



INDONESIA JOURNAL OF EDUCATION AND REVIEW

Volume 3 Number 1 June 2016



IKACANA PUBLISHER
Jakarta, Indonesia

TEACHER PROFESSIONALISM: A STUDY ON TEACHER'S PROFESSIONAL AND PEDAGOGIC COMPETENCE AT VOCATIONAL HIGH SCHOOLS IN THE NORTHERN COASTAL OF JAKARTA

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ABSTRACT

This paper discusses teachers' professionalism. These teachers' competences are summarized in four competences, namely professional competence, pedagogic competence, personal competence, and social competence. This study focused on both teachers' professional and pedagogic competences. This study was carried out on teachers of Vocational High Schools in The Northern Coastal of Jakarta. The questionnaire, observation, interview, and document were used in this study. The result was analyzed in the percentage through quantitative data analysis. The percentage result was scaled to determine the teachers' professional and pedagogic competences. It was revealed that 81.6% of 358 teachers, or 292 teachers, had a good professionalism. Moreover, 222 teachers (62.3%) have mastered the material for teaching well. Teachers' professional competence belonged to low category (43.2%). And finally, from pedagogic side, their professional belonged to medium level (69.7%). Based on the research result, it is important to be stated again here that the teachers' position, as professional element, should be improved and enhanced their role as the agent of teaching-learning process in the schools. This role will also focus on improving the quality of education in national level as well as the human resources of Indonesia in general.

Key words: *Teacher's competences, profesionalism, teaching-learning process.*

Introduction

Nowadays, Indonesian government makes some significant improvements for insuring the quality of teacher to support the educational autonomy. Government, then, launches the Regulation of Education in 2003 about the National Standard Education (*Undang-Undang No. 20*) and the Role of Teacher and Lecturer (*Undang-Undang No. 14*) in 2005. Government also makes some revisions of curriculum in every level of school. This effort is due to the importance of education for this country. Our country will be able to achieve technology and science if our educational quality is better than before (Ohmae, 1995; and Hatten & Rosenthal, 2001). Through the better education, consequently, it will lead us to a success. National Education Department, as the representative of government, also makes some new reformation in education. It can be seen from the recent vision of DEPDIKNAS (*Departemen Pendidikan Nasional* or Ministry of National Education) that education will make Indonesian people smart and able to survive in global competition. This vision is, then, developed in the mission of DEPDIKNAS that education is addressed to build national foundation and give significant contribution for global society (Depdiknas RI, 2008:2).

The implication of this regulation can be seen in every field of education, especially for teachers as the subject of education. Teachers should have a standardized-competence as stated by the UU (*Undang-Undang* or Regulation). They have to be professional in school activities. Moreover, it is a must for them to have a good understanding on how to handle the class; treat the students well; implement suitable methods and techniques; and evaluate their students using an appropriate measurement. As a social component, professional teachers should also be involved in social life to create a good relationship among themselves, the education, and the social environment. These competences are summarized in four competences of teachers. They are professional competence, pedagogic competence, personal competence, and social competence (Hasan, 2004). Among all competences, pedagogic and professional competences become the main ones. The DEPDIKNAS RI (*Departemen Pendidikan Nasional Republik Indonesia* or Ministry of National Education the Republic of Indonesia) states that professional teacher should fulfill at least the pedagogic and professional competences (Depdiknas RI, 2006:4-5). In other hands, personal and social competences are only the complement of professionalism. Hence, in this study, the writers will give some information focus on teacher's pedagogic and professional competences at Vocational schools in Northern Coastal of Jakarta.

Specifically, this study focuses on the following three research questions: (1) What is the extent of teacher's professionalism?; (2) What is the level of teacher's professional competence?; and (3) What is the level of teacher's pedagogic competence?

METHODS

On the Design. The study is a qualitative as well as quantitative based research. The steps, in conducting this research, were choosing the topic, formulating the problems, making the instruments, and collecting and analyzing the data. The last step was making report in analytical and holistic descriptive (Bogdan & Biklen, 1982:174). The design of this research can be seen in following figure:

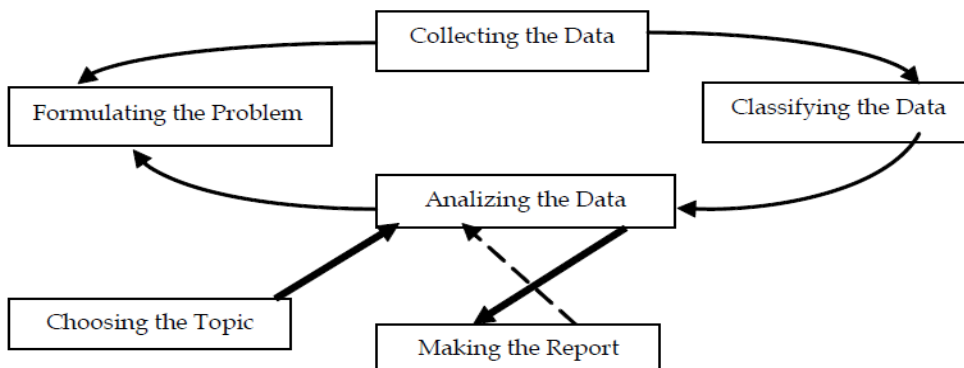


Figure 1.
The Steps of the Research

On the Subject of Study. The subject of this research was the teachers from Vocational High Schools in Northern Coastal of Jakarta. The sample of this research was teachers who joined the Teacher Professionalism Education and Training Program (PLPG, *Pendidikan dan Latihan Profesional Guru*) which consisted of 358 teachers from 11 groups.

On the Data Collection Technique. In collecting the data, the following instruments were used: (1) *Open Questionnaire*. It was used to know the respondents knowledge about professionalism; (2) *Un-participatory Observation*. This instrument aimed at observing teacher's activity at school such as teaching and learning process in the class, discussing some cases in the meeting, etc.; (3) *Documentary*. The sources of documentary for this research were teachers' file, agenda, report, announcement, photo, etc. which supported the teachers' competence; and (4) *Open-ended Interview*. It is conducted to get some information about teachers' professionalism. Informants were selected based on their characteristic (Spardley, 1980; and Goetz & Comte, 1984).

On the Data Analysis. Both quantitative and qualitative methods were used in analyzing the teachers' professionalism. Specifically, qualitative data analysis was conducted in the series of activity, such as data reduction, data display, and conclusion drawing (Bogdan & Biklen, 1982:174). The steps of analysis can be seen in following figure:

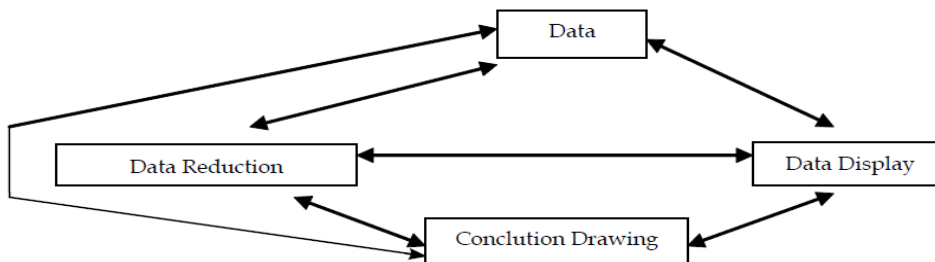


Figure 2.
The Steps of Data Analysis

While in quantitative analysis, the formula which was used is $F/N \times 100\%$ (where F = frequency of each variable; and N = number of sample) was used. The result was, then, scaled into four categories: very high, high, medium, and low.

RESULT

The result of data analysis using questionnaire gave some information about teachers. The complete result can be seen in following chart:

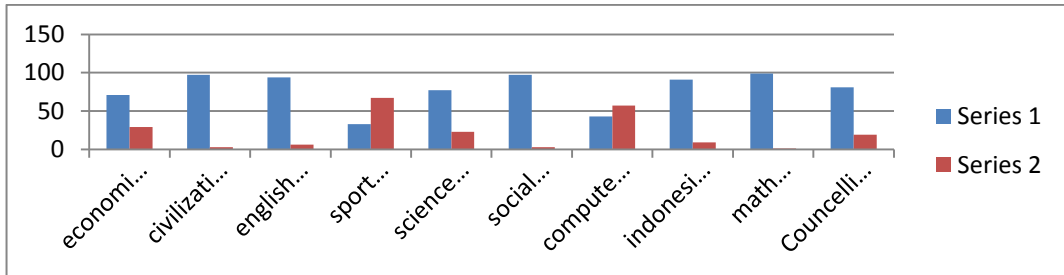


Figure 3.
Teachers' Professionalism in Northern Coastal of Jakarta

From the figure 3, above we know that all teachers from Vocational High Schools assumed that professionalism is very important for them. From all the samples, 292 teachers (81.6%) have a good professionalism, while 66 teachers (18.4%) haven't exposed their own. Specifically, Mathematic teachers (100%) have shown their professionalism. The lowest professionalism belonged to Sports teacher. Only 33.3% of them have explored their professionalism, while 66.7% haven't shown theirs.

In detail, the first rank of teachers' professionalism belonged to Mathematic and Javanese Language teachers. Both of them have 100% professionalism. The second rank was PKN (*Pendidikan Kewargaan Negara* or Civics Education) and PIPS (*Pendidikan Ilmu Pengetahuan Sosial* or Social Studies Education) teachers; they could reach 97% of professionalism. It means that only 3% of them don't have a good one. Third and fourth rank belonged to the English and Indonesian Languages teachers with 94% and 91% professionalism. The next rank was Counseling, IPA (*Ilmu Pengetahuan Alam* or Science Education), and Economic teachers. They achieved 82.5%, 77%, and 71% professionalism. Finally, the Computer and Sport teachers were in the lowest level with 42.8% and 33.3% professionalism.

On the Mastering Material in Teaching. From the result of computation, the writers got the result of teachers' competence in material for teaching. The result is as follows:

From the figure 4 above, we know the highest rank of mastering the material for teaching is from IPA (*Ilmu Pengetahuan Alam* or Science Education) teachers with 90.3%. The second rank was Math teachers, they could master 87.5% of material in teaching. It means that only 12.5% of them don't have a good one. Third and fourth rank belonged to the English and Indonesian Languages teachers with 94% and 91% professionalism. They achieved 75% to 75.5%. Teachers who have a medium level in mastering material in teaching were Computer teachers (67.9%), Indonesian Language teachers (66.7%), and Civics or Civilization Education teachers (65.7%).

On the Doing Classroom Action Research. Teachers' performance in doing CAR (Classroom Action Research) can be seen in following chart:

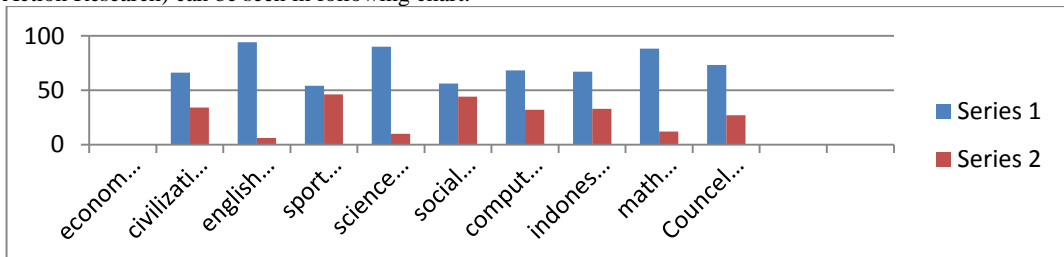


Figure 4
Teachers' Competence in Mastering Material in Teaching

From the figure 5 above, we know that almost all teachers from all subjects were rarely doing CAR (Classroom Action Research). Only the teachers from two subjects who have the highest

rank in doing CAR, those are Economic and Civics Education teachers. Counseling teachers were in the lowest level with only 19% teachers who did CAR, 79% of them never did CAR. It is indicated that teachers' performance in doing CAR was low.

On the Writing Article for Journal. Teachers' performance in writing article for journal can be seen in following chart:

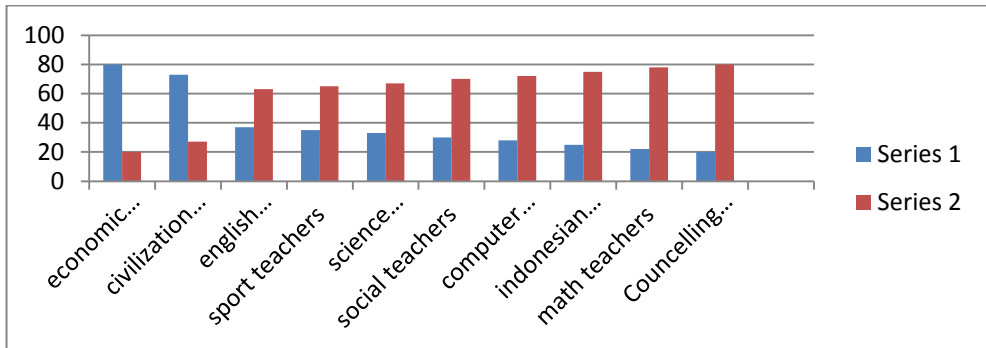


Figure 5
Teachers' Performance in Doing Classroom Action Research

The figure 6 above show that teachers' performance in writing article for journal were low. Only Economic, English Language, and Science Education teachers who always wrote the articles for journal with 90%, 93%, and 100%. The worst thing is PKN (*Pendidikan Kewargaan Negara* or Civics Education), Computer, and Indonesian Language teachers never wrote the articles for journal. It is indicated that the teachers' performance in writing the article for journal was low.

On the Using Media in Teaching. Teachers' performance in using media for teaching can be seen in following chart:

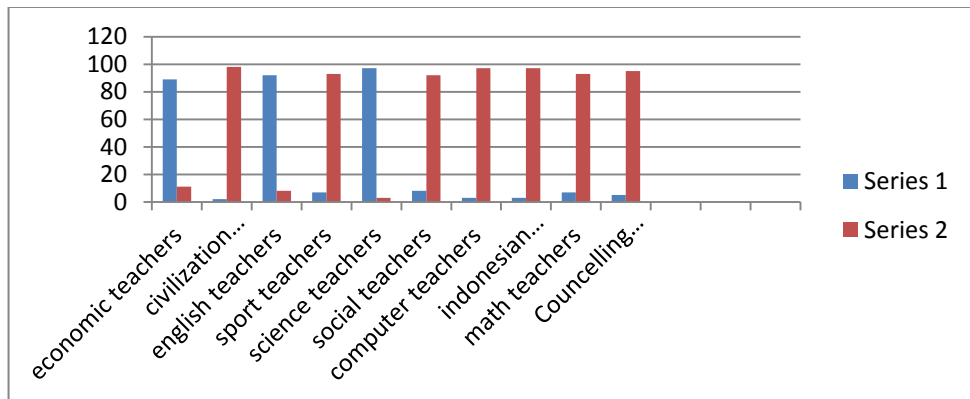


Figure 6
Teachers' Performance in Writing the Article for Journal

From the figure 7 above we know that all teachers from 11 subjects have used media in teaching. Their performance was more than 80%. The first rank of teachers' performance in using media belonged to English Language, Sport, Computer, and Javanese Language teachers with 100% performance.

On the Using Innovative Teaching. The result of teachers' performance in using innovative teaching can be seen in following chart

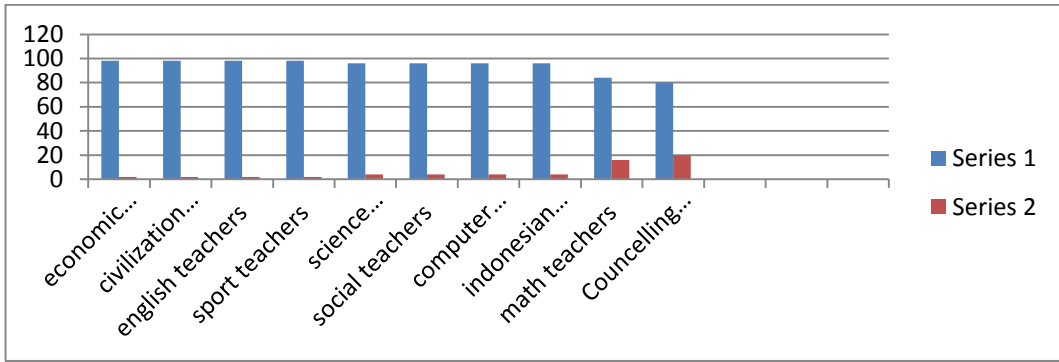


Figure 7
Teachers' Performance in Using Media for Teaching

From the figure 8 above, it can be concluded that teachers' performance in using Innovative model of teaching was low. From 358 samples, only 169 teachers who have used the innovative teachings. Economic, Computer, and Counseling teachers have used innovative teaching well with 94%, 92.9%, and 98%. The lowest one was Science Education teachers with only 16.1% who used innovative teaching.

On the Making Evaluation. Teachers used two ways of evaluation, those are norm based evaluation and passing grade evaluation. The result of teachers' performance in using those evaluation is as follow:

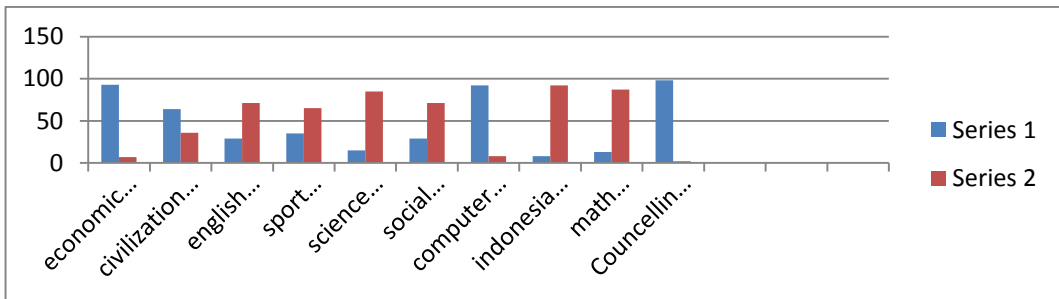


Figure 8
Teachers' Performance in Using Innovative Teaching

From the figure 9 above, we know that most of teachers used PAP (*Penilaian Acuan Patokan* or Passing Grade Evaluation) are 194 teachers. It means that the teachers (54.1%) have done an evaluation using PAP models, meanwhile 164 teachers (45.9%) used PAN (*Penilaian Acuan Norma* or Norm Based Evaluation) ones. So, the use of PAP models of evaluation was higher than PAN.

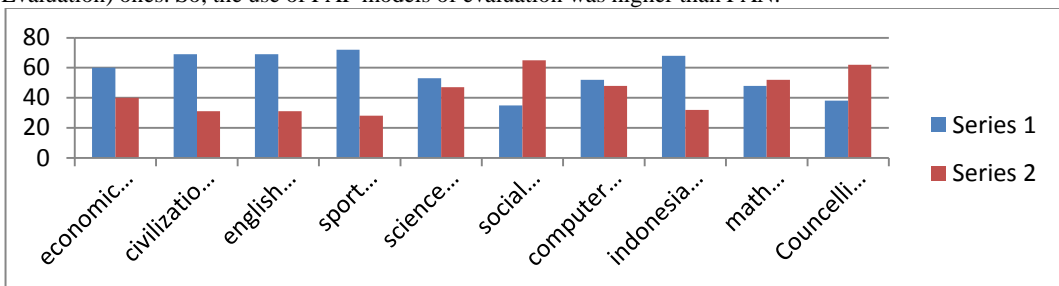


Figure 9
Teachers' Performance in Using Evaluation

From the result of the analysis, it can be concluded that most of Vocational High Schools' Teachers in Northern Coastal of Jakarta have realized that becoming professional educators is very important. From 358 teachers, 292 of them, or 81.6% teachers, have shown their professionalism; while the rest of them or 66 teachers (18.4%) haven't exposed their own. Thus, it can be said that teachers in Northern Coastal of Jakarta have a good professionalism.

In detail, the teachers who can master their material in teaching are 222 teachers (62.3%) and 136 teachers (37.7%) still haven't mastered it optimally. One of many professional competences is conducting a research by the teachers. There were only 138 teachers, or 38% of them, who have done CAR (Classroom Action Research). The rest of the whole sample or 220 teachers (61.4%) haven't done it. Moreover, in writing the article for journal, there were only 103 teachers (28.8%) who have done it. Most of them, or 255 teachers (71.2%), haven't written article for journal. It is indicated that teachers' professional competence in writing article for journal hasn't been explored well. Overall, teachers' professional competence in Northern Coastal of Jakarta, Indonesia was still low, since it only reached 43.2%. From the pedagogic side, which is due to the use of media in teaching-learning process, there were only 17 teachers (7.8%) who have used it. In contrast, teachers rarely implemented innovative methods in their teaching. There were only 169 teachers, or 47% of them, used innovative methods and 189 teachers (52.8%) haven't used it. In summary, pedagogic competence of teachers in Northern Coastal of Jakarta is 69.7% and it is categorized into medium level. In addition, from 359 teachers being researched, 194 teachers (54.1%) have done an evaluation using PAP (*Penilaian Acuan Patokan* or Passing Grade Evaluation) models, meanwhile 164 teachers (45.9%) used PAN (*Penilaian Acuan Norma* or Norm Based Evaluation) ones. So, the use of PAP model of evaluation was higher than PAN model.

DISCUSSION

Education is purposed to create a high quality of human resources. Good human resources will support the national foundation. As stated in Indonesian regulation or UU (*Undang-Undang*) number 20 year 2003 about National Education System that the function of education is to develop national character and good civilization. Having good character and civilization is created from the value of religion in our students. It is, then, implemented in their behavior as a good citizen (Depdiknas RI, 2003). Here, the role of school, as a place to educate students, is very important. One of the main education keys at the school is teacher. In order to reach the goal of education, teachers must be competent. Teachers must be able to give a good service for their students; and teachers are also required to master the material, apply a good strategy, and guide the students, so that the students can be success in every aspect of their life (Sukardi, 2008).

Meanwhile, in *Learning: Treasure Within*, UNESCO (United Nations for Education, Scientific, and Cultural Organization) states four education foundations which should be had by all education practitioners, especially the teachers. *First*, "learning to know": teachers do not only know the content of lesson, but teacher should be able to deliver it. *Second*, "learning to do": teachers should build their students' creativity and productivity, so they can face all situations. *Third*, "learning to be": teachers should be able to dig up their students' independence and wisdom, so they can be a good person. The last, *fourth*, "learning to live together": students are expected to be able to appreciate one another and live together in one society through cooperative learning (UNESCO, 1996:85-89).

Applying the four pillars of education, Indonesian government tries to regulate some new regulations. Through national regulation number 14 about the role of teacher and lecturer, the government forces the teachers to have a good competence in order to make their students able to learn those four pillars. According to S. Widayati (2002:29), the characteristics that should be in a teacher are: (1) understand the profession of teacher as *genuineness* that teachers are the prestigious profession in society; (2) give a *positive reward* during teaching and learning process, so their students will do *self-reward*; (3) do not only show their sympathy but merely they have to show their emphatic; and (4) realize that teacher should have *ability to be a learner or long life learning* and don't only keep in hand.

H.A.R. Tilaar (1999) said also that, in social transformation era, the role of teacher is to prepare a high quality of human resources. A good human resource can follow all developments in the worlds. Furthermore, there are at least three duties of teachers: *First*, teachers as the agent of changing. In the transformational era, teachers play an important role as the agent of a changing. With 1.5 million people, teachers can help the young generations to face that transformation process. *Second*, teacher as the developer of attitude and understanding. The feeling of understanding one another is very important. This feeling is developed from smallest scopes, family, to the biggest one, school and environment. It can be concluded that teachers have an important sense in growing up the feeling of

understanding among their students which moreover building up their tolerance in regional, national even, and in international level. *Third*, teacher as professional educator. School is pointed as the center of learning experiences. Since this role must be developed optimally, the school needs a teacher who is good at comprehending the material, using technology during the teaching-learning process, and understanding the modern educational methodology. Those are the reasons why the teachers have to improve their professional competence (Tilaar, 1999:312-314).

From those descriptions, it can be stated that, in educational process, teachers are an important element. This vision leads the government to have a great effort to settle the teachers' position in the educational process. Chapter XI, point 39, sub point 2 in UU (*Undang-Undang* or Regulation) number 20 year 2003 about the National Education System states that an educator is a professional doer who plans and does the teaching-learning process, treats, supervises, and evaluates the students' learning process as well. This point is supported by point 39 sub-points 3 which states that a teacher is an educator who teaches in elementary to secondary level (Depdiknas RI, 2003). Considering those points above, the teachers' position is stated in UU (*Undang-Undang* or Regulation) number 14 year 2005 about teacher and lecturer, chapter II, point 2 that both teacher and lecturer have responsibility as a professional educator at elementary to university level and at kindergarten one in formal setting. Moreover, in point 4 of UU, it is stated that the teachers' position, as professional element, aims at improving their role as the agent of teaching-learning. This role will also focus on improving the quality of national education (Depdiknas RI, 2005).

CONCLUSION

Teachers of Junior, Senior, and Vocational High Schools have realized that being professional educator is very important and they have showed their professionalism. It is revealed that, from the result of their professionalism computation, 81.6% of 358 teachers, or 292 teachers, had a good professionalism. Moreover, 222 teachers (62.3%) have mastered the material for teaching well. And finally, from pedagogic side, their professional belonged to medium level (69.7%). Based on the summary above, it is important to be stated again here that the teachers' position, as professional element, should be improved and enhanced their role as the agent of teaching-learning process in the schools. This role will also focus on improving the quality of education in national level as well as the human resources of Indonesia in general.

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