

Competency Planning Strategies of Junior High School Teachers in increasing competitiveness (*Batubara Regency North Sumatera*)

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ABSTRACT

The purpose of this study is to find out how strategic planning is needed in developing teachers to deal with the current 4.0 industrial revolution in the Batubara Regency Junior High School, North Sumatra. The case study method uses a qualitative approach. The results of this study indicate that: (1) planning for teacher competency improvement is carried out through analysis of needs and abilities, (2) school self-evaluation (EDS), and, (3) implementation of teacher competency improvement programs at school level. Teacher competency development is carried out through self-development in the Subject Teachers Consultant (MGMP) as a forum for sharing new knowledge and information related to the teaching profession, and education and training.

Keywords: *strategic planning, teacher competence, education, training*

1. INTRODUCTION

Education in Indonesia still leaves challenges that have not been resolved, especially now when faced with global competition. The quality of Indonesia's education sector is still ranked below when compared to some neighbouring countries. This fact is based on the results of the Program for Test International Student Assessment (PISA). This test is a form of evaluation of the abilities and knowledge of students from all over the world, which is carried out by the Organization for Economic Co-operation and Development (OECD). Based on the test results, Indonesia is far below Singapore, where Singapore is ranked first in the education sector, and also still below Thailand and Malaysia. To boost the quality of education requires stages of teacher competency improvement. As professionals, teachers must continue to develop their quality and competence.

Quality is something that is relatively not absolute. Quality or can be called quality is a journey not a destination [1]. Quality is concrete steps to translate the vision, mission and goals of the school. Quality means continuous efforts made by the school to achieve its

goals, if the goals have been achieved will re-realize the things you want to achieve again. In accordance with the mandate of the law that teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators or lecturers at tertiary institutions [2].

Efforts to improve the quality of teachers is one of the using a model of competition participation organized by the Ministry of Education and Culture. Vocational Teachers who participated were 32 teachers who won 3 teachers. This achievement was obtained from the Ministry of Education and Culture data. The Ministry of Education and Culture (Kemendikbud) selected 108 Dedicated and Dedicated Teachers and Education Personnel (GTK) in 2017, out of 875 total GTKs from all over Indonesia. This election took place from August 14, 2017, to August 19, 2017 through a process of selection of written tests, interviews, portfolio assessments, assessment of best practices and presentations, with two days of exam duration, namely on the 15th till August 16, 2017. Teacher competition

organized by the government through the Ministry of Education and Culture is a basic step in improving teacher competency that should be appreciated by teachers. Teachers and the government is an integrated education system that needs to work together to improve each other's quality and in accordance with the roles that are set by the law. The government has an important position in encouraging education as the earliest starting point for advancing the Indonesian nation. As [3] explained that education is the key to progress. The better education carried out by the community or nation, the better the quality of a nation [3].

The conclusion from the UKG results implemented by the Ministry of Education of the Republic of Indonesia can be made a recommendation for the government, educational institutions and especially each teacher to be moved to improve professionalism and teacher competency. The condition of teacher competency experiences a decrease in teacher quality at the macro level causing schools to make a breakthrough in resource development human. One of them held the development of internal school training forums and external school training to deal with the rapid development of vocational schools in Batubara. The differentiation of competencies that must be revealed is vocational expertise through on the job training (OJT).

That ability requires basic needs that are expressed by the teacher. That ability gives birth to the teacher's awareness to increase the creativity of the basic teaching pattern. The quality of competence of Indonesian teachers, in this case [4] believes there are seven indicators that show that the quality of competence of teachers in Indonesia in teaching (teaching) is still relatively low. The seven indicators are; (1) low understanding of learning strategies, (2) lack of skills in managing classes, (3) low ability to conduct and utilize classroom action research, (4) low achievement motivation, (5) lack of discipline, (6)) low professional commitment, (7) low time management skills [4]. Even though many studies and opinions of education experts conclude that teachers are an important part of the national education system. School success is characterized by the ability of teachers to carry out their tasks in accordance with the expectations of the community that has been described from the quality standards and school quality policy standards. Success is also indicated by the creation of an educated, intelligent, skilled and quality generation of the nation, influenced by several factors.

Given many studies say that teachers are the determining factors for educational success. The close relationship between teacher competency and educational success is also shown by the results of [5] researcher, and [6] researcher who concludes that teacher competence has a very significant influence on learning success. Research is part of many educational

studies that conclude the importance of increasing teacher competency systematically and programmed. This is also confirmed by the research of [3] who concluded that there is a significant influence of teacher professional competence on student learning outcomes. The Indonesian government has actually tried to improve the quality of education, by increasing teacher competency. Among them the government has carried out education and training, workshops, seminars, curriculum assistance, to improve teacher education qualifications by providing scholarships to teachers to continue higher education [4]. The expectation of this government program would be to create a good atmosphere and quality of education and be able to compete with other countries in the world.

2. LITERATURE RIVIEW

2.1. Competitiveness of Teacher Competencies

Competitiveness is the concept of comparing the ability and performance of companies, sub-sectors or countries to sell and supply goods and or services provided in the market. A country's competitiveness can be achieved from the accumulation of strategic competitiveness of each company. The process of value added creation is within the scope of the company [5]. This competitiveness is meant by the ability of a teacher to face various forms of challenges that are able to demonstrate the superiority of the superior. One's superiority must be in harmony with the superiority of the school which is a place for human cooperation. Conceptually, a human cooperation is called administration when the cooperation is understood as an association of a number of individuals who form a working relationship in a single unit of activity called the organization [6]. Competitiveness criteria in school organizations are needed by each teacher to be part of translating community expectations. As for competitiveness according to Porter, that competitiveness is one of the criteria for determining the success and achievement of a better goal by institutions, companies, even countries in increasing income and economic growth. Competitiveness is identified with productivity problems, namely by looking at the level of output produced for each input used. The increase in productivity is due to an increase in the amount of physical input of capital and labour, an increase in the quality of the inputs used and an increase in technology [1].

In creating the competitiveness of educational institutions, one can adopt Michael E. Porter's theory of corporate competitiveness. Porter offers a theory for increasing competitiveness or competitive advantage through generic strategies. Porter's generic strategy

theory includes: 1) Cost advantage / cost effectiveness
2) Differentiation 3) Focus

Competence is a basic requirement for a professional teacher as show at figure 1.

COMPETITIVE ADVANTAGE

Competition Coverage	Large Target	1. Cost Advantage	2. Differentiation
	Narrow Target	3a. Cost Focus	3b. Focus Differentiation

Figure 1 Competitive Generic Strategies

2.2. Teacher professionalism

Teacher professionalism is a pedagogical skill that is developed in a planned, tiered and continuous manner in formal educational institutions. Pedagogy and professionals are teacher competencies that require measurable development. Competence refers to the ability to carry out something obtained through education. Competence shows rational appearance and actions to meet certain specifications in carrying out educational tasks [2]. Teachers must have academic qualifications that meet the standards and have the competence as a learning agent, physically and mentally healthy and have the potential to realize educational goals. These rules are the contents of article 28 of the Republic of Indonesia's National Education Standards [4].

In the explanation of the article, the intent of the teacher as a learning agent is that the teacher in the learning process acts as a facilitator, motivator, identifies and fosters students' talents, and as an inspiration for all students. The term competency has many meanings. There are several definitions of the notion of competence. In a large Indonesian dictionary competence is defined as the authority (power) to determine (decide something). Or the ability to master grammar in a language in an abstract or inner way (Ministry of National Education, 2009, p. 759). In the Big Indonesian Dictionary competence is the authority or power to determine or decide something. Whereas in RI Law No. 14 of 2005 concerning Teachers and Lecturers it is stated that competency is a set of knowledge, skills and behaviours that must be possessed, internalized, controlled by the teacher or lecturer in carrying out professional [6].

The [7] author defines that competence is one's ability to carry out something obtained through education and training.

2.2.1. Planning Teacher Competency Improvement in Increasing Competitiveness

Planning is the first step that must be done by formal organizations. Planning must refer to the vision, mission and goals of educational organizations. Planning to have the power to bind all elements in an educational institution requires sufficient discussion space to contribute ideas. The strength of planning lies in mutually agreed goals in educational organizations. Any institution or organization certainly requires a plan, so that the goals of the institution and organization can be achieved optimally.

Planning is one of the functions of management [8]. To understand the purpose and meaning of planning, here are some opinions of experts in defining planning. Planning according to [8] is the linking of several facts, using future assumptions in compiling a visualization of programs and activities in an effort to achieve the stated organizational goals.

The steps in compiling the plan, carried out by the principal as the top manager, involved several competent and related parties, such as the deputy headmaster, teachers, committee members, experts and training institutions deemed competent. [9]. the planning process in order to produce truly mature planning can take quite a long time. It can be one week, one month or even up to 6 months [8].

2.2.2. Teacher Competency Improvement Strategies in Increasing Competitiveness

Teachers have the responsibility of increasing Indonesian human resources. Teachers have an important role in preparing students to face global competition. If teacher competencies are not well prepared they will face severe challenges. For this reason, it requires strategies that are in accordance with the present. The strategy for increasing teacher competency in this study is a method or strategy used by institutional stakeholders to improve teacher competency which includes plans, methods and sets of activities planned to improve teacher competency. Teacher competency improvement programs in human resource management studies are known as human resource development, namely activities and programs carried out as planned management efforts and carried out continuously to improve employee competency through training, education, and development programs [10].

The ability and professionalism of teachers in carrying out their functions as teachers and educators, work performance and career fluctuations and teacher positions in each period, it also turns out to be an indicator of teacher quality. Because the quality of teachers is not only seen from the learning outcomes but also in terms of the implementation or learning process [4] in an effort to improve the ability and professionalism of teachers, educational institutions, foundations and agencies that oversee it can implement strategic steps from the [11] concept above.

3. METHODOLOGY

In this study, researchers sought to uncover plans and strategies for increasing teacher competency in

increasing competitiveness. The approach used in this study is a qualitative approach with emphasis on the description and analysis of phenomena that appear on the research object. The researcher uses a qualitative approach by applying the case study method. Data collection techniques are observation, in-depth interviews and documentation.

4. RESULT AND DUSCUSSION

4.1. Teacher Competency Improvement Planning

Every formal education organization has development measures based on planning and implementation. Planning is a function of management [8]. Ideally, planning is prepared first, namely before all program activities are carried out. Planning activities improve the competency of junior high school teachers in Batubara Regency needs several stages of the process.

There are at least 5 stages of the planning process, namely:

- Requirement Analysis Process
- Process of Educator Capability Analysis
- School Self Evaluation Process (EDS)
- Preparation of teacher competency improvement programs at the department level
- Determination of programs and schedules for teacher competency improvement at the central / school level

4.2. Teacher Competency Improvement Strategies in Efforts to Improve Competitiveness of Batubara Regency State Junior High School Graduates

This school organization has implemented it by deploying resources to the maximum extent possible, in a number of ways that are adapted to the provisions of agreed plans. All efforts in order to improve teacher competency are strategies that are determined and implemented by stakeholders of the Coal State Junior High School. Based on the research findings, the teacher competency improvement program in an effort to improve the competitiveness of State Junior High School graduates in Coal, the institute has carried out with steps including: Education and Training, with the type of education and training of Dual Skills Training and Education tools and learning strategies, Training and Testing Expertise competencies, then the On the job training (OJT), and MGMP Activities

4.2.1. Education and Training (Diklat)

Teacher competency enhancement or development implemented through Education and Training (Training and Education) in accordance with research findings,

there are several types of Education and Training including Dual Skills Training, Education and training tools and learning strategies, Training and Development Competency Test and Expertise Competency Test.

Based on the research findings of the three types of training mentioned above, it is already in accordance with the concept of education and training delivered by [12] which says that training is a learning process to acquire and improve skills that include physical skills, intellectual skills, managerial skills and etc., outside the education system that applies in a relatively short time, with methods that prefer practice rather than theory. Author [13] explained that Education and Training is an effort that includes three aspects which include the acquisition of knowledge, skills and talent development in an effort to improve one's performance in certain or specific jobs [13].

4.2.2. On the job training (OJT)

On the job training (OJT) is also called training with job instructions as a method of training with workers or prospective workers placed in real conditions, under the guidance or supervision of experienced employees or a supervisor [13]. As one of the methods in providing education and training that is generally implemented in employees in industry, banking, and other non-educational personnel, OJT is also very relevant to be implemented in vocational teachers who are able to train in a workshop, or termed productive teachers.

Training by applying this OJT method according to [11] can provide new and up to date skills, both for new teachers and teachers who have worked for a long time [11]. This new skill concerns the development of teacher expertise competencies which must always be upgraded and developed in line with the development of technology and industry.

4.2.3. Subject Teachers' Meeting (MGMP)

A place for teacher development based on the specifications of the field of study requires high commitment so that the family of subjects runs according to the demands of the times. The organization of this organization does not only solve students' cognitive evaluation questions, but also teacher's self-development and quality of learning. The teacher container is a basic need to build shared perceptions about the profession and teacher performance is an important part of national development. The teacher's container is called the Subject Teachers' Conference (MGMP) which is an association of teachers per subject [6]. According to [4] to improve the quality and professionalism of teachers, the government encourages all teachers to form MGMP in each subject. All teacher professionalism improvement activities in the MGMP are planned and implemented by the teacher themselves with a reasonably well-timed schedule [3].

4.3. Implications of Increasing Teacher Competence in Increasing Competitiveness of Graduates of Junior High School in Batubara Regency

The emergence of program ideas to be implemented is as a follow up from management, teacher competency improvement. These implications include:

4.3.1. Structured Learning Training Program

According to some previous research, such as [14] research which concluded that the implementation of Education and Training can affect employee professionalism if several elements in the training implementation structure can meet standards and quality, such as fulfilling infrastructure facilities, training materials matching, as well as competent presenters and instructors [14]. Authors [15, 16] who concluded that the participation of teachers in Diklat in stages, could effectively improve the competence and ability of teachers in carrying out their duties, namely carrying out the teaching and learning process professionally.

4.3.2. Continuously motivating teachers to continue to improve competence

Motivation for educators to be able to develop themselves, increase competency and always innovate in the learning and training process. Training programs alone are not enough if it turns out that some educators do not yet have high motivation to improve their competence. Indeed, all forms of education and training activities both pedagogical training, learning and OJT, in principle can provide added value to the knowledge of educators, but also as an effort to provide new skills and provide additional competency skills or upgrade competency skills for workshop teachers. But apparently in following up the results of the training, educators also need motivations to be moved to implement new knowledge and skills from the results of education and training.

Author [17] cites Maslow's theory of need, basically human sufficiency of material or property is not enough, because those needs are not only physiological but also psychological. These needs are at the core of human nature that cannot be killed by culture, only oppressed, easily distorted and controlled by erroneous learning processes or traditions.

5. CONCLUSION

Planning for teacher competency improvement at Junior High School Batubara Regency, through several processes whose stages are (1) needs analysis, (2) analysis of teacher ability, (3) school self-analysis (EDS), (4), Preparation of teacher competency improvement programs at the departmental level, which is carried out by the head of the department / workshop and his staff, with reference to the results of the three analyses above, and, (5) the determination of the program and schedule for teacher competency

improvement at the central / school level, which is carried out by the principal, all work units and committees, with using the department planning reference and the results of the three analyses above.

Teacher competency improvement strategies are implemented by Junior High School Batubara Regency stakeholders in an effort to improve the competitiveness of graduates with program forms (1) Education and Training (Diklat) for all teachers in the form of education and training namely dual skills training, the next Curriculum Training is Training and Competency Test Competency, (2) On The Job Training specifically for workshop teachers and (3) Subject Teachers' Consultation (MGMP) as a vehicle for sharing all educators and honing the competencies of fellow educators

The implication of the management of increasing teacher competence in an effort to improve the competitiveness of graduates of Junior High School Batubara Regency, is by planning a number of new things or programs that have not been implemented in schools and ideally, should be implemented by stakeholders in improving teacher competence. Among them are: (1) structured, and (2) continuously motivates teachers to continue to improve competence.

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