

**TEACHER'S READINESS IN LEARNING MARITIME MATERIALS
(Case Study Of Social Science Teachers Of Junior High School In Surakarta)**

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ABSTRACT

The purpose of this study is to find out: (1) teacher's level of understanding of maritime material, (2) the ability of teachers in the preparation of maritime learning media, (3) student acceptance of maritime learning. This type of research is qualitative with the research method used is the sample survey method. The study population was all Social Sciences Junior High School Teachers in Surakarta. Samples were taken at random as many as 36 ips teachers both from public and private junior high schools in Surakarta. Data collection techniques with questionnaires and documentation. Based on research results obtained by the level of understanding of maritime teachers as much as 79% are at a medium level, as well as the level of teacher's ability to make maritime learning media as much as 61% are in the medium level so that student acceptance of maritime learning as much as 66% is in the medium level.

Keywords: *Teacher Readiness, Maritime Material, Learning Media.*

A. INTRODUCTION

Renovation of training curriculum plays an important role in improving the quality of human resources (Mai and Giang, 2018). Curriculum development and change consist of a process and many sub-processes such as “needs and situation analysis”, “developing goals and objectives”, and “selecting an appropriate syllabus, course structure, and teaching method and materials” (Richards, 2001). Material for Strengthening Maritime Economy in Indonesia is new material for VIII grade junior high schools. This material is in the basic competence 3.1, which is understanding the concept of

space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and the interaction between spaces in Indonesia and its influence on human life in economic, social, cultural, and educational aspects where indicators include discussing the maritime economy. namely on the indicator:

3.1.15.Explain the potential of Indonesian marine fisheries resources;

3.1.16.Explain the potential of mangrove forest resources in Indonesia;

3.1.17.Explain the potential of coral reef resources in Indonesia;

Teachers are on the front lines of a changing society (Lieberman and Mace, 2008). Kemaritman as a new subject matter, of course, makes the social science teacher in junior high school who in fact comes from the social sciences clusters such as history, economics, and sociology quite unfamiliar to the material. Teaching geography content requires teachers to “take” learners to the outside world or for teachers to create this world in their classrooms using cognitive academic language proficiency (Nyoni, Manyike, Lemmer, 2019). The teacher faces obstacles related to the mastery of the material itself and how to deliver the material effectively and efficiently using appropriate learning media and learning models, even though the teacher in carrying out his profession as an educator, must equip himself with basic skills and supporting skills. . Introducing change to teachers, then, means addressing teacher beliefs because what teachers believe affects how they teach (Nation & Macalister, 2010).

Experience teachers cannot be simply defined by “year of being in service”, but it is a repertoire of behaviors, competencies, beliefs, and identity that have taken shape as a result of socialization processes in schools where they either attended as students or

worked as teachers (McLachlan, Carvalho, de Lautour, & Kumar, 2006). a teacher can be said as a qualified and professional teacher if the teacher is able to master these skills. The audience is also key: A skillful teacher figures out what students know and believe about a topic and how learners are likely to “hook into” new ideas (Darling-Hammond, 1998). Among the basic skills that must be possessed by a teacher according to the concept of James Cooper (Buchari, 2014: 15) are as follows: (1) skills in developing teaching plans; (2) skills in formulating teaching goals; (3) the skill of delivering teaching material; (4) questioning skills; (5) skills in developing concepts or teaching preparation; (6) interpersonal communication skills; (7) classroom management skills; (8) evaluation skills. Obstacles in mastering new material will affect the skills of teachers in the delivery of teaching materials so that it will affect the readiness of teachers in learning.

Based on the description above, the formulation of the problem in this study is: What is the teacher's level of understanding of maritime material, how the level of ability of teachers in the preparation of maritime learning media and how student acceptance of maritime learning.

B. MATERIALS AND METHODS

This research is included in qualitative research. The based of reasearch is the basic skills concept of James Cooper (Buchari, 2014: 15) espesially for skills in developing concepts or teaching preparation. one of skills in developing concepts or teaching preparation is Ability of basic consept and arrange learning media. the research method used is the sample survey method. The population of this study were all Social Studies teachers in SMP in Surakarta with a random sampling technique. The number of samples were 36 junior high school social studies teachers. Data collection techniques using questionnaires, interviews and documentation. The questionnaire method is used to find out what problems occur in the learning process. The data analysis technique uses a Likert scale with 1 for very less, 2 for less, 3 for enough, 4 for good, and 5 for very good.

C. RESULTS AND DISCUSSION

1. Teacher's Level of Understanding

The level of understanding of junior high school teachers in Surakarta on maritime material is in quite good condition or middle level. 79% understand enough about

maritime material and even 8% understand maritime material. 8% of respondents who understood this were alumni of the geography education study program. 8% of the respondents had obtained maritime learning while studying oceanography courses, while 13% of respondents who lacked understanding came from non-geographic study programs who had never received maritime-related learning.

The maritime material is indeed in basic competence 3.1 spatial concepts (location, distribution, potential, climate, terrestrial, geological, flora and fauna) and interactions between spaces in Indonesia and their effects on human life in economic, social, cultural, and educational aspects. The concept of space is a concept that is often used in learning geography so that the understanding of social studies teachers coming from alumni of geography education study programs will be better than social studies teachers coming from alumni of other social studies courses.

TEACHER'S LEVEL OF UNDERSTANDING OF MARITIME MATERIAL

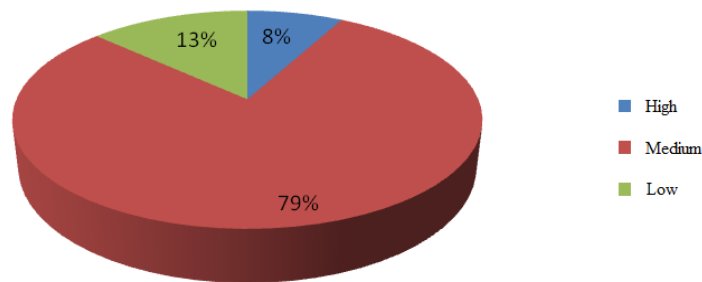


Figure 1. diagram of the level of teacher's understanding of maritime material

Based on indicators of understanding maritime teachers, many teachers already have an understanding related to the definition of maritime. This can be seen from Figure 2. In that Figure, understanding of maritime definition has the highest average points with a value of 3.34 in the enough category. Likewise about Indonesian maritime knowledge at this time, the adjustment of material with methods, understanding

indicators, searching for references and basic maritime skills also included in the category of enough with a value of more than 3. Only the maritime delivery indicator to students is still in the category of less with a value of less than 3. Teachers' understanding of maritime that is still in the category is enough to make the delivery of maritime material to students not optimal.

INDICATORS OF UNDERSTANDING TEACHERS IN MARITIME MATERIALS

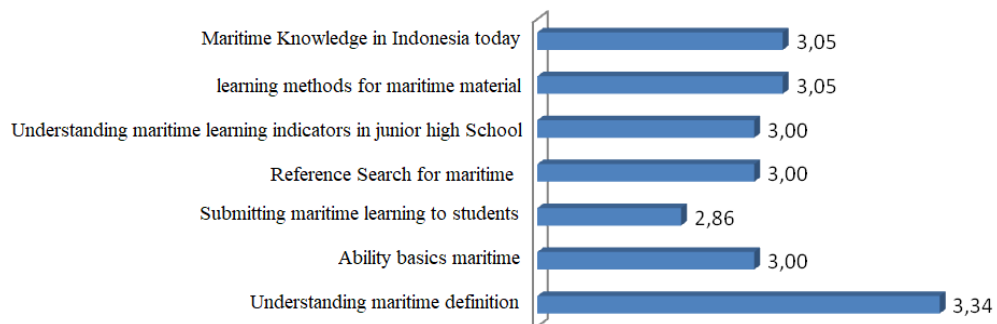


Figure 2. Diagram indicator of teacher's level of understanding of maritime material.

2. Level of Ability to Arrange Learning Media

The ability of teachers in preparing maritime learning media is also in the medium category. This can be seen in Figure 3 showing that as many as 61% of respondents were quite capable in making maritime

learning media and as much as 22% were able to make maritime learning media. Only 18% are still less capable in making maritime learning media. This is because the ease of the teachers accessing the internet makes it easy to find examples of maritime learning media.

THE ABILITY OF TEACHERS
IN COMPILING MARITIME LEARNING MEDIA

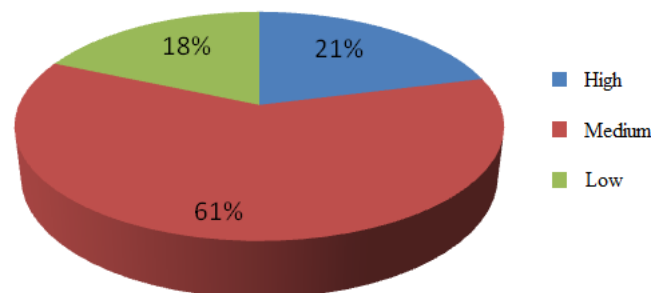


Figure 3. diagram of the teacher's ability level in the preparation of maritime learning media

The ease of teachers accessing the internet has a positive impact on the ability of teachers to find and use maritime learning resources. Based on Figure 4, the teacher's ability to search for and use maritime learning resources is higher compared to other

indicators by being in a sufficient category with a mean value of 3.12 while for the ability to use maritime material learning models and the preparation of maritime learning media has an average value of 2.97 almost close to 3 or less categories.

INDICATORS FOR THE DEVELOPMENT OF
MARITIME LEARNING MEDIA

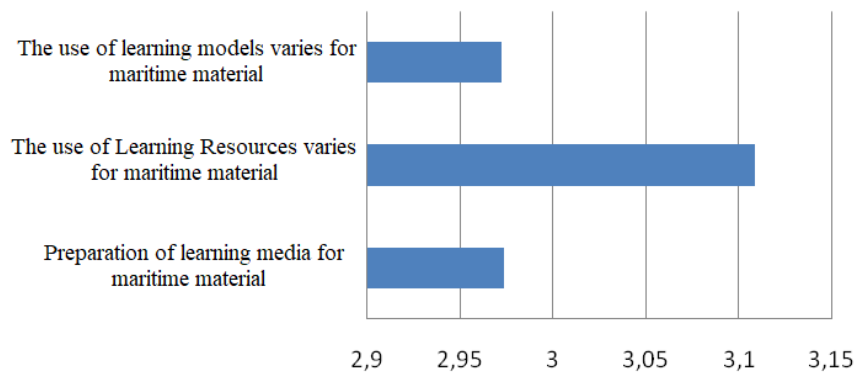


Figure 4. Diagram indicator of the preparation of maritime learning media

3. Student Acceptance Levels in Maritime Learning

The level of acceptance of students to the learning of mysticism is included in the medium category because as much as 66% of respondents stated that students can participate in maritime learning quite well and as much as 13% have a level of admission which is included in the good category. Only 21% of respondents stated that student acceptance in maritime learning was low. The location of the city of Surakarta which is not close to the sea

and the beach makes students of the respondents less familiar with material on maritime especially on indicators of mangrove forests and coral reefs. Respondents said that the students were less able to identify mangrove forests and did not know the difference between plants in mangrove forests and plants in other areas. Likewise in the matter of coral reefs, according to respondents many students do not know and see the shape of coral reefs and equate coral reefs with coral.

ADMISSION OF STUDENTS ON MARITIME LEARNING

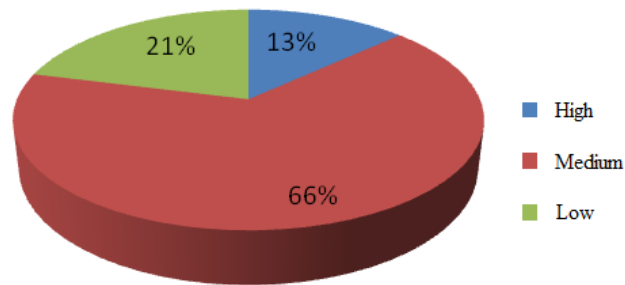


Figure 5. Diagram Student Acceptance of maritime learning

Based on the indicator diagram. Respondents stated that their students had a fairly good ability in maritime learning seen in the mean value of 3.18. This is because many students are active in participating in each learning

activity. for maritime learning outputs and the results of student evaluations are still not optimal with an average value below 2.9 because most students do not recognize maritime in their daily lives.

INDICATORS OF STUDENT ADMISSION TO MARITIME MATERIALS

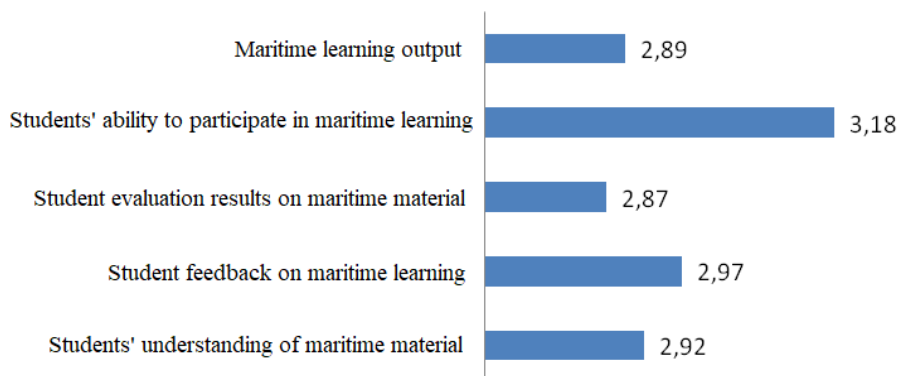


Figure 6. Diagram Indicator Student Acceptance of maritime learning

D. CONCLUSIONS

The readiness of junior high school social science teachers in Surakarta in maritime learning is included in the good enough category, as seen from the teacher's competence in understanding maritime material, the preparation of maritime learning media, and the level of student acceptance of maritime material all in quite good categories. It's just that there are some indicators that are still difficult for teachers in conducting maritime learning, namely the delivery of maritime material, the use of maritime models and media as well as the student's output and results that are not optimal.

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