

# Professional Competence of Certified Social (IPS) Teacher in Learning Based on Character Education at Junior High School in Gowa District

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**Abstract**— The research aims to obtain an overview of professional competence of certified social studies teachers in character education-based learning at state junior high schools in Gowa regency. Qualitative research and the types of data sources used, the data collection techniques are: (1) In-depth interviewing. (2) Direct Observation Play an Active Role. (3) Document Analysis. Data analysis using interactive model data analysis. Qualitative data analysis consists of a flow of activities that occur simultaneously, namely (1) data reduction, (2) presentation of data, (3) drawing conclusions. The results showed that the professional competency level of certified social studies teachers in character-based learning was in the high category. In designing teaching materials, the teacher includes character values, namely character value in relation to God; character values in relation to oneself (personal); character values in relation to others; character value in relation to environment and nationality.

**Keywords:** *Competence, Professional, Education, Character*

## I. INTRODUCTION

Competence is an ability (knowledge, skills, attitudes, and values) which are manifested in thinking and behaving activities. A set of knowledge, skills, and behaviors that a teacher or lecturer must possess, live and master in carrying out their professional duties (Law No. 14 of 2005 on Teachers and Lecturers (Article 1). Effective behavioral devices related to exploration and investigation, analyzing and thinking, as well as giving attention, and perceptions that direct a person to find ways to achieve certain goals effectively and [1].

Social studies teacher challenges in the era of globalization marked by advances in information and communication technology have had a tremendous impact on the role of teachers in the learning process [2]. Unesco noted that teachers are an important instrument for the development of positive or negative attitudes of the younger generation towards learning.

Law No. 20 of 2003 concerning the National Education System, Article 40, that "Educators and education personnel are entitled to obtain; career development in accordance with the demands of quality development; opportunity to use educational facilities, infrastructure and facilities to support

the smooth implementation of tasks". The way to improve teacher competence is through pre-service education and in-service training [3].

Law No. 20 of 2003 concerning the National Education System, Article 3 states, national education has the function of developing capabilities and shaping dignified national character and civilization in the framework of educating the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, intelligent, creative, independent, become good and responsible citizens [4].

In relation to efforts to realize character education as mandated in the RPJPN, in fact the matter referred to is already contained in the functions and objectives of national education.

Thus, the RPJPN is a solid foundation for implementing operationally the culture and character education of the nation as outlined in the National Action Plan for Character Education: character education is mentioned as value education, character education, moral education, character education which aims to develop the abilities of all school members to provide good and bad decisions, lead by example, maintain what is good and manifest that goodness in daily life wholeheartedly [4].

According to Thomas Lickona in, terminologically the characters are "A reliable inner disposition to respond to situations in a morally good way [5]." Furthermore, Lickona added, "Character so conveyed has three interrelated parts, moral knowing, moral feeling, and moral behavior". This means that good character must include knowledge of goodness, then foster commitment (intention) to goodness and in the end do good itself. In other words, good character education must involve good knowledge (moral knowing), good feelings or loving good (moral feeling) and good behavior (moral action) so as to form the manifestation of a unity of behavior and life attitudes of students. This his is also supported by Sartono's research that there are 4 basic pillars of moral values of character education, namely: intellectual development, spiritual and emotional development, sports and kinesthetic (physical and kinesthetic

development). ), and feeling and intention (affective and creativity development) [6].

On the basis of the various problems that have been described above, character education is not just teaching what is right and what is wrong. As will be explored in this study, namely social studies teachers who have been certified in character education-based learning in Gowa district.

## II. RESEARCH METHODS

This research is focused on the social studies learning process based on character education carried out by certified social studies teachers at junior high schools in Gowa Regency. when the teacher teaches and internalizes the character values contained in social studies subjects.

In accordance with the form of qualitative research and the types of data sources used, the data collection techniques used are: 1) In-depth interviewing, 2) Direct Observation Play an Active Role, 3) Document Analysis. The analysis was carried out using an interactive model of data analysis. Qualitative data analysis consists of a flow of activities that occur simultaneously, namely (1) data reduction, (2) data presentation, (3) drawing conclusions [7][8].

Data presentation is an analysis of designing rows and columns of a matrix for qualitative data and determining the type and form of data entered into matrix boxes [9]. The conclusion in this study is to combine and conclude the data that has been reduced and presented to be tested for truth. The initial conclusions in the study are still tentative until strong and credible evidence is found..

## III. RESULTS AND DISCUSSION

Enforcement of Law No. 14 of 2005 concerning Teachers and Lecturers (UUGD) followed by Government Regulation Number 19 of 2005 concerning National Education Standards is a form of the government's seriousness in improving the quality of education, especially teachers and lecturers.

One of the fundamental factors that determine the achievement of educational goals is the teacher. The role of the teacher is very significant for the success of the learning process (Jones, Jenkin & Lord, 2006: 1). From so many variables that determine education, there is evidence that the ability of teachers is the most important variable for the quality of learning outcomes. Teachers are required to be able to facilitate an active learning process that is able to arouse students' interest and willingness in optimizing their potential. In this context it becomes important for a teacher to have competence and act effectively as one of the keys to successful learning.

The duties and positions of teachers as professional staff according to the provisions of Article 4 of the UUGD are as learning agents that function to improve the quality of national education [10]. As a learning agent, the teacher has a central and strategic role, among others, as a facilitator, motivator, driver, instructor of learning, and inspirational learning for students.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (PP No.74 th.2008). Teacher is a profession, which means a position that requires special expertise as a teacher and cannot be done by just anyone outside the field of education [11]. Government Regulation No.16 of 2007 concerning Academic Qualification Standards and Teacher Competencies dated May 4, 2007, states that teacher competency standards are developed as a whole from four main competencies, namely pedagogical, personal, social, and professional competencies. The fourth competency integrated in teacher performance.

The education reform mandated by Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards requires reform of teachers to have higher levels of competence, both pedagogical, personal, professional and social competences.

Kepmendiknas No. 045 / U / 2002 mentions competence as a set of smart actions and full of responsibility in carrying out tasks in accordance with certain jobs. Sarimaya suggests that teacher competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered and manifested by teachers in carrying out their professional duties [12].

In Law number 14 of 2005, it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and controlled by a teacher or lecturer in carrying out professional duties. Competence is the ability to carry out activities in work, which is shown by the ability to transfer skills and knowledge to new situations.

Triyanto and Tutik, teachers are said to be competent if they master four basic competencies which include professional competence, pedagogic competence, personality competence, and social competence [13].

This is in accordance with the opinion of Farida Sarimaya that professional competence is the mastery of learning material broadly and deeply which includes mastery of subject curriculum materials in schools and the scientific substance that covers the material, as well as mastery of the structure and scientific methodology [14]. Surya argues that professional competence is the various abilities needed in order to manifest themselves as professional teachers[15] [16].

Sarimaya describes in detail each sub-competency into essential indicators as follows: (a) Subcompetence mastering scientific substances related to the field of study has essential indicators: understanding teaching material in the school curriculum; understand the structure, concepts and scientific methods that are shading or coherent with the teaching material; understand the conceptual relationship between related subjects; and apply scientific concepts in everyday life. (b) Sub-competence in mastering scientific structures and methods has essential indicators of mastering research steps and critical studies to deepen knowledge /

subject matter in a professional manner in a global context [15] [14].

Based on the description above, the professional competence of teachers is reflected in the following. (a) Ability to master the subject matter; Understand the teaching material in the curriculum, understand the structure, concepts, and scientific methods that cover or are related to the teaching material, understand the conceptual relationship between related subjects and apply scientific concepts in everyday life. Farida Sarimaya, (b) Ability to research and compile scientific papers. Mastering research steps and critical studies to deepen knowledge / subject matter in a professional manner. (Farida Sarimaya, 2008: 17-24). (c) Ability for professional development. Professional development is the activity of teachers in the context of practicing science and knowledge, technology and skills to improve quality. both for the teaching and learning process and the professionalism of other educational personnel. (d) Understanding of the insight and educational foundation [15]. As stated by Peters in Sudjana that the process and student learning outcomes depend on the teacher's mastery of the subjects they teach and their teaching skills [17].

Lickona stated that the notion of character education is a deliberate effort to help someone so that he can understand, pay attention to, and practice core ethical values. According to Suyantocharakteras a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation, and state. According to Kertajaya, character is a characteristic possessed by an object or individual.

John Sewey, for example, said in 1916 that it was commonplace in educational theory that character formation was the general goal of teaching and character education in schools.

The character configuration in the context of the totality of the psychological and socio-cultural processes is grouped into several factors, including: (1) Spiritual and emotional development; (2) intellectual development; (3) Physical and Kinesthetic development and (4) Affective and Creativity development.

The results of research on certified social studies teachers at junior high schools in Gowa Regency show that there are 85 percent of them who list character values in designing lesson plans, namely in teaching materials according to the basic competencies to be presented. Character values which are closely related to the content of social studies subject matter.

In implementing learning, all respondents always convey character values. Especially when conveying apperception. The teachers always emphasize the importance of getting used to applying character values in students' daily lives.

In the core learning activities, character values are always inserted, apart from the fact that social studies subject material content is full of character values, it is also

always planned to include character values relevant to the basic competencies to be presented.

In the closing part of the lesson, the social studies teacher is certified always remind students to apply character values in everyday life.

The results showed that the professional competence of certified social studies teachers at SMP Gowa Regency in implementing character education was classified as high.

Character values in relation to oneself (personal). (a)Honest; (b) Responsible; (c) Healthy lifestyle; (d) Discipline; (e) Hard work; (f) Self-confidence; (g) Having an entrepreneurial spirit; (h) Think logically, critically, and innovatively; (i) Independent; (j) Want to know; (k) Love knowledge.

Score character in relation to each other. (a)Be aware of the rights and obligations of yourself and others. (b) Attitude to know and understand and to implement what has become one's own and other people's rights and duties / obligations of oneself and others. (c) Obey social rules. (d) Attitude to obey and obey the rules concerning society and the public interest. (e) Respect the work and achievements of others. (f) Attitudes and actions that encourage him to produce something useful for society and recognize and respect the success of others. (g) Polite. (h) Characteristics that are subtle and good from the point of view of grammar and behavior to everyone. (i) Democratic; A way of thinking, behaving and acting that values the rights and obligations of oneself and others.

Score character in relation to the environment as well as nationality. (a)Social and environmental care. (b) Attitudes and actions that always seek to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred and always provide assistance to other people and communities in need. (c) National value; Ways of thinking, acting, and insight that place the interests of the nation and state above the interests of themselves and their groups. (d) Nationalist; A way of thinking, behaving and acting that shows loyalty, concern, and high respect for the language, physical, social, cultural, economic and political environment of the nation. (e) Respect diversity. (f) Attitude to give respect / respect for various kinds of things both physical, nature, custom, culture, ethnicity and religion.

#### IV. CONCLUSION

The professional competence of certified social studies teachers in character-based learning is in a high category, reaching 85 percent of the respondents who list character values in designing teaching materials. Likewise in the implementation of learning, reaching 100% or all of the respondents conveyed character values, both in the perceptions, core activities, and before closing the lesson. The character values referred to are the character values in relation to God; character values in relation to oneself

(personal); character values in relation to others; character value in relation to environment and nationality.

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