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for Empowering Agents of Change



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## **Professional Competence In Sustainable Professional Development At Teachers Primary School**

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### **Abstract**

The development of professional competence of teachers have been given warranty to the teachers to mastery science, technology and a strong personality in based on theirs the profession, dignified, secure, prosperous, and professionals in order to be able to face internal and external live that changes in the 21 century during their careers. This research to find out the form of needs of professional competence development through profession developing sustainable (PKB) which is needs by the teachers of primary school. This research is using R & D by Borg and Gall (1983:775-776). The subject of this research is the group of teachers primary school (KKG), there are 35 teachers in district Pallangga Gowa South Sulawesi. The technic of collecting data were using interview, questionnaire, and documentation. The result of this research showed that the needs of developing professional competence in sustainable profession development at teachers primary school was very important that specified in training of classroom action research as one of the requirements in the assessment of teacher performances.

**Keyword : Professional competence, PKB, Teacher of Primary School.**

## INTRODUCTION

The constitutions of the Republic of Indonesia in number 14 in 2005 at the Teachers and Lecturers chapter 20 (b) mandates that in order to carry out the task of professionalism, teachers are obliged to improve and develop the academic qualifications and competence on an ongoing basis in line with developments in science, technology and art. The statement above legislation essentially requires teachers to have: (i) the minimum academic qualification S1 or D-IV; (ii) the competence of teaching agent that is pedagogical, personality, social, and professional; and (iii) teaching certificate. Efforts to improve the professionalism of teachers, among others, can be done through training, research, writing scientific papers, and other professional activities. The activity was very likely implemented in Teachers Group Working (KKG) for elementary level, or in Congress Subject Teacher (MGMP) for middle and high school level, given the container is used as a meeting place

for the class teacher or subject teachers alike.

In constitution number 14 in 2005 at the teachers and lecturers mentions that the 'teacher' is a professional educator with a primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, basic education and secondary education. Improving the quality of education, especially in primary school is the focus of attention in order to improve the quality of human resources. This is because the elementary school is the first formal education unit which has the responsibility to develop the attitudes and abilities as well as provide basic knowledge and skills.

Mastery of teacher competence is a set of capabilities that must mark the teacher in order to realize the performance appropriately and effectively. While the professional teacher is the teacher who has the ability and expertised in the field of teacher training so that they can carry out their duties and functions as a teacher with a maximum capability. The teacher is



a very influential person in the learning process. It is appropriate that a teacher is given a certificate of well-being. It is understood that the certification is the process of granting certificates to the teacher educators who have met certain requirements, which have academic qualifications, competence, physical and spiritual health, as well as having the ability to achieve national education goals are accompanied by increased prosperity it deserves.

To efforts achieve the vision of education is to create intelligent beings Indonesia and competitive requires special attention to teachers as professionals who have a function, role, and the position is very important in this regard. The teaching profession is deemed necessary to be developed as a dignified profession as mandated in the constitutions at teachers and lecturers number 14 in 2005.

One consequence, then the position of teachers as a profession requires training and development is continuing. program Profession Sustainable Development (PKB) is regarded as one of the systems

assessed will help realize the establishment of professional teachers. Based on role of ministry and reform of the bureaucracy number 16 of 2009 on top, continuing professional development (PKB) is the development of teacher competence are carried out in accordance with the needs, gradually, continuing to increase professionalism.

KKG is the learning process which tends to be passive and centered on the guides. Program activity of the KKG has been uncovering and meet the needs of teachers, in anticipation of the development of science, so that teachers are able to master the competence of personal, professional, and community. However, the implementation of KKG program cannot be implemented in line with expectations, because there was a conflict of interest so that the official completion of the program of activities cannot be precise time. at the level of the teacher discipline in following the KKG has not shown significant development. It can be

seen from the arrival of the teacher in KKG slower than scheduled commencement of KKG. This is because the problems that often arise is of a general nature. Moreover, the problems of a specific nature, are often overlooked. The development of science and technology rapidly, coupled with innovative curriculum areas make KKG as a process that seems to "mandatory" followed the teacher. Fundamental changes curriculum areas and government policies in line with the implementation of regional autonomy, become a vehicle for proper socialization through KKG program.

Implementation of continuous professional development program is expected to improve the pedagogical, professional, social and personality to meet the needs and demands of the future relating to his profession as a teacher. Continuing by professional development activities developed on the basis of teacher performance profile as the embodiment of the teacher performance evaluation results and was supported by the results of self-

evaluation. If the result of the assessments of teacher performance is still below the required standard of competence in the assessment of the performance of the teacher, then the teacher is required to attend continuing professional development program that is oriented as guidance in achieving the standards of competence of teachers. Meanwhile, teachers who have reached the performance assessment results required standard of competence in the assessment of the performance of teachers, ongoing professional development activities directed to the development of competencies to meet the service quality learning and career development of teachers.

Continuing by professional development is one key element of a given number of credits for the increase teacher functional position. The Implementation of continuous professional development activities are expected to create a professional teacher, not only has extensive knowledge, but also has a mature personality. This research is expected to contribute their professional competence development model that

is performed for elementary school teachers, along with the development of its components. These findings can be used as study materials research to develop the components further training.

## **REVIEW OF SOME LITERATURES**

### **a. Professional competences of teacher**

Constitutions of the Republic of Indonesia Number 14 in 2005 at teachers and lecturers, hinted that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, basic education and secondary education. Professionalism in education needs to be understood that the teacher should be someone who has the instinct as educators, know and understand learners.

The position of teachers or lecturers as professionals as defined in Article 2 paragraph (1) serves to

enhance the dignity and role of the teacher as a learning agent serves to improve the quality of national education. What is meant by the lecturer as agents of learning (learning agent) is the role of lecturers among others, as a facilitator, motivator, boosters, engineers learning and inspirational learning for learners. Competency lecturers referred to in chapter 8 of the constitution of the Republic of Indonesia number 14 in 2005 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education. The professional competence can be described as follows:

Professional competence is the ability of teachers to master the knowledge of science, technology, and / or art which at least includes the mastery of (1) the subject matter is broad and deep standardized program content education units, subjects and / or groups of subjects and (2)

the concepts and methods of scientific disciplines, technologies, or the relevant art that is conceptually coherent with a shade or educational unit program, subjects and / or groups of teaching subjects.

**b. Profession Sustainable Development ( PKB )**

PKB is a professional development that is carried out in accordance with the needs of teachers to reach the standards of professional competence and improve their competence over professional competency standards which also has implications for credit scoring for promotion / functional position of teachers. PKB includes three things, namely self-development, scientific publications and innovative work.

PKB is a form of continuous learning for teachers is the main vehicle in an attempt to bring the desired changes related to student success. Thus all students are expected to have more knowledge, have better skills, and demonstrated

a deep understanding of teaching materials and be able to demonstrate what they know and are able to do. PKB covers a variety of methods and approaches which teachers continuously learn after getting an education or initial training as a teacher. PKB encourages teachers to maintain and improve their overall standards cover areas related to his work as a profession. Thus, teachers can maintain, improve and broaden their knowledge and skills as well as build personal qualities required in their professional lives.

Through awareness to meet the standards of professional competence and efforts to renew and enhance the professional competence during the period of work as a teacher, PKB is done with a holistic commitment to structural skills and competencies essential part of personal or professional competence. In case this is a commitment to be a professional to meet the standards of professional competence, always renew and ongoing basis to continue to grow. PKB is the key to optimize career development opportunities both now and in the future. To that

end, the PKB should encourage and support the changes, especially in practices and career development of teachers.

**c. Working group of teachers (KKG)**

The definition of KKG is a containing in a professional capacity-building of teachers, training and exchange of information in a particular subject in accordance with the demands of the development of science and technology. Meanwhile, according to Julia KKG is a place in the professional development of teachers that can be used to communicate, exchange ideas and share experiences, conduct demonstrations, attractions and simulations in learning. While the Institute for Education Quality Assurance East Kalimantan (LPMP) provides several definitions of Teacher Working Group, namely:

1. KKG is a professional forum or containing teachers (grades /subjects) that are on a Regency / City

/ District / studio / school cluster, which is the principle of reflection of the activities of, by and for teachers from all schools.

2. KKG is a non-structural organization that is independent, based on family, and it do not have hierarchical relationships with other institutions. Working Group of Teachers (KKG) is a forum / containing teachers' professional activities primarily responsible for managing the teaching and learning activities in the classroom (as a classroom teacher).

From some definitions above it can be concluded that the

working group of teachers is a forum or organization or association of primary school teachers who have special activities provide information in the field of education in order to improve the personal qualities of teachers in the learning process. Since the nineties the flow of information in various fields flowing profusely. Since the time of this improvement in the field of communication and information increasingly sophisticated. No one seems the issue of "globalization" began to spread to every corner of the world. The demands of development and human resource development in this context is something that needs attention. Increased pengetahuan science and technology has been a major challenge for the world of education. Therefore every school should respond to the fast-paced changes in every sphere of life. Not in spite of the global development of educational information requires teachers to be able to think globally as well as the ability to continuously be improved.

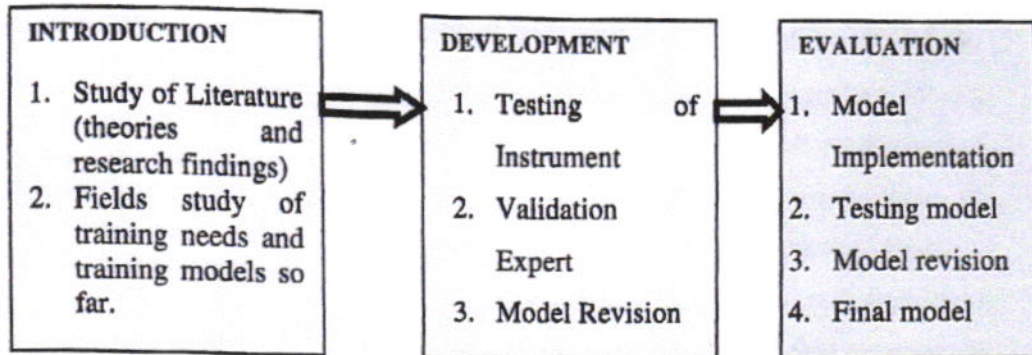
## METHOD

This research used a design research and development by Borg and Gall (1983) and the draft procedural model developed by McKenny (2001). The design of the model Borg and Gall (1983: 775-776), there are 10 steps in the implementation of Research and Development. Based on the ten steps it by Sukmadinata (2006: 176) modified into three steps of research and development, the research phase developed, namely: (1) the preliminary study stage as needs and contents analysis, (2) the development stage as the design, development, and evaluation, (3) stages of testing the effectiveness of the product as a semi-sumative evaluation. The design of the research and development can be seen in the following chart:

The development followed the procedure includes the stages of (1) a preliminary study, (2) the development stage. A full description of this procedure can be followed on the following explanation: The

design of research and development can be seen in the following chart.

discussion; (1) Preparation of a training model includes: modeling, validation expert in question consists



Picture. 3.1 Procedure of Development (Adopt from Borg & Gall)

First stage by doing activities of literary studies and analysis of the development needs of professional competence. Literary studies conducted by activity (1) analyze the training model that had been done; (2) to analyze subject matter for model development training; (3) analyze the resources of book to find the concept of the training model.

Development and Evaluation. The development phase is done by activities include: (1) preparation of a development model of competence; (2) Focus group

of models, strategies, training guide books, instruments, questionnaires to trainees. (2) Focus Group Discussion (FGD). The draft of the model, discussed in small groups of elementary school teachers as many as 15 people with the purpose of discussing the training model.

The location of this research and development of professional competence in continuous professional development through KKG implemented in Gowa. Subject tested on teachers working group (KKG) primary school in Gowa totaling 35 teachers. The area of expertise that is the subject of the trial is the professional competence in continuous professional

development. The subject of research done purposively by considering that the subject is an elementary school teacher educational backgrounds who have been graduate of primary school teacher.

The technic of collecting data in this research are ;

- a. Interview. The Interviewing conducted in this study is not structured interview using the guidelines in the form of an outline of the issues to be asked.
- b. Questionnaire. Questionnaire is a technique of data collection is done by providing a set of written questions to the respondent to answer it. The type of questionnaire used are: (1) closed questionnaire is a questionnaire containing questions that expect the respondent answered by selecting one alternative the answer to every question that has been provided.
- c. Documentation. Documentation is one of the methods of data collection by

viewing or analyzing the documents created by the subjects or others on the subject. The documentation in this study is used to determine the performance of elementary school teachers in Gowa in 2016 in terms of professional competence.

Descriptive and qualitative analysis used in the preliminary stage, development, and implementation of the model, among others, to explain the concept of the evaluation results, the results of limited testing, and validation of the training model. Descriptive analysis was also used to describe in narrative data analysis results as a percentage, frequency distribution table, chart, devisasi standards, and other data or calculation results. Data in the form of comments and suggestions described qualitatively, while the accuracy, clarity and usefulness of the training model used descriptive statistical analysis percentage.

Steps of data analysis techniques in qualitative research include: (1) **Reduce data**. Answers were obtained diverse analyzed by



reducing the data that summarizes all the data and then selecting, sorting and take the key things that focused on the problems studied based on indicators developed in the guidelines for the interview. (2) **Presentation of data** (Display Data) is performed to provide an understanding of the phenomena that occur after this in the travel, the researchers are planning further action should be taken based on the meaning of these phenomena. (3) **Verification of data.** Early to draw conclusions that are temporary and can be changed if found strong evidence and support the data collection phase next. if the data that has been raised or has been supported by evidence that is valid and consistent, it can be concluded.

## RESEARCH FINDINGS AND DISCUSSION

### Research findings

The forms of development requirements of professional competence through continuing professional development (PKB) required groups working of teachers

elementary school teachers in Gowa. The indicators examined as an indicator of professional competence training needs through PKB as follows:

Indicators description of data of professional competence in PKB

Research Data From the training needs of professional competence. Based on the data obtained documentation studies of teacher. The data research on indicators of professional competence of teachers based on the calculation. The data are classified in the frequency distribution, the interval refers to Likert scale ratings, as follows:

Tabel 1. Indicators of Professional competence in PKB

Indicator	N	Percent	Category
	= 35		
Training in Development	20	57,14%	Important
Training for	3	85,71%	Very

publication/ PTK	0		Import ant
Training for inovation	2 5	71,42%	Less Import ant
Average		90,42%	

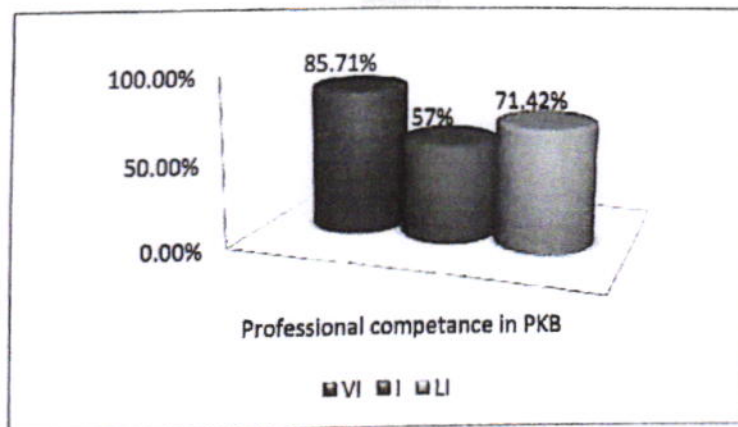
From the table 1 above showed that indicators of professional competence through KKG training in development in PKB are 20 teachers or 57.14% of teachers is important categories, training for publications 30 people or 85.71% categories as very important, training for inovation are 25 people or 71.42% is less important categories. It more can be seen in the histograms below:

Picture 1. Histogram of Professional Competance in PKB

From the histogram above showed that the training needs of training for publications in PKB is very important at the group working teachers at the elementary school teachers in district Gowa.

### DISCUSSION

Making of research findings are based on interviews and questionnaires in need of professional competence development through PKB explained as follows. The results showed that in principle, the PKB include



planning, implementation, evaluation and reflection that are designed to improve the characteristics, knowledge, understanding and skills. PKB is an essential part of the process of professional development of teachers. Therefore, in order that PKB can support the individual needs and improve the practices of the professionalism of the PKB activity should be:

1. Ensure the depth of knowledge related to teaching materials of teaching.
2. Presenting a strong foundation of learning methodology (pedagogic) for certain subjects.
3. Provide more general knowledge about the process of learning and schools as well as institutions of knowledge relating to teaching materials of teaching and learning methodology (pedagogic) for certain subjects.
4. Rooted to reflect of the best research in the field of education.
5. Contribute to the improving of achievement of measure learners in learning
6. To make teachers intellectually to connected with ideas and resources in there.
7. Provide sufficient time, support and resources for teachers to be able to master the content and pedagogical learning materials as well as integrating the practices of daily lessons.
8. Designed by a representative of those who will participate in the activities of PKB in collaboration with experts in the field.
9. Includes various forms of activities, including some activities that might have not occurred previously in accordance with the conditions and needs of the moment.

In implementation of PKB should be able to comply with the principles as follows: PKB should be focus on success based learners or learning outcomes of students.

Therefore PKB should be an integral part of the daily task of the teacher.

Each teacher is entitled to the opportunity to develop themselves that need to be implemented on a regular basis, systematic and sustainable. To avoid the possibility of allocating the uneven development opportunities, PKB program process should start from school. Schools are required to provide chance to each teacher to follow the PKB program with a minimum number of hours per year in accordance with the Regulation of the Minister of State Apparatus and Bureaucratic Reform No. 16 of 2009. The District Education Office / City and the school has the right to increase the allocation of time if deemed necessary.

Covering material for PKB activity should be focused on the education of students, rich with academic material, the learning process, the latest educational research, technology and art, as well as using the work and data learners to improve the quality of learning. PKB should encourage recognition of the teaching profession into a job

dignified and meaningful for the community in the nation and at the same time supporting specific changes in practices and career development of teachers more objective, transparent and accountable.

### CONCLUSION

Forms of development requirements of professional competence through continuing professional development (PKB) required working groups of teachers elementary school teachers in Gowa were on indicators of scientific publications research training at a very important category. This means that primary school teachers aware of the importance of the development of professional competence must start from the teachers themselves. Therefore, to achieve the purpose of PKB, development activities must actively involve teachers is really, there is a change in him, both the mastery of matter, understanding the context, skills and others in accordance with the purpose of improving the quality of education services at the school.

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