

Analysis Of Competency And Performance Of Secondary Teachers: Case Study At Five Cities/Districts In South Sumatera

by Umi Chotimah

Submission date: 14-Feb-2021 03:16PM (UTC+0700)

Submission ID: 1509072233

File name: 6.pdf (588.39K)

Word count: 3953

Character count: 21717

ANALYSIS OF COMPETENCY AND PERFORMANCE OF SECONDARY TEACHERS: CASE STUDY AT FIVE CITIES/DISTRICTS IN SOUTH SUMATRA

Umi Chotimah^{1*}, Zahra Alwi¹, and Farida¹

¹*Sriwijaya University, Palembang*

Jl. Bank Raya III No.6 Rt. 51, Rw. 15 Lorok Pakjo-Palembang, 30137

**E-mail: hjumich@yahoo.co.id; hjumich@gmail.com*

6 **ABSTRACT**

The aim of this study was to describe about the competence and performance of secondary school teachers in South Sumatra. The method used is descriptive method, with a population of as many as 134 people were secondary school teachers who are at the five cities/counties in South Sumatra. Data was collected by using questionnaires, documentation and observation. The results of this study indicate that the majority of secondary school teachers in South Sumatra have quite good and well competence and performance. It is recommended the teacher would be able to increase the competence and performance through Lesson Study.

Keywords: *misconception, dynamic electric, CRI, PhET simulation.*

INTRODUCTION

The teacher is a very important component in education wherever education and learning processes implemented. Impossible without an education teachers could take place, even though with advances in technology, the teacher will not be replaced. As a key in education, the improvement of the quality of teachers are something that cannot be compromised, because solving the problems of teachers means resolve most of the problems of education in the country.

Since 2007 until now, PLPG implemented throughout Indonesia, this program aims to improve the competence, professionalism, and determine graduation teacher. The participants consisted of teachers who choose PSPL with status, portfolio, PLPG or do not pass file verification, certification PLPG patterns, and participants PLPG glide 2011. Prior to follow PLPG, teachers are required to follow the Initial Competency Test (UKA) to determine feasible or not a teacher participated PLPG. Competency exam also remain in place as a condition or not entitled to a certificate that will bears (Certification 2012: 2-3). For teachers who have passed PLPG (certified) are required to follow the test is "on line".

There are variety of programs to increase teachers professionalism, whether the goal has been announced by the government has been achieved? A growing phenomenon has been

demonstrated that increasing the professionalism of teachers noble goal through PLPG program has not been reached, which looks exactly "spirit" teachers follow PLPG largely to earn additional income through a "salary" in months. This is supported by the observation of the researchers did with some secondary school teachers in some schools, it turns learning professionalism of teachers who passed the certification is not better than before, the use of media that do PLPG currently underway, it does not continue implemented in the school, it means utilizing new limited instructional media used during the peer teaching in PLPG activities as well as the manufacture of lesson planning (RPP), which should be made by each teacher according to the characteristics of the students and school-even less going well, because the phenomenon RPP copy-paste from other teachers, is still going on. Class Action Research (CAR), which should be an integral part in improving the professionalism of learning, also conducted by the teacher has not appeared as a habit (good practices) should be done in each semester. Through the activities of the more dominant PLPG evident is more to the fore than the increase in welfare effort to improve the professionalism of learning and optimizing service in the world of education. Based on the conditions and problems noted above, the ²formulation of the problem in this study is, "How do the competence and performance of secondary school teachers who have passed the certification? Associated with the formulation of the above problems, this study aimed to describe about the competence and performance of secondary school teachers who have passed the certification.

METHODOLOGY

This research was conducted by using descriptive research method, the sample consisted of 134 teachers, whereas the sample for RPP documentation and observed in the implementation of the learning process are 12 secondary school teachers who have passed the certification test teachers spread across five cities/districts in the province of South Sumatra. The sample selection is done randomly (simple random sampling).

²Data collected through questionnaires, documentation and observation (Sukmadinata, 2009). Questionnaires were used to collect data related to the concept of the four competencies of teachers (pedagogical, professional, social and personality), as trianguasi also collected data through a questionnaire to the principal. Documentation is done to review the RPP used by teachers when teaching, while observation is done to see ²teachers in implementing the learning process. The instrument used to assess the RPP and the implementation of the learning process is to use the Lesson Planning Assessment Instrument (IPPP-1) and Instrument of Teaching and Learning Process (IPPP2). All data collected is analyzed, tabulated and described.

RESULTS AND DISCUSSION

Analysis of Teachers Competency. If the terms of the competence of teachers, all teachers already have four competencies of teachers, but the value of is the different. From the analysis of the response of teachers through questionnaires. All of the teachers said that they have already have all of these competencies. In terms of pedagogical competence, teachers said that they already have the discipline and educational background with a subject they teach. In terms of professional competence, for example in the implementation of the learning process for example with the use of models of learning, learning strategies, teaching methods, instructional media and another learning resources are in accordance with the education and discipline they have. In terms of personal competence, they said that they have to apply either through speech, actions and deeds are model by students and teachers in addition to understand the character of the students so that they can position themselves. While in terms of social competence, they said that in daily life can socialize with students both inside and outside of the school. Of the four competencies, it appeared that they feel already have pedagogical 81%, 80% professional competence, social competence 75% and 71% personal competence.

No.	Initial Name Teacher	Score	Acquired	Predicate
1	A1	60	86	Very good
2	A2	50	71	Good
3	B1	39	55	Less
4	C1	40	57	Less
5	D1	50	70	Enough
6	D2	50	70	Less
7	D3	40	57	Enough
8	E1	50	79	Good
9	F1	51	73	Good
10	F2	48	69	Less
11	G1	49	70	Less
12	G2	46	60	Enough

Analysis of Teacher Performance From Lesson Planning. The following will describe the results of the analysis of teacher performance based on Lesson Planning (RPP). For Lesson Planning, quantitative evaluation was done using a minimum score of 14 and the highest score of 70, with the final score is the total score obtained is divided by 70.

Based on Table 1 above, it is known that teachers A1 scored 86 with the title very well. RPP A1 has a very good teacher in load indicator and learning objectives in accordance with the basic competence (KD-3, KD-4) which is associated with the coming of core competencies (KI-1 and KI-2, KI-3 and K4), so also with the selection of strategies and learning methods to deliver material, the steps of the scientific approach, the selection of instructional media and

writing instruments in accordance with the process and results of authentic assessment. While teachers A2, scored 71, which has a good teacher in the load indicator and learning objectives in accordance with KD and KI, the selection of materials, strategies and teaching methods to deliver learning materials and learning steps in accordance with the scientific approach. For teachers B1 and C1, received poor ratings, it can be seen in terms of the determination of the indicators and relevant learning objectives are still not with KD and KI. Similarly, in the case of the adoption of measures of learning and assessment instrument manufacture.

Teachers' RPP D1, D2 and E1, have fairly well, lesson plans they make are good enough to make the indicator and learning objectives, selecting strategies and teaching methods, the selection of instructional materials are in accordance with KD and KI are to be achieved, but less in terms of measures of learning and assessment. While teachers D3, less able to describe the material, other deficiencies can be seen in a variety of shapes and completeness assessment, which impressed potluck. Teachers are less well in the load indicator and learning objectives. Teachers also still poorly in determining learning steps in accordance with the scientific approach. RPP last F1 teacher, has been good at making indicators and learning objectives, selecting strategies and teaching methods, as well as measures of learning and assessment processes and outcomes. Unlike the F1 teacher, teacher lesson plan F2, G1 and G2 got up fairly well, this can be seen through the indicators and learning objectives in accordance with Basic Competence (KD) and Core Competence (KI), the steps of the scientific approach and the selection of instructional media. Based on Table 1 above, the all of the 12 sample lesson plans that exist, it can be concluded that the majority of teachers are on the RPP fairly well (50%), the rest is very good (8.3%), good (16.7%), less (25%).

Analysis of Teacher Performance In Teaching and Learning Process. This is the results of observations on the implementation of learning undertaken by 12 teachers sampled. Observations by using IPPP-2 value obtained is the total score divided by 120 times by 100. The following table 2 will be presented results of observations by teachers initials above.

Based on Table 2, it can be seen that the performance of teachers in implementing the learning process of teachers is as follows. First, teachers A1, in terms of pre-learning, teachers are good at doing apperception and prepare students. Then for the core activities of teachers has also been good in terms of mastery of the material, the use of strategies and learning methods, and implementation of a coherent learning and teacher opens respond well to students. In addition, the closing activities, also has good activity can be seen the reflection, summary and conclusion of learning that has been done, and provide information for learning materials that will come. As for teachers A2, got up fairly well. In pre-learning process, the teacher is good at doing apperception and prepare students, mastering the material, the use of

strategies and learning methods, and implementation of open learning in order and with good response of students to answer questions. B1 teacher performance is good enough, including the conduct apperception and prepare students in learning. Then for the core activities of the teacher is good enough in terms of mastery of the material, the use of strategies and learning methods, and implementation of a coherent learning and teacher student opens a good response but the teacher did not use instructional media. As for teachers C1, is still not good. Teachers did not master the material, scientific approach has not appeared, the implementation of learning is not coherent. Good of teachers C1 is conducting preliminary stage apperception upon.

Table 2. Teachers Performance In Teaching and Learning Process

No.	Initial Teachers Name	Score	Grade	Predicate
1.	A1	100	83	Good
2.	A2	80	67	Enough
3.	B1	79	66	Enough
4.	C1	66	55	Less
5.	D1	80	67	Enough
6.	D2	70	58	Less
7.	D3	50	42	Less
8.	E1	80	67	Enough
9.	F1	86	72	Good
10.	F2	82	68	Enough
11.	G1	85	71	Good
12.	G2	72	60	Enough

For teachers D1 and E1, have similar predicates is good enough at opening activities, doing apperception and prepare students in learning. At the core activities, the teacher is enough to master the material, but still not good in implementing the strategy, methods and implementation of learning, especially if associated with a scientific approach. At the closing activities, the teachers are good, including to reflect and give assignments. Furthermore, for teachers D2, still not good. Moreover teachers D3, the results obtained it is disappointing, moreover as a senior teacher of the earliest certified through portfolio (FF) is not able to be an example for other teachers, especially teachers the same subject as well as other teachers. RPP not designed well, its grade is saved because of the are KI 1, KI 2, KI 3, and KI 4, so that the learning process is not very good. For the core activities of teachers has also been less well, in terms of mastery of the material, the application of scientific approach is not done, the teacher just given information by lecture method and has not mastered the learning material. Beside, it is not supported by the clarity of the material, learning strategies, accuracy close, too assessment techniques. Ability in terms of the assessment process is also less. In addition to the activities also cover less well able to look absence of reflection and summary.

For teachers F1 and G1, already good, including during the pre-learning in which teachers are good at doing apperception. At the core activities, looks over matter, already implementing the scientific approach, but not maximum, coherent learning and the use of instructional media. At the closing, teacher reflection and together students summarize the day's lesson. As for teachers F2 and G2, also have in common is a predicate is quite good, it looks at the opening activities, teachers do apperception and prepare students in learning. At the core activities, the teachers master the material and the implementation of a coherent learning and teacher student opens a good response, but not supported by instructional media. At the closing, also is quite good, but there was no reflection and summarize and follow up.

Based on Table 2 above, that teacher performance when viewed from the **implementation of the learning process**, is as follows: **the majority of teachers (50%) had a good enough performance, 25% of teachers have a good performance, 16.7% of teachers have less performance well and, 8.3% of teachers have very poor performance.**

The following discussion is presented in a comprehensive manner to twelve teachers from data already described above, both the data from the open and closed questionnaire, the results of documentation and observation. From the results of a questionnaire that has been analyzed it can be concluded that teachers who have passed the certification felt that they have already had teacher competence is pedagogical, professional, personal and social, but not maximum, it is evident from the results of triangulation of documentation of learning tools especially lesson planning (RPP) and observations. Based on the analysis of existing RPP, was only partially teachers made by themselves, they just copy paste from of the other teachers from other schools or downloaded from the internet, especially if associated with the curriculum of 2013. This is evident from the writing of learning objectives that are still not relevant to the KD and KI, the selection of **teaching materials, learning steps in accordance with the scientific approach and authentic assessment.** It is also seen from the observation of the sample when teachers they teach. Whereas if it is associated with **UU No. 14 of 2005 and PP No. 74 of 2008 states that teachers must have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize the goal of national education** (Rustad, 2011: i).

Of the four competencies of teachers, almost all of the teachers said that already have a good pedagogic competence, according to the good teacher pedagogical competence is demonstrated by their ability to use it in carrying out learning methods, strategies and learning model, using the RPP. But by triangulated with RPP document, there are still many that do not correspond to the regulation of writing RPP, especially if associated with the curriculum of 2013. It can be seen from the writing of learning objectives which are mostly less in synchronize with KI

and KD as stated in curriculum 2013, moreover, in the selection of teaching methods that are less in accordance with the scientific approach and model of discovery learning, in writing assessment instrument, is still not in accordance with the demands of the curriculum 2013 that uses authentic assessment. This is evident from the results of the analysis of the sample documentation of teachers RPP existing sample, it can be concluded 41.467% good, 25% fairly well, 15% unfavorable and 8.33% very unfavorable. Though RPP has an important role in determining teaching and learning process, because the RPP is a guideline to implement the learning process. Though RPP designed carefully and properly (not just copy from other teacher, without analyzing compliance), it can help ensure the success of the learning process. Combining the best activities in teaching and learning in the process of designing lesson planning will help students achieve the learning objectives. If RPP good design is such that it is easy to implement teacher. As mentioned by Harry Wong, 2009 that "the greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate" (Harry Wong, 2009).

Permendiknas 41 of 2007 on Standard Process, that the RPP is derived from the syllabus useful for directing the learning activities of students in an effort to reach KD. Each teacher at bertanggungjawab should write lesson plans complete and systematic that can be run in an interactive learning, inspiring, fun, motivating students to engage actively, and provide enough space for initiative, creativity, and independence in accordance with their talents, interests and development physical and psychological learners.

In terms of professional competence, a part of teachers said that they have it's good, because they teach relevance to the field/subject, but not profesional competence does not mean they perform teaching duties only, but the nature of the PP No. 19 Year 2005 about National Education Standards that professional competence is "the ability of mastery learning materials is broad and deep covering; a) The concept, structure, and methods of science/technology/art that houses/coherent with the teaching materials; b) teaching materials that exist in the school curriculum; c) the relationship between the concept of teaching-related eye; d) the application of scientific concepts in everyday life; and e) professional competency in a global context while preserving the values and national culture ". However, the fraction of the admitted that for social competence and personality still say less.

Furthermore, after triangulated between teacher opinion based questionnaire with observation, it also means that there was a gap of a large majority of respondents said they had no problem with the application of methods, models, learning strategies, but from the observation turned out to be only 25% were categorized as good, 50% quite good, 16.7% and 8.33 percent less severely lacking. Moreover, if it is associated with the curriculum in 2013,

there are still many things that need to be addressed, for example regarding the application of scientific approach and authentic assessment.

According to conclusions, the researchers recommended to design development program to improve the professionalism of teachers so that teachers can become more professional. To increase teachers professionalism can not be done partially, but must be comprehensive, starting from planning to assessment. As mentioned in the Journal of International Cooperation in Education, Vol.11 No.3 (2008), pp.67 ~ 83, Rogan & Grayson, 2004; Teclé, 2006, Hargreaves & Fullan 1992; Arends et al. 1998, that teachers professional development is described as a process embracing all activities that Enhance professional career growth or as formal and informal experiences throughout the teacher's career) (CICE, 2008).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion of the data in this study, it can be concluded that: teachers competencies are not maximally, besides that of the four existing competencies (pedagogical, professional, social and personality), turned out to have different magnitudes. Performance of teachers who have passed the certification, the majority are good enough, a few teachers who have excellent performance.

In connection with the above conclusions, the researchers suggest the following:

- For teachers, would be able to continue to learn and improve their competence and performance, including through training, MGMP and others that really can have an impact on improving the quality of learning and ultimately can impact on improving the quality of graduates.
- The provincial department, Diknas/Kemdikbud and LPMP would be able to "oversee and monitor the teachers who have passed the certification of teachers so that they get the stock from which this teacher certification program in the form of a workshop of making learning devices (writing lesson planning, choosing and using instructional materials, instructional media, student worksheets and assessment instruments) can be implemented in school.
- LPTK especially FKIP Sriwijaya University, as a teacher certification program Rayon 104 Sriwijaya University, can do "recharging" of teachers with a variety of training activities, workshops, including the Lesson Study.

REFERENCES

- CICE Hiroshima University, *Journal of International Cooperation in Education*, Vol.11 No.3 (2008) pp.67 ~83. 2008.
- Dirjen Dikti.(2009). Rambu-rambu Pelaksanaan Pendidikan dan Latihan Profesi Guru (Buku 5).
- Dirjen Dikti. (2009). Sertifikasi Guru dalam Jabatan, Buku 3 Pedoman Penyusunan Portofolio. (Buku 3).
- Dirjen Dikti. (2012). Sertifikasi Guru dalam Jabatan Tahun 2012, Buku 4, Rambu-Rambu Pelaksanaan Pendidikan dan Latihan Profesi Guru (PLPG).
- Dirjen Dikti, 2013. Panduan Pelaksanaan Penelitian Dan Pengabdian Kepada Masyarakat di Perguruan Tinggi Edisi IX.Direktorat Penelitian Dan Pengabdian Kepada Masyarakat Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
- Itnaga, Dikti, dan Diknas. 2007. Pembelajaran Inovatif dan Partisipatif. Jakarta: Itnaga, Dikti, dan Diknas.
- Harry Wong. 2009. <http://www.slideshare.net/jaysoncbucable/effective-lesson-planning>.
- Kemdiknas.(2011). Sertifikasi Guru dalam Jabatan, Buku 4 Rambu-Rambu PLPG. Jakarta: Kementerian Pendidikan Nasional, DirjenDikti
- Peraturan Pemerintah Nomor 74 tahun 2008 tentang Guru.
- Rustad, Supriadi, dkk. (2011). Sertifikasi Guru dalam Jabatan, Buku 2 Petunjuk Teknis Pelaksanaan Sertifikasi. Jakarta: Kementerian Pendidikan Nasional, DirjenDikti
- Sukmadinata, Nana Syaodih. (2009). Metode Penelitian Pendidikan. Bandung: PT. Remaja Rosdakarya
- Sutrisno, Budi. (2009). MGMP Inovasi Pendidikan, (online), [http:// budisutrisno.mpd.blogspot.com/2009/05/mgmp-inovasi-pendidikan.html](http://budisutrisno.mpd.blogspot.com/2009/05/mgmp-inovasi-pendidikan.html), diakses tanggal 26 Maret 2012)
- Undang-Undang No.14 tahun 2005 Tentang Guru dan Dosen.

Analysis Of Competency And Performance Of Secondary Teachers: Case Study At Five Cities/Districts In South Sumatera

ORIGINALITY REPORT

13%

SIMILARITY INDEX

13%

INTERNET SOURCES

5%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Lambung Mangkurat University Student Paper	8%
2	eprints.unm.ac.id Internet Source	2%
3	Submitted to Universitas Pendidikan Indonesia Student Paper	1%
4	pinpdf.com Internet Source	1%
5	repository.out.ac.tz Internet Source	1%
6	moam.info Internet Source	1%
7	sitsefmipa.unimed.ac.id Internet Source	1%

Exclude bibliography On