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Professional Competencies Profile of Senior High School Teacher

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***Abstract*—This study aims to identify and examine the professional competency profile of high school teachers from the following aspects: (1) professional implementation, (2) self-development, (3) scientific publications, and (4) innovative works. The study population was SMA teachers in Bali Province who were selected by proportional random sampling. Data were collected using observation, documentation, and interview techniques, then analyzed qualitatively. The results showed that the professional competency profile of high school teachers: (1) aspects of professional implementation were categorized as moderate, (2) aspects of self-development were in a low category, (3) aspects of scientific publication were in a low category, and (4) aspects of innovative work were categorized as very low. The professional competency profile of high school teachers seen from all aspects studied was categorized as low on average. For that, it is necessary to improve these aspects. The recommended activity is structured, massive and sustainable coaching and assistance by the provincial, district/city education offices in collaboration with universities in charge of education and teacher training.**

Keywords—teacher profile, professional implementation, self-development, publication, innovative work

I. INTRODUCTION

Professional teachers are required to have several competencies. Teachers obtain competence through education and training that is relatively long and sustainable [1]. The appearance of teacher competencies can be assessed, measured, and observed through teacher certification programs conducted by the Government-appointed Educational Institutions of Education (LPTK) [2].

The meaning of a teaching certificate is the process of granting an educator certificate to a teacher. An educator certificate is a certificate issued by a university that administers the certification as a formal proof of recognition given to teachers as professionals. The purpose of teacher certification is to determine teachers' eligibility in planning, implementing, evaluating learning, and guiding students according to national education goals [3].

The current ideal teacher profile, besides having an S1/D4 academic qualification also has an educator certificate. The educator's academic qualifications whether the teacher has a diploma issued by an accredited or not accredited LPTK, the teacher certification process undergoes several models of certification programs. The program models are through: (a) portfolio assessment, (b) teacher professional education and training (PLPG), and (c) teacher professional education (PPG). Problems that arise whether the three models of the certification program has produced professional teachers?

Khodijah's research implies that the performance of post-certification Madrasah teachers, both as a whole, as well as viewed from aspects of learning planning, learning implementation, learning assessment, and professional development, all indicate a medium category. That is, Madrasah teachers' performance in South Sumatera after passing certification and getting professional allowance is not too good but also not too bad. Thus, it can be said that the implementation of the certification program that was poured out by the government with no small amount of funds did not make the performance of the teachers better [4]. Baedhowi's statement reinforced this that the certification program which was actually intended to improve the competency shown in improving teacher performance was not as expected, teachers who had passed the certification did not show significant competence [5]. This fact makes the meaning of the teacher certification program designed to improve teacher performance not optimal to achieve optimal results.

The era of technological disruption, the tasks and demands of teachers today must be able to adjust and meet the demands of learning needs of students of the industrial age 4.0, which include aspects of critical thinking, the ability to formulate and solve problems, be creative and innovative, communicate skills, mastering digital transformation, and have multiple abilities language. Teachers are the main significant component that influences the school system. Teachers, as agents of change, are expected to be able to spearhead the change in the social system of the schools they foster in the effort to change for the better [6]. In responding to the revolution industrial 4.0 ages, teachers are expected to always improve their competence and professionalism on an ongoing basis by attending various training programs, seminars individually and collectively.

Every year student learning experiences change and improve, so the way of teaching teachers must also change.

Various teacher and government quality improvement programs have been rolled out by the government so that this study will describe the real conditions of school performance and teacher performance. Based on the background and problems mentioned above, the purpose of this study is to obtain an overview of (a) the profile of high school teachers from the aspect of professional implementation, (b) the profile of high school teachers from the aspect of self-development, (c) the profile of high school teachers from aspects scientific publication, and (d) high school teacher profile from the aspect of innovative work.

II. METHODS

The method used in this research is the survey. The survey research was described as scientific research whose data were collected from a sample that had been selected from a population of high school teacher education levels in the Province of Bali. The sample was determined by the multi-stage random sampling technique [7,8]. The sample area is a district in the Province of Bali. Sample districts are Buleleng and Badung Regencies. From these districts, high schools were identified with public and private status and the level of school accreditation (A, B, and C accreditation). Based on the Herry King Nomogram with a significance level of 5%, a sample of 188 high school teachers was obtained. Based on proportional random sampling, the number of samples per district and school can be determined. The research data were collected through a questionnaire and documentation. Likert scale questionnaire was used to obtain high school teacher profile data—documentation instruments in the form of the lesson plan that teachers have used in learning to support data triangulation. The data analysis technique used in this research is descriptive qualitative.

III. RESULTS AND DISCUSSION

A. High School Teacher Profile based on Aspects of Teacher Professional Implementation

The aspects of implementing the teacher profession studied consist of 11 indicators which are illustrated in Table 1.

TABLE I. RECAPITULATION OF THE PROFESSIONAL IMPLEMENTATION OF HIGH SCHOOL TEACHERS IN THE PROVINCE OF BALI.

Indicator	**Item**	**Bali**		**Category**
		F	***%***	
-1	***-2***	***-3***	***-4***	***-5***
Source of understanding of the ministry of education and culture curriculum	Kemdikbud	25	15,33	Very low
	Regional education office training	134	82,2	High
	Friends discussions	79	48	Medium
	Independently	50	39,67	Low
The ability of teachers in developing lesson plan	Kemdikbud	20	12,26	Very low
	Kanwil dikbud	128	79	Very high
	Friends discussions	100	61,34	Medium
	Independently	45	27,68	Low
Time for preparing lesson plans	Before teaching	52	31,9	Low
	At the beginning of the semester	124	76,07	High
	Examined	12	7,36	Very low
	Workshop	27	16,56	Very low
Formulation of the objectives	Is done alone	72	44,17	Medium
	With friends mgmp	134	82,2	High
	Made the same	12	7,36	Very low
	Coordinated workshops	9	5,52	Very low
Compilation of one semester of lesson plan	Is carried out independently	75	46,01	Medium
	With friends mgmp	120	73,6	High
	Same as last year	19	11,65	Very low
	Coordinated by workshop	10	2,07	Very low
Latest teaching materials	Compile source	70	42,92	Medium
	Material adjustment	137	84,04	Medium
	Using book	66	40,49	Medium
	Using hand out	5	3,06	Very low
Curriculum resources and learning media	Curriculum	60	36,8	Medium
	Learning goals	132	80,98	Very high
	Student characteristics	89	54,6	Medium
	Teacher ability	24	14,72	Very low
Aspects of consideration applying lesson plan	Learning objectives	102	62,6	Medium
	Student characteristics	113	69,32	Medium
	Curriculum	48	29,44	Low
	Teacher ability	16	9,81	Very low

Table 1. Cont.

Preparation of basic competency	Basic competency	146	89,57	Very high
	Curriculum	58	35,58	Low
	Student characteristics	56	34,35	Low
	Teacher obligations	8	4,9	Very low
Assessment lattice	Basic competency	135	82,82	Very high
	Subject matter	76	46,62	Medium
	Curriculum	31	19,01	Low
	Teacher obligations	8	4,9	Very low
Assessment of the process and learning outcomes	Basic competency	128	78,52	High
	Subject matter	73	44,78	Medium
	Curriculum	30	18,4	Low
	Teacher obligations	12	7,36	Very low
	Total	2885	1774,5	Very low
	Average	65,56	40,32	Medium

Based on the above table, the implementation of the categorized teacher profession is still low. The condition of teachers in Bali is still in the medium category, reaching 40.32%.

Presentation of data that the results of the study indicate that the overall indicators of each item of choice for professional implementation are categorized as moderate (40.32%), but this does not indicate that the choice of implementing the profession is said to be good or not good because the researchers here only look at the high and low frequencies. The implementation of professional competencies by the teacher of the choice items of professional implementation.

This is also supported by the results of teacher competency tests that indicate that the quality of teachers needs to be improved. The average teacher competency results reached 53.02. The minimum competency standard set is 50. Teacher training through the Subject Teachers' Conference (MGMP) and Teacher Working Groups (KKG) will be very beneficial because it directly involves the teacher in the field and is carried out in the location of the teaching teacher area. However, training must be ensured to start from the reflection process to be more effective. Reflection is carried out when the training starts with no rush.

This new era of teacher coaching patterns is highly demanded by the teacher's willingness to bring technology in the classroom. Do not let the teacher become out of date. Thus, it is necessary to organize what must be done by the government in a systematic, structured, and synergistic manner between teachers.

Teacher professional development is currently still at the level of individuals in schools not systematically through MGMP or KKG. This condition is also shown by the teacher's self-development, which is only carried out by a small number of teachers, and the teacher is indeed motivated to improve self-quality. On average they are young teachers, who were appointed after 2005. The implementation of training patterns through MGMP or KKG from a monotonous year to year need to look for new patterns that are more touching on the needs of teachers to improve the quality of outputs that are carried out sustainably.

For this reason, training for KKG-MGMP members is continuously updated with information and ongoing training to become truly active in learning. In the new era of zoning-based teacher training patterns, there will be synergy between the core and the target teachers. It is hoped that the MGMP approach can be a solution for teachers to improve quality, competence in carrying out learning activities.

B. High School Teacher Profile Based on Aspects of Personal Development

The indicators reviewed in self-development are shown in the following Table 2.

TABLE II. RECAPITULATION OF PROFESSIONAL DEVELOPMENT OF HIGH SCHOOL TEACHERS IN BALI PROVINCE

Indicator	**Item**	**Bali**		**Category**
		F	***%***	
(1)	***(2)***	***(3)***	***(4)***	***(5)***
Post-Graduation Certificate	Yes	39	22,8	Very Low
	No	116	67,83	Very High
	S1	1	5,84	Very Low
	S2	39	22,8	Very Low
	S3	3	1,75	Very Low
Last Five Years Of Training Attended Through Classroom Action Research (Ptk)	Ptk	67	39,2	Low
	Publications	36	21,05	Very Low
	Implementation K 13	113	66,08	Very High
	Expertise	48	28,07	Low

Table 2. Cont.

The Last Five Years Of The Workshop/ Seminar	Never Before	30	17,54	Low
	1 – 2 Times	87	50,87	Medium
	3 – 4 Times	25	14,61	Very Low
	More Than Four Times	20	11,69	Very Low
Five Years Of No Resources	Never Before	132	77,19	High
	1 – 2 Times	14	8,18	Very Low
	3 – 4 Times	8	4,67	Very Low
	More Than Four Times	10	5,84	Very Low
Office Application Programs	Office Programs	149	87,13	Very High
	Internet Applications	95	55,55	High
	Image Processing	25	14,61	Very Low
	Pro Multimedia	55	32,16	Low
	Pro Presentation	111	64,91	High
	Evaluation Application	36	21,05	Low
Total		50,26	32,24	Low

Based on the recapitulation of the professional development of high school teachers in the study area, as in Table 2, teachers' professional development is in a low category, with an average score of 32.24%.

Asmani states the teacher professional development program must start from the teacher's own efforts to improve themselves (self-improvement), and efforts from outside parties (for example, following training, workshops, and upgrading) [11]. Various alternatives for increasing teacher professionalism can be carried out by a) Local education offices; b) The education office cooperates or engages other agencies or related elements in the community; c) Each teacher as an individual and independent activity; d) cooperation between the Education Office and teachers. Through pre-service education programs, teacher professional development programs are carried out by LPTK as long as students attend college or before someone occupies a position as a teacher, in-service education, and in-service training is done through upgrading [12].

According to [13,14] improvement of teacher professionalism can be achieved through the following activities: (1) training, (2) research, (3) improving teacher qualifications and competencies, (4) seminar, and (5) Workshop. The teacher is conducted in the form of classroom action research and experimental research to improve the quality of learning.

The results showed that most senior high school teachers did not continue their studies to a higher level, because the teachers considered that they had met the minimum requirements as teachers being graduates. Personal development in order to improve competence and professionalism in addition to through further studies also carried out through functional training, workshops, as a resource, and seminars. However, teacher involvement in self-development through workshops, seminars, and as a resource is shallow. The low involvement of teachers in participating in training, workshops, and seminars in self-development are due to the high teaching load of teachers, so there is no time to follow self-development activities.

C. High School Teacher Profile Based on Aspects of Scientific Publication

Indicators reviewed in scientific publications cover five aspects as shown in Table 3.

TABLE III. RECAPITULATION OF HIGH SCHOOL SCIENTIFIC PUBLICATIONS IN BALI PROVINCE

Indicator	**Item**	**Bali**		**Category**
		F	***%***	
(1)	***(2)***	***(3)***	***(4)***	***(10)***
The Last Five Years Of The Research	Have Never Been	106	63,03	High
	1 – 2 Times	52	31,9	Low
	3 – 4 Times	2	1,23	Very Low
	More Than Four Times	3	1,84	Very Low
Type Of Research	Ptk	79	48,46	Medium
	Development	19	11,65	Very Low
	Experiment	5	3,06	Very Low
	Correlational	4	2,45	Very Low
Publication	Never	133	82,59	Very High
	1 – 2 Times	23	14,11	Very Low
	3 – 4 Times	0	0	-
	More Than Four Times	5	3,06	Very Low
Diktat Modules That Have	Never	92	56,44	Medium
	1 – 2 Times	55	33,74	Low
	3 – 4 Times	3	1,84	Very Low
	More Than Four Times	7	4,29	Very Low
Printed Textbooks Have	Never	152	93,25	Very High
	1-2 Times	7	4,29	Very Low
	3 – 4 Times	1	0,61	Very Low
	More Than Four Times	4	2,5	Very Low
Total		37,26	23,29	Low

Based on Table 3, the recapitulation of scientific publications for high school teachers, high school teachers in Bali shows a low level (23.29%).

Research data show that the average high school teacher who has never done scientific publications is tremendous (69.49%). High school teachers who have made publications in the form of articles, modules/teaching materials, and printed textbooks are deficient (23.29%). The findings of this field data indicate that most teachers do not make publications, this indicates that the teacher's workload is high, so there is less time to do scientific work for publication in the form of articles,

modules/textbooks and publish them in local, national or international publishers. While on the other hand, the regulation requires teachers to increase their rank/position of teachers. This is where the importance of universities' role in working together with teachers through schools is to provide guidance, training, and mentoring for teachers in making scientific papers.

There are many choices of scientific publications that teachers can take in order to realize their professionalism [15]. Anshori said that publicizing writings mean raising the scientific flag. Therefore, spreading knowledge to the public is done through writing. However, in reality the data obtained from the teacher profile survey are less attractive in terms of scientific publications for most teachers. Thus, it is necessary to further study how educational institutions' efforts so that teachers in their career paths are not burdened with written study further, something that makes the teacher comfortable and enjoys scientific publications.

D. Profile of High School Teachers Based on Aspects of Innovative Work

The aspects of innovative work that were studied were (1) in the last five years whether or not there were innovative works of development, modification, or discovery in the field of education or learning. The data obtained shows that 16.56% answered "Yes" and 83.44 answered "No". Data on innovative works that have been made into works that constitute development, modification, or discoveries in the field of education or learning that have been carried out by teachers show that in all research locations and high school levels the most have never done innovative work (83.44%). This was traced by respondents who stated that the teaching load of teachers was very high, at least 24 hours of face-to-face lessons were recognized for their rights in teacher certification. In addition to teaching hours load, teaching preparation, checking evaluation results, spending a lot of time and (2) innovative work done by high school teachers is 0.61% for the discovery of Appropriate Technology, 5.52% for the creation of art works, 12, 88 % for practical teaching aids, and 1.2% for the preparation of standards / guidelines / questions at the provincial / district level.

Innovative work is part of (Continuous professional development (PKB) PKB activities, which are considered credit numbers as a significant element in the career path of teachers [16]. Following the mandate of RB MenPAN Regulation Number 16 of 2009 concerning Teacher Functional Position and its Credit Score, PKB is one of the main elements given credit scores for teachers' promotion/functional positions. If in the old regulation, new professional development activities are required for teachers in class IV/a, now PKB activities in the form of scientific publications and innovative work are mandatory for class III / b teachers. It means, if so far, some so many teachers stop at group IV/a, it could be that teachers in the future will stop at group III/b if the writing activity and the creation of innovative works are not developed. To avoid such conditions, the teacher must have a high level of motivation and enthusiasm in developing professionalism.

Based on the description above, if traced to the results of the study found that high school teachers in the research area in doing innovative work is deficient (16.56%), even though in the career path as a teacher it has been mentioned in the candy that the III/c group and above must make innovative work. This will be a problem if teachers are retired if they do not make scientific papers, the school will lack teachers.

In connection with the above, to meet the PAN RB candy demands, synergism with universities is needed in fostering high school teachers and in doing innovative work to support the career path of teachers and learning activities carried out in each school.

IV. CONCLUSION

The implementation of the teaching profession from the 11 aspects reviewed showed meager results. This was also supported by the results of the teacher competency test, which also indicated the quality of teachers needed to be improved. The average teacher competency results reached 53.02. The minimum competency standard set is 50. Teacher training through MGMP and KKG will be very beneficial because it directly involves the teacher in the field and is carried out in the teaching area's location. However, training must be ensured to start from the reflection process to be more effective. The training is designed structured, massive, and ongoing.

Self-development is an effort made by a teacher in order to improve his professionalism. Thus, he will have competence under statutory regulations. Personal development activities are carried out by teachers to improve their competence and professionalism, such as education and functional training. This activity is intended so that teachers are able to improve the competence of the teaching profession. However, self-development activities are still very low carried out by teachers.

The scientific publication can be interpreted as an effort to disseminate a work of thought of a person or group of people in the form of research reports, papers, books, or articles. Scientific publications by teachers are a form of teacher professionalism. Scientific publication is a form of mental renewal. Teacher scientific publicity activities became popular in the mid-90s, along with the teacher's strengthening as a functional position. However, the results of the study showed the low publications made by teachers.

The innovative work done by teachers is shallow; only 16.56% have ever made it. This shows the teacher did not make creative efforts in producing works for themselves or their students.

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