



Teacher's Professional Competence

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Abstract. This paper aims to describe the professional competence of teachers. There are issues or assumptions that develop that the problems are done by teachers such as, some teachers lack sufficient competence, especially professional competency. because the teacher plays a major role in the development of education and largely determines the success of students, especially in the teaching and learning process. The teacher is a component that is very influential on the creation of quality educational processes and outcomes. The research method used is literature review. Competence is a specific standard regarding the performance or skills of a person that is applied at a job or in society. The results of this paper can be used as a basis for a person's performance to work well, measurable, specific or standardized and for research in the development of other educational sciences, Teachers who have professional competence must be able to sort and select and classify learning material that will be delivered to students.

Keywords: Teacher, Professional, Competence, Performance, skills

INTRODUCTION ~ The teacher plays a major role in the development of education and largely determines the success of students, especially in the teaching and learning process. The teacher is a component that is very influential on the creation of quality educational processes and outcomes. The teaching profession demands to fulfill several requirements, one of which is to demand that the competency standards of the teacher are met and become a professional teacher. Teachers who have professional competence must be able to sort and select and classify learning material that will be delivered to students.

METHOD

This writing uses the literature study method, because it wants to explore deeply about the professional competence of teachers. Ibnu, et al (2003 p. 23) literature review is all efforts made

by researchers to obtain and collect all written information that is relevant to the problem under study.

THEORETICAL REVIEW AND DISCUSSION

Professional competence of teachers, the educational goals will be achieved as desired. Teachers are the spearhead for education so that the mastery of professional competence must be possessed by every teacher because the understanding of professional competence by the teacher impacts the teacher's in-depth understanding of his students so that the teacher can shape the character of the students well, so that students can implement it in the family and community environment. Professional competence also has a good impact on schools as a reference for improving the quality of schools in education.



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The era of globalization, marked by quality competition, demands all parties in various fields and development sectors to increase their competence. This underscores the importance of efforts to improve the quality of education both quantitatively and qualitatively that must be done continuously, so that education can be used as a vehicle in building the nation's character. For this reason, the teacher as the main person must be increased in competence and certification must be held in accordance with the work he is undertaking. In this framework the government felt the need to develop competency standards and teacher certification, as part of the National Education Standards and Indonesian National Standards (Mulyasa, 2013 p. 17).

Mulyasa (2013, p. 26) competence is a combination of personal, scientific, technological, social, and spiritual abilities that formally forms the competency standards of the teaching profession, which includes mastery of the material, understanding of students, learning that educates, personal development, and professionalism. Syah (2003) competence is the ability, ability, state of authority, or fulfill requirements according to legal provisions. Furthermore it was stated that teacher competence is the ability of a teacher to carry out their responsibilities responsibly and properly. Kunandar (2007) teacher competency is a set of ability mastery that must exist within the teacher in order to realize its performance

appropriately and effectively. It can be concluded that competence is a teacher's ability in knowledge, skills, creativity and behavior in carrying out his professional duties as an educator.

Mulyasa (2017, p. 17) in essence, competency standards and teacher certification is to get good and professional teachers, who have the competence to carry out the functions and objectives of the school in particular, as well as educational goals in general, according to community needs and the demands of the times. Mulyasa (2017, p. 18) identifies several indicators that can be used as a measure of the characteristics of teachers who are judged to be professionally competent. 1) able to develop responsibilities properly, 2) able to carry out their roles and functions appropriately, 3) able to work to realize the goals of education in schools, 4) able to carry out their roles and functions in classroom learning. These characteristics can be described as follows first, responsibility. Every teacher must fulfill the requirements as a human being who is responsible for passing on values and norms to the next generation so that the value conservation process occurs, because through the educational process, new values are sought. Teacher responsibilities can be translated into a number of more specific competencies, namely moral responsibility, responsibility in the field of education in schools, responsibilities in the social field, and responsibilities in the scientific field. The role



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and function of the teacher influences the implementation of education in schools as professional workers. Among the roles and functions of teachers are a) as educators and instructors, b) as members of the community, c) as leaders, d) as administrators, and as managers of learning.

Mulyasa (2017, p. 28) In carrying out their duties and functions, the teacher can be likened to a travel guide, who based on his knowledge and experience is responsible for the smooth running of the trip. The term travel is a learning process, both in class and outside the classroom that includes all life. The analogy of the journey itself is the development of every aspect involved in the learning process. every trip certainly has a destination. This illustration shows that as a travel guide, teachers need high competence to carry out four things, first, the teacher must plan goals and identify competencies to be achieved. Second, the teacher must see the involvement of students in learning, and most importantly that students carry out learning activities that are not only physical, but psychologically involved. Third, the teacher must interpret learning activities. Fourth, the teacher must carry out the assessment. Teacher competence is needed in order to develop and demonstrate educational behavior, not just learning certain teaching skills, but it is an amalgamation and application of skills and knowledge that are intertwined in the form of real behavior. The educational behavior must be supported by other

aspects such as material being mastered, educational theories, and the ability to make situational decisions based on values, attitudes and personalities. Mulyasa (2017, p. 53) teachers as learning agents are the role of educators, among others, as facilitators, motivators, motivators, and inspirational learners for students.

Naim (2011, p. 56) competence in the world of education is based on rational considerations that the learning process is a complex and complex process. Teachers who are able to give "enlightenment" to their students can certainly be competent as professional teachers. The ideal teacher is a teacher who does his job professionally. Professional teachers always try their best to carry out their duties properly.

Naim (2011, p. 58) said the professional shows that the teacher is a profession, which for teachers, should run the profession well. As such, he will be called a professional teacher. As mentioned in Article 7 of Law 14 of 2005 concerning Teachers and Lecturers, the teaching profession and the teaching profession are special fields of work carried out based on the following principles:

- a. Having talents, interests, soul calling, and idealism
- b. Having a commitment to improve the quality of education, faith, piety and noble character



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- c. Have academic qualifications and educational background according to the field of work
- d. Have the competencies needed in accordance with the field of duty
- e. Have responsibility for carrying out professional tasks
- f. Obtain the specified income in accordance with work performance
- g. Have the opportunity to develop professionalism in a sustainable manner by lifelong learning
- h. Have guaranteed legal protection in carrying out professional duties, and have a professional organization that has the authority to regulate matters relating to the professionalism of teachers.

These principles must not stop limited to principles, but must also be implemented in daily activities. His form in the form of a sense of responsibility as a manager of learning, learning director, and community future planners. Naim (2011, p. 59) becoming a professional teacher was not an easy job. Because with these three functions, an educator, especially in the conception of Islam, is required to have competencies that can be used to carry out their duties. Competence is the ability and authority of teachers in carrying out their teacher profession. There is a meeting point between teacher competency and professionalism. Teachers who have competence will be able to carry out their duties professionally. The forms of competence and professionalism of a teacher are, 1) mastering subject matter in

the curriculum and enrichment / supporting material in the field of study, 2) managing teaching and learning programs which include formulating instructional goals, knowing and can use appropriate instructional procedures, implementing programs teaching-learning, and recognizing the ability of students, 3) managing classes include, arranging classrooms for lessons and creating a harmonious teaching-learning climate, 4) using media or resources covering, knowing, selecting and using media, making teaching aids simple, use the library in the teaching and learning process, and use Micro Teaching for the field recognition program unit.

Teacher competence is defined as mastery of a task (teaching and educating), skills, attitudes, and appreciation needed to support the success of the learning process it does (Fitriani, et al. 2017, p. 89). Thus, the competencies possessed by each teacher will show the actual quality of the teacher. The competence will be realized in the form of mastery of skills, knowledge and professional attitude in carrying out the duties and functions as a teacher.

One of the competencies that must be possessed by teachers in carrying out their performance as a learning manager is professional competence. In the National Education Standards, Article 28 paragraph 3 point c states that what is meant by professional competence is the ability to master extensive and in-depth learning



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material that enables guiding students to meet the competency standards set out in the National Education Standards. Teacher professional competency according to Minister of National Education Regulation No.16 of 2007 concerning Academic Qualification Standards and Teacher Professional Competence includes: (1) mastering material, structure, concepts, and scientific mindset that supports the subjects being taught, (2) mastering competency standards and basic competencies of the subjects being taught, (3) developing learning materials that are creatively supported, (4) developing professionalism in a sustainable manner by taking reflective actions, (5) utilizing information and communication technology to develop themselves.

1. Mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught.

The ability to master the material, structure, concepts, and scientific mindset that supports the subjects being taught include: a) The ability to master the basic concepts of the subject being taught, b) the ability to explain the subject matter correctly, c) the ability to answer student questions satisfactorily .

2. Mastering competency standards and basic competencies of the subjects being taught.

The ability to master competency standards and basic competencies of

subjects that are supported by indicators include: a) Ability to develop syllabus, b) Ability to develop and develop lesson plans carefully, c) Ability to understand the academic potential (understanding of subjects) of students, d) Understand the purpose of each learning activity.

3. Develop learning materials that are taught creatively

The ability to develop learning material that is taught creatively, teachers must have the ability to describe standard material in the curriculum, for that teacher must be able to determine precisely the material that is relevant to the needs and abilities of students. criteria that must be considered in developing learning materials according to Hasan, 2004 (in Mulyasa, 2013. p. 139), at least include validity, meaningfulness, relevance, attractiveness, and satisfaction. Criteria that must be considered in developing learning material according to Hasan, 2004 (in Mulyasa, 2013. p. 139), at least include a) validity, b) significance, c) relevance, d) attractiveness, and e) satisfaction.

4. Develop professionalism in a sustainable manner by taking reflective action.

The ability to develop professionalism in a sustainable manner by taking reflective actions with indicators include: a) The ability to continuously reflect on performance, b) The ability in classroom action research to improve



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professionalism, c) The ability to follow the times by learning from various sources.

5. Utilizing information and communication technology to develop themselves.

The ability to develop utilizes information and communication technology to develop themselves with indicators including: (1) utilizing information and communication technology in communication, (2) utilizing information and communication technology for self-development.

Syah (2003 p. 230) states that "the authority of teachers in carrying out their professionalism is required to have a variety of psychological competencies as follows: (1) cognitive competence (creative domain skills); (2) affective competence (realm skills); (3) psychomotor competence (karsa domain skills).

Professionalism is the main requirement to realize good education, because if education is carried out by professional people, education will advance. This is in line with the Hadith of the Prophet which is narrated by Imam Al-Bukhari which means:

From Abu Hurairah r.a he said, Rasulullah SAW said: If the trust has been lost (no longer held firmly), then wait for the moment of its destruction. He asked: Rasulullah, how do people get rid of that mandate? The Prophet replied: (Namely) if an affair (mandate) is left to someone who

is not an expert, then wait for the moment of its destruction. (Narrated by Bukhari).

In the hadist shows that if the work is not carried out by the experts it will be chaotic and even destroyed. Likewise education if not carried out by skilled people will not be good. So professionals here are needed to realize a good education.

PRIOR RESEARCH

Novauli Research (2015) Teacher competencies can contribute to increasing learning achievement being able to be active models of creative innovation and having high integrity in schools. The purpose of this study was to determine pedagogical competence, personal competence, social competence and professional competence of teachers in improving learning achievement in junior high schools in the Banda Aceh City area. This research uses descriptive method with a qualitative approach. Data collection techniques using observation, interviews, and documentation studies. The research subjects were the principal, vice principals in the field of curriculum, teachers, chairmen of the subject teachers' deliberations and students. The results showed, (1) Pedagogical competence is prioritized for the management of students by understanding the potential and diversity of students, understanding the foundation and philosophy of education, being able to develop plans and learning strategies, using assessment and



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evaluation information to design remedial and enrichment programs and not all teachers are able to carry out classroom action research. (2) Personality competence, among others, the teacher respects the diversity of tribes and religions embraced by each student and becomes an example that is honest, decisive, wise and able to maintain a good name. (3) Social competence, teachers can communicate orally and in writing, able to get along effectively with students, fellow educators, educational staff, parents / guardians of students; and can get along politely with the surrounding community. (4) Professional competence, the teacher has mastered scientific substance related to the field of study, understands teaching material in the school curriculum, understands the structure, concepts and methods of science that overshadow or is coherent with teaching material, Develops professionalism in a sustainable manner by taking reflection and Utilizing information and communication technology to develop themselves.

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CONCLUSIONS

Competence is a teacher's ability in knowledge, skills, creativity and behavior in carrying out his professional duties as an educator. A teacher must have four competencies, namely pedagogic, personality, social and professional competencies. The nature of competence is the mental and physical strength to perform tasks or skills learned through practice and practice. Learning facilities and infrastructure greatly help the development of teacher competency and professionalism. With competence, a teacher will be able to carry out their duties as educators and learning agents in a professional manner. Therefore, education and learning are not only aimed at equipping students with various kinds of science and technology and what is needed in their lives, but education must be able to deliver students to understand themselves well and understand, respect others well, so that they can live together in a very diverse society in harmony.

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