

Critical Analysis of Teacher's Competence: Review of Act 14 of 2005, Article 10, Paragraph 1

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Abstract. Professional teachers are expected to have good competencies conceptually and practically so that they could have maximum role and function in the teaching-learning process. Conceptual reconstruction in the law needs to be proposed to make teachers' competencies better in the globalized era. This paper discusses the competencies stated in the government regulations on teachers' competence in Act 14 of 2005, article 8, 10, 28 Paragraph 1 and 3 according to educator standards (National Education Standards). The research is conducted by doing a critical review on the scope of the competencies referred to the law, so that conceptual readiness can be followed up in the education process to shape the competencies needed by the teacher to fit in with the needs and demands. The method used in this discussion is content analysis with inductive and deductive towards the scope of internal teachers' competence based on government regulation as a primary source with a qualitative approach. The discussion produced the fact that the scope of teachers' competence in government regulation is not sufficient to apply to the current reality and future educational needs. This study recommends adding two competencies in Act 14 of 2005, article 10 Paragraph 1 so that the scope is made up of six competencies, namely professional, pedagogical, personality, social, leadership, and spiritual.

Keywords: *teacher's competence, constitution.*

INTRODUCTION

Teacher's qualification, competence, and certification as mentioned in act 14 of 2005, chapter 4 part 1, article 10 as referred to article 8 include personality competencies, pedagogical competencies, social competencies, and professional competencies which could be obtained through professional education [1]. Based on the formal juridical, teachers' main competencies include professional, pedagogical, personality, and social competencies [2]. The four competencies, in fact, are not always oriented to the building of science and the formation of cultured characters [3]. The attention of the current educational crisis is due to several factors, including less educative environmental conditions such as cultural attitudes and unfavorable speech in the school environment [4]. One of the spheres in education today is the environment as a place for the interaction process [5]. Environment is one

of the determinant factors for individual character building. As time went on, the articles, as stated in the law, revealed a gap that needed to be improved. The gap is the ability needed by teachers as educators to provide a positive influence in the realm of intra-curricular and extra-curricular activities.

The involvement of teachers in the activity as a real example will have a strong influence on students individually and in a group. The weak leadership ability has an impact on students' low learning motivation at school's environment. The lack of teachers' participation and awareness to control the learning conditions at school's environment and to act as an educator could result in the role of counseling guidance (*BK*) and classroom teacher as the only resource in dealing with the students' problems. This phenomenon has existed for long in which teachers' role is limited to teaching and learning activities in the classroom, including planning, implementation, and evaluation.

METHOD

A review of teachers' competencies in Act 14 of 2005, Article 10 Chapter 4 is conducted using inductive and deductive analysis content (content analysis) in reviewing primary data sources, namely Act 14 of 2005, Article 10 Chapter 4. The approach used in this study is a qualitative approach, both theoretically and empirically.

RESULT

Law is a state of a regulation made by the government which has binding power, ratified by parliament, and signed by the head of state. The regulation becomes a reference in carrying out certain activities. Act 14 of 2005 concerning teachers and lecturers as stated in chapter 4 of article 10 saying that: "Teachers' competence as referred to in article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education." Boyatzis argues that competence is a capacity owned by someone which can make the person able to fulfill what is required by work in an organization so that the organization can achieve the expected results. Competence in the context of the teacher is the ability to carry out activities in developing students' cognitive, affective, and psychomotor domains. The following is a perspective analysis of teachers' competence based on the government's regulations.

REGULATION	CONTENT	EXPLANATION
Act of 14 of 2005 Article 8	Teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals	Quite Clear
Act of 14 of 2005 Article 10, Paragraph 1	Teacher's competencies as referred to article 8 include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.	<p>What is meant by pedagogic competence is the ability to manage the learning of students.</p> <p>What is meant by personality competency is a capable personality ability, having a noble and authoritative character and being an example of students.</p> <p>What is meant by professional competence is the ability to master subject matter widely and deeply. What is meant by social competence is the ability of teachers to communicate effectively and efficiently with students, fellow teachers, parents / guardians of students and the surrounding community.</p>
Act of 19 of 2005 Article 28 Paragraph (3) about Educator Standard (National Education Standards)	Competence as a learning agent at the level of primary and secondary education and early childhood education includes: a. Pedagogic competence, b. Personality competency, c. Professional Competence, d. Social competence.	<p>Item a. What is meant by pedagogic competence is the ability to manage student learning which includes understanding of students, warfare and the implementation of learning, evaluation of learning outcomes and development of students to actualize their various potentials.</p> <p>Item b. What is meant by personal competence is a capable, stable, wise and authoritative personality ability to be a role model for students and morality.</p> <p>Item c. What is meant by professional competence is the broad and profound ability to master learning material that enables it to guide students to meet the competency standards set out in national education standards.</p> <p>Item d. What is meant by social competence is the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents / guardians of students and the surrounding community.</p>
Act of 32 of 2013. Article 1	Competence is a set of attitudes, knowledge and skills that must be possessed, internalized and mastered by students after learning a learning content, completing a program or completing a particular educational unit.	Quite Clear

DISCUSSION

In the Indonesian language dictionary, teacher means someone whose job/ profession is to teach [6]. According to Omar Hamalik, quoted by Hambali, argues that the competence of PAI teachers includes five things, namely personal, professional, social, pedagogical, and leadership competencies [7]. Everyone believes that a teacher has a significant role in the education sector in general. Thus, the teachers are expected to be creative, professional, and pleasant while still paying attention to his position as an educator, teacher, mentor, coach, advisor, reformers, models, personal, researchers,

creativity drivers, generating views, routine workers, change preparers, storytellers, actors, emancipators, evaluators, and programmed learning[8].

The implementation of spiritual education is clearly stated in the national education goals as mandated by the Republic of Indonesian Law Number 20, 2003 chapter two of the third article namely developing the potential of students to become human beings who believe in God the Almighty, are noble, healthy, knowledgeable, capable, creative, independent, and responsible citizen. Even though it is not stated in the National Education System Law or the National Education Minister Regulation, the ownership of spiritual competencies for

the teacher is necessary. Regarding the background of the increasing number of crimes and acts of violence, the moral decadence of adolescents goes beyond the nadir of life, adultery, and infidelity; even the worship is limited to be a meaningless ritual activity. All of that happens because the education system in Indonesia is still cognitive and skill oriented [9]. In addition to various forms of moral behavior, early childhood spirituality is generally limited to imitating, egocentric, and not profound, so that developing spiritual values for early childhood requires appropriate guidance from the teacher.

In this context, the teacher must have a set of spiritual competencies, both personally and professionally. Personal spiritual competence is manifested in the form of self-righteousness in implementing spiritual values. While professional spiritual competence is realized in teaching the value of spiritual values to students appropriately. The ownership of spiritual competence for an educator is necessary as a form of development of the other four competencies. This is based on various arguments that spiritual intelligence is the foundation needed to function Intelligence Quotient (IQ) and Emotional Quotient (EQ) effectively, so that spiritual intelligence is positioned as the highest intelligence in human life.

As time goes by, government regulations on teacher competence reveal gaps in deficiencies that need to be refined. The gap is the ability needed by teachers as educators to influence the realm of intra-curricular and extra-curricular activities. The involvement of the teacher in the activity as a real example will have a strong influence on students individually and in a group. The weak leadership ability has an impact on students' learning motivation in the school education environment. The lack of teachers' participation to control the learning atmosphere in the school environment and the lack of teachers' awareness to act as educators could lead to maximize the role of counseling guidance (BK) to deal with the students' problems. This phenomenon has long existed in the Indonesian educational system. The teachers' role is considered to be completed solely in teaching and learning activities in the classroom. Thus the planning, implementation, and evaluation roles only stay in the air.

The results of the research show that the importance of teacher leadership and classroom organizational climate to improve student learning styles is positive, so teachers always improve their learning leadership by learning and attending workshops [10]. Teachers' leadership and teachers' competence in controlling the classroom's atmosphere are two important factors in contributing to student learning styles. According to M.H Matondang (2009: 4) quoting Peter F. Drucker, leaders should have at least three competencies, namely personal ability, leadership mastery, and organizational mastery.

Teachers and students are central figures in the learning process. Teachers and students collaboration determine the material and learning objectives according to their interests and needs, including determining how

the most appropriate way to obtain material and to achieve learning goals. There are at least nine teachers' roles which must be carried out thoroughly in running the curriculum, one of which is as a leader in the classroom. Teachers have a strategic role in leading the successful implementation of the curriculum in the classroom during the learning process [11].

The teacher can also become a leader when the implementation of learning takes place, both in the classroom and outside the classroom. The goal is that teachers are expected to lead students in accordance with leadership functions related to the learning objectives to be achieved. The impact of the leadership on learning motivation show significant results [12]. It indicates that leadership competencies are needed to carry out the roles, tasks, and functions of the teacher. Leadership is someone's ability to influence, guide, direct, or manage other people so that they want to do something to achieve the expected goals.

The essence of leadership in the classroom is the ability to influence and move students to achieve the goals of learning in the classroom. The elements that must be met in educational leadership are (1) followers, (2) goals, and (3) influencing activities [13]. The leadership role in the class is as a figure that is very much needed in taking policies and decisions so that various problems can be overcome even in the most complicated conditions.

Based on the brief explanation above, the scope of teachers' competence as stated in Act 14 of 2005, article 10 particularly needs to be reviewed by reconstructing the concept of teachers' competence, at least by adding two competences, namely spiritual competence and leadership competence.

CONCLUSION

Based on the explanation in the discussion above, it can be concluded that the concept of teachers' competence as stated in Act 14 of 2005 concerning teachers and lecturers in chapter 4 of article 10 needs to be reconstructed to adapt with and meet the current needs of the educational challenges faced by teachers today. These needs are a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher in carrying out professional duties, namely professional, pedagogical, personality, social, leadership, and spiritual competencies.

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