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PROFESSIONAL COMPETENCE OF A TEACHER OF ENGLISH AT PUBLIC SENIOR HIGH SCHOOL IN PALEMBANG

THESIS

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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STATEMENT PAGE

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State that:

1. All the data, information, interpretation, and conclusions presented in this thesis except for those indicated by the sources are the results of my observation, process, and through the guidance of my advisors.
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Palembang, 22 July 2021

The Writer,

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THESIS DEDICATION

This thesis is dedicated to:

- My beloved Father and Mother who always support me and give me unlimited unconditional love.
- My sister and my brother who always support and help me out whenever I need.

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Palembang, 22 July 2021

The Writer

M. Ridho Saputra

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PROFESSIONAL COMPETENCE OF A TEACHER OF ENGLISH AT A PUBLIC SENIOR HIGH SCHOOL IN PALEMBANG

ABSTRACT

Preparing professional teachers is an essential thing that Indonesian governments do to maintain the educational system's quality. The teachers are prepared to teach students who are living in the 21st century. This study used qualitative study as method of study and focused on an English teacher that taught English as a foreign language in a senior high school. This study was aimed to find out teacher's perceptions about professional competence, professional competence of an English teacher at a public senior high school in Palembang, and the obstacles the teacher faced to achieve her professional competencies. This study involved one teacher of English. The data were collected through observations, interviews, and document reviews. The study results revealed that the teacher of English at a public senior high school in Palembang was competent enough (74.2%) in completing all aspects of the teacher's professional competencies based on the ministerial regulation of national education number 16 the year 2007 on the Academic Standards and Competency Qualifications. The obstacles faced by the teacher were (1) the lack of students learning interests and motivations, (2) the lack of time provided to improve the teacher's professional competence, and (3) a lot of documents required for a teacher. The findings could contribute some benefits to the English teacher, the school, and the government to reconsider policies for supporting the educational system and getting a better quality of teachers' professional competencies.

Keywords: *Teachers' competencies, professional competencies, teacher of English.*

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, and significance of study.

1.1 Background of the Study

Teachers as educators in Indonesia must meet the standards of academic qualifications and teacher competencies that apply nationally. It is stated in Regulation of the Minister of National Education of the Republic of Indonesia number 16/2007 Article 1. Teachers are the key to run a good future education system for students and bring their students to improve their quality. Furthermore, teachers must have academic qualifications, competencies, professional certificates, physical and spiritual healthiness and the ability to realize national education goals (Government Law No. 14 2005 about Teacher and Lecturer, Article 8). According to the government regulation of the Republic of Indonesia No 19/2005 on National Education Standards Article 28 educators are learning agents who must have four competencies namely pedagogical, personality, professional and social competencies. In that context teacher competency can be interpreted as the roundness of knowledge, skills and attitudes that are manifested in the form of a smart and full set of responsibilities possessed by a prospective teacher to assume the position of teacher as a profession. In this regulation, higher standards for teachers accompany the push for higher standards for students and greater accountability for student learning, and professional development is a critical link among new policies, school reform, and improved educational practice (Rismadewi, 2012).

Gupta (1999) defines competencies as knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job. According to Spencer and Spencer (1993), competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect

with the criteria referenced, effective or excellent or superior performance in the workplace or in certain situations. Competencies include: motives, traits, self-concepts, attitudes or values, content knowledge, or cognitive or behavioral skills – any individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers (Spencer & Spencer, 1993). According to McClelland (1993) competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job or in a particular situation.

Markova (1990) defines teacher competence as a balance between the necessary knowledge, skills and psychological qualities of a teacher. Aghaie (2006) devides competencies of a teacher into familiarity with different thinking skills and applying them, familiarity with new learning and teaching methods and using them, class management and specific skills of communicating with the students, familiarity with communication and information technologies, and being capable of employing them in teaching, research skills, and skillful in evaluating academic achievements. Meanwhile, Taghipourzahir (2010) divides teacher's competencies into two categories; personal and vocational. Personal competencies include: mental and physical health, adherence to the values, having good mental abilities, and vocational competencies include: general knowledge, vocational knowledge and communication skills.

In Indonesia, teacher competencies refer to the article 8 include pedagogical competencies, personal competencies, social competencies and professional competencies obtained through professional education (Government Law No. 14/2005 concerning Teacher and Lecturer, Article 10). It means that to possess those four competencies teachers should follow the regulation to join professional education such as PLPG (Pendidikan dan Latihan Profesi Guru) or PPG (Pendidikan Profesi Guru). PLPG or PPG is a program to educate teachers to be professional

teachers who will possess the four competencies. After passing the professional education, the teachers will be certified as professional teachers and the teachers are hoped to have the four competencies.

Personal competency is related to good characters of a teacher. This competency is also a tool for molding students' characteristics. Pedagogical competency is the knowledge, abilities, and skills of the teacher to manage the teaching and learning process which includes planning implementing, actualizing students' intelligence, and evaluating the outcomes. Social competency which includes knowledge, abilities, and skills in social interaction life either inside or outside the educational environment and the last, professional competency of teacher is the knowledge, abilities, and skills to master the subject matter broadly and deeply to meet standards of educational competencies for students. Those four competencies are integrated with teacher performance and indeed it will affect students' achievement (Indonesia Ministerial Regulation of National Education Number 16 Year 2007)

Professional competence is one of the competences that crucial for a teacher to have to do this profession. Professional competence is a habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and daily practice for the benefits of individuals or community being served (Epstein, 2002). The teacher's professional abilities relate to the mastery of: 1) subject matter broadly and deeply according to the standard content of the educational unit, subjects, or subject groups that are taught, and 2) relevant concepts and methods of scientific discipline, technology, or art, which are conceptually fundamental for or coherent with educational unit, subject, or subject matter group program (Government Law No. 14 2005).

Uji Kompetensi Guru (UKG) or Teacher Competency test is used to measuring the quality and also competence of teachers. It is stated on the Regulation

of the Minister of Education and Culture no.57 year 2012. UKG is used just to measure pedagogic competence and professional competence. However, based on the result of the 2015 UKG in Rayon 104 Sriwijaya University that tested 2.266 teachers from various levels of education only 738 teachers were passed the test. It means only 32.5% of teachers that qualified to fulfill pedagogical and professional competencies. There are 210 English teachers that participate on the UKG and only 30 teachers were passed the test. It is an only 14% teacher that is qualified to be a professional teacher from English teacher.

Professional competence is so crucial for a teacher because it is related with their teaching activity as a profession. Teachers should master the matter, structure, concept, and scientific mindset that can support the subject matter that they teach, master the core competencies and basic competencies of the subject matter, be creative in developing the material, develop the professionalism continuously by having reflective action, and use the ICT.

Unfortunately, based on Badan Akreditasi Nasional Sekolah dan Madrasah (BANSM) in 2018, there are 6 public senior high schools in Palembang that have lower scores. Almost all of the schools get 90 above for their educator and educational staff standards score or Standar pendidik dan tenaga kependidikan (SPTK). This can raise a question about the professionalism of teachers at these schools.

Another problem was Directorate General of Teachers and Educational Personnel (2015) reports that the result of competency examination that indicated that the teachers' quality in Indonesia was still below the standard. The average score of the teacher competency test on November 2015 was 53.02, while the passing grade was 55. The average score of professional competency was 54.77 (Portal Pendidikan, 2016). The data suggested that there are many teachers that still lack in their competencies, especially professional competencies.

The study condcuted by Bunyamin (2016) at Vocational High Schools in the Northern Coastal of Jakarta reported that 81.6% of 358 teachers, or 292 teachers, had a good professionalism. Moreover, 222 teachers (62.3%) had mastered the material for teaching well. Teachers professional competence belonged to low category (43.2%). It showed that the teachers were lack of professional competency and the quality of their performances were below standard.

Since the role of teachers in transforming educational inputs is critical, many experts have stated that there will be no change or improvement in the quality in education without changes and improvement in the quality of teachers (Jumadi et al., 2013). It means that the quality of teachers in Indonesia should be monitoring and also measured by the government. If Indonesia has many professional teachers, the future education will be better and bring bright future for next generation.

In conclusion, teacher competences are important for teachers to have. The teachers should possess all that four competence so they are qualified to be professional teachers. Because of the importance of teacher competencies, the writer conducted an investigation focusing on professional competence of English teachers at senior high school in Palembang

1.2 Problems of Study

The problems of this study are formulated in the following research questions.

1. How does a public senior high school English teacher at a public senior high school in Palembang perceive professional competence?
2. How is the professional competence of a teacher of English at a public senior high school in Palembang?
3. What are the challenges faced by a teacher of English at a public senior high schools in Palembang to achieve their professional competency?

1.3 Objectives of Study

Based on the research questions, the objectives of this study are as follows.

1. To find out a public senior high school English teacher in Palembang perception of professional competence.
2. To find out the professional competence of a teacher of English at a public senior high school in Palembang is.
3. To find out the challenges faced by a teacher of English at a public senior high school in Palembang to achieve their professional competency.

1.4 The Significance of the Study

This research is expected to be useful theoretically and practically. Theoretically, this research could be beneficial to broaden knowledge in the field of education, especially regarding professional competence. Then, this research can also become a reference for similar studies in the future. In addition, practically this research provides advantages for:

1. Teacher

This research can be used as an input to improve the teacher's professional competence to improve teachers' teaching quality, enhance teaching and learning process and meet the national education goals. Moreover, this research can also be utilized as evaluation for teacher about their strengths and weaknesses in carrying out their duties which then will enact further improvement.

2. School

This research is expected to be an evaluation material for the reality that occurs in teaching and learning activities and can contribute as a consideration on the school regulations for the improvement of both teacher and education quality.

Furthermore, the result can be taken into account by the principal in deciding supervision policies to maintain good and meaningful teaching and learning process.

3. Student

This research is expected to be a medium for students to be directly involved in maintaining and improving the quality of teachers and the teaching and learning process at schools. Then, this study can also help students to obtain the adequate treatments from the teacher to support their development optimally.

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