

Development Management of Teachers' Competence based on School Need

(A case study of development management of teachers' competence in elementary school
and junior high school)

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Abstract—The purpose of this research is to evaluate the practical effectiveness of development management of teachers' competence in Avicenna Schools (elementary and junior high school level) of Avicenna Prestasi educational foundation. The background of this research is based on the data of teachers' competence, such as the result of the test of teacher's competence which the average score of this test was still low. Besides, the teachers seldom followed competency development program and the scoring of the school need was seldom being conducted. The approach used in this research is research and development adapted from research model of Borg and Gall. The steps of this research consist of introductory study, developing of development management of teachers' competence based on what school's need, model test, and model revision and implementation. Furthermore, the model of research and development is a conceptual framework. The sample of this research are the committee of the educational foundation, headmaster of elementary school and junior high school, and the teachers of Avicenna Schools in Jakarta and Depok. To collect the data, some research instruments like interview, observation, and questionnaire were used. The result of this research is model for the implementation of development management of teachers' competence in Avicenna Prestasi Educational Foundation Jakarta. By implementing this model, the effectiveness of competence development can be reached based on the school's need.

Keywords—management; development; competence; teacher

I. INTRODUCTION

In Law Number 14 Year 2005 about Teacher and Lecturer Chapter 1 Article 1 subsection 1 is stated that, "Teachers are professional educators who has main duty to guide, to teach, to train, to value, and to evaluate the students of formal play group, elementary school, and high school." In line with this statement, the meaning of professional occupation is an occupation which is supported by particular comprehensive knowledge gained from suitable educational institution so that the job is based on the major that has been studied and can be charge of responsibility. Hence, a teacher needs to have a special competence that only belongs to the teacher itself.

Based on the fact stated in *Pikiran Rakyat*, here are some facts about education in Indonesia: (1) The Comprehensibility of Competence. The average score of teacher's competence after taking test of teacher's competency is under 50 %, or only reach at 44 %. The lowest scores are in physics and mathematics which only reach 33% and 46%. The highest score is in English which reaches 58%. This fact shows how low the teacher's competence in Indonesia is. We can imagine further how it gives significant impact for Indonesian students. (2) Pedagogy Competence. The average score of teacher's pedagogy competence based on the data of the competency test in 2015 is 56.69%. (3) Teacher's quality based on various University. This score is not too significant (result score from UKG 2015) (4) The distribution of average score of teacher's competence, start from the best: Java, Sumatera, Kalimantan, Sulawesi, Nusa Tenggara-Maluku-Papua (5) There is no significant difference between the result of UKG in regency and in the city. (6) The result of UKG decreases significantly after the age of 41 years old (7) Non-Permanent teachers in state school have the lowest score of UKG. (8) There is no significant different of competence between certified teacher and non-certified teacher. (9) the more qualified a teacher is, the better the UKG score [1].

In the other hand, the Association of Indonesian Teachers stated that '...during this time, more than 60 % of Indonesian teachers never joined activity to improve their competence. Besides, more than 80 % of teachers joined training for not more than once in 5 years. Moreover, more than 90 % of teachers did not join competency training for once in 10 years [2].

II. LITERATURE REVIEW

The development function is one of human management development. Management generally consists of planning, organization, implementation, and control. These processes can be found in production, marketing, accounting, or human resources. Human resources is considered as a valuable aspect to aim the purpose or an organization. The term management is defined as a way to manage human resources.

One of many problems faced in management is the employment or human resources. It is similar to other production factor like the input managed by company to get the output. The inexperienced new employee will be trained to be an experienced employee. The employee will be skillful if they are trained carefully. This step can be called as human resource management.

The development of human resources is an independent function and it can be the main function of human resource management [3]. Development in organization is an effort to improve the capability of the member of the organization itself. The aims of employee development are connected to some factors, as follows: (a) to improve the productivity of the employees so that they can improve the quality and the quantity in production by having better technical skill, human skill, and managerial skill; (b) to improve the efficiency of effort, time basic material, and machine quality so that it can minimize the cost allocation and it can also improve its competitiveness; (c) to decrease the damage of some stuffs, products, and machine because the employee has comprehensive ability in working; (d) to decrease the number of accident of employee during working time so it can press the cost allocation for employee's insurance; (e) to improve a better service from the employee to the company's clients so it can strengthen tractive power which is important for the company's colleague; (f) to improve employee's morality because their quality and ability are appropriate with their occupation so they can be more enthusiastic to complete their responsibility; (g) to create a chance for the employees to improve their career because they have better quality and ability in working circumstance, it is usually used as a basic consideration to promote the employee; (h) to improve managerial conceptual of the manager so that they can be more skillful and qualified in making decisions because they have better technical skill, human skill, and managerial skill. (i) to improve managerial leadership skill so that they can easily build a good human relation and it can motivate them to create a well-controlled management development, both in horizontal zone or vertical zone; (j) to improve the salary for the employee because they have good working performance; (k) to give a better benefit for the consumers because they will get the best stuff and service. In short, employee's development through education and training is important to be conducted by the company because it will give significant value to the company [4].

Besides, Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" [5]. Gupta define competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job." [5]. On the other hand, Mulyasa stated that competence is knowledge, skills, and ability mastered by someone and it belongs to them so that they can do cognitive, affective, psychomotor activity properly [6].

Competency is a skill that should be comprehended by teachers to support their career as an educator. In line with this statement, it has been stated in Government Regulation Number 19 in 2005 about the standard of National Education Article 28 Subsection 1 that an educator should have academic qualification and competency as the agent of learning, be

physically and mentally health, and have a competency to achieve the purpose of national education. The competencies that should be owned by the educators are pedagogy competency, professional competency, and social competency.

Various development occurred in science, technology, art, and culture which grow rapidly and magnificently forces every teacher to comprehend and implement it so that they can enhance the courses they teach to the students, for instance in the use of information and communication technology during the teaching and learning process. The rapid development has pushed the change of students' need and society's need. By fulfilling the need of students, it is hoped that it can also fulfill what is needed by the society. Moreover, nowadays students and society face the fact that free market will be implemented, both in regional area and in international area. It will give significant impact towards the current rivalry or future rivalry. On the other side, the autonomous regional regulation in which the management of education is done through decentralization method, forces the higher improvement of teacher's competence.

On its development, teachers recently face a bigger challenge than the previous one faced in previous era. Nowadays teachers face various problems, more complex materials, higher standard for learning process, and higher course learning outcome and critical thinking assessment of the students [7]. It is caused by a big transformation of social aspect, economic aspect, political aspect, and cultural aspect which has been provoked by the development of science and technology [7].

In 21 century, everything will be influenced by information system development which will grow massively in various fields, including education. The teacher who was born in pre-digital era gets difficulty to develop effective communication with the students who were born in digital era. Their learning habit is also different with their teacher and parent learning habit. This problem can have frustrated both the teachers and the students because it may create disharmony and misunderstanding during the learning process. Thus, we need to create a strategy to improve teachers' professionalism in facing digital era. Continuously development strategy of teacher's profession is aimed to stimulate, to care, and to improve teacher's competence in solving any problems that may occur during teaching and learning process which have significant impact toward quality improvement. Therefore, the improvement of teacher's competence is needed to help them professionally and responsibly finishing their duty [8].

III. RESEARCH METHOD

Research method is scientific way which is used to gain the data and the aim of a research. This scientific way is conducted with knowledge-based method. By using this way, the collected data can be judge as valid, reliable and objective. To get this type of data, the instrument must be valid and reliable. Data collecting technique must be done by using the appropriate way to get a representative sample [9]. The research method used in this paper is Research and Development Model. Sugiyono stated that research and development is a research method which is used to produce

particular product, and to test the effectiveness of this product [9]. By adapting a research model introduced by Borg and Gall, the steps of this research consist of introductory study, model development management of teacher's competence based on school's need, model test, revision, and model implementation [10].

IV. DISCUSSION

Development of Teacher's Competence is an effort to improve teacher's professionalism in fulfilling their job description so that the teachers who have high competence will give significant impact towards the quality of education. Development management of teacher's competence basically becomes an effort to improve ability, expertise, and skill of the teacher in fulfilling their jobs professionally as a teacher.

On implementing development program, some experts determined some steps of development process in various ways as follows: Diagnostic Development Needs, Design of development Plans, Implementing development programs, Evaluation [11]. Besides, Swanson stated 4 steps in development process, those are [12]: Analysis, Design, Development, Implementation, and Evaluation. Moreover, Wilson with 6 steps of development models which consists of [13]: Organizational Needs, Identifying Needs, Prioritizing Needs, Planning and Design, Delivering, and Evaluating.

From several arguments above, there are similarities of management process that should be done during development process, those are: Need Identification, Development Design, Implementation, and Evaluation. Need identification means the beginning of development process which is used to discover the development need that will be an important matter to be implemented in three levels of organization needs, individual needs, and responsibility needs.

Development Design and development need can appear in any level and any time for some reasons. The consequence of this phenomenon can be found in any level. To minimize the consequence, we need to analyze whether we need to put it as the component of comprehensive staff development planning or it is necessary to conduct the developing program [11]. On this step, we make some considerations about the on-going development, the specific aims of is development, the participants, and time allocation. Furthermore, on the level of development implementation, some treatments should be done, such as creating learning environment that can support to succeed the aims of development, including various learning method that can meet the need of development [14]. Evaluation is the last step in development program to decide whether the implemented development program is effective or not to reach the aim of development.

This case study analyzed the development process as mentioned above. Moreover, this research also analyzed the role and the responsibility of the headmasters during the competence development program which had been done. In addition, the teachers' contributions during this program also had been analyzed. In some cases, the implementation of development program is based on top-down scheme. This program usually was set by the educational foundation which must be done and be followed by all of the teachers without

being identified what is really needed by the teachers. The headmasters and the teachers usually gave less contribution in formulating the development program that they would do.

This research further will develop the management of development program of teacher's competence by adapting the steps of research approach and development. As described by s, Borg and Gall with ten stages and the Puslitjaknov Team in with three main stages [10,15]. The First is the Development Model, Second, the development procedure. The Third is try out model or development product. From the two stages of the Research and Mining model above, in this study will be carried out with stages is Preliminary Study, Development of Management Models for Teacher Competency Development Based on School Needs, Testing Model, Model Revisions and Implementation.

V. CONCLUSION

In creating competitive yet qualified school, the development of teacher's competence become a necessity that should be done. Teacher competence becomes the realization of teacher's ability in maintaining their professionalism as a teacher. To reach the effectiveness of the developmental program for effective teacher's competence, it is needed to manage the program systematically to answer the developmental needs of teachers' competences at school.

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