

Teacher Understanding Towards Teachers' Competency Standards in the Implementation of Science and Character Education of Junior High School Student in Pekanbaru

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ABSTRACT

The objective of education is essentially delivering learners to a change of conduct of both moral intellectual, and social to live independently. Successful education have depend on the learning process. To achieve educational objectives necessary active role teachers who understand and implementing the teacher competency in conducting education. In order for education to be held according to educational purposes, the teachers must be able to comply with the Ministry of National Education Regulation number 16 year 2007 about the standards of qualifications and competency of teachers. Therefore, this research aims to determine the implementation of the competency understanding of the teachers in the conduct of science learning and character building of students of junior high school. This research was conducted with and interviews to several junior high school teachers in Pekanbaru city. Results of distribution of poll obtained that as much as 78% understanding pedagogic competence of teachers, 95% teacher understanding in personality competence, 92% understanding of teachers in social competence, and 49% understanding of teacher professional competence. Based on these results it can be concluded that the competency of teachers greatly affects student learning outcomes. The more accurate the teachers perform the function, the more assured the creation and the destruction and the readiness of a person as human development.

Keywords: *character, competence, destruction, student*

1. INTRODUCTION

Education is a conscious and well-planned endeavor to create a learning atmosphere and process so that students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, morality and the skills required by him, society, nation, and state (Law number 20 of 2003). The purpose of education is essentially delivering students to the changes in the behavior of both intellectually, moral and social to live independently as individual and social beings. Successful achievement of this educational objective depends on the learning process (Sudjana, 2009). To achieve educational objectives that depend on the learning process required the role of teachers or educators who understand and implement the competency of teachers.

The implementation of education to be suitable for educational purposes by the teacher or educator, then made the regulation that governs it with the regulation of the Minister of National Education No. 16 of 2007 which

discusses the standards of qualifications and competency of teachers. Various competencies that must be owned by the teachers, such as pedagogic competence, personality, professional, and social obtained through professional education. The four competencies are integrated in the performance (Depdiknas, year 2006).

Based on the results of interviews from several schools, in SMP Al-Azhar Budi Syifa Pekanbaru, SMP Purnama Pekanbaru, SMP IT Aziziyah Pekanbaru and Dinas Kota Pendidikan Pekanbaru. Obtained information that the teacher is still experiencing obstacles in making the device learning, the dominance of the expository method used by teachers in conveying subject matter, is still limited to knowledge assessment and neglect of potential assessment and skills. Not yet utilizing learning outcomes for The next learning design for enrichment and remedial, teachers have not yet utilized the results of continuous learning for self-evaluation to improve competency by doing classroom education research.

The description of the issue above raises the curiosity of researchers to view and illustrate and encourage researchers to conduct research titled "Teacher

Understanding towards Teachers ' Competency Standards in the Implementation of Science and Character Education of Junior High School Student in Pekanbaru”.

2. MATERIALS AND METHODS

This research is a descriptive study, this research aims to view and describe the facts found in the observation regarding the understanding of the competency standards of the teacher in the implementation of science learning and education of junior high school students.

2.1. Teacher Competency Analysis

This analysis was done with the aim of the implications of teacher competency standards in the implementation of science learning. The activities undertaken at this stage are the poll filling, obmatching implementation of learning and interviews with teachers. The Teacher competency analysis illustrates the standard of teacher competency seen in science learning implementation.

2.2. Education Building Character Analysis

The analysis was conducted to study the character education in science learning. The activities undertaken at this stage are the questionnaire for the teacher and the students using the interview guidelines. The results of students ' analysis are used as identifying and describing the reliability of the character education in science learning.

3. RESULT AND DISCUSSION

The analysis begins with observation, interviews, and questionnaire instruments that have been conducted on 5 February-23 March 2019 at SMP Al-Azhar Budi Syifa Pekanbaru, SMP Purnama Pekanbaru, SMP IT Aziziyyah Pekanbaru. The following is the data and results of the teacher competency observation that teaches in the school. Acquired that understanding pedagogic competence of teachers 78% and from the results of the interview the teacher still has constraints both in understanding approaches, methods, models and media learning. As well as not optimal teachers in understanding the diverse characteristics of learners both in the learning style of

4. CONCLUSION

From the analysis of data that has been done, it can be concluded that the competency of teachers greatly affects student learning outcomes. Educator, teacher, teacher of science study is one of the educators who teach the field of natural sciences. Science teacher is a teacher who purely study the concept of integrated science, namely concepts of biology, physics, Chemistry and IPBA (Ilmu Pengetahuan Bumi dan Antariksa). Forming character

students. And yet the maximum teachers in carrying out learning activities in accordance with the Learning Plan that has been drafted led to a monotonous teaching activity process, resulting in the difficulty of the teacher in developing potential students and overcome the problems and shortcomings of learners in the learning process, and in the planting of teacher character education is still only limited to learning transformation without associating learning materials to daily life to character building of the learners.

Forming students character with strong character and high quality requires continuous and long-term time. Therefore, in line with the learning process in school the character formation of students must be applied to each subject in order to form the characteristics of a qualified generation. 95% teacher understanding in personality competence. As well as the results of interviews understanding teachers in personality competencies have been very good in the environment as well as in the process of learning and having confidence and proud to be a teacher. But there are some that should be evaluated in the teacher's personality competence, because the teacher is a personage who constantly gives moral encouragement, motivation, and spirit to the learners to learn and become a better human in living Life. In order to produce learners who have a self-reliant and superior personal and strong leadership spirit both mentally and steadfast in firmly establishing.

The teacher's understanding in social competence is 92%, and the results of interviews and interviews, teachers are still limited to establishing communication and active in activities beyond learning with fellow field teachers, parents, and communities to The education process to the fullest according to educational purposes. In living daily life, every human being will relate to many people. Similarly, with a teacher, they will have a lot of action with students, fellow teachers, school principals, education personnel, school keepers, security guards, gardeners, students ' parents, and society. All people are important to note because they contribute to the education process.

49% understanding of teacher professional competence. From the interview that the teacher is rarely or in no specific self-evaluation and the absence of research develops the work of innovation and the limited ability of teachers to utilize information technology and Communication in the implementation and development of sustainable professional.

generations through integrated science learning innovations is not easy, requiring harsh effort with teachers who have professional competencies.

The more accurate the teachers perform the function, the more assured the creation and the destruction and the readiness of a person as human development. In other words, portraits and faces of the nation in the future are reflected in the present self-portraits of teachers, and the movement of the nation's life dynamics is directly proportional to the image of teachers in the midst of society (Usman, 2010:7).

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