

ANALYSIS OF THE COMPETENCE OF PPKn TEACHERS IN THE APPLICATION OF THE LEARNING MODEL IN SMP NEGERI 8 SAMARINDA

Liska Tandi Rerung^{1a*}, Endang Herliah^{2b}, Aloysius Hardoko^{3c}, Asnar^{4d}

¹²³⁴Program Studi Pendidikan Pancasila dan Kewarganegaraan, Universitas Mulawarman, Indonesia

^a tandirerungliska@gmail.com

(*) Corresponding Author
tandirerungliska@gmail.com

ARTICLE HISTORY

Received : 07-08-2025

Revised : 15-09-2025

Accepted : 27-09-2025

KEYWORDS

Teacher Competence,
PPKn,
Learning Model,
SMP Negeri 8 Samarinda

ABSTRACT

The purpose of this research is to identify and describe the competencies of PPKn teachers in implementing learning models in the learning process at SMP Negeri 8 Samarinda. This study aims to analyze the competency of Pancasila and Citizenship Education (PPKn) teachers in implementing learning models at SMP Negeri 8 Samarinda. The teacher competencies studied include four main aspects: pedagogical competence, professional competence, personality competence, and social competence. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The research subjects consisted of three PPKn teachers who actively teach at SMP Negeri 8 Samarinda. The results of the study indicate that, in general, PPKn teachers at SMP Negeri 8 Samarinda have a good understanding of various learning models such as cooperative learning, group discussions, and problem-based learning. However, in practice, the implementation of these learning models is not optimal due to several obstacles, such as limited time, inadequate learning resources, and low student motivation. Teachers' pedagogical and professional competencies tend to be more prominent than personal and social competencies, which still need to be improved in the context of interactions with students and colleagues. Thus, improving teacher competency as a whole is important to support the effectiveness of implementing varied and innovative learning models, so that the objectives of PPKn learning can be achieved optimally.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education plays a crucial role in developing high-quality, character-based human resources. Within the national education system, Civics (PPKn) is a strategic tool for instilling the values of state ideology, democracy, and civic responsibility. PPKn develops not only knowledge but also civic attitudes and behavior. The success of PPKn learning depends heavily on teacher competence and the application of appropriate learning models. Active learning models such as problem-based learning, cooperative learning, discovery learning, and project-based learning are considered

effective in shaping student character. However, many PPKn teachers still use traditional methods such as lectures and memorization, which leave students passive and lacking a deep understanding of national values. Furthermore, uneven teacher competency, particularly in pedagogical and professional aspects, hinders the implementation of appropriate learning models. Curriculum changes, particularly the Independent Curriculum, require teachers to be more adaptive and creative. However, at SMP Negeri 8 Samarinda, inequality in the understanding and application of learning models among PPKn teachers remains. Factors such as time constraints, lack of training, low motivation, and technical barriers contribute to this situation. Therefore, an in-depth analysis of PPKn teachers' competency in implementing learning models is necessary. This study aims to determine the extent of teacher competency, the challenges they face, and provide input for relevant parties in efforts to continuously improve the quality of PPKn learning.

METHOD

This study uses a qualitative approach using a descriptive method. This study focuses on the competence of PPKn teachers in implementing the learning model. This study was conducted at SMP Negeri 8 Samarinda, Jln Patimura, Kel. Rapak Dalam, Kec. Loa Janan Ilir, Samarinda City, East Kalimantan 75251. This study will begin from the stage of observation, interviews, or document review. Observation until the completion stage is started from January to March 2025. The research subjects in this study are Grade IX PPKn teachers. Triangulation techniques are used to assess the validity of the data in this study. Data collection techniques include observation, interviews, and documentation. While the data analysis techniques used are data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Based on interviews, observations, and documentation, the competence of PPKn teachers in implementing learning models at SMP Negeri 8 Samarinda is an important strategy in supporting the learning process. Teachers are required to choose learning models that are appropriate to the material. In implementing problem-based learning (PBL), teachers have attempted to begin learning by presenting relevant contextual problems, such as social conflict, to introduce the values of Pancasila. However, the problems raised are sometimes too general, so they are not fully able to generate in-depth student engagement. This indicates that teachers' pedagogical competence in designing meaningful problems still needs to be improved, especially given time constraints and high administrative demands. Teachers have also directed students to study in small groups. Although most students actively participated in discussions, some remained passive and dependent on other members. Teachers understand the importance of collaborative work but still have difficulty dividing roles evenly. This indicates that teachers' pedagogical and social competence is evident, but their ability to guide students in formulating problems and learning objectives still needs to be developed. During the inquiry process, teachers guide students by providing various learning resources. Although some students actively sought information, the guidance provided by teachers was uneven due to time constraints and the number of students. Teachers recognize the importance of their role as facilitators, but students' unequal independent learning abilities mean that this process remains highly dependent on teacher guidance. Students then present their learning outcomes in various creative ways. Most students demonstrate confidence and receive feedback from their teachers, but some simply present theories without concrete solutions. This suggests that teachers need to better guide students to generate relevant and contextual solutions to make learning more meaningful. During the evaluation phase, teachers tend to focus on the final outcome and pay less attention to the students' learning process. Reflections are conducted verbally without clear documentation, and assessments are not fully aligned with the PBL approach. Teachers admit to still learning how to develop comprehensive evaluation instruments. This suggests that teachers' competency in evaluating problem-based learning still needs to be improved through ongoing training and mentoring.

1. Competence of Civics Teachers in Implementing Learning Models at SMP Negeri 8 Samarinda (Abridged Version)

The competencies of Civics teachers at SMP Negeri 8 Samarinda reflect professional abilities in designing, implementing, and evaluating learning that is appropriate to the material's characteristics and student needs. Teachers are expected not only to understand the theory of learning models but also to be able to implement them contextually and effectively in the classroom.

Models such as Problem-Based Learning (PBL), Cooperative Learning, and Project-Based Learning are widely used because they encourage active student participation, develop national values, and enhance critical thinking and collaboration skills. Competent teachers can create engaging learning scenarios that are relevant to students' daily lives.

Pedagogically, teachers must be able to select appropriate learning models, set realistic goals, and adapt strategies to student characteristics. Professionally, teachers need to have a thorough grasp of the material, keep up with curriculum developments, and utilize technology in learning. Teachers' social and personal competencies are also crucial in creating a democratic and conducive classroom atmosphere.

1. Ability to Adapt Learning Models

Teachers demonstrate good adaptation in selecting learning models appropriate to classroom conditions. For example, cooperative learning is used for active classes, while discovery learning is used for less active classes. These strategies help students become more engaged and understand the material better.

Interview results showed that teachers also adjusted their approach when students began to lose focus, such as through quizzes or discussions. This proved effective in increasing students' enthusiasm for learning.

2. Suitability of Learning Model Selection

Teachers choose learning models based on objectives, material, and student circumstances. For example, for abstract material like the values of Pancasila, teachers use a case-based approach relevant to students' lives to facilitate understanding.

The models chosen generally support active and creative learning, such as the use of projects, group discussions, and varied learning media.

3. Learning Model Used

1. Teachers do not stick to one model, but combine several models such as:
2. Cooperative: Used for material that requires discussion and cooperation.
3. Lectures and Q&A: Used to explain initial concepts.
4. PBL and Project-Based Learning: For problem-based or project-based learning.
5. These models are adapted to the material and class conditions to be more effective.

4. Suitability of the Model to the Objectives and Materials

Teachers strive to adapt the model to the learning objectives and the nature of the material. Obstacles such as time constraints or lack of student focus are addressed with simpler yet still interactive methods. While not yet fully optimal, teachers have demonstrated basic skills in implementing the learning model effectively.

CONCLUSION

Based on the research results and discussion, it can be concluded that teacher competence plays a significant role in the selection and implementation of learning models. Teachers with strong pedagogical, professional, and didactic competence tend to be able to adapt learning methods to student needs, material, and learning objectives. They are more open to innovative models such as problem-based, cooperative, or discovery learning, and are able to reflect and adjust. Conversely, teachers with limited competence tend to choose conventional methods that are less varied and less effective. Therefore, continuous improvement of teacher competence is crucial to support the quality of learning. Meanwhile, at SMP Negeri 8 Samarinda, the learning process demonstrates a variety of models used. Although the lecture model remains dominant due to its practicality and efficiency, some teachers have begun implementing more participatory approaches such as group discussions and cooperative learning to encourage student engagement and the development of critical and collaborative thinking skills.

REFERENCE

- Afandi, M., dkk. (2013). "Model dan Metode Pembelajaran di Sekolah". Semarang: Unissula Press.
- Adnyani, dkk. (2019). "Pengaruh Model Pembelajaran Kooperatif Tipe STAD Terhadap Hasil Belajar Siswa". Skripsi Universitas Pasir Pengaraian.
- Anita Budiarti (2020). "Peningkatan Hasil Belajar PKn dengan Menggunakan Metode Kooperatif Tipe STAD". *Repository UIN Jakarta*.
- Bakhtiar. (2016). "Penggunaan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Pada Titirasi Asam Basa". *Jurnal Pendidikan Sain Indonesia*, 4(1).
- Delima, R., & Rahman, A. (2020). "Penerapan Pembelajaran Kooperatif Tipe STAD Pada Pembelajaran PKn untuk Meningkatkan Minat dan Hasil Belajar Siswa". *Jurnal Pendidikan Kewarganegaraan*, 9(2), 159-169
- Erman, E. (2004). "Model Pembelajaran Kooperatif Student Team Achievement Division (STAD)". Dalam *Jurnal Pendidikan Kewarganegaraan* Vol. 12, No. 2, hlm. 22-30.
- Isjoni. (2009). *Cooperative learning: Efektivitas pembelajaran kelompok*. Bandung: Alfabeta.
- Lie, Anita. (2007). *Cooperative learning: Mempraktikkan cooperative learning di ruang-ruang kelas*. Jakarta: Grasindo.
- Muhibah. (2015). "Peningkatan Hasil Belajar PKn Siswa Kelas IV MI Attaqwa Melalui Model Pembelajaran ". Skripsi UIN Syarif Hidayatullah Jakarta.
- Mardiah & Mukarramah. (2016). "Pengaruh Media Kartu yang Dikombinasikan Dengan Model pembelajaran Terhadap Hasil Belajar Siswa Sekolah Menengah Atas". *Serambi Akademica*.
- Nurdin, M., & Suhardi, S. (2020). "Penerapan Model Pembelajaran Kooperatif Tipe STAD untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran PKn". *Jurnal Pendidikan dan Pengajaran*, 3(1), 45-55.
- Pranada, G. (2019). "Pengaruh Model Pembelajaran Dalam Pembelajaran IPA Siswa Kelas V SD". *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 6(2).
- Rahadat, A. (2009). "Model Pembelajaran Kooperatif Student Team Achievement Division (STAD)". Dalam *Jurnal Pendidikan Kewarganegaraan* Vol. 12, No. 2, hlm. 22-30.
- Rusman. (2013). *Model-model pembelajaran: Mengembangkan profesionalisme guru*. Jakarta: Rajawali Pers.