

# The Mapping of the State Junior High School Teachers' Competence in Banjarmasin

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**Abstract** – The purpose of this study was to examine two main problems, namely (a) analyzing the level of education of teachers in Banjarmasin City Public Junior High School, and (b) analyzing the competence of teachers at SLTP Negeri Banjarmasin in formulating learning plans. This research was classified as a type of quantitative research using descriptive methods. The population in this study were all State Junior High School teachers in Banjarmasin City which numbered 1091. The technique of determining the sample was carried out by purposive random sampling technique, namely 2 categories of suburban areas and the center of Banjarmasin city so that 10 junior high schools were chosen. there were still 7% of education in junior high school teachers in the city of Banjarmasin who were not yet undergraduates, 87% of undergraduates (S1), and 6% have taken the master's degree (S2). (b) the competence of Indonesian Language teachers in the preparation of learning devices was described in the mean category of poor. (c) the competence of English teachers in the preparation of learning devices was described in the mean category of poor. (d) Mathematics teacher competencies in the preparation of learning devices were also described in the mean category. Based on these data, it was concluded that the competence of the SLTPN teachers in the entire city of Banjarmasin in preparing the learning plan was not ideal.

**Keywords**—*mapping, teacher education level, teacher competency*

## I. INTRODUCTION

Today our world of education is faced with increasingly heavy demands. On the one hand, our education is required to catch up with other countries' education. The survey results of various international institutions indicate that the quality of our education is increasingly lagging behind the quality of education of other countries. The results of the IAEA (International Association for Evaluation of Educational Achievement) survey show that in the field of reading ability of elementary students, Indonesia is in the order of 26 of 27 countries; Mathematics ability of junior high school students is ranked 34th out of 38 countries; and the ability of the science field for junior high school is ranked 32nd out of 38 countries surveyed. Meanwhile, on the other hand, our education must be able to anticipate the demands of global education. Unesco has launched four pillars of health education in the XXI century, namely: learning to know, learning to do, learning to live together, and learning to be.

In the context of learning to know, our education must be able to encourage students inevitably to be able to do to master the instruments of knowledge, both as tools and goals of life. Learning to do, is related to efforts to encourage students to be able to act creatively in their environment. Learning to live together, related to efforts so that students are able to play a role and work together with others in all human activities. Learning to be, related to efforts to maximize the development of students as a whole - body and soul, intelligence, sensitivity to aesthetic sense, responsibility, and spiritual values. The above symptoms must be addressed immediately so that our education is able to answer all demands, both global, regional and local demands. Failure to accommodate all these demands will further aggravate our education slump. In turn, this failure will have an impact on our inability to produce human resources that have high competitiveness. Only quality education will be able to produce human beings who are creative, innovative, and adaptive to various demands, both global, national, or regional demands.

How do you deal with the above symptoms? Ref [1] proposes education reform. Many aspects of our education need to be reformed, for example, curriculum standards and graduation standards, educator standards and education personnel, standards of facilities and infrastructure, management standards, funding standards, or others. The standards of the aspects of education that we have applied so far are not relevant anymore to answer the educational challenges of the XXI century.

In essence education development is an ongoing process that is inseparable from the efforts of Indonesian human development as a whole. Therefore, various development efforts in the field of education need to be directed toward realizing human welfare itself. Because education is the right of every citizen, access to education must touch and be enjoyed by all levels of society. The success of education development is determined by many factors, both concerning funding, curriculum, facilities and educators and education staff. Of the many factors, it seems that experts tend to agree that the quality of teachers (educators) plays an important role in determining educational success. In formal education institutions called schools, teachers carry out basic and multi-tasking tasks, namely as educators, teachers, and trainers. As educators, teachers play a role in fostering and developing student affections; as a teacher, the teacher has a role in developing

knowledge; as a trainer, the teacher plays a role in fostering and developing the skills of students [2].

Ref [3] as mentioned in the previous presentation, it appears that teachers must meet at least two requirements, namely general qualification requirements and certification. General qualifications concern the level of education that the teacher must have in accordance with their respective education units. Meanwhile, certification is an acknowledgment of a number of competencies that must be possessed by the teacher, both concerning pedagogical competencies, personality competencies, social competencies, and professional competencies. Thus, the focus of this research problem is (1) What is the level of education of junior high school teachers in the city of Banjarmasin and (2) How are the competencies of junior high school teachers in Banjarmasin City in terms of arranging learning plans.

## II. METHOD

This research was classified as a type of quantitative research using descriptive methods. The type of data in this study was quantitative data, namely the score about the percentage of education levels and teacher competency scores in preparing the learning plan. The population in this study were all State Junior High School teachers in Banjarmasin City which numbered 1091. This study used the entire population as a data source to retrieve education level data. Meanwhile, because the data collection on competency in arranging learning plans takes a long time, the sampling technique was purposive random sampling technique, which was the suburban areas and the center of Banjarmasin City. Therefore, 10 junior high schools are selected.

Data collection techniques in this study were documentation techniques and test techniques. The documentation technique was used to obtain data on the entire number of junior secondary schools in Banjarmasin City. Through this technique, researchers collected teacher data documents, both in the Banjarmasin City Education Office and in schools. The teacher data that became observations were the number of teachers, educational background, education level, and field of study provided by each. Data on teacher competencies in planning the implementation of learning was carried out using tests, namely product tests to produce standard learning implementation plans based on their respective fields of study.

After the data was collected, all data were analyzed. Data analysis was carried out with very simple descriptive statistics. Data about diplomas is calculated by step (a) calculating the number of all teachers who are the sample of the study, and (b) determining the percentage of teachers based on each diploma. Data on teacher competency in preparing the learning implementation plan is carried out by step (a) determining teacher competency scores in each sub-competency based on their respective fields of study, (b) looking for average scores on each sub-competency to determine teacher competency in that aspect, and (c) looking for mean scores for sub-competence in all fields of study.

## III. RESULT & DISCUSSION

The level of education of State Junior High School Teachers in Banjarmasin City is shown in Table 1.

TABLE I. THE LEVEL OF EDUCATION OF STATE JUNIOR HIGH SCHOOL TEACHERS IN BANJARMASIN CITY

Education Level						Total
<i>Not a graduate</i>	%	<i>Graduate</i>	%	<i>Post graduate</i>	%	
75	7	950	87	66	6	1091

Based on the data above, it can be seen that out of 109 teachers there are 75 people or 7% who have not been S1, as many as 950 or 87% are already S1, and as many as 66 people or 6% have taken S2 education. For more details, the percentage of the education level is presented in the following graph:

According to the data above, it appears that most of the State Junior High School teachers in the city of Banjarmasin have S1 education, some even have masters. However, there are still many teachers who have not completed S1 education. This certainly cannot be tolerated. In addition to violating the law, these symptoms certainly greatly affect the performance of the teachers. Therefore, the City Government, in this case, the Department of Education needs to take steps to be able to send teachers to S1. Forms of granting scholarships or the like to teachers who must take S1 education are feasible. In fact, if the teachers do not want to continue their studies, they are worthy of being shifted into the educational staff, not educators.

Minimum S1 qualifications are a prerequisite for becoming a professional teacher. However, that is not enough. Professional teachers are not merely academic qualifications; there are at least 4 competencies or standards of ability that must be possessed by the teacher, namely personality, pedagogic, social, and professional competencies. With the certification and title of the professional teacher he holds, the teacher must introspect whether I have taught according to the ways of a professional teacher? Realized or not many educators have not been able to become professional teachers as expected by teacher certification.

Teacher competency in preparing learning implementation plans (RPP) includes eight competencies, namely teacher competencies in (a) formulating learning objectives, (b) choosing learning material, (c) organizing learning material, (d) choosing learning resources/media, (e) make clear learning scenarios, (f) make detailed learning scenarios, (g) determine learning techniques that are suitable for learning objectives, and (h) make assessment instruments. The following are teacher competency data in preparing lesson plans on subjects in Indonesian, Mathematics, and English.

Based on the results of the analysis of the RPP prepared by the teacher on the indicators of teacher competency in formulating learning objectives, the following data are found:

TABLE II. TEACHERS COMPETENCY IN DESIGNING RPP IN ENGLISH, MATHEMATICS AND ENGLISH LANGUAGE LESSONS.

Field of study	Average
Indonesian Language	3.4
English Language	2.9
Mathematics	3.6

Based on the results of the RPP analysis compiled by the teacher on teacher competency indicators in the selection of learning materials shown as follows:

TABLE III. TEACHERS COMPETENCY IN SELECTING LEARNING MATERIALS

Field of study	Average
Indonesian Language	2.7
English Language	3.2
Mathematics	2.9

Teacher competency in organizing learning material is inseparable from the competence of teachers in preparing learning materials. The results of RPP analysis compiled by the teacher on teacher competency indicators in organizing learning material are shown as follows:

TABLE IV. TEACHERS COMPETENCY IN ORGANIZING LEARNING MATERIALS

Field of study	Average
Indonesian Language	2.5
English Language	3.2
Mathematics	2.9

The following are the results of the RPP analysis prepared by the teacher on teacher competency indicators in the selection of learning resources/media.

TABLE V. TEACHER COMPETENCY IN ORGANIZING LEARNING MATERIALS

Field of study	Average
Indonesian Language	3.8
English Language	3.5
Mathematics	4.2

The learning scenario is a concrete picture of the steps of learning that will be carried out by the teacher. Therefore, all teacher and student activities will be seen in this aspect. Based on the results of the analysis of the RPP prepared by the teacher on the teacher competency indicators in making the learning scenario the competency score obtained as shown below is obtained:

TABLE VI. TEACHERS COMPETENCY IN MAKING A LEARNING SCENARIO

Field of study	Average
Indonesian Language	3.1
English Language	3.3
Mathematics	4.2

Based on the results of the analysis of the RPP prepared by SLTP Teachers throughout Banjarmasin on the indicators of teacher competence in making detailed learning scenarios, the competency score as described in the following table:

TABLE VII. TEACHERS COMPETENCY IN MAKING DETAILED LEARNING SCENARIOS.

Field of study	Average
Indonesian Language	2.8
English Language	3.1
Mathematics	4

Furthermore, based on the results of the RPP analysis compiled by junior high school teachers throughout Banjarmasin on the indicators of teacher competency in determining the techniques that are appropriate to the learning objectives, the following competency scores are obtained:

TABLE VIII. TEACHERS COMPETENCY IN DETERMINING TECHNIQUES THAT ARE ACCORDING TO THE LEARNING OBJECTIVE

Field of study	Average
Indonesian Language	3.1
English Language	3
Mathematics	3.9

Finally, based on the results of the RPP analysis compiled by junior high school teachers throughout Banjarmasin on the indicators of teacher competency in making assessment instruments displayed as follows:

TABLE IX. TABLE 9 TEACHERS COMPETENCY IN MAKING ASSESSMENT INSTRUMENTS

Field of study	Average
Indonesian Language	3.2
English Language	3.2
Mathematics	3.3

The success of the teacher must be supported by basic abilities in implementing his knowledge in the process of educational interaction and his willingness to devote himself according to his abilities [4]. The existence of a professional and competent teacher is a necessity to facilitate the achievement of learning goals [5]. Competence is very useful because competency explains what is needed to implement tasks and activities for the best results in the world of education [6]. For this reason, the teacher's teaching and learning process are required to have high competence. Of course with the competencies possessed by a teacher will be able to create a conducive learning atmosphere and effective teaching and learning process. A teacher who does not have competence, of course, the teaching process cannot work effectively [7].

#### IV. CONCLUSION

Based on the data presented above, some conclusions can be drawn as follows:

- The level of education of State Junior High School teachers in Banjarmasin City is not yet all S1, out of the 901 teachers available, there are still 7% who have not been S1, 87% S1, and 6% have taken S2 education.
- The competency of State Junior High School teachers in Banjarmasin City in preparing learning plans is not ideal. Viewed from the average of three subjects in the

fields of study in Indonesian, Mathematics, English. Based on the teacher competency indicator table, conclusions are obtained (a) the competence of Indonesian language teachers in the preparation of learning devices is described in the mean score of 3.1 in the poor category. (b) the competence of English teachers in the preparation of learning devices is described in the mean score of 3.2 in the poor category. (c) Mathematics teacher competencies in the preparation of learning devices are also described in the mean score of 3.6 in the poor category.

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