

CHAPTER II

LITERATURE REVIEW

2.1 Professional Teacher Competences

Educator is considered as a very important profession for the life of a nation since educators are a dominant element in an educational process. Therefore, the quality of education is largely determined by the quality of educators in carrying out their roles and duties in the society. Therefore, the efforts to continue developing teachers' competence become a necessary measure for a nation's development. The increasing quality of educators will promote the quality of education both the process and results. The existence of a professional teacher in the field plays an important role in the learning process and the formation of mindset and attitude in following the pattern of their students.

Professional teaching requires various competence in transferring knowledge to the students including pedagogical competence, personal competence, professional competence and social competence (pp. No.19 of 2005).

2.1.1 Pedagogical Competence

Competence is the ability to perform a task based on skills, knowledge and attitudes in accordance with the demands of the job. According to Spencer (1993), competence is an underlying characteristic of a person related to the effectiveness of individual performance on their job or the basic characteristics of individuals who have a causal relationship with the criteria referenced, an performance in the

workplace or at certain situations. Pedagogical competence, one of several competences needed, is required in managing the learning process in the classroom. As supported by Mulyasa (2007) who stated that pedagogical competence is the ability to manage the learning including the understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

In addition, Asmani (2009) stated that components included in the pedagogical competence are: (1) managing learners' characteristics from the physical, spiritual, moral, social, cultural, emotional and intellectual aspects; (2) managing learning theories and educating principles of learning; (3) developing curriculum related to the subject matter; (4) conducting educational learning; (5) utilizing information and communication technology for the sake of learning; (6) facilitating the development of potential learners to actualize their potential; (7) communicating effectively, empathetic, and related to the students; (8) conducting the assessment and evaluation processes for the optimal learning outcomes; (9) utilizing the assessment and evaluation for the sake of learning; and (10) taking action to improve the quality of reflective learning. For the purposes of analysis of the pedagogical concepts, level of learners' understanding, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential are used as indicators.

2.1.2 Personal Competence

Educator is a role model for their students. Therefore, an educator needs to have personal competence as a means of having self-understanding, self-acceptance,

self-direction, and self-actualization (Surya, 2003:138 in Hamidi and Indrastuti, 2012). While the Law number 19 year 2005 stated that personal competence includes steady, stable, mature, wise, authority and example. In addition, Komara (2007) also stated that personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, objectively evaluating their own performance, and developing themselves independently and sustainably.

In this study, the measurement of personal competence used are: (1) steady and stable personality measured by the indicators of acting in accordance with the norms (laws), social norms, being happy to work as a teacher and having a consistency in taking action; (2) adult personality measured by the indicators of showing independence in acting as educators and having a work ethic; (3) Personality measured by the indicator of displaying beneficial actions for the students, school and community and demonstrating openness in thinking and taking action; (4) authoritative personality measured by the indicators of having a positive attitude towards the students and having respected behaviors; (5) Competence related to the noble character measured by the indicators of taking action in accordance with religious norms which can be a model for students.

2.1.3 Professional Competence

Professionalism should be viewed as a continuous process. In this process, pre-service education, in-service education including upgrading, coaching from professional organizations and workplaces, public appreciation for the teachers,

the enforcement of professional codes of ethics, certification, improvement of teacher and welfare qualities determined the development of professionalism.

Wijaya (1992:25-30 in Saragih, 2008) stated that professional ability required by the teachers in the learning process covers controlling the materials, managing learning programs, managing the classroom, using a source of media, mastering the foundations of education, managing the interaction of teaching and learning process, assessing students' achievement, knowing the functions and programs, guidance and counselling services, and organizing school administration, understanding the principles and interpreting the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes the understanding of teaching appropriate materials according to the curriculum, understanding the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

2.1.4 Social Competence

Besides pedagogical, personal, and professional competence, social competence is also required for the teachers. As stated by Surya (2003) in Hamidi and Indrastuti (2012), in order to succeed in dealing with others, skills in social interaction and social responsibilities are essential. In the Law number 19 year 2005, it is written that social competence includes the ability to communicate, get along at school and in the society. In addition, Mulyasa (2007) supported this view by stating that social competence is the ability of teachers as a part of the society to communicate and interact effectively with others including learners, fellow teachers,

parents/guardians and the community. Indicators used in the measurement of social competence of teachers cover the ability to communicate and interact effectively with students, fellow teachers and education organization as well as the parents/guardians and the community.

2.2 Teacher's Professionalism

The Florida Education Standards Commission 1994 formulates 10 main types of teacher competencies: (a) demonstrating professional skills in integrating learning strategies for all students reflecting the student's culture, learning styles, special needs and socio-economic background; (b) demonstrating professional skills in using learning strategies to foster student intellectual, social, and pff development; (c) demonstrating professional skills in interpersonal relationships to carry out learning; (d) demonstrate an understanding of the learning and development of learners by providing a positive learning environment to support students' intellectual, personal, and social growth; (e) demonstrating professional skills that include the ability to identify and select student needs and in planning, implementing and evaluating the effectiveness of learning in a variety of learning environments; (f) demonstrating skills in using appropriate techniques and strategies to enhance and develop students' critical, creative, and evaluative thinking skills; (g) demonstrating professional skills as practitioners in initiating and planning and managing continuous quality improvement appropriately for students or schools; (h) demonstrating professional skills in creating a positive learning environment that is capable of maintaining social interaction, cooperative learning, and enterprising learning, and learning motivation; (i) demonstrating

professional skills in working with different types of educational professions, parents, and other stakeholders in providing students educational experience; (j) demonstrating professional skills in using technology as a tool for achieving high productivity for both teachers and students.

The formulation of teacher professionalism in Indonesia shows a variety that is not much different. IKIP/FKG/FIP Curriculum Commission with the P3G, for example, in 1982 formulated 10 competencies teachers must possess which includes; (a) managing the teaching, (b) learning program by formulating instructional objectives, recognizing and using teaching methods, selecting and developing appropriate instructional procedures, implementing a teaching-learning program, recognizing the ability to Early childhood, plan and implement remedial teaching, (c) manage the class, organize the classroom for teaching and create appropriate teaching and learning climate, (d) use the media/source by knowing, selecting and using the media, making tools Aids simple lessons, uses and manages laboratories in the context of teaching and learning processes, develops laboratories, uses libraries in PBM and uses micro teaching units in field experience programs, (e) mastering educational foundations, (f) managing teaching-learning interactions, (g) assess student achievement for teaching purposes, (h) recognize function I and extension counseling programs by identifying the functions and programs of school counseling services and organizing guidance services at schools, (i) identifying and administering school administration, and (j) understanding principles and interpreting educational research results for teaching purposes. While the Education Consortium describes

the competence of teachers in: (a) showing personal integrity, (b) showing productive leadership, (c) understanding basic scientific concepts and being able to think scientific, (d) being professional, (e) understanding of students and behaving empathically, (f) understanding the nature and organization of the school, (g) understanding the curriculum development process, (h) mastering the teaching materials, (i) being able to design the teaching-learning program, (j) able to actualize the learning process productively, able to assess the process and learning outcomes, (k) carry out the role of teachers in guidance, (l) carry out the role of teachers in the administration of schools, (m) able to utilize the environment as a source of teaching and learning, and (n) carry out simple research to develop and improve ability.

From various opinions and views on the professionalism and competence of the teacher, it can be summarized that the professional teacher has at least some quality and capability, which among other things are related to: 1) good personality qualities; 2) planning, implementation, and evaluation of good learning, as well as understanding the characteristics of students; 3) mastering the substance of teaching materials well; and 4) can communicate effectively and efficiently in various situations.

2.3 Professional Development

The nature of professional development as described here entails a different view of teaching as a professional activity. It creates opportunities for teachers to take charge of their professional learning and practice, but it also places new demands on them, on school administrators, and on education policy-makers. Professional

development that seeks to support teaching as an ongoing inquiry into more effective classroom practice must overcome several significant barriers to change. Teachers may hesitate to commit time to professional development that extends beyond the regular school day and year. They often prefer one-day workshops during the school year to extended commitments during the summer (Birman, Desimone, Garet, Porter, & Yoon, 2001).

2.3.1 The Content of Professional Development

Professional development that focuses on subject matter content and classroom practices can meet with resistance. Even in supportive environments, some individuals may be uncomfortable sharing their understandings and beliefs with colleagues and supervisors (Birman, Desimone, Garet, Porter, & Yoon, 2001).

2.3.2 School Factors

It is challenging and time-consuming to design and implement professional development that incorporates multiple characteristics of high quality. As instructional leaders and institutional change agents, school administrators and policy makers must address school-level obstacles to teachers' efforts to improve their practices (Birman, Desimone, Garet, Porter, & Yoon, 2001). Among these obstacles is the rigid structure of teachers' work days, which allows too little time for individual and collaborative work toward instructional improvement.

2.3.3 District Factors

“Teachers often perceive that district reforms are fragmented and uncoordinated, and this likely impedes voluntary participation in professional development...”
(Supovitz & Zief, 2000, p.3).

2.3.4 Costs

High quality professional development is expensive, perhaps more than twice the amount that districts typically spend per teacher (Birman, Desimone, Garet, Porter, & Yoon, 2001). Given the high costs, it may be wise to invest in “a core community of teacher leaders who are willing to share their learning with others...” “By strengthening effective teachers, helping them create local communities with other strong teachers, and giving them time to reflect on district or school conditions and their colleagues’ learning, they may be able to assume critical leadership roles” (Dutro, Fisk, Koch, Roop, & Wixson, 2002, p. 808).

2.3.5 Teacher Professional Development

A sustained improvement in student outcomes depends firstly on teachers developing strong theoretical frameworks that provide them with a basis for making principled changes to practice in response to student needs. When confronted with specific teaching-learning challenges, teachers can go back to the theory to determine what adjustments they need to make to their practice.

Sustained improvement also depends on teachers developing professional, self-regulatory inquiry skills so that they can collect relevant evidence, use it to inquire into the effectiveness of their teaching, and make continuing adjustments to their

practice. Teachers with these crucial self-regulatory skills are able to answer three vital questions: “Where am I going?”, “How am I doing?”, and “Where to next?” The answer to the “Where am I going?” question is sometimes referenced explicitly to national or state standards; more often it is found in, for example, improvements in students’ mathematical problem solving or text comprehension. The answer to the question, “How am I doing?” is a measure of how effective teaching is in terms of student progress. The answer to the “Where to next?” question is guided by a detailed and theoretically sophisticated knowledge of curriculum content and student progressions.

2.4 MGMP or Subject Teacher Forum.

The Subject Teacher Forum or MGMP is a nonstructural organization of teachers whose establishment was stimulated in the Government Regulation No.38 in 1994 regarding Educational Personnel. It is a professional forum for subject teachers at the district level. According to the guideline published by the Directorate General of Primary and Secondary Education, the subject-teacher forum has five objectives as follows:

1. To encourage teachers to improve their knowledge and skills in planning, implementing, and evaluating teaching learning activities.
2. To share problems in daily teaching practice and solve the problems according to the characteristics of subjects, teachers, and school and community conditions.

3. To provide teachers with the opportunity to share information and experiences in curriculum implementation and science-technology development.
4. To provide teachers with the opportunity to share ideas for improvement of their knowledge.
5. To build collaboration with other institutions to create conducive, effective, and joyful learning.

The subject teacher forum was expected to be a form of teacher professional development but it did not work. In fact, to achieve those objectives, the following problems must be addressed:

1. Most activities of subject-teacher forums were project based held at the central city/district, so there was no guarantee for sustainability.
2. Teachers at rural or remote areas had difficulty to attend the forum due to transportation problems.
3. A number of school principals neglected the forum since principals did not get a benefit for school improvement, so principals gave teachers teaching assignments on forum day instead of giving them permission to leave.
4. The forum activities did not attract teachers to attend since the activities were not promising any benefit for teachers.

2.5 Previous Study

Cahyani research (2014) in the title of "*Hubungan antara Persepsi siswa Terhadap Kompetensi Pedagogik, Kompetensi Kepribadian dan Kompetensi Sosial Guru dengan Motivasi Berprestasi Siswa Akselerasi di SMAN 1 Gresik*" state that the

improvement of quality and competence in SMAN 1 Gresik can carry out by many ways such as holding training of teacher competence development in which makes teachers as participant of seminar or discussion among teachers and student. Widiyati (2010) state that The English teacher in junior high school in Gresik mostly have not acquired the whole information dealing with innovation in teaching material so the use of material including the local wisdom as one of innovation in English teaching material has not been maximized. Darmanto's research (2015) in the title of teacher professional enhancement strategy at MGMP English in junior high school Karanganyar explains the role of MGMP in improving the professionalism of English teacher. The study identifies the model of teacher professional improvement in a junior secondary school in Karanganyar, as well as the effectiveness of the professional teacher development model of the English teacher at the MGMP. The results show that the implementation of the English language MGMP program at the Karanganyar secondary school has been run through planning, implementation and evaluation activities. In this research, it is mentioned that the professional teacher development model consists of four domains, namely: the realm of teacher needs analysis, the activity area in the MGMP, the evaluation and feedback areas, and the professional improvement of teachers. In line with the problems taken by the researcher, the research explores about how the implementation of MGMP exegesis as a form of professionalism development of English teachers

Development of teacher professionalism can be done with various programs. Both government programs and independent programs in educational institutions are assembled. The previously mentioned government programs refer

to the MGMP, such as Sumardi (2011) in his research on the professionalism-based teacher development model based on the evaluation of the subject teacher forum (MGMP). This study uses a development study that aims to develop a model of professionalism development of English language teachers. The researcher evaluate the MGMP program which furthermore the evaluation results will be used as a reference for professional teacher development model of English language using PDELT model based on Borg and Gall theory.

Another study shows the BERMUTU program which is one of the efforts to develop the profession of English teacher in junior high school. Pitoyo (2011) in his research on the implementation of Better Education or BERMUTU program in Brebes District. This research uses post-positivism approach and analyzing elitant pen object using study of elements that play a role in public policy implementation initiated by George C.Edwards III is communication, resources, disposition, and bureaucratic structure. The results showed that in the implementation of BERMUTU program policies in Brebes District, the four elements of Edwards III have been met by policy implementers in Brebes Regency, although not perfect. The researcher found other elements that support the implementation of BERMUTU policy in Brebes Regency is the geographical element and the element of teacher workload.

Some of the previous research can be used as reference or reference to conduct research related to the development of profession of inggirs language teacher. This allows the researcher in determining the flow of discussion in accordance with the formulation of the problem taken. Thus the researcher can see

the theoretical studies used in previous research to compare with the current research.