

Professional Competency of Certification Teachers at Senior High School in Pariaman City

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Abstract—The goal of the research were to get information about professional competency of teachers. The type of research is descriptive research. The population was all of the teachers who got certification at Senior High School in Pariaman City as much 182 people and the sample was 61 people. Sampling technique using stratified proportional random sampling technique. The instrument of the research was a questionnaire Likert scale models that have been tested for validity and reliability. The result of this research is professional competency teachers at Senior High School in Pariaman City stay in tall category.

Keywords professional competency teacher

I. INTRODUCTION

Education is one way to shape human mindset. With human education can develop the mindset they have become human beings that are more beneficial to their environment. With education, it is hoped that humans can develop the potential that they have to benefit the nation and the country.

Education aims to educate the children of the nation. In connection with the aim of national education, the government always strives to improve the quality of education including providing competent education personnel, improving the curriculum, providing quality and adequate facilities and infrastructure. All of this is certainly so that teachers as educators can carry out their duties well in school.

To carry out educational activities, there needs to be adequate facilities and human resources, such as schools and teachers. In order to improve the quality of education in schools, teachers are needed. Through the development of potential and abilities individually and in groups, teachers are expected to be able to carry out their duties well so that education and learning become more qualified. As a teacher and teacher educator is an important element, determining the success of every educational effort. From this concept, the improvement and development of education quality is strongly influenced by the teacher. This shows the importance of the role of teachers in the world of education in Indonesia. When teachers become an important element in school education institutions. Of course there are many things that need to be considered, ranging from the teacher's ability to teach, foster and educate his students. Therefore, the professionalism of a teacher is needed in carrying out their duties. Professional attitude means doing something as a main

job, as a profession and not as a fill in free time or as a mere hobby. A professional teacher has four competencies that are fulfilled. Among them are pedagogic competence, personal competence, social competence and professional competence.

One of the main competencies measured is teacher professional competence. According to Sagala [1], professional competence consists of (1) understanding of subjects that have been prepared for teaching, (2) understanding competency standards and the content standards of subjects contained in the Ministerial Regulations and teaching materials contained in the curriculum, (3) understanding the structure, concepts, and scientific methods that cover teaching material, (4) understanding the relationship between concepts related subjects, and (5) applying scientific concepts in everyday life.

But from the observations that the authors did in several state high schools in Pariaman, there were several phenomena that showed that the professional competence of teachers was still low, including; 1) Some teachers are still discriminatory towards each student that is contrary to the national education goals where each student has the right to receive education, 2) Some teachers are not optimal in preparing learning tools, such as Learning Implementation Plans (RPP), semester programs and annual programs, 3) Some teachers have not been able to master various kinds of strategies and approaches and learning models so that the teaching-learning process takes place less conducive, 4) Some teachers pay less attention to the development of students and provide services to them because teaching hours are too crowded in some schools, 5) Some teachers have not optimal in assessing each student seen from the tendency to generalize learning activities for each student, 6) Some teachers do not use varied media in implementing learning, including certified teachers, 7) Some teachers are still stuck with routine it teaches the same every day without wanting to develop the potential by attending various seminars, meetings and discussion forums.

This phenomenon arises due to the teacher's lack of understanding of the scope of professional competence including; the ability to master the foundation of education, the ability to master learning materials, the ability to develop learning programs, the ability to carry out learning programs, the ability to assess results and the teaching and learning process that has been implemented.

II. RESEARCH METHODS

This research is a descriptive research. The population in this study were all teachers of Senior High School who had certification in Pariaman City as many as 182 people. Sampling in this study was carried out by stratified proportional random sampling technique by taking populations that had been grouped according to education strata and years of work so that the sample size of 61 teachers was obtained. The type of data in this study is quantitative data. The data analysis technique of the research results using the average formula and the level of achievement of the Sudjana classification.

III. RESULT

The results of this study will describe the description of the data about the professional competence of teachers including; 1) mastering the foundation of education, 2) mastering learning materials, 3) ability to develop learning programs, 4) ability to carry out learning programs, 5) ability to assess learning outcomes and learning processes that have been implemented.

Teacher's professional competence in mastering the educational foundation is included in the high category with an average achievement level of 83.9%. The highest level of achievement was 93%. Whereas for the lowest level of achievement obtained was 73.6%.

The teacher's professional competence in mastering learning materials is included in the sufficient category with an average level of achievement of 77.8%. The highest level of achievement was 88%. As for the lowest level of achievement obtained at 70.4%.

Teacher's professional competence in the ability to compile learning programs is included in the sufficient category with an average level of achievement of 78.4%. The highest level of achievement obtained was 87.4%. As for the lowest level of achievement obtained by 72%.

Teacher's professional competence in the ability to implement learning programs is included in the high category with an average achievement level of 81.6%. The highest level of achievement obtained was 87.4%. While the lowest level of achievement obtained was 73.6%.

Teacher's professional competence in the ability to assess results and the teaching and learning process that has been carried out is included in the sufficient category with an average achievement level of 79.6%. The highest level of achievement obtained was 84.6%. As for the lowest level of achievement obtained by 72%.

IV. DISCUSSION

In the study there were five indicators in the professional competence of certification teachers which were measured including; mastering the foundation of education, mastering learning materials, the ability to develop learning programs, the ability to carry out learning programs, the

ability to assess results and the teaching and learning process that has been implemented.

These results indicate that the professional competence of certification teachers has been included in the high category. However, when viewed by indicators there are three indicators which are included in enough categories including; master the learning materials, the ability to develop learning programs, and the ability to assess the results and teaching and learning processes that have been implemented.

On the indicators of mastering the foundation of education are included in the high category with a percentage of the level of achievement obtained is 83.9%. This means that the teacher has been able to master the foundation of education. According to Sardiman[2], by mastering the foundation of education, the teacher will have a foundation and conviction that encourages ways of thinking and acting educatively in every situation in an effort to manage teaching and learning interactions. For that, it needs to be maintained or leveled towards better, especially in knowing the characteristics and needs of students and training students' independence. This is so that the teacher is able to get to know his students well by creating a comfortable atmosphere for learning.

In the indicator of mastering learning materials included in the category quite high enough with a percentage of the average level of achievement of 77.8%. This means that the teacher is capable of mastering the learning material. Therefore, there needs to be an increase in the future, among others, in using several sources in teaching, connecting the previous material with the material to be taught, receiving ideas / input from students and explaining it to students. in connection with that according to Sardiman to manage the interaction of teaching and learning, first must master the material taught and at the same time the materials that support the course of the teaching and learning process [2].

In the indicator of the ability to compile learning programs included in the category is quite high with a percentage of the average level of achievement of 78.4%. This means that the teacher is capable enough in developing learning programs. Good planning is very helpful in the implementation of learning, because both teachers and students know exactly the goals to be achieved and how to achieve them. Thus, there needs to be an increase, especially in making learning plans independently, determining suitable material for the achievement of basic competencies, making steps for learning activities, determining the relevant media, and preparing various other teaching resources [3].

According to Winarno Surachmad [4] explains that the implementation of teaching is the interaction of the teacher with students in order to convey learning material to students and to achieve teaching goals. In the indicator the ability to carry out learning programs is included in the high category with an average level of achievement of 81.6%. This shows that the teacher has been able to implement the learning program and is able to realize the learning program has been compiled. For that, it needs to be maintained and improved especially in providing opportunities for students to learn with

peers, using teaching strategies that are relevant to the situation and summarizing the material that has been taught at the end of the lesson.

In the indicator of the ability to assess the results and the teaching and learning process that has been implemented is included in the category is quite high with a percentage of the average level of achievement of 79.6%. This means that the teacher is capable enough in assessing the results and the teaching and learning process that has been implemented. So it needs to be improved again, especially in assessing students objectively, assessing the attitudes of students during the learning process takes place, making measuring instruments relevant and providing time for improvement to students. In connection with that according to Kunandar evaluation of learning is an action or a process to determine the learning success value of students after experiencing the learning process for a period [5].

V. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of research and discussion related to the professional competence of teachers of State High School certification in Kota Pariaman in general it is included in the high category with an average level of achievement of 80.2%. Among them; 1) Professional competence of certification teachers in mastering the foundation of education including in the high category with an average level of achievement of 83.9%, 2) Professional competence of certification teachers in mastering learning materials included in the category is quite high with an average achievement level of 77.8%, 3) Competency Professional certification teachers in the ability to compile learning programs fall into the category of quite high with an average achievement level of 78.4%, 4) Professional competence of certification teachers in the ability to carry out learning programs in the high category with an average achievement level of 81.6%, 5) and

competence Professional certification teachers in the ability to assess the results and teaching and learning processes that have been implemented are included in the category of high enough with an average achievement of 79.6%.

B. Suggestion

From the above conclusions, it can be suggested to several parties including to; 1) The Head of the Pariaman City Education Office is expected to be able to take the form of training and developing professional competencies in improving teachers' professional competence in a better direction. 2) Supervisors of Kota Pariaman Education Office as input for efforts to help teachers solve classroom learning problems. 3) The Senior High School Principal in Kota Pariaman is expected to provide better motivation and facilities in order to improve the professional competence of teachers in carrying out their duties. 4) Senior High School Teachers in Kota Pariaman in order to strive to improve professional competence both through training and attend workshops and broaden insights on relevant teaching materials, strategies and tools. 5) Researchers, for insight into professional competencies, especially at Senior High School in Kota Pariaman.

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