



Teacher Professional Competence Development

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Abstract. This research aims to determine the professional competency development program for teachers at SMKN 15 Jakarta, to determine the support provided by school management for the development of teacher professional competence, and to determine the support provided by school management for the development of teacher professional competence. determine the results of developing teacher professional competence with qualitative descriptive research. Data collection techniques in this study used interviews, observation and documentation studies. The research source or data used by the researcher is by using purposive sampling and snowball sampling methods. The results of this study indicate that the teacher professional competency development program at SMK Negeri 15 Jakarta is adjusted to the school's culture and the type of implementation activities. Support from school management for the development of teacher professional competence has been very positive and the output of this teacher professional competency development has had an impact on the teaching staff themselves and students in improving the quality of learning.

Keywords: Development, Teacher, Professional Competence

1. INTRODUCTION

Education is the foundation for a nation in facing the future because through education a nation can prepare its next generation. In line with the National Education Law No. 20 of 2003, it is stated that education is an effort to develop the ability, character of the nation, educate the nation, and develop students to become a generation of faith and piety, noble, skilled, independent and responsible citizens. Quoted from a world education organization, UNESCO (United nations of Educational, Scientific, and Cultural Organization) in a research journal.

Explaining that in education in general there are four pillars, namely learning to know, learning to do, learning to be, learning to live together. Therefore, we can see from these pillars that education can provide knowledge, education can be applied in life, education can shape individuals, and education can create a harmonious life in social communities in daily activities. Thus it is expected that education in various countries refers to these four pillars. In improving the quality of education, it will certainly bring changes towards improvement. Improving the quality of education is in line with the efforts in improving the quality of education.

National development in which a teacher is needed as an educator. The existence of teachers in every civilized and cultured country has a vital role in the formation of community resources in it. The

quality of learning is the main thing that must be addressed in order to improve the quality of education, in this case the teacher becomes the focal point. The ideal teacher is one who meets the quality standards of competence and has guaranteed professionalism. To realize professional teachers, good management is needed. With good management, a teacher will be more directed in teaching and learning activities in accordance with what has been planned. According to Fajri H, Afriansyah emphasized that one of the causes of the low quality of education in Indonesia is the low quality of teachers. Teachers are believed to be one of the dominant factors that determine the level of success of students in the learning process.

teaching at school. The spearhead of education implementation is the teacher in the classroom. Over the years, education experts have realized that the quality of education is highly dependent on the quality of teachers and their practices.

his teaching practice. According to Rizki Amelia (2020), there are several possible causes of less than optimal teachers in teaching, among others, namely: First, teachers fail to improve their learning strategies. Second, teachers do not try to improve their learning methods, third, teachers want to try to improve their learning but do not know how, teachers are less professional in carrying out their duties as educators. Quoted from Mulyasa in Febriana argues that teacher competence is a set of knowledge, skills, and behaviors that teachers need to have and master in carrying out their professional duties. Meanwhile, teacher professional competence

In the National Education Standards, the explanation of Article 28 paragraph 3 point c states that what is meant by professional competence is the ability to master learning materials broadly and deeply that can guide students to achieve competency standards set out in the National Education Standards.

Competence Teacher professionalism is related to competencies that require teachers to be experts in the field of education as a foundation in carrying out their profession as a professional teacher. Because in carrying out the teaching profession, there are basic abilities in knowledge about learning and human behavior, the field of study they teach, the right attitude about the teaching and learning environment and have skills in teaching techniques. One indicator of a teacher's professional competence is the teacher's ability to apply teaching strategies active, innovative, creative, effective and fun learning.

2. RESEARCH METHODS

This research on the development of teachers' professional competencies at SMK Negeri 15 Jakarta uses the following methods

qualitative approach with descriptive research methods. Qualitative research is research conducted in a particular setting that exists in real (natural) life with the intention of investigating and understanding phenomena: what happens, why does it happen, and how does it happen? This means that qualitative research is based on the concept of going exploring which involves in-depth and case studies.

oriented study or a number of cases or a single case. In line with Denzin & Lincoln in the journal "Understanding the Design of Qualitative Research Methods", it explains that qualitative research is research using a natural setting with the intention of interpreting a phenomenon that occurs and is carried out with the help of a researcher. The path involves a variety of existing methods. Qualitative research seeks to find and describe narratively the activities carried out and the impact of the actions taken on their lives. Basically, qualitative research has two objectives, namely: (1) describe and reveal (to describe and explore), and (2) describe and explain (to describe and explain). According to Nasution, the use of a qualitative approach is to produce grounded theory, grounded theory is a qualitative research approach originally developed by Glaser and Strauss in the 1960s. The main purpose of grounded theory is to develop theories about interest in phenomena. The purpose of qualitative research can be seen from: (1) Describing the object of research (describing object); so that the object of research can be interpreted, it needs to be described through the following ways

photographing, videoing, illustrating and narrating. This description can be done on objects in the form of events, social interactions, religious social activities, and so on. (2) Revealing the meaning behind the phenomena; the meaning behind the phenomena/facts can be revealed when researchers show and reveal through in-depth interviews and participation observation. (3) Explaining the phenomena that occur (explaining objects); phenomena that appear in the field are sometimes not the same as what is the goal, the core of the problem or in other words what appears is different from the main intention, so it is necessary to explain in detail, in detail and systematically. Objective clarification is necessary to avoid misconception, misunderstanding, and misinterpretation.

3. RESULTS AND DISCUSSION

1. Research Findings

Teacher Professional Competency Development Program The importance of teacher professional development as an effort to improve the level or degree of a teacher's profession which involves the teacher's ability, both mastery of teaching material or mastery of teaching methodology, as well as the teacher's professional attitude regarding the teacher's motivation and commitment in carrying out his duties as a teacher. researchers found that competency development carried out by teachers at SMK Negeri 15 Jakarta can be carried out based on the needs of each individual. This means that teachers can apply for training according to their needs. This development is also accommodated through the JAKLAT website which is facilitated by the Provincial Education Office. In addition, the development of

The professional competence of this teacher must also be adjusted to the needs of the industrial world, either carried out offline or online through virtual zoom media.

Previously, researchers found initial assumptions that the development carried out by the teachers was carried out with an invitation or draft schedule issued by the Education Office or the Ministry of Education. However, the data in the field explains that the development carried out by the teachers can be adjusted to their respective needs.

2. School Management Support for Teachers' Professional Competence Development.

Teacher competency development is part of human resource development management which is a basic need in an organization, both formal and non-formal. This is an investment for the organization, and will have implications for development.

human resources of a nation. Among the objectives of this development is to improve the quality of Indonesian human beings who master knowledge, skills, expertise and insight in accordance with the development of science and technology. Insights needed in the era of globalization in the ability to look far ahead, insight into quality and work, and insight into changes in accordance with the values that develop in society. School management is the process of managing schools through planning, organizing, managing, and managing.

direction and supervision of the school in order to achieve the educational goals that have been set. School management is optimizing the ability to develop school plans and budget plans, this also includes the development plans of the teachers at the school. Schools are managed based on school plans and budget plans

Based on the findings that The support provided by the school management is positive. This means that from all aspects of support, starting from the motivation provided by school management, support in the form of financial assistance to develop the competence of the teachers, assistance in the form of supporting facilities such as the use of facilities and infrastructure in the school environment.

3. Output of Teacher Professional Competence Development Teacher professional competence

Teacher competency development is a competency that is directly related to the performance of a teacher because this competency relates to the way a teacher masters the material broadly and deeply that will be taught to students and has expertise and skills in the field that is occupied in carrying out his profession properly. Teacher competency development is part of human resource development management, which includes

becomes a basic need in an organization, both formal and non-formal. This is an investment for the organization, and will have implications for the development of a nation's human resources.

The purpose of teacher professional development is to improve the professionalism of existing teachers so that it can be applied to improve the quality of the educational process itself and the quality

of students' learning achievements and quality graduate output. Based on the results of the research findings that the output of developing teachers' professional competence at SMK Negeri 15 Jakarta is to successfully implement good quality learning in accordance with school culture and produce quality students. In addition, the result of developing the professional competence of this teacher is to increase the level of discipline of the educators of SMK Negeri 15 Jakarta.

4. DISCUSSION

1. Teacher Professional Competence Development Program

The development of teachers' professional competencies is based on the following considerations: (1) the development of science and technology, especially globalization and information, (2) covering up weaknesses that were not apparent at the time of selection, (3) developing a professional attitude, (4) developing professional competence, and (5) fostering a bond between teachers and principals. Technically, activities that can be carried out to improve teachers' professional competence are (1) guidance and assignments, (2) education and training, (3) courses, (4) further studies, (5) promotions, (6) job training, (7) job rotation, (8) conferences, (9) upgrading, (10) workshops, (11) seminars, and (12) teacher professional development (teaching supervision).

SMK Negeri 15 Jakarta is one of the schools that has a quality education system including educators, education personnel, and a good learning atmosphere. In addition, the development of school resources is also always carried out through training and internal motivation. As for the importance of teacher professional development as an effort to improve the level or degree of a teacher's profession which involves the teacher's ability, both mastery of teaching material or mastery of teaching methodology, as well as the teacher's professional attitude regarding the teacher's motivation and commitment in carrying out his duties as a teacher. Another thing from SMK Negeri 15 Jakarta regarding the development of teacher competence is based on the following considerations: the development of science and technology, especially the flow of globalization and information, covering the weaknesses that are not visible in

teachers' selection time, developing professional attitudes, developing professional competence, and fostering the inner bond between teachers and principals. Technically, activities that can be carried out to improve teachers' professional competence are guidance and education and training assignments, courses, further studies, promotions, job training, job rotation, conferences, upgrading, workshops, seminars, and teacher professional development (teaching supervision).

2. School Management Support for Teacher Professional Competence Development

The enactment of Law No. 14/2005 is one of the efforts to improve the quality of teachers, as well as to improve the quality of education in Indonesia. In the Law This law mandates that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to teach.

to realize the goals of national education. Priority policies in the current teacher empowerment framework are improving qualifications, improving competencies, teacher certification, career development, rewards and protection, teacher needs planning, teacher allowances, and additional benefits.

School management is the process of managing a school through planning, organizing, directing and supervising the school in order to achieve predetermined educational goals. The principal as a school manager occupies a predetermined position in the school organization.

School management is optimizing the ability to develop school plans and budget plans, including the development plans of the teachers at the school. Schools are managed based on school plans and budget plans. The following outlines the functions

School management is planning, organizing, mobilizing, coordinating, directing and supervising in the context of education unit activities.

Therefore, improving the quality of teacher human resources through professional development, improving the quality of human resources can be done through religious practice, improving welfare, improving education, improving training, improving health, improving employment opportunities, population control, improving the environment and career planning. The support provided by school

management is positive. This means that from all aspects of support, starting from the motivation provided by the school management, support in the form of financial assistance to develop the competence of the teachers, assistance in the form of supporting facilities such as the use of the school management facilities and infrastructure in the school environment.

1. Teacher Professional Competence Development Output.

The key to successful education in schools is determined by the success of the learning process carried out between teachers and students. Teachers are one of the components that play an important role in the learning process at school. Teachers have a role in developing students' knowledge, skills, and behavior.

Teacher competency development is part of human resource development management which is a basic need in an organization, both formal and non-formal. It is an investment for the organization, and will have implications for the development of a nation's human resources. Among the objectives of this development is to improve the quality of Indonesian human resources.

mastering knowledge, skills, expertise and insight in accordance with the development of science and technology. Insights needed in the era of globalization in the ability to look far ahead, insight into quality and workmanship, and insight into changes in accordance with the values that develop in society.

The output of developing the professional competence of teachers at SMK Negeri 15 Jakarta is to successfully implement good quality learning in accordance with school culture and produce quality students. In addition, there are results from the development of this teacher's professional competence, namely increasing the level of discipline of the educators of SMK Negeri 15 Jakarta.

3. CLOSING

Based on the results research that has been presented in the previous section, it can be concluded that:

1. Teacher professional competence development program. From Based on the results of interviews, observations, and documentation conducted at SMK Negeri 15 Jakarta, the program that has been implemented in the teacher professional competency development program has been running well. This can be seen from the list of educators who have participated and will participate in this teacher professional competency development program. The development of teacher competence is based on the following considerations: the development of science and technology, especially globalization and information, covering weaknesses that were not apparent at the time of selection, developing professional attitudes, developing professional competence, and fostering inner bonds between teachers and principals. Technically, activities that can be carried out to improve teachers' professional competence are guidance and education and training assignments, courses, further studies, promotions, training, and training. positions, rotations, conferences, upgrading, workshops, seminars, and teacher professional development (teaching supervision).
2. School management support for teacher professional competency development. From the results of interviews, observations, and documentation conducted at SMK Negeri 15 Jakarta, the support provided by school management in the teacher professional competency development program is very well run. This is also in line with the school management who wants teachers to have sufficient professional competence for the implementation of the learning process. Thus it is very important to make efforts to encourage and empower educators to be more professional. This is none other than intended to make the effort to build a solid education, and be able to continue to be professional. Continuous improvement towards higher quality
3. Development output teacher professional competence. From the results of interviews, observations, and documentation conducted at SMK Negeri 15 Jakarta, that the output of developing teacher professional competence is covered for educators, students, and the atmosphere of the learning environment in the classroom. As for educators, it makes them more

professional and adds insight in the context of delivery and development in the learning process. As for students, they become more comprehensive in receiving learning from their teachers. Another thing from the output of developing the professional competence of this teacher is to implement good quality learning in accordance with school acculturation and produce quality students. In addition, the result of developing the professional competence of this teacher is to increase the level of discipline of the educators of SMK Negeri 15 Jakarta. So that students become more qualified in absorption into the industrial world.

4. LITERATURE

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