Qualifications and Competences of Teachers to Improvement Professionality

1. Epon Ningrum, Dr., Geography Education, Department of Geography Education UPI-Bandung, Indonesia
2. Nandi, M.Sc., Geography, Department of Geography Education UPI-Bandung, Indonesia

Abstract

Education is core components of interaction between teachers, students, methods, media and sources of learning, study plans, content, and assessment. Teacher should have a strategic role in using education to achieve effectiveness and efficiency of learning. Teacher academic qualifications and professional competences had become the demands for teacher address professional legitimacy and credibility as agents of learning and get legalized educators. This paper explains the academic qualifications and professional competences of geography teachers at a high school in West Java Province.

The results showed that 90.7% of teachers had fulfilled academic qualifications based on their education ladder and relevancy. Professional teacher competences were formulated by six ability aspects: instructional planning, content, media and sources of learning, learning methods, execution of pre and post tests and the interaction pattern of learning processes. The average score of these sixth aspects is 32.15%, which meant that improvement of teacher professionality was required. Teacher professionality improvement was formulated in a hyphotetrical model, which consisted of four elements namely: description, assumption, component, and implementation. For its effectiveness, need for validation was suggested for the submitted model both in terms of conceptual and empirical.

Keyword: Academic Qualifications, Professional Competences, and Geography Teachers
Background

Education is one of social institutions that has strategic and central role in the process of human development. The role and main function of education is human enableness, not only as an individual but also as a citizen. With respect to individual development, education is to enable potency contributing to educated person transformation. Concerning citizenship development, education is the rights of all members where learning society is to be achieved. Educated person and learning society can be realized through the quality of educational practice.

At operational level, education is an interactive core between learning components. These components consist at least a study plan, a media and sources of learning, content and sources of study material, student with their characteristics (ability), teachers, and assessment. The purpose of using every study component is for achieving study goals of national education. Thereby, the quality of learning becomes the guarantee for the quality improvement of education.

The main guidance for the performing of practice in quality education is Law of No. 20 of 2003, the Regulation of Government of Republic Indonesia No. 19 of 2005, and Law of No. 14 of 2005. The third basic of juridical formal was becomes reference in determining education parameter and quality of education. In learning context, all learning components must being standard which has been specified to reach the effectiveness and efficiency.

Teacher is becoming one of components which must fulfill with educator standards. Minimum qualification of a teacher is the holding of an academic degree or diploma. Teachers conducting their duty as learning agent must have four competencies, namely: pedagogic, professional, personality, and social competencies. They becomes professional experts in planning and conducting learning process, assessment, consultation, and training.

Thereby, teachers are claimed to be strategic asset for knowledge and ability development to meet the national longterm vision (Drost, 2002). However, at empirical level, teacher’s academic qualifications and competencies are not realized. That condition was investigated as the cause of low of academic quality and teacher professionalism (PMPTK, 2007) (Supriyoko, 2002).
Based on the above mention, an empirical verification by this research was conducted focusing on three aspects, are: academic qualification, professional competencies, and improvement of teacher professionality, especially geography teacher at high school in West Java Province.

**Research Methodology**

This research was used a research and development design which was conducted through three steps resulting in a hypothetical model formulation. Population comprised 364 state highschool teachers in West Java Province and 97 teachers, equivalent to 25%, were used as sample. Data collection was used enquette, and data processing technique was percentage.

**Findings**

As shown in Table 1, 90.7% geography teachers at high schools in West Java have had fulfilled their academic qualification. The academic qualifications were two categories, a minimum education ladder and its relevancy. While 9.3 % still had not fulfilled educator standard. Teachers which had not fulfilled academic qualification had not reached minimum education ladder and not relevant to subject being held.

However, 97.8% had fulfilled academic qualification based on education ladder. While 2.2% still had education ladder Diploma, though relevant to subject being held. In percentage, teachers who had not reached the academic qualification showed a small number but having impact on the legality as educators. In juridical formal, they had not owned the rights to become a geography teacher.

<table>
<thead>
<tr>
<th>No.</th>
<th>Education</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bachelor and Master</td>
<td>95 (97.8%)</td>
</tr>
<tr>
<td>2.</td>
<td>Geography education study program</td>
<td>88 (90.7%)</td>
</tr>
</tbody>
</table>

Data about professional competency was formulated into six abilities to show that there were still low of professional competences of geography teachers. The domination of matter hardly less, because all respondents finds difficulties at the aspect of technical geography, the matter is one of characteristic from subject geography, beside matter at aspect geography physic and social. Mean, every geography teachers are obliged to master a technical geography matter
namely map, remote sensing and geographical information system (GIS). Domination of matter becomes one of teacher professional competency that is directly can influence the quality of process and result of learning. Thereby, hence hypothetically that increasingly good domination of teacher to study matter hence increasingly good quality of process and result of learning.

However, for teacher having professionalism principle, experience is becoming means for improvement and self-expansion (Usman, 1999). Competency is a dynamic character, so that need to be developed and improved in every, as according to duty, requirement and development of innovation of education. For improvement of geography teacher professional competency is required by position of professional. Unfortunately, geography teacher has not executed their profession. This thing, not solely teacher does not have position of professional, but can be influenced by many factor, among others is school bureaucracy system.

Geography Teacher is commissioned to plans and executes learning process, evaluation, consulting and training. Instructional planning is obligation, which must be done by teacher before study activity is conducted. Hence, giving opportunity the happening of learning process that is not directional, good to attainment of purpose of learning and also purpose of education. Mean, learning becomes an activity without direction.

Intrinsically, learning process is processing opportunity giving to student to do their activity of learning and teacher giving facility for their fluency. The opportunity can be indicate by the existence of educative activities done by student, that is activity entangling cognate aspect, affective, and psychomotor comprehensively and integrative. The learning process success can measurable with achieve of purpose of study. One way to know the achievement of purpose is by performing test to student.

In executing the professionally duty particularly in creativity demand and innovative, Teacher can adopt entrepreneurial characters to be a professional teacher. Acronym for teacher measuring up to is DHISD (dedication, honestly, innovative, seriously and ductile), so that teacher profession is not trapped at routinely activity but they always change the activity experiences towards better and more professional. Teachers can implementation this changes by ability of performed various method and learning media.

All respondents have been following the training in the effort to increasing their competency. However, their result has not given contribution to improvement of quality of learning and teacher professional. There are some suggestions that training can have usage value for
improvement of teacher professional, effective training and complete matter, evaluation the application of result of training, and socialization in school.

**Tables 2. Professional Competency**

<table>
<thead>
<tr>
<th>No.</th>
<th>Ability</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Always makes instructional planning</td>
<td>68 (70.1%)</td>
</tr>
<tr>
<td>2.</td>
<td>Difficulties of geography matter</td>
<td>97 (100%)</td>
</tr>
<tr>
<td>3.</td>
<td>Election of learning method</td>
<td>76 (78.4%)</td>
</tr>
<tr>
<td>4.</td>
<td>Always usage learning media</td>
<td>65 (67.0%)</td>
</tr>
<tr>
<td>5.</td>
<td>Always executes pre-test and post-test</td>
<td>12 (12.4%)</td>
</tr>
<tr>
<td>6.</td>
<td>Interaction pattern multi direction</td>
<td>34 (35.1%)</td>
</tr>
</tbody>
</table>

**Discussions**

Academic qualification and competency is two different concepts but having interrelationship in perspectives learned as study agent. Both of concepts are complementary and each other influence to execution of teacher duty professionally. Academic qualification and professional competency can express teacher credibility as study agent. If academic qualification is not fulfilled, hence professional competency requires improvement effort of teacher professionalism. If academic qualification is fulfilled but professional competency still less, hence requires improvement effort of teacher professionalism. Thereby, based on both statement interrelationship between academic qualifications with professional competency can be illustrated as follows:

![Picture 1: Interrelationship between qualifications with competency](image)

Improvement effort of teacher professionalism through this study developed based on data result of research, then is formulated a hypothetical model. The Model was submitted for
Improvement of teacher professionalism consisted of four elements are: description, assumption, component, and implementation technique. The model described as following:

**Description**
This hypothetical model offers an alternative to increase teacher professionalism. As a hypothetical model, hence still be required a continuation study to test conceptual validation and validation test of empiric. The purpose of which will be reached is assists teacher to increase professional competency. The purpose of middle expecting is to increase teacher professionalism. While purpose of long-range is to be able to give contribution to reaching of purpose of national education passed improvement of quality of education and quality of learning.

**Basic assumption**

a. Professional competency is one of competency, which must be owned by every educator, beside pedagogic competency, personality competency, and social competency (Law No. 23 of 2003; Law No.14 of 2005).

b. Educator is study agent, which must have qualification, competency, and credibility to do their activities by referring to professionalism principles and profession expansion.

c. Professional competency formulated at some ability criterions are: (1) Domination of Lesson material; (2) Management of study plan; (3) management of Class; (4) Usage of media and source of learning; (5) Usage of study method; (6) Domination of basic education; (7) Management of interaction of learning process; and (8) Assessment of achievement of student.
d. Professionalism principle, especially at professional competency aspect hardly having an effect on to improvement activity of process and result of study and gives contribution to improvement of quality of education and purpose of national education.

e. Academic qualification and professional competency complementary and influences to teacher credibility to do their role as study agent.

Model Component

There are three model components are: training program, instrument to identify requirement of teacher, and instrument of monitoring.

Implementation Technique

Implementation is conduct in teacher training activity who has owned academic qualification and reasoning of relevant education.

a. Training

Training is carried out based on integrity principle between bottom up and top down, it was harmonizes between requirement of teacher in field with program importance. Thereby, training matter becomes competencies substance to all training participant. Execution of Training pays attention to efficient and effective ground.

b. Application

Result of training must have usage value for improvement of teacher professionalism, hence of vital importance the application to do their duty as study agent. For the purpose, required monitoring and reporting.

c. Dissemination

Dissemination the application of result of training is conduct by socialization in school and publication to overspread their experience and success to other teacher and public in community.

Recommendations

Result of study about academic teacher qualification and professional competency in geography at high school West Java province, that was 90.7% has fulfilled qualification of educator standard, minimum education level, and also their relevancy with subject which
handled. While professional competency formulated by six aspects are: execution plan of study, study matter, media and source of learning, study method, executes pre-test and post-test and interaction pattern in process of learning an average was 32.15%. Thereby, it was very importance to effort improvement of geography teacher professionalism to do their duty as learning agent professionalism. Based on the condition, hence has been formulated improvement effort of teacher professionalism as a hypothetical model. The model consisted of four elements: description, assumption, component, and implementation technique. The hypothetical model still required conceptual validation test and validation test of empiric to know that effectiveness in improvement of teacher professionalism in field.

References


Law No. 20 of 2003: National Education System.
Law No. 14 of 2005: Teacher and Lecturer.