	2 1 –2 2	14	29.17
5	Very good	2 3 –2 4	-	-
amount			48	100

Source: Research Data Processing Results in 2019

Table 9. Frequency Distribution of Material Mastering Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	26-27	-	-
2	Not good	28 – 29	4	8.33
3	Good enough	30 – 31	16	33.33
4	Good	32 – 33	22	45.83
5	Very good	34-36	6	12.50
amount			48	100

Source: Research Data Processing Results in 2019

Tabel.10 Frequency Distribution of Indicators Managing Learning Program

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	6-7	-	-
2	Not good	8 – 9	3	6.25
3	Pretty good	10 – 11	11	22.92
4	Good	12 – 13	27	56.25
5	Very good	14-15	7	14.58
amount			48	100

Source: Research Data Processing Results in 2019

Table 11. Frequency Distribution of Classroom Management Indicators

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	A 24 - 25	-	-
2	Not good	26 – 27	5	10,42
3	Pretty good	28 – 29	15	31.25
4	Good	30 – 31	23	47.92
5	Very good	32 - 3 3	5	10,42
Amount			48	100

Source: Research Data Processing Results in 2019

Table 12. Frequency Distribution of Indicators Using Source Media

No.	Category	Interval Class	Frequency	Percentage (%)
1	Very Poor	19-21	-	-
2	Not good	22-24	4	8.33
3	Pretty good	25-27	12	25
4	Good	28-30	29	60.42
5	Very good	31-33	3	6.25
amount			48	100

Source: Research Data Processing Results in 2019

Table 13. Frequency Distribution of School Principals' Assessment of Certified Social Sciences Teacher Performance in Ability to Plan Learning in Public Middle Schools in Way Kanan District in 2019

No	Category	Interval Class	Frequency	Percentage (%)
1	Very good	≥ 32	7	14.58
2	Pretty good	20-31	29	60.42
3	Not good	8-19	12	25
Amount			48	100

Source: Questionnaire Calculation Data, 2019.

Table 14. Frequency Distribution of School Principals' Assessment of Teacher Performance IPS in the Ability to Implement Learning in Middle School Affairs in Way Kanan Regency in 2019.

No	Category	Interval Class	Frequency	Percentage (%)
1	Very good	89-120	18	37.5
2	Pretty good	56-88	25	52.08
3	Not good	24-55	5	10.42
Amount			48	100

Source: Questionnaire Calculation Data, 2019

Table 15. Frequency Distribution Of School Principals Assessment Of Performance Social Studies Teachers Are Certified In The Ability To Evaluate Learning At The Junior High School In The City Of Bandar Lampung In 2019

No	Category	Interval Class	Frequency	Percentage (%)
1	Very good	≥ 21	6	12.5
2	Good	13-20	35	72.92
3	Not good	5-12	7	14.58
Amount			48	100

Source: Questionnaire Calculation Data, 2019

Table 16. Frequency Distribution of School Principals' Assessment of Performance Social Studies teachers are certified in the Discipline Ability of Performing Tasks at the Middle School in Way Kanan Regency in 2019.

No	Category	Interval Class	Frequency	Percentage (%)
1	Very good	≥ 21	7	14.58
2	Good	13-20	34	70.83
3	Not good	5-12	7	14.58
Amount			48	100

Source: Questionnaire Calculation Data, 2019.

Table 17. Problems IPS Certified Teachers In Learning

No	Problems in Learning	Frequency	Percentage (%)
1	IPS material is very broad/difficult to understand	12	25
2	Learning media procurement	20	41.66
3	Determination of learning models/ methods	11	22.92
4	Social studies learning resources are difficult to obtain	5	10.42
Amount		48	100

Source: Primary Data, 2019

Table 18. The Efforts Of Certified Social Science Teachers In Overcoming Learning Problems

No	Troubleshooting Efforts	Frequency	Percentage (%)
1	Asking fellow teachers	2	4.17
2	Ask during MGMP	14	29.17
3	Make your own props	12	25
4	Connectivity on the internet	20	41.67
Total		48	100

Sember: Primary Data, 2019.

Discussion

Based on the results of the data obtained shows that the pedagogical competence of understanding the insight / foundation of the education of IPS teachers certified by SMP in Way Kanan District 2019 Academic Year is good enough to good. This means that they have the ability to understand insight / foundation of education properly. By understanding the content of the education foundation, namely, to understand the purpose and nature of education, and to understand the basic concepts of curriculum development and educational issues relating to the reference in the practice of teaching and learning process so that the process can be carried out effectively and get good results. As said by (Musfah, 2011) that a correct understanding of the concept of education will make teachers aware of their strategic position in the community and its great role for the intelligence efforts of the nation's generation. According to Kunandar (2011) the basic ability of a teacher's professionalism in understanding the educational foundation, namely, (1) learning the concepts and problems of education and teaching with a sociological, philosophical, historical, and psychological perspective, (2) recognizing the function of schools as social institutions that can potentially advance the community in the broadest sense and mutual influence between the school and the community. Based on these opinions clearly the content of the educational foundation is how teachers understand the purpose and nature of education, and to understand the basic concepts of curriculum development and educational issues associated can be a reference in the practice of teaching and learning process so that the process can be carried out effectively and get good results.

Based on the results of the data obtained, the pedagogical competence regarding the ability of understanding about Social Sciences certified junior high school students in Way Kanan District 2019 is included in the category of sufficient to good so that in practice learning will run normally. This understanding of students in the form of identifying the learning characteristics of each student in his class is very necessary to know the development of each student, because the development between students is different and it depends on the physical and environmental conditions that influence it. This understanding of students is how the teacher identifies the learning characteristics of each student in his class, ensures that all students get the same opportunity to actively participate in learning activities, arranges classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities, then find out the causes of deviant behavior of students to prevent those behaviors from harming other students, as well as developing the potential and overcoming students' deficiencies, paying attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students do not aside.

According to Miller and Seller in Musfah, (2011) in learning, teachers must pay attention to the curriculum development process which includes three things, namely: (1) setting general goals (TU) and special goals (TK). TU and TK usually reflect the overall curriculum position, (2) identifying the right material. Curriculum development must decide what material is appropriate for the curriculum and identify the criteria for its selection, (3) choosing teaching and learning strategies. Teaching and learning strategies can be chosen according to several criteria, namely orientation, level of complexity, teacher expertise, and student interests. Other experts argue that one of the teacher's professional autonomy lies in its ability to develop curriculum in accordance with the needs and characteristics of the students it serves (Payong, 2011).

Pedagogical competence in the ability to plan learning shows that social studies teachers of SMP in Way Kanan District in 2019 Academic Year are included in the category of sufficient to good. Pedagogical competence in the ability to use technology / learning media shows that social studies teachers of SMP in Way Kanan District in 2019 are included in the sufficient to good category. Learning technology is a medium used in conveying messages in the learning process. The technology used by the teacher is in the form of visual, audiovisual, and motion media. Good use of technology and adequate school facilities and infrastructure will greatly support learning activities so that the potential of students and their creativity can be contained in this technology as expected. Therefore, teachers must be able to use technology as a learning medium so that it makes it easier in the learning process or to package learning messages in an interesting way, so that it can arouse students' interest and motivation to learn (Marselus R. Payong, 2011). In addition, technology and the internet can be used as a means to explore the latest information in order to enrich teaching materials or insight knowledge they have. This means that by utilizing technology as a medium of learning by finding material or teaching materials, accessing new information, about the development of science and technology and using it in learning.

Pedagogical competence in the ability to implement this learning is not much different from the use of technology / learning media shows that the implementation of social studies teaching of junior high school teachers in Way Kanan District 2019 Academic Year is included in the category of sufficient to good. Learning is the process of interaction between students and their environment so that changes in behavior occur for the better (Kunandar, 2011). In learning the teacher's most important task is to condition the environment in order to support changes in student behavior. According to Kay M.Price (2010) in the process of learning the main principle is the process of involvement of all or most of the students' potentials (physical and non-physical) and their significance for themselves and their lives now and in the future (life skills).

Pedagogical competence in the ability to evaluate learning outcomes shows that social studies teachers of SMP in Way Kanan. Student progress is very influential in self preparation before taking lessons so that the process of evaluating learning outcomes with initial assessment, the process and final assessment can be known by social studies teachers of SMP in the development of student learning achievement in each class meeting that will be accumulated at the end of learning each semester. Assessment of the learning process and outcomes does not only cover certain aspects, but must be able to uncover the full ability in three domains comprehensively (cognitive, affective, and psychomotor domains).The assessment process must be carried out on an on going basis, so it is expected to help teachers to make improvements to learning that is more optimal (Payong, 2011).

Pedagogical competence in the ability to develop the potential of students shows that social studies teachers of SMP in Way Kanan District in 2019 academic year are included in the category of sufficient to good. Development of student potential is not only when the student is in the classroom but also the development of potential outside the classroom. By helping students actualize their full potential, students as individuals who have diverse talents and abilities can be channeled by selecting extracurricular programs according to the talents and interests of these students. Because one vehicle for developing students' abilities, potentials, talents, or interests is through extracurricular activities.The teacher not only becomes a facilitator of learning in the classroom, but also must be a facilitator outside the classroom in non-learning situations. Because through the development activities of students' interests, talents and abilities, students will feel valued and have the opportunity to develop their abilities optimally without obstacles by a variety of academic learning activities solely (Payong, 2011).

Based on the results of data analysis conducted at Social Sciences Junior High School Teachers in Way Kanan Regency Middle School Academic Year 2012/2013 it can be seen that the professional competence of teachers can be specified as follows: Some things that are examined in the mastery of material by junior high school social studies teachers are the use of teaching materials or varied learning references by teachers to have a broad view in providing appropriate subject matter, provide examples of material that is close to the surrounding environment to be more easily observed, using language that is easy to understand and also can answer clearly and correctly every question raised. The teacher also must have an objective principle in assessing his students to give encouragement and encouragement to be even better. If students have difficulty in learning the teacher should be able to make a summary of the material that can help students understand the lesson given. The value obtained from the questionnaire shows that the objective assessment indicators by the teacher have the lowest results, this means the teacher is still unable to make an objective assessment to their students.

The aspects examined in students' perceptions of the professionalism of junior high school social studies teachers in managing learning programs are the teacher delivering the learning objectives before explaining the material and delivering the subject matter in accordance with the learning objectives. The teacher can use a variety of teaching methods, and also the method is suitable for each material taught . Teachers m reflected on approach or explanation slowly to the students who do not understand the material identified, giving a summary of the material or the conclusions that have been taught that lesson always be remembered (Majid,2005). The teacher does remedial if the student hasn't reached the KKM. The results obtained from the questionnaire indicate that the teacher indicator closes the lesson by giving a summary of the material or the conclusion getting the lowest score, which means that students assume that their teacher did not provide a conclusion or summary of the material before closing the lesson. From the results obtained, it shows that the Social Sciences teachers of SMP in Way Kanan Regency Junior High Schools are quite capable of managing the class well . H al is in line with the achievement of learning they gained in the School Final Examination (UAS), in which the value of all the students had reached KKM (Minimum completeness criteria) in subjects IPS SMP.Profesionalisme teachers to manage classes good / positive, then

it is definitely the experience of students when there is interaction and learning in the classroom both are showing that the teacher has been able to manage the classroom so that students easy to accept the subject matter assigned by the teacher that will affect the achievements obtained by students. .

The results obtained indicate that junior high school social studies teachers in Way Kanan are able to use media / learning resources well. This is in line with the learning achievements they obtained in the Final School Examination (UAS), where the whole score has reached KKM (Minimum completeness criteria) in junior high school social studies subjects. Middle school social studies teachers must be able to use a variety of learning media sources such as laboratories, LCDs, internet, libraries, projectors and laptops. Determination of the use of source media must adjust the characteristics of students to be able to achieve student learning achievement to be achieved.

The headmaster's assessment of the pre-learning activities carried out by social studies teachers at state junior high schools in Way Kanan District shows a fairly good category but the positive motivation given to students still needs to be improved and reproduced so students are motivated to follow geography subjects. Most social studies teachers in Way Kanan Regency have been able to master the subject matter because mastery of the material is the initial capital of the teacher in teaching. The next core learning activity is the learning approach or strategy. According to the Headmaster's assessment, the learning strategy adopted by social studies teachers in the learning process in the class is implementing learning in accordance with the competencies (objectives) that will be achieved quite well. The implementation of learning in both directed and coherent classes. Social studies teachers have been able to master the classroom creating a conducive learning climate in the classroom, interacting well with students and being able to carry out contextual learning. Social studies teachers are also able to develop the growth of positive activity in the implementation of learning such as showing a friendly attitude, flexible, open, patient and attentive to students and also helps students develop a sense of confidence. Source learning or learning media is a means pembe l teachings that are used as intermediates in the process pembelajaran n to enhance the effectiveness and efficiency in achieving the learning objectives.

Based on the discussion above shows that the performance of junior high school social studies teachers in Way Kanan is good enough but still needs to be improved. The ability to plan good learning is a reference for social studies teachers to further enhance the professionalism and quality of geography teacher performance. This is based on the ability of social studies teachers in planning learning that is arranged systematically and clearly. The evaluation of learning carried out showed quite good results, this was due to the appropriateness of the assessment techniques with the learning objectives, the clarity of procedures and the completeness of the instruments such as questions, answer keys, and scoring guidelines had been fulfilled by junior high school social studies teachers in Way Kanan Regency.

Conclusion

Teachers IPS junior high school in the District Right Way school year 2019 it can be concluded that it is showing good results. So that the teacher's role in determining the improvement of the quality of education can be achieved because the results achieved are good. The performance of certified social studies junior high school teachers who have passed certification as a whole has been classified as good when seen from the indicators of the ability of teachers in planning, implementing and evaluating learning. But it needs to be improved again especially in planning learning. Difficulties faced by certified junior high school social studies teachers mainly get teaching aids / learning media because the location is isolated. Also, it is difficult to understand social studies material in an integrated manner because learning resources are difficult to obtain. Efforts to overcome the above problems by means of connectivity on the internet and asking fellow IPS teachers in the MGMP forum and is the most common way done by Social Sciences Junior High School Teachers who have passed certification.

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