

The Strategy of the Teacher Training and Education Faculty in Preparing Qualified Teachers

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Abstract—The challenges of the globalization are enormous because the free competition demands all the aspects of life as such as: the economic, political, social, cultural, health, trade, even education fields have been something that needs to be prepared so that we can follow those the developments. The strategy of the Teacher Training and Education Faculty as the producing of the teachers staff must have the four main programs that must be the objectives in the implementing of the learning process for the students as such as: (1) the preparing of the graduates (outcomes) of the human resources that qualified, (2) to create the conducive learning environment for the students and the society by the improving of the quality services, (3) following the development of the sciences and technologies, and (4) follow up the regulation development set by the government or the state in accordance with the ability possessed. If all the four efforts are well done, the graduates will be ready to be qualified teachers to achieve the national education goals and the our country is able to compete in the globalization era. It is also in line with the four pillars of the educational goals set by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to make the students learn how to learn (learning to know, learn to do something, learn to be something, learning to live to gether.

Keywords: *strategy; Teacher Training and Education Faculty; the preparing qualified teachers*

I. INTRODUCTION

In the law of the Republic of Indonesia number 20 year 2003 regarding the national education system mentioned the purpose of the national education is to develop the potential of the learners to become the human beings who believe and pious to God Almighty, have the noble character, healthy, knowledgeable, capable, creative, independent, and become the citizens a democratic and responsible state. Through these objectives, it is expected that all activities lead to the quality of human resources, especially in the students. Therefore, the role of the Faculty of Teacher Training and Education (FKIP) as an educational institution is very big to be able to produce a professional teacher candidate to educate the students well, so that the generation of this nation can compete in the globalization era. This refers to the law number 14 year 2005 regarding Teachers and Lecturers stipulated that professional teachers should have four competencies: the pedagogic,

personality, social, and professional. Referring to the law, FKIP also needs to develop and apply the curriculum to support the achievement of the four competencies specified in the effort to prepare the graduates.

The fact that the quality of the educators in our country is present is that even though the results of the Teacher Competency Test (UKG) in the 2015 years show good scores for seven provinces reaches above the Minimum Competency Standards (SKM = 55.00), such as: DI Yogyakarta (62.58), Central Java (59.10), DKI Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06) but there are three provinces is still considered less successful because the results of the UKG have not reached the average SKM, such as: Riau Islands (54.72), West Sumatra (54.68), and South Kalimantan (53.15). The average national UKG result GPA of the 2015 year (the two fields: the pedagogic and professional) is 53.02 (below SKM). Surapranata (2016) said that if detailed again for UKG results for the pedagogic competence alone, the national average is only 48.94, which is below the minimum competency standard (SKM), which is 55.00. Even for this pedagogic field, there is only one province whose value is above the national average reaching SKM, namely DI Yogyakarta (56.91).

This fact shows that the competence and quality of the teachers in our country is still far from expectations and needs to be improved to produce competent and competing students in the era of globalization. The efforts that can be done is an investment in improving the quality of human resources in the field of education to achieve these goals. This situation becomes a challenge for the Faculty of Teacher Training and Education to be able to play an active role in improving the quality of education for the progress of the nation in the field of education. [1] the states that the high school graduates (SMA), junior high school (SMP) and primary school (SD) graduates are still low because they are related to the low quality of graduates of the Faculty of Teacher Training and Education (FKIP) as the printers of educators. In accordance with the above background, then set the formulation of the problem how the strategy of the Faculty of Teacher Training and Education (FKIP) to prepare a qualified the teacher?

II. THE FACULTY OF TEACHER TRAINING AND EDUCATION INTRODUCTION

Prior to the enactment and enforcement of the law number 14 year 2005 on the teachers and lecturers, the Institution for the Education of Teaching Personnel (LPTK) is an institution that is given the responsibility and authority to produce educational staff (teachers) in higher education. The form of this institution can take the form of Teacher Training and Education School (STKIP), Teacher Training and Education Institute (IKIP), and Faculty of Teacher Training and Education (FKIP) if within the University through the provision of the educational curriculum is the academic and professional education. At this time the function of this institution is still running with the implementation of Professional Teacher Education (PPG) for graduates of Bachelor of Education (S.Pd) and non Education in accordance with the mandate of the law, in the hope that the quality of educators to be good. Referring to the curriculum LPTK should be able to implement the curriculum design that can equip the students related skills related the four competencies: personality, pedagogik, social, and professional. Surely at this time, the challenges faced by this institution is very heavy to face the era of globalization.

III. THE QUALIFIED TEACHERS

The quality is an assessment of how a product's results meet certain criteria, standards or references. [2] states that the quality also has many dimensions, namely: 1) The main professional performance characteristics of the core product, 2) the additional characteristics, 3) the reliability, is less likely to be the damaged or fail to use, 4) the conformity with specified specifics, 5) the durability, is how long the product can continue to be used, 6) the service ability includes speed, competence, comfort, or satisfactory complaint handling, 7) the aesthetics, that is the appeal of the product to the five senses, and 8) the image of the product quality involves, among others, the responsibility for a given product or service. The criterion of qualified teachers also leads to the results of the educational services as defined.

In the field of education, [3] states that the quality refers to the established standards based on: 1) the quantitative, that refers a quantitative results of the scholastic learning, and 2) the qualitative observation, particularly in the areas of the social knowledge. The formulation of the quality of education are the dynamic and can be refers to the various viewpoints. The agreement on the concept of quality is returned to the existing references or references such as the education policy, learning process, curriculum, facilities and infrastructure, learning facilities and education personnels in accordance with the agreement of interested parties. So with the four professional competencies of the teachers (the personality, pedagogical, social, and professional) quality education services can be achieved, so that the educational products of students competent in the face of competition in the era of globalization can be realized.

IV. STRATEGY OF THE FACULTY OF TEACHER TRAINING AND EDUCATION (FKIP) IN THE PREPARING QUALIFIED TEACHERS

The various efforts made by the LPTK including the FKIP to produce the qualified graduates can be divided into: 1) *First*, prepare the graduates (outcomes) human resources (human resources) with the quality. The LPTK should drive to produce prospective teachers who have the four competencies. That the four competencies are the personality, pedagogy, professional, and social. The fourth competence is also a criterion of a teacher to be designated as a professional teacher in accordance with the law number 14 Year 2005. Broadly speaking, what the university/institute/higher school/academic/polytechnic should be in accordance with the curriculum established the Research and High Educational Ministry (Kemendiknas). However, in order to strengthen the competence of the graduate personality, the LPTK can integrate strong ethical, moral, and personality values in the material delivered during lectures and assignments for students with religious teachings aimed at doing good. Thus, graduates will be able to become the teachers who have a noble personality. In line with the thoughts of [4] which states the personality of the educators will give the best personality for the students.

Secondly, it is the important in the producing competent teacher candidates is to create a conducive learning environment for the students and society by improving the quality of the services, both the academic and non-academic activities. In the academic activities, lectures are supported by the lecturers who have educational qualifications set by the government, at least educated the magister (S-2), and are active in the scientific activities such as the guest lectures, workshops, seminars and call for papers both on national and international event. The another way, also to develop the reading culture for the students, so that the increased knowledge and insight of the students related to the development of science and technology faster. This situation is in line with the statement of [5] which states that the practice of literacy in learning and research will reflect the students in training to write and reflect on the learning process. For the non-academic activities, LPTK should encourage the students to take an active role in the organizational activities, starting from the program study, faculty, to university, and the student activities units (UKM) to improve the student's skills, to develop the leadership and social awareness of the community that can be applied on the social activities, blood donors, free the tutoring for underprivileged students, and the other support activities.

Thirdly, continuously follow the dynamics of the development of science and technology. The rapid globalization of scientific and technological progress therefore students need to be equipped with this skill especially the information and computer technology that becomes the daily necessity for everybody. [6] argue that information technology as a common form describes every technology that helps

generate, manipulate, store, communicate and convey information.

Fourth, the direction of the institutional development policy must be in line with the government policy as state organizers, in this capacity the FKIP refers to the national standard of higher education consisting of: a) the national education standard (b) the national research standard, and c) community. This policy is in line with the Research and High Educational Ministry Regulation [7]. [8] stated that if the third step is done then the FKIP able to results the graduates who are able to armed the capabilities in accordance with the four pillars of educational goals set by the United Nation Educational and Scientific Culture Organization (UNESCO) to make students learn to know (learning to know), learning to do something (learning to do), learning be something (learning to be), and learn to live together (learning to live together).

V. CONCLUSION

To be able to compete in the era of globalization then our country must produce qualified human resources so as to produce superior and competent students, as for the strategies under taken by the FKIP to prepare the qualified teachers are: 1) the preparing graduates (out comes) qualified teachers, 2) to create the conducive learning environment both academic and non-academic, 3) follow the dynamics of the development of the science and technology, 4) the direction of institutional development policy in line with the government policy as state organizers referring to the national standard of higher education.

ACKNOWLEDGMENT

Acknowledgments and awards are presented at the Universitas Muhammadiyah Sidoarjo which provides the author's facility to publish the articles and the lecturer professions as friendly that provide much knowledge and insight for the writer.

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