Professional Competence Evaluation of MTs Social Teacher in Mranggen District, Demak

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Abstract--Improving teacher professionalism is important since it is one of the steps to acquire qualified education. Therefore, increasing quality education as teacher having professional competence is badly needed. This research aims to analyze social teacher professional competence and how individual teacher's background influences professional competence. This research is an evaluation research using quantitative approach. Data analyze technique used double linier regressive quantitative. Research result shows that 32,2 % teachers had excellent professional competence, while 25,8% was in good category, and 34.4 % was in adequate category. Regressive result shows that there is influence of teacher individual background toward forming social teacher professional competence in MTs Mranggen Demak. Teaching experience have most influence in forming teacher professional competence that is showed with determination coefficient of 44,63%,on work environment 31, 16%, educational background was 25,80 %, and training experience was 0,35%.

Keywords: evaluation, professional competence, social teacher

I. INTRODUCTION

Education is important in life, meaning that everybody needs to get and hope to grow in education. According to *Undang-Undang Nomor 20 tahun 2003* about national education system. *Pasal 3*, explains that national education goal is to improve student potential to become human that have faith and god-fearing toward only one god, good character, healthy, knowledge, skill, creativity, independent, good democratic citizen, and responsibility.

Professionalism is the concept that teaches that every work must be done by professional person. Professionalism refers to commitment of professional group to enhance professional ability continuously, improve the strategy that is used in doing job that is suitable with his or her profession.

Enhancing teacher professionalism is something important for it is related to teacher result of working, one of the steps in improving service toward students. On the other hand, there is an assumption saying that degeneration in education is caused by lacking of teacher professionalism, so that by improving education quality, it is needed teacher who has competenceto fulfill professionalism.

Declining in education is not only caused by curriculum but also lack of teacher professionalism and reluctant pupil. Teacher Professionalism is related to the output of education which metthe need of society. Many government efforts have been done to produce quality of human resource. Diverse of lesson are arranged in curriculum in order to get quality of education output.

Based on the data from the Minister of Education and Culture shows that Mranggen district has the most amount of school in Demak regency. There are 15 junior high schools and 24 are MTs (Islamic Junior high schools). This becomes interesting to evaluate where there are many social teachers who have different education backgrounds that determine the professional competence, such as certified teacher, uncertified teacher, and different education background who teaches social lesson.

Based on researcher provisional observation, there are still many social teachers of MTs in Mranggen district who don't master teaching learning process well in classroom. There are some weaknesses of teacher work, such as indiscipline at school, low of understanding the strategy in teaching learning, low of skill in managing classroom in teaching learning process, low of doing class action research, low of skill in using media of teaching learning, low of commitment in teaching profession. Those problems influenced students' engagement in class, such as studentsbecome lazy even sleeping during teaching learningprocess, all of which do not meet parents' expectation.

This Article focuses on social teacher professional competence, where social is important to be studied since the goal of social subject is guided by behavior and professional personality, all

of whichimprove capability, knowledge, and functional skill of pupil. Moreover, social lesson is done with the orientation that there is not only *transfer of value*but also *transfer of knowledge*. Therefore, professional competence becomes something that is important tobe possessed by social teachers in helping students to improve social knowledge, ability, and to form student behavior.

The aim of this research is to know social teacher competence and how the impact of individual background can influence the professional competence. It is hoped that this research result can give contribution toward teacher, education institution and government as reference of government policy in improving the quality of human resource.

II.   METHOD

This research employed quantitative analisis using Benchmarking model evaluation. The result of research is obtained by comparing teacher professional competence standard applied in Indonesia.

Research population is all MTs social teacher in Mranggen district consisting of 31 teachers. Research Variable consists of two free variable and restricted variable. Free variable is individual background of MTs social teachers in Mranggen district which include background of education, teaching experience, training experience, and work environment. Menwhile, restricted variable is social teacher professional competence which use five indicators from teacher professional competence (*Permendiknas No.16, 2007*). Professional competence includes mastering material, structure, concept, and knowledge that support social subject, capability in curriculum in improving material subject creatively, improving professionalism continually with reflective action, and applying communication and information technology for self-improvement.

Data collection technique in this research uses questionnaire and interview. Data analysis technique applies both descriptive data analysis and regression test analysis.

III.   RESULT AND DISCUSSION

Professional Competence Evaluation of Social Teacher

Teacheris one of the the most important component of all education system. How well they teach depends on motivation, qualification, experience, training, talent, and many other factors, all of which become environment and management structure. Teacher must be seen as part of solution, not as part of problem. Low salary, low credentials, and moral is the main cause of unqualified work which might corrupt behavior in public sector. All over the world, millions of teachers, most of them are women, work hard for low salary to teach next generation.

Social factor is central problem of individual life in society, mind development, and positive skill toward their problems solution. Teacher needs to understand deeply about subject and their teaching skills as their job determined.

Research about social professional teacher in MTs Mranggen district Demak regency shows that the indicator of capable in material, structure, concept, and science taught, that support social lesson have the highest percentage of 42% or 13 of 31teachers regard that understanding material and knowledge is important thing in showing their professional competency as a teacher, then the indicator of understanding curriculum and social lesson competence, improving material creatively is 35%. It means that social teachers of MTs in Mranggen district Demak regency who have understood curriculum and social lesson competence, improving material creatively is 35% meaning that social teacher of MTs in Mranggen district who have understood curriculum and social lesson competence, improving teaching learning material well, and creativity are 11 of 31 teachers.Moreover, there are 19% or only 6 of 31 social teachers of MTs in Mranggen district Demak regency who develop learning material creatively and well. Meanwhile, developing professionalism continually with reflective action is26%,or 8 of 31 teachers. In addition, using communication and information technology for developing themselves is 29%, or only 9 of 31 teachers who do it well, the rest is in good categoryand adequate or less.

Table 1. Indicator Table of Social Teacher Professional Competency

No	Indicator	Percentage	Amount of Teacher
1	Understanding material well, structure, concept, andknowledge thought that support social lesson.	42%	13
2	Mastering curriculum and social lesson competence, develop learning material creatively.	35%	11
3	Developing learning material creatively.	19%	6
4	Developing professionalism continually and reflective action.	26%	8
5	Using communication and information technology for individual development.	29%	9

Teacher professional competency based on *permendiknas No.16 tahun 2007*shows 32,2%,or 10 teachers of 31 teachers, including the best category of professionalism. Further, about 25,8% ,or 8 of31 teachers are in good category of professionalism competence, 35,5% or 11 of 31 teachers include in adequate category of professionalism competence, and 6,5%,or 2 of 31 teachers have fair category of professionalism competence. This can be interpreted that social teacher professional competence at MTs in Mranggen district Demak regency that 35,5%,or 11 teachers has adequate category.

Research result shows that most of social teacher at MTs in Mranggen district Demak regency have adequate professional competence.According to Nolan and Hoover asserted that evaluation will give guarantee toward each teacher, at least teacher will have job that matches with the minimum standard of competence. On the other hand,Parkes about *performance assessment: lessons from performers* shows that good assessment of workwill give good feedback toward students, and one of them is the result of student achievement. In addition, good work assessment will give good effect for work colleague. Base on this research, teacher work evaluation gives huge benefit.

Enhancing teacher professionalism is the most important thing, because it relates to the result of teacher work that is one of steps in improving service quality to student. Teacher Professionalismis closely related to the output of education result t. Teacher evaluation may make teachers who have low work under minimum standard, can reflect and improve their work. The following is the graphic of social professional competency at MTs in Mranggen district Demak regency.
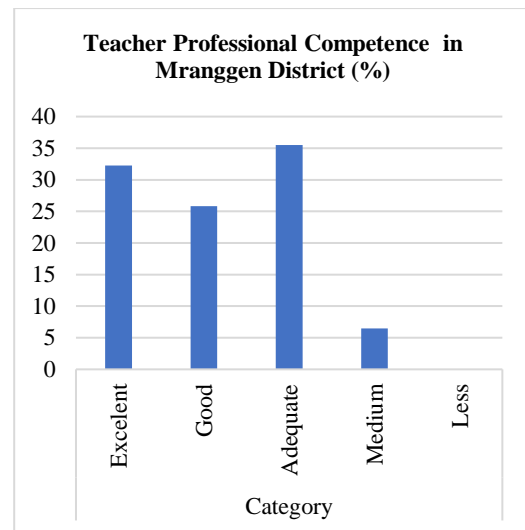

Figure 1. Stem Diagram of Teacher Professional Competence

Influence of Teacher Individual Background Factor toward Professional Competence

Professional competence of a teacher is set of ability that must be possessed by a teacher in order to do teaching successfully. Teacher professional competence can also be meant as an ability in mastering teaching material widely and deeply that may guide students to fulfill competence standard that dealt with education national standard.Many efforts have been done to decide teacher evaluation efficiently, and effectively in many countries.Darling-Hammond resumes criteria for teacher evaluation system effectively as:

1. Teacher Evaluation must base on professional standard of teaching learning;
2. Evaluation must consist of teacher practice prove that shows variation of teaching learning activities with students and professional contribution.

3. Assessment must possess knowledge about teaching and training well in evaluation system.

4. Evaluation must be followed by useful feedback, and connected to develop professionalism.

5. Evaluation system must appreciate and motivate teacher collaboration

6. Expert teacher must be a part of accompanying process and observation.

7. Teacher panel and administrator must control evaluation process.

There are four general principles for professional teaching quality that is effective to be identified as below:

1. Need to make school core business professional teaching;

2. Necessary of professional improvement for focusing in student result;

3. Need for pedagogy content enhancement deeply, and evaluation of knowledge when the result focus on academic sector; and need to build professional learning place that is consistence with way of learning.

This research is measured how individual background has influence toward MTs social teacher professional competence in Mranggen district significantly. Teaching experience and work environment are factors that form social teacher competence in Mranggen district Demak regency. This is as the first step to improve single comprehensive teacher evaluation system for student learning, because all teaching learning activity goal is to improve student learning. Evaluation system standard that is in harmony with student learning may make teacher focusing on student learning activity is better than focus on teaching practice itself. Collaborative work between teacher in workplace for teaching and sharing of teaching strategy and skill may be effective and practical in improving professionalism. This can be seen in table below:

Table 3. Percentage of the influence of teacher individual background toward socialteacher professional competence

Individual Background of Social Teacher	Percentage
Teaching experience	44,63 %
Work environment	31,16 %
Education background	25,80 %
Training experience	0,35 %

IV. CONCLUSION

Research result shows that 32,2 % teachers have professional competence withthe best category, 25,8% with good category, and 34.4 % with adequate category. In addition, there is influence from teacher individual factor toward forming social teacher professional competence at MTs Mranggen district. Teaching experience has the biggest influence in forming social teacher professional competence. It is showed by determination coefficient amount 44,63%, then work environment 31,16%, education background 25,80 % and training experience 0,35%. Based on research result and discussion, it can be concluded that evaluation toward teacher professional competence is very important to be done.It is because teacher professional competence will give feedback toward result of student learning. It is expected that by evaluating teacher professional competence teacher can improve individual competence. In addition, school institution and government can use it as reference in making decision in order to develop the quality of human resource.

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