

PROFESSIONAL COMPETENCE OF IPS TEACHERS THROUGH AN INTEGRATED LITERACY PROGRAM IN ENCOURAGING STUDENTS' INTEREST IN READING

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ABSTRACT

Interest in reading in Indonesia is still relatively low, even though reading is a positive action. We will get many benefits through reading, by reading students will gain a lot of knowledge. In encouraging students' interest in reading, the role of a professional teacher is needed. This research aims to find out the professional competence of social studies teachers at SMP N 1 Merakurak in encouraging students' interest in reading through an integrated literacy program and the obstacles of social studies teachers in encouraging students' interest in reading at SMP N 1 Merakurak. This research uses descriptive qualitative methods with data collection techniques through observation, interviews and documentation. The results of the research show that the social studies teacher at SMP N 1 Merakurak has appropriate professional competence based on Rusman and Cooper's theory using the Miles and Huberman data analysis technique which has several stages starting from data reduction, namely sorting and summarizing data according to what is needed, presenting data in narrative form for easy understanding, and drawing conclusions and verification. The results of research on the role of social studies teachers in encouraging students' interest in reading are through the role of teachers as teachers, educators, administrators, facilitators, models and role models seen from Peters and Kunandar's theory. Through an integrated literacy program, the teacher's role is maximized so that it can encourage students' interest in reading in social studies subjects at SMP N 1 Merakurak. Integrated literacy is an effort to combine reading literacy programs with school culture in the form of intracurricular programs with regular and co-curricular learning with school cultural activities such as religious studies of fiqh and akhlaq, as well as tahfid programs. Apart from that, there are obstacles for teachers in encouraging students' interest in reading, namely that students' focus begins to decline in the middle of learning, students can open applications other than illustrated PPTs, and there are students who don't bring cellphones. The recommendation for school principals is to continue implementing reading corners but with assistance from teachers, while teachers are expected to be able to implement a reward and punishment system when collecting assignments.

Key Words: Professional Competence; Teacher's Role; Reading Interests; Integrated Literacy; Social Sciences Subjects

ABSTRAK

Minat baca di Indonesia tergolong masih rendah, sedangkan membaca merupakan tindakan yang positif. Banyak manfaat yang akan kita dapatkan melalui membaca, dengan membaca siswa akan menambah banyak pengetahuan. Dalam mendorong minat baca siswa dibutuhkan peran guru yang profesional. Penelitian ini bertujuan untuk mengetahui bagaimana kompetensi profesional guru IPS di SMP N 1 Merakurak dalam mendorong minat baca siswa melalui program literasi terintegrasi dan kendala guru IPS dalam mendorong minat baca siswa di SMP N 1 Merakurak. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru IPS di SMP N 1 Merakurak memiliki kompetensi profesional yang sesuai dilihat berdasarkan teori Rusman and Cooper menggunakan teknik analisis data Miles and Huberman yang terdapat beberapa tahapan mulai dari reduksi data yaitu pemilahan dan perangkuman data yang sesuai dengan yang dibutuhkan, penyajian data dalam bentuk naratif agar mudah dipahami, dan penarikan kesimpulan dan verifikasi. Hasil penelitian peran guru IPS dalam mendorong minat baca siswa yaitu melalui peran guru sebagai pengajar, pendidik, administrator, fasilitator, model dan teladan dilihat dari teori Peters dan Kunandar. Melalui program literasi terintegrasi, peran guru tersebut dimaksimalkan dengan baik sehingga bisa mendorong minat baca siswa pada mata pelajaran IPS di SMP N 1 Merakurak. Literasi terintegrasi yaitu upaya dalam memadukan program literasi membaca dengan budaya sekolah berupa program intrakurikuler dengan pembelajaran reguler dan kokurikuler dengan kegiatan budaya sekolah seperti kajian keagamaan fiqh dan akhlaq, serta program tahfid. Selain itu terdapat kendala guru dalam mendorong minat baca siswa yaitu fokus siswa mulai menurun di tengah pembelajaran, siswa bisa membuka aplikasi selain PPT Bergambar, dan terdapat siswa yang tidak membawa HP. Rekomendasi bagi kepala sekolah adalah tetap menerapkan pojok baca namun dengan disertai pendampingan dari guru, sedangkan untuk guru diharapkan bisa menerapkan sistem reward dan punishment pada pengumpulan tugas.

Kata kunci: Kompetensi Profesional; Peran Guru; Minat Baca; Literasi Terintegrasi; Mata Pelajaran IPS

A. INTRODUCTION

The world of education has several problems, one of which is related to the low interest in reading among Indonesian people. According to Tampubolon, Indonesian society is still in the transition stage from oral culture to written culture, which means that literacy habits related to reading and writing have not yet fully developed in Indonesian society (P. Ratu Bangsawan, 2018). In accordance with Somadoyo's opinion, which explains the importance of reading in every aspect of life, it turns out that Indonesian people's interest in reading is currently still relatively low (Nasution, 2019).

In 2011, UNESCO conducted research which resulted in Indonesian people still having a low reading culture compared to other ASEAN countries with a result of 0.001, with a comparison of 1000 Indonesians, only 1 had a high interest in reading (Sudiana, 2020). In everyday life, Indonesian people are more interested in watching television, watching YouTube and radio than reading. This is proven by the fact that according to statistics, children in Indonesia spend up to 300 minutes/day watching television, while in Australia they only spend around 150 minutes/day watching television (Sudiana, 2020).

However, currently interest in reading tends to be very low, because there is a feeling of laziness within us which makes us reluctant to read, we do not fully know the benefits of reading, and there are no activities to develop interest in reading (Ruslan and Sri Hayu Wibayanti, 2019). In fact, by reading they will get many benefits. Some of the benefits of reading are that reading will increase knowledge, reading can be done anywhere and at any time, either through print or electronic media. Meanwhile, according to Nasrullah, interest in reading can grow from each individual, so that increasing interest in reading requires awareness from each, developed countries are countries that have a high interest in reading (Nasrullah, 2022). Thus, interest in reading occupies an important position in advancing a nation.

Apart from the things explained above, education in Indonesia, which currently uses an independent curriculum, also prioritizes a reading culture through promoting literacy programs in schools. According to Beers, one of the good practices in the school literacy movement is prioritizing the principle of integration with the curriculum. This means that if a school has a certain school culture, then this can be a reference for implementing literacy movements. Such as religious literacy for those who have a religious school culture. The Minister of Education and Culture's policy in the Independent Learning Independent Campus (MBKM) Policy emphasizes that the challenge faced is producing graduates who have literacy skills, namely data literacy, technological literacy and human literacy that pivots on noble morals (Maman Suryaman, 2020). In line with that, to realize literacy, one way is by reading. Reading is not limited to textbooks, general knowledge or fiction and non-fiction, but also religious books, including the Koran. The culture of reading has been around for a long time, but it is important to integrate it with religious values to become integrated literacy. Because this also plays an important role in developing character for students. Like research conducted by (Fetrimen, 2023), one way to support the literacy movement is by reading the Koran before starting core lessons as an effort to develop students' enthusiasm and passion to understand the verses of the Koran. It is hoped that with their professional competence, teachers will be able to transform their knowledge into an integrated literacy program.

There needs to be professional teacher competence so that the literacy program runs smoothly. Because teachers who are professional in carrying out their duties are required to master the competencies and capabilities in transferring knowledge in accordance with the main scientific fields (Adnan Hakim, 2015). Professional competence is the result of a specific work process whose development process depends on various

specific learning opportunities from the teaching profession. Therefore, professional competence can be in the form of an educator's general cognitive abilities and personality characteristics (M. Kunter et al, 2013). Several previous studies have raised titles that are relevant to the issues raised, including:

Contribution of Class Teacher Professionalism and Students' Interest in Reading in Increasing Achievement in Integrative Thematic Learning Results. Achievement of learning outcomes in integrative thematic learning is influenced by the professional competence of class teachers and students' reading interest together with a contribution of 36.7%. This is based on the results of multiple regression analysis calculations, the determinant coefficient R^2 is 0.367, $p = 0.026$. This means that the achievement of learning outcomes in integrative thematic learning is influenced by other variables. Taking into account the results of this research, improvements in order to improve the quality of integrative thematic learning at Madrasah Ibtidaiyah must continue to be carried out. These improvements include the following: First, teachers or class teachers must build and sharpen their professional competence in order to develop a better teaching and learning process so that student learning achievement in integrated learning is more optimal. Second, students' interest in reading at MI must be developed optimally so that they will become successful people in the future and able to compete in the current era (Ahmad Sholeh, 2021).

The Influence of Teachers' Professional Competence and Students' Interest in Reading on the Learning Outcomes of Class X Al-Quran Hadith Students at MAN Bintuhan, Kaur Regency. This research was conducted at the high school level, and the curriculum used was a combination of Islam and the 2013 Thematic Curriculum. Al-Qur'an Hadith teachers already have professional competence in accordance with the professional criteria of a teacher seen from the way the teacher formulates the SK KD, syllabus, model and learning methods, remedial for students. Researchers also found that the level of student interest in reading was quite good as seen from students who were not forced to read, the average frequency of students' reading was good, curiosity was high as seen from the percentage of student visits to the library to borrow and read Al-Qur'an books. hadith and other book collections in the library of more than 70 (Muflihah fithriani, 2017).

Research related to this literacy program has been carried out by previous researchers entitled the role of literacy in increasing students' interest in reading in elementary schools (Rohim & Rahmawati, 2020). The differences in this research are at the school level used as the research location, namely Elementary School, apart from that there are also differences in the facilities and infrastructure at the school which are inadequate, and the methods used by teachers are less varied. Apart from that, there are also differences in the year of research, namely 2020. Meanwhile, the research conducted by researchers was at junior high school level with adequate facilities and infrastructure, and the methods used were varied in learning.

The research conducted by researchers is different from previous research. This difference is a form of implication from previous research, this difference lies in how the professional competence of teachers is able to support integrated literacy programs, which are usually only carried out through Ministry of Education and Culture programs, but include religious elements to support school culture. Apart from that, the curriculum used is an independent curriculum, the education level taken is junior high school, and this research places more emphasis on examining the extent to which professional competence through an integrated literacy program is able to increase interest in reading.

Based on the explanation of the research context above, the focus of the problems studied are: (1) what is the professional competence of social studies teachers at SMP N 1 Merakurak; (2) what is the role of social studies teachers' professional competence in encouraging students' interest in reading through integrated literacy programs; (3) what are the obstacles for social studies teachers in encouraging students' interest in reading at SMP N 1 Merakurak.

B. RESEARCH METHODS

This research uses a qualitative method with a descriptive approach. In this descriptive qualitative research, data results are presented from data collection through observation, interviews and documentation techniques.

Observations are carried out by observing the activities and responses of teachers and students while learning is taking place. Learning is an activity carried out to achieve goals that involves educators, students and learning tools. How the planned goals are faced with the demands of cultivating an interest in reading and literacy. Starting from the teacher's competence in opening lessons, delivering learning and conducting evaluations. Apart from the teacher's perspective in making efforts to achieve learning goals, from the student's perspective, it is seen how the student's focus, gestures, and student responses are in learning activities. Can several competencies carried out by teachers in the classroom create interest in reading?

Interviews in this research were conducted using semi-structured interviews. The questions asked include how to plan a program to increase students' interest in reading, the obstacles teachers face in increasing students' interest in reading, the methods and media used, and the application of technology in learning. Questions for school principals relate to the professional criteria of a teacher, how the school improves teacher professional competence, obstacles to teacher professional improvement, and teacher performance to increase students' interest in reading. Questions for the Curriculum Head related to the integration of media and methods in learning materials and teacher performance in increasing students' interest in reading. Questions for students relate to teaching and learning activities in social studies subjects in class, factors that cause laziness to read, efforts to read diligently, and how social studies teachers teach in class.

Documentation was obtained through previous journal articles. This research was conducted in March 2023 at SMP N 1 Merakurak which is located in Tuwiri Kulon Village,

Merakurak District, Tuban Regency. Data analysis uses Miles and Huberman which consists of data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher summarizes the data and sorts the data so that it matches what is required by the research. At the data presentation stage, the author presents the data in narrative form with the aim of making it easier for researchers to read and understand the data that has been summarized based on the researcher's needs. The final stage is drawing temporary conclusions and verification, drawing these conclusions based on evidence and facts that have been obtained in the field, drawing these conclusions can change as the research progresses or new facts and evidence are discovered that are more in line with the research. Test the validity of the data using triangulation which consists of two types, namely technique and source.

C. RESULTS AND DISCUSSION

Professional competence of Social Studies Teachers at SMP N 1 Merakurak

Ability is very important to be used optimally in every profession. A person who works as a teacher must have four competencies, one of which is professional competency. According to Agus F. Tambayong in the book "Becoming a Professional Teacher" by Moh. Uzer Usman explained that a professional teacher is a person who has special expertise in the field of teaching so that he is able to carry out his duties and responsibilities as a teacher optimally (Rahendra Maya, 2013). According to Makawimbang, a teacher's professional attitude can be seen from his professional competence in teaching in accordance with his capacity as an educator (Messi, Wiwin Anggita Sari, and Murniyati, 2018). Professional competence can be improved by joining the MGMP organization, namely through subject teacher deliberations (Siswono and Djulaiqha, 2017).

Imam Al-Ghazali stated the definition of a professional teacher, a professional teacher is a teacher who has attitudes and duties that include teachers considering their students as their own children and treating them with love, intending to teach sincerely, being an honest teacher and discipline, guarding his words and actions, teaching according to his expertise so that students do not object to his learning, and always having the principle of doing and implementing everything that has been said (Fitria Purwaningsih & Muliandari, 2021).

Rusman and Cooper's theory regarding the professional competence of a teacher includes five indicators, namely having knowledge and mastering the learning material to be delivered, being able to apply technological and communication developments in teaching and learning activities. The following are the results of the research after conducting interviews and observations at SMP N 1 Merakurak:

Table 1. Results of research on the professional competence of Social Studies Teachers at SMP N 1 Merakurak

NO	PROFESSIONAL COMPETENCY INDICATORS	RESEARCH RESULT
1	Have knowledge and master the learning material that will be delivered	<ul style="list-style-type: none"> • The social studies teacher at SMP N 1 Merakurak always makes lesson plans before learning begins • The social studies teacher makes student worksheets • The social studies teacher prepares learning tools before the lesson is carried out • The social studies teacher tries to study the learning material in depth before teaching it to students, so that when the learning takes place the social studies teacher has mastered the learning • Social studies teachers become members of the MGMP forum, guide and take part in workshops.
2	Able to developments technology communication teaching and activities	<ul style="list-style-type: none"> • The social studies teacher at SMP N 1 Merakurak uses PPT during lessons by distributing PPT via <i>WhatsAppGroup</i> • Social studies teachers provide links between learning and everyday reality so that learning is more effective for students to understand • Students are given assignments to upload on digital platforms such as classrooms.
3	Have mastery of the right attitude	<ul style="list-style-type: none"> • During learning, the social studies teacher is cheerful and enthusiastic, and when he finds students who are not paying enough attention to learning, the social studies teacher is able to be firm with the students in the form of a warning to focus more. • Social studies teachers are able to act professionally during and outside of learning • Social studies teachers behave politely and professionally. Social studies teachers set examples such as leaving early, entering class on time, and being disciplined in appearance.
4	Always willing to develop professional competence by carrying out reflective actions	<ul style="list-style-type: none"> • Social Sciences teachers always take part in training, workshops, supervision, MGMP, and meetings between teachers related to learning materials organized by schools and the Ministry of Education and Culture • Social studies teachers invite students to always follow school culture and use their time for extracurricular activities of interest and talent as a form of literacy

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| <p>Have skills in the learning process, especially related to media and learning methods</p> | <ul style="list-style-type: none"> • The social studies teacher at SMP N 1 Merakurak always adapts the media learning methods to the learning material and student characteristics • Social studies teachers often give assignments in the form of creating projects related to learning materials, discussions, quizzes, and so on |
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The Role of Social Studies Teachers in Encouraging Students' Interest in Reading Through Teacher Professional Competence in the Integrated Literacy Program for Social Sciences Subjects at SMP N 1 Merakurak

Peters stated that the duties and responsibilities as a teacher are as follows: teachers as teachers focus more on the teaching planning process and teaching implementation activities. Teachers as mentors focus more on guidance, the teacher's direction to their students to be able to solve the problems they face. Teachers as administrators focus more on conditions in the classroom where teachers ensure that the teaching process and its implementation must be interrelated. Pranaka believes that teachers are the main owners in the field of education which includes the didactic actualization process at the pre-school level, scientific secondary education, society and higher education (Agustini Buchari, 2018). In an Islamic perspective, teachers are often referred to as murabbi, mu'allim, and mu'addib (Nur Illahi, 2020). The role of the teacher according to Peters is as follows:

Table 2. The Role of Social Studies Teachers in Encouraging Students' Interest in Reading Through Teacher Professional Competence in Social Sciences Subjects at SMP N 1 Merakurak

NO	CRITERIA	PROCENTAGE
1	As a teacher	The teacher plans learning optimally in the form of preparing illustrated PPTs for learning materials, with the aim of encouraging students' interest in reading during learning.
2	As a guide	Teachers provide guidance, assistance and direction to students to be more active and enthusiastic in reading, and increase the amount of reading they read. In integrated literacy, teachers become facilitators, guide and motivate in religious activities.
3	As administrator	The teacher establishes a good relationship with the student's parents to convey the student's progress to the student's parents. Teachers report their students' progress to parents when taking report cards. Teachers assess student development starting from attitudes, knowledge, skills and activities. The teacher conveys the student's interest in reading to the student's guardian so that supervision can be carried out at home.

Social Studies Teachers' Obstacles and Solutions in Encouraging Students' Interest in Reading at SMP N 1 Merakurak

According to Siregar, interest in reading is a high desire or tendency that a person has in reading (Magdalena Elendiana, 2020). Darmono believes that interest in reading is a

mental tendency to direct someone to do something in reading, which is confirmed by the behavior of someone who diligently reads (Eci Sriwahyuni, 2018). there are four indicators of interest in reading, namely a person's enjoyment of reading, awareness of the benefits of reading, frequency of reading, and the number of books he has read (Ade Hendrayani, 2017).

Reading provides various benefits that readers can obtain. In accordance with the statement according to Silvia Sandi Wisuda Lubis that reading can help develop the mind and improve a person's way of thinking, increase insight, and improve the quality of our thinking and understanding of something (Wisuda Lubis, 2020). If someone reads often, they will be able to learn various scientific disciplines. Apart from that, the brain used for reading will function well so that it can reduce stress, encourage thoughts to always be positive, and reading can make it easier for the brain to concentrate.

According to Sardjiyo, social studies subjects have a goal, namely to create citizens who have the ability to socialize with fellow citizens and have confidence in their lives amidst physical and social strengths, so that they are able to become good citizens, according to norms. and values in society, being responsible and able to survive in the midst of the times (Revelation Bagja Sulfemi and Nurhasanah, 2018). According to Gunawan, the aim of social studies learning is to form people's personalities who are able to have a social spirit and believe in their own lives between physical and social strengths which will later become good and responsible people (Ali Miftakhu Rosyad and Darmiyati Zuchdi, 2018).

Meanwhile, according to PERMENDIKBUD No. 24 of 2016 concerning social studies subjects, there are several core competencies and basic competencies that must be fulfilled for every student, these competencies include religious attitude competencies so that students are able to carry out activities in accordance with norms and values in society, student attitude competencies in socializing with friends, environment, and society, knowledge competence, and competence in applying the knowledge that students have acquired (Alfani et al., 2018).

This research focuses on social studies learning. According to Gunawan, the aim of social studies learning is to form people's personalities who are able to have a social spirit and believe in their own lives between physical and social strengths which will later become good and responsible people (Ali Miftakhu Rosyad and Darmiyati Zuchdi, 2018). Amiruddin and Muhammad Widda Djuhan argue that at the junior high school level, social studies subjects have their own characteristics that differentiate them from social studies subjects at other levels, because social studies subjects at the junior high school level come from a combination of social studies disciplines including sociology, geography, history and economics (Amiruddin and Muhammad Widda Djuhan, 2020). According to Siregar, the scope of social studies is something related to people's daily lives, so social studies learning is considered very important to be taught to students which will later have an impact on the students' development (Anissa Siregar, Ummi Kalsum, and Sehat Muda Rambe, 2022).

Some of the obstacles and solutions encountered by Social Studies Teachers in encouraging students' interest in reading at SMP N 1 Merakurak include:

Table 3. Social Studies Teachers' Obstacles and Solutions in Encouraging Students' Interest in Reading at SMP N 1 Merakurak

NO.	CONSTRAINT	SOLUTION
1	Student focus begins to decline in the middle of learning	This social studies teacher at SMP N 1 Merakurak chose to rest his students for approximately 5 minutes to gather their focus so they were ready to receive the next lesson.
2	Students can open applications other than PPT while learning is in progress	The social studies teacher at SMP N 1 Merakurak always provides direction, guidance and warnings in every lesson. The social studies teacher at SMP N 1 Merakurak is able to be firm towards students who violate the rules during social studies lessons, for example students who are active in learning will receive rewards in the form of points, while those who violate the rules during social studies subjects will get points deducted.
3	There are students who don't bring cellphones	The social studies teacher at SMP N 1 Merakurak reminded him at night to bring the equipment needed to study at school

DISCUSSION

Social Sciences Teacher Professional Competency

Have knowledge and master the learning material that will be delivered in relation to the teacher in encouraging students' interest in reading. Through knowledge and mastery of the learning material to be delivered, teachers can provide maximum and complete explanations. So that when explaining learning material, teachers can better observe students so that students remain focused on reading and listening to the material being explained. The presence of special observations from teachers stimulates students' interest in reading. This statement is in accordance with the results of Fitria Pramesti's research that the solution to encouraging students' interest in reading is one of the teachers paying special attention to students (Fitria Pramesti, 2018). So, having knowledge and mastering the learning material that will be delivered can help teachers observe their students one by one to encourage students' interest in reading.

The findings of this research are in accordance with Rusman and Cooper's theory which states that a professional teacher must be able to apply developments in technology and communication in teaching and learning activities, namely following developments in technology and communication by applying them in learning through media and sources used during learning. Apart from that, the research findings are also in accordance with the Republic of Indonesia Minister of National Education Regulation No. 16 of 2007 concerning Teacher Competency Standards which states that teacher professional competence includes, among other things, being able to utilize information and communication technology independently (Dewi Yulmasita Bagou and Arifin Sukung, 2020). The development of technology and communication would be a shame if it were

not applied in learning. So, as a professional teacher, you must be able to face various problems that will continue to exist as time goes by.

The findings of this research are in accordance with the theory put forward by Rusman and Cooper, namely that a teacher is said to be professional if he has several competencies, including the teacher having mastery of the correct attitude (Hendra P and Utami, 2017). Mastering the attitude in question can be done outside or inside the classroom. The results of the research findings are in accordance with the opinion of Maipita and Mutiara, namely that a teacher must have readiness to become a teacher (Rika Sukmawati, 2019; Wijaya, 2022). The readiness in question is related to mastery of learning material, physical abilities, attitudes and mentality. So that if it has been carefully prepared, a teacher can carry out his duties and responsibilities in delivering learning material, can provide optimal results for students, and is able to handle existing problems, especially related to students' interest in reading.

The results of the research findings are in accordance with Rusman and Cooper's theory, namely the desire to always develop professional competence by carrying out reflective actions, namely social studies teachers always improve teacher professional competence both individually and together with other teachers. In accordance with Glickman's opinion in Bafadal, it is emphasized that someone will do their work professionally if they have professional skills (Cut Fitriani, Murniati Ar, and Nasir Usman, 2017) . In accordance with Kusumah's opinion, several reflective actions such as PTK can help teachers improve and even improve the quality of learning, the abilities possessed by teachers, increase teacher self-confidence when teaching, and teachers will be motivated to always improve the knowledge and skills they have (Nova Natalia Gultom , 2021) . Professional abilities are obtained if you have high work ability and motivation. In this context, high ability means dissatisfaction with one's abilities, so one tries to continuously improve one's competence.

Media and learning methods are very important in learning. Media and learning methods that are diverse and appropriate to the learning material will make learning more enjoyable and effective and can help teachers in encouraging students' interest in reading, while the media and learning methods used are not adapted to the material, learning will be hampered. less than optimal, because the media and learning methods are a series of learning that can facilitate the delivery of learning material from teachers to students. Moh. Uzer Usman states that professional teachers must have special competencies in the field of teaching in order to carry out their duties well (Arfandi and Mohamad Aso Samsudin, 2021). The aim of special competencies in the field of teaching is to make learning more enjoyable and easier to understand, this can be realized through choosing the right media and learning methods. So that learning will be carried out well and optimally. In accordance with Dimiyati's opinion, learning is not just about conveying learning or messages related to the material, but there are activities that require teachers to make maximum use of the basic competencies they have so as to create effective learning (Nurtika, 2021).

The Role of Social Studies Teachers in Encouraging Students' Interest in Reading Through Teacher Professional Competence in the Integrated Literacy Program for Social Sciences Subjects at SMP N 1 Merakurak

Teachers at SMP N 1 Merakurak work together to encourage students' interest in reading, as can be seen from the school facilitating students in encouraging interest in reading through integrated literacy. Integrated literacy is carried out through a combination of reading and studying general science and religious knowledge (Fetrimen, 2023). Integrated literacy is implemented through intracurricular and co-curricular activities. Intracurricular activities are carried out during classroom learning, more specifically social studies learning, while co-curricular activities are carried out outside of classroom learning activities. The form is through school cultural activities held twice a week for the study of fiqh and akhaq. Meanwhile, extracurricular activities include Al-Quran literacy for the tahfid program. Tahfid activities are carried out one hour before the start of regular learning. With integrated literacy activities that are realized through religious activities, students are encouraged to carry out reading activities repeatedly, because the memorization/tahfid program is very closely related to literacy. Interest in reading can be seen through this activity, so that it can encourage students' interest in reading and learning several things outside the learning material in class. Literacy activities are carried out with the assistance of teachers at SMP N 1 Merakurak to condition students to continue to listen and pay close attention to the explanation and presentation of the material.

The social studies teacher at SMP N 1 Merakurak implements the teacher's duties as a teacher in encouraging students' interest in reading. The teacher's way of encouraging students' interest in reading through the teacher's role as a teacher is by planning learning optimally, namely by preparing an illustrated PPT before learning. Illustrated PPTs are considered more interesting for students in reading because of the writing model used, interesting background, and a different reading atmosphere compared to reading books that are full of writing, whereas Illustrated PPTs include important points in the material and are accompanied by pictures that can increase students' reading interest.

The social studies teacher at SMP N 1 Merakurak uses his role as a mentor to overcome obstacles related to students' interest in reading. The teacher's way of encouraging students' interest in reading through the teacher's role as a guide is by providing guidance, direction, mentoring, and directing students to read more actively and increase the number of books they read. The social studies teacher at SMP N 1 Merakurak also motivates his students about the importance of reading and increases their interest in reading. If given the right motivation, the benefits will be felt in achieving learning outcomes (Aulia Rahmadilla Hanni and Azharotunnafi, 2023).

The school provides an integrated literacy program in the form of cultivating Ministry of Education and Culture literacy and literacy that can improve religious abilities. The programs from the Ministry of Education and Culture are literacy, numeracy, science,

digital, finance, culture and citizenship. The specificity of integrated literacy is that general education and religion must be balanced. The school has a literacy program to foster students' reading habits by gathering students in the prayer room at SMP N 1 Merakurak to study books. So that students listen and pay attention to the book being explained and listen to the teacher's explanation at SMP N 1 Merakurak. Book studies at SMP N 1 Merakurak are held twice a week, on Mondays and Wednesdays, with different materials, each material is delivered by a different teacher. The material taught is related to fiqh, morals and provisions for society. This integrated literacy activity was carried out before the congregational midday prayer, which has become a habit at SMP N 1 Merakurak.

The social studies teacher at SMP N 1 Merakurak, through the teacher's role as an administrator, tries to encourage students' interest in reading by preparing lesson plans before teaching that are appropriate to the problems faced, providing education and understanding to parents when taking report cards. Social studies teachers provide an explanation regarding the importance of interest in reading and ask them to continue to monitor students' reading activities while at home so that the time spent is more useful. Efforts made by social studies teachers aim to foster reading habits in students. So that students' reading habits are not only carried out in the classroom but also outside the classroom, even at home they are also taught to read.

Teachers always use several sources during learning, through textbooks and the internet. When they get the information they are looking for, the teacher continues to look for more information so that they find valid information related to what they are looking for. Searching for information from various sources is very necessary, especially in social studies subjects where the material coverage is very broad and you must really pay attention when looking for this information.

Through the role of the teacher as a facilitator as an effort by the social studies teacher at SMP N 1 Merakurak to encourage students' interest in reading, the social studies teacher provides illustrated PPTs containing more interesting and simple writing to attract students' interest. read it plus an assignment in the form of a summary. Apart from that, the teacher as a facilitator provides services so that students do not feel bored when reading so that the social studies teacher intersperses it by inserting colored pictures that are appropriate to the lesson.

Social Studies Teachers' Obstacles in Encouraging Students' Interest in Reading

Decreased student focus will interfere with teachers in encouraging students' interest in reading. During learning the teacher uses PPT with pictures. The teacher will ask students to read aloud and aloud the material in the PPT with pictures per sentence. After completing one sentence, the teacher will appoint another student to continue reading from a friend, so students need to focus so they can read at the specified time. time. As a result of the decline in student focus, teachers experienced problems in encouraging students' interest in reading and as a solution, the social studies teacher at

SMP N 1 Merakurak chose to rest their students while there was still assistance from the social studies teacher himself.

Obstacles in encouraging students' interest in reading related to the use of cellphones which allow students to open applications other than those used for learning also occur in other schools. According to the opinion of teachers at schools, the use of cellphones for learning must be accompanied by teacher control, so that the assistance provided by teachers will reduce the possibility of students opening applications other than for studying (Zulfa Fahmy et al., 2021). If no assistance is provided, students will be free to explore social media available on their respective cellphones. The solution taken by the social studies teacher is to provide direction, guidance and advice to students in each lesson so that we are able to act wisely on the mandate given by the social studies teacher to his students.

In social studies subjects, if you don't bring a cellphone, it will be difficult for other students to find information and answers to questions given by the teacher. In addition, students who do not bring cellphones can disturb other friends because they are close together when sharing cellphones, which allows them to talk to each other, thus disrupting learning. From these obstacles, the social studies teacher's solution is to remind them that at night and when there are students who forget, the social studies teacher will lend the social studies teacher's cell phone to students who don't bring it. The solution provided by the social studies teacher is one form of effort to overcome the obstacles faced by teachers in encouraging students' interest in reading.

D. CONCLUSION

The conclusion is that the professional competence of the social studies teacher at SMP Negeri 1 Merakurak is good, because it has fulfilled 5 (five) indicators of teacher professional competence based on Rusman and Cooper's theory: the learning material is quite good. Both social studies teachers were able to incorporate technological developments into social studies learning. The three social studies teachers have mastery of the correct attitude. The four social studies teachers always want to develop their professional competence through reflective action, seminars, training and MGMP. The five social studies teachers are skilled in using media and learning methods in the classroom. The role of social studies teachers in encouraging students' interest in reading through the professional competence of social studies teachers at SMP N 1 Merakurak can be said to be optimal. This is based on 3 (three) indicators of the teacher's role according to Peters, namely the teacher's role as teacher, guide and administrator. There is a theory according to Kunandar, namely the role of the teacher as a role model and rolemodel and the role of the teacher as a facilitator. Integrated literacy has an important role in encouraging interest in reading, especially for tahfid co-curricular activities. There are 3 (three) obstacles for social studies teachers in encouraging students' interest in reading at SMP N 1 Merakurak, which include: First, students' focus begins to decline during learning. Both students can open applications other than PPT during learning.

Third, there are students who do not bring cellphones during learning. From these obstacles, the social studies teacher has a solution, including: First, the social studies teacher chooses to rest the students for around 5 minutes. The two social studies teachers always provide assistance, direction, guidance, and implement a reward and punishment system in learning. The three social studies teachers always reminded themat night.

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