The Profile of Professional, Pedagogical, Social, and Personal Competence of Elementary School Teacher Education Graduates

Andayani[1]✉, Monika Handayani[2], Hanafi[3], Ade Mardiana[4], Suryo Prabowo[5], Alfin Herman Saputra[6]
Universitas Terbuka, Indonesia[1,2,3,4,5,6]
E-mail: anda@ecampus.ut.ac.id[1], monika@ecampus.ut.ac.id[2], hanafi@ecampus.ut.ac.id[3],
ademardi@ecampus.ut.ac.id[4], sprabowo@ecampus.ut.ac.id[5], alpin.saputra@ecampus.ut.ac.id[6]

Abstrak

Tujuan penelitian ini adalah untuk memberikan gambaran mengenai 4 (empat) kompetensi yang wajib dimiliki oleh guru yaitu Profesional, Pedagogik Sosial, dan Kepribadian dari lulusan Universitas Terbuka (UT) Program Studi S1 Program Guru Sekolah Dasar (PGSD) yang berasal dari berbagai daerah di Indonesia. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif evaluatif. Penelitian ini dilaksanakan di 112 (seratus dua belas) Sekolah Dasar (SD) baik Negeri maupun Swasta. Total lulusan yang menjadi responden dalam penelitian ini adalah berjumlah 182 (seratus delapan puluh dua) orang. Pengumpulan data dilakukan dengan menyebarkan koesioner kepada Kepala Sekolah dari sekolah-sekolah tersebut. Hasil penelitian ini menunjukkan bahwa 4 (empat) Kompetensi yang dimiliki lulusan UT pada umumnya masuk ke dalam kategori baik. Dari keempat kompetensi tersebut yang perlu diperhatikan lebih adalah pada kompetensi professional terutama berkaitan dengan penelitian/karya ilmiah dan sebagai narasumber dalam kegiatan pendidikan. Hal ini menjadi rekomendasi untuk UT agar dapat mempersiapkan guru pada kompetensi yang perlu diperhatikan tersebut.
Kata Kunci: Guru SD, Profesional, Pedagogik, Sosial, Kompetensi Personal.

Abstract

The purpose of this study is to provide an overview of 4 (four) competencies that must be possessed by teachers, namely Professional, Social Pedagogic, and Personality from graduates of the Open University (UT) S1 Study Program Elementary School Teacher Program (PGSD) from various regions in Indonesia. . The research method used in this research is descriptive evaluative. This research was conducted in 112 (one hundred and twelve) elementary schools (SD), both public and private. The total number of graduates who became respondents in this study was 182 (one hundred and eighty-two). Data was collected by distributing questionnaires to the principals of these schools. The results of this study indicate that 4 (four) competencies possessed by UT graduates generally fall into the good category. The four competencies that need to be paid more attention to are professional, especially those related to research/scientific works, and resource persons in educational activities. This is a recommendation for UT to prepare teachers for the competencies that need attention.
Keywords: Elementary School Teacher, Professional, Pedagogic, Social, Personal Competence.

INTRODUCTION

The Open University (UT) is a university (PT) that uses a learning system that allows students to learn flexibly. Each student can study independently, considering their conditions, namely where, when, and with whom they study. UT exempts students from attending binding face-to-face lectures. This is an advantage that UT has compared to other PTs. In addition, the development of Information and Communication Technology (ICT) has accelerated the development of long-distance open higher education (PTJJ). More and more adult learners can continue their studies with easier access electronically. Those who were initially unable to continue their studies because they had worked had to take care of their families. Hence, they had no time, or it became possible to continue their studies through the PTJJ system because of geographically remote conditions.

Distance Education (PJJ) can be defined as an educational process in the form of an organized teaching program where educators and students are physically located. Rumble (2019) suggests that the characteristics of distance education are 1) the separation between educators and students; 2) there is the separation between students; 3) the existence of an institution that manages its educational program; 4) utilization of both mechanical and electronic means of communication to deliver teaching materials; 5) providing two-way communication facilities so that students can take dialogue initiatives and take advantage of them.

UT has various faculties, including the Faculty of Teacher Training and Education (FKIP), which has Elementary School Teacher Education (PGSD) in its study program. Like other university graduates, UT graduates can also become teachers with both Civil Servant Status (PNS) and Non-PNS status. At this time, the teacher is a profession of concern to the people in Indonesia. Teachers are said to be professionals, so there is a law (UU) that requires teachers to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and can realize national education goals (Peraturan Pemerintah No. 74, 2008; Undang Undang No 14, 2015).

This regulation emerged the term known as the four competencies that teachers must possess, including professional, pedagogic, social, and personality competencies. The professional competence of teachers can be interpreted as knowledge, skills, and attitudes that are embodied in the form of intelligent and responsible actions that a person has to assume the position of a teacher as a professional (Jamin, 2018). Because the lecture process carried out by UT is PJJ, it will raise questions about how the mandatory competencies are for its graduates. Therefore, this study aims to overview the four competencies graduates of S1 PGSD FKIP UT possess.

METHOD

This study is an evaluative descriptive study that measures the level of competence of teachers who are graduates of S1 PGSD FKIP UT. This research is also ex post facto. It describes the conditions at that time and was not the result of experimental treatment (treatment). The number of graduates who became respondents in this study found 182 (one hundred and eighty-two) people. Data was collected by distributing an instrument in the form of a questionnaire to the principals of these schools. These four competencies in several indicators that are required with the competencies possessed with part of each competency tested on these indicators indicate that they are statements (arrows) which are indicators. Table 1 will require the competencies and hands of the instruments used.

Table 1
Competencies and Indicators on Instrument

Competency	Indicator
Professional Competency	Can prepare systematic subject matter based on the level of development and thinking ability of elementary school students
Assessment	Can provide authentic assessments to students objectively and precisely according to

Competency	Indicator
	Can teach subject matter contextually and can be applied in everyday life
	Able to develop a Learning Implementation Plan (RPP) in accordance with the syllabus used
	Can choose and use reference sources of teaching materials that are in accordance with the material and development of students
	Can use information and communication technology media in the learning process for students
	Can do research or development related to the learning process
	Can make scientific works related to the profession (books, modules, scientific articles, and other things)
	Actively participate in educational professional development seminars and training (national/international seminars, and others)
	Has acted as a resource in training and seminars for the development of the educational profession
Pedagogic Competency Assessment	Can provide positive motivation and support to students in the learning process.
	The teacher gives lessons oriented only to memorizing and mastering concepts
	Can understand students' abilities and learning styles and can deliver educational learning
	Give awards for achievements and the development of positive attitudes of students both inside and outside the school environment
	Willing to provide services related to solving student learning problems attentively and painstakingly
	Not willing to give answers to students' questions in class if they feel they have given an explanation in the learning process
	Provide targets for mastery of concepts/materials to students with many difficult concepts/materials
	Be polite in helping and solving learning problems for students
	Can deliver an explanation of the subject matter in language and in a way that is easily understood by students
Social Competency Assessment	Can communicate clearly and easy to understand
	Can maintain authority and set an example as a teacher in speaking and acting
	Speak without paying attention to the circumstances of the other person/interlocutor
	Able to lead forums and speak in front of the general public, especially the educational environment (students, parents, teachers, and other parties)
	Can provide input and suggestions in a polite and responsible manner.
	Able to establish good cooperation with fellow teachers in education units, stakeholders, and other related parties
	Prioritizing school interests over personal interests
Personality Competency Assessment	Can set a good example in front of students
	Dress and speak in accordance with applicable regulations and norms
	Prioritizing school/service interests over personal or group interests
	Treating students according to applicable etiquette and manners
	Good at positioning oneself in association with students and peers
	Feeling that the position of the teacher is higher than the students
	Shows disapproval of the class schedule that has been given

The data obtained will be analyzed descriptively by looking at the response of the principals regarding graduates from UT from the four teacher competencies. The data will be presented in the form of images and tables to facilitate reading and understanding of these results. In addition, these results will also be discussed based on relevant sources. Then the categories of the results obtained can be seen in Table 2.

Table 2
Categories of Respondents' Score

Positif Statement		Negative Statement	
Score	Category	Score	Category
1	Very Not Good	5	Very Not Good
2	Not good	4	Not good
3	Pretty good	3	Pretty good
4	Good	2	Good
5	Very good	1	Very good

RESULT AND DISCUSSION

This section will discuss the results of what has been done in this research. This study will examine the Principal's (stakeholders) response to graduates from S1 PGSD FKIP UT. Based on the results of the study, it was found that, in general, the response or assessment of the Principal of UT graduates to the four teacher competencies. This research was carried out in 112 (one hundred and twelve) Elementary Schools (SD), both public and private. The total number of graduates who became respondents in this study was 182 (one hundred and eighty-two). Figure 1 will show the results of the assessment of the competence of UT graduates.
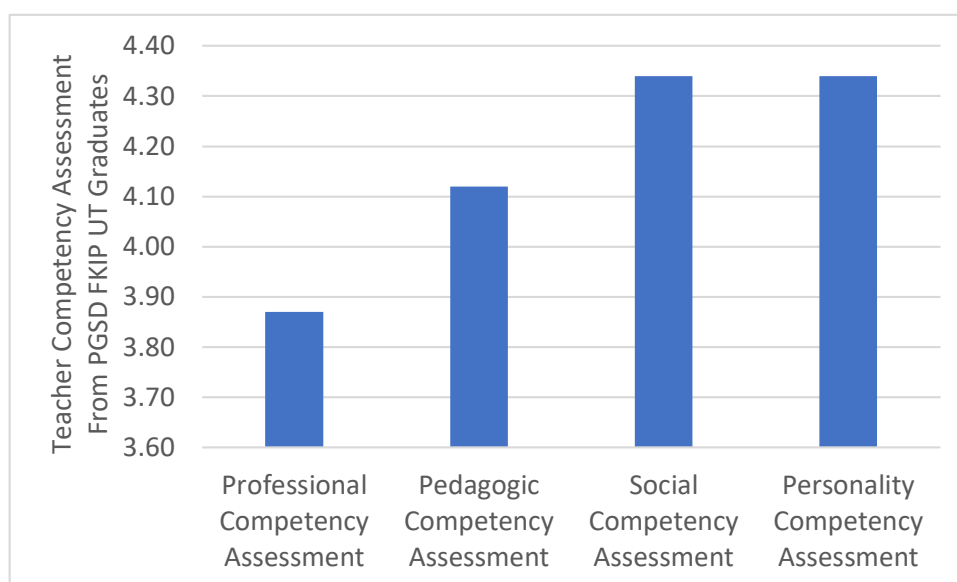

Figure 1. Teacher Competency Assessment of Graduates of S1 PGSD

Based on Figure 1, it can be seen that the four teacher competencies possessed by PGSD graduates all fall into the sound and quite good categories. Competencies need to be considered professionals in the pretty good variety, even though their scores are close to excellent. Therefore, professional competence needs to be a concern for the lecture process. To see how these four competencies are based on each indicator, it can be seen in Tables 3 to 6, in which indicators are not entirely positive statements but also negative statements. Positive comments are not colored, while negative views are colored blue. Table 3 will show how professional competence is based on its indicators.

Table 3
Assessment of Professional Competence for each Indikator

Competence	Indicator	Score	Category
	Can prepare systematic subject matter based on the level of development and thinking ability of elementary school students	4.31	Good

Professional Competency Assessment	Can provide authentic assessments to students objectively and precisely according to	4.35	Good
	Can teach subject matter contextually and can be applied in everyday life	4.34	Good
	Able to develop a Learning Implementation Plan (RPP) in accordance with the syllabus used	4.45	Good
	Can choose and use reference sources of teaching materials that are in accordance with the material and development of students	4.36	Good
	Can use information and communication technology media in the learning process for students	4.21	Good
	Can do research or development related to the learning process	4.00	Good
	Can make scientific works related to the profession (books, modules, scientific articles, and other things)	3.32	pretty good
	Actively participate in educational professional development seminars and training (national/international seminars, and others)	3.48	pretty good
	Has acted as a resource in training and seminars for the development of the educational profession	2.00	pretty good

From Table 3, it can be seen that in general all indicators of S1 PGSD FKIP UT graduates are in a good category, quite good and not good. In the fairly good category are indicators of making scientific work and actively participating in seminars and training. Therefore, the study program needs to prepare graduates who are ready and accustomed to conducting research and are active in professional development activities. The only thing that needs attention is the last indicator "Has acted as a resource person in training and seminars on the development of the educational profession". But this does not happen to UT graduates only. For now, there are not so many teachers who act as resource persons in training or seminars, on average, teachers are generally participants in these activities. However, this is an input that needs to be prepared by PGSD UT to face this in the future. After discussing professional competence, next Table 4 will show how pedagogical competence is.

Table 4
Pedagogic Competency Assessment for each Indicator

Competence	Indicator	Score	Category
Pedagogic Competency Assessment	Can provide positive motivation and support to students in the learning process.	4.52	Good
	The teacher gives lessons oriented only to memorizing and mastering concepts	2.71	Good
	Can understand students' abilities and learning styles and can deliver educational learning	4.36	Good
	Give awards for achievements and the development of positive attitudes of students both inside and outside the school environment	4.19	Good
	Willing to provide services related to solving student learning problems attentively and painstakingly	4.37	Good
	Not willing to give answers to students' questions in class if they feel they have given an explanation in the learning process	2.15	Good
	Provide targets for mastery of concepts/materials to students with many and difficult concepts/materials	2.72	Good
	Be polite in helping and solving learning problems for students	4.55	Good
	Can deliver an explanation of the subject matter in language and in a way that is easily understood by students	4.53	Good

Table 4 shows that the pedagogical competence of PGSD FKIP UT graduates can be said to be entirely good. This can be seen in every indicator, both positive and negative, giving the same result. however, of course

in the future, this aspect needs to be improved in the lecture process so that it is even more optimal in providing the learning process to graduates when they become teachers. The next explanation is about social competence whose assessment of each indicator can be seen in Table 5.

Table 5
Assessment of Social Competence for each Indikator

Competence	Indicator	Score	Category
Social Competency Assessment	Can communicate clearly and easy to understand	4.60	Good
	Can maintain authority and set an example as a teacher in speaking and acting	4.58	Good
	Speak without paying attention to the circumstances of the other person/interlocutor	2.06	Good
	Able to lead forums and speak in front of the general public, especially the educational environment (students, parents, teachers, and other parties)	4.00	Good
	Can provide input and suggestions in a polite and responsible manner.	4.37	Good
	Able to establish good cooperation with fellow teachers in education units, stakeholders, and other related parties	4.50	Good
	Prioritizing school interests over personal interests	4.36	Good

Table 5 shows that the social competence for S1 PGSD FKIP UT graduates is already in the good category. This shows that the social competence of graduates can mingle or carry out social activities that are good for the environment at school and in the community. Then the last part of competence that must be owned by the teacher is Personality competence. The assessment of each indicator of this competency can be seen in Table 6.

Table 6
Personality Competency Assessment for each Indikator

Competence	Indicator	Score	Category
Personality Competency Assessment	Can set a good example in front of students	4.65	Good
	Dress and speak in accordance with applicable regulations and norms	4.64	Good
	Prioritizing school/service interests over personal or group interests	4.48	Good
	Treating students according to applicable etiquette and manners	4.57	Good
	Good at positioning oneself in association with students and peers	4.45	Good
	Feeling that the position of the teacher is higher than the students	2.55	Good
	Shows disapproval of the class schedule that has been given	1.60	Very good

Based on Table 6, it can be seen that the majority of each indicator of personality competence is in a good category and some even fall into the very good category. This shows that the personality competencies of PGSD FKIP UT graduates have been proven to be good. The results of this study indicate that in general the indicators of each teacher's competence have shown satisfactory results, as evidenced by the scores obtained.

Discussion

The teacher is a designation attached to someone who devotes himself to the field of education through educative, patterned, formal, and systematic interactions (Marhaman. 2019). Therefore, to become a teacher, one needs a comprehensive figure not only as a transfer of knowledge but more than that the teacher must also be able to act as a facilitator, manager, demonstrator, mentor, motivator, and assessor. So that the work of teachers requires special skills that not just anyone can become a teacher without these skills (Suryanto et al., 2017).

In the learning process, a teacher will deal directly with students. To produce good and optimal learning, of course, teachers are required to have good and adequate abilities, because this ability will also give birth to

good achievements for their students. Teachers must have good communication skills, able to provide guidance to students to become individuals in accordance with the expectations of the nation (Dudung, 2018). Based on the results of this study, it was found that graduates of S1 PGSD FKIP UT can be said to have been categorized as good teachers. This is evidenced that all competencies that must be possessed can be said to be in the "good" category. Of the four existing competencies, Professional competence is a competency that needs to be considered for future lectures. The indicators that make this section necessary to pay attention to are matters relating to making scientific works, being active in seminars and training activities related to education, and what most needs to be improved as resource persons in professional development training and seminars (Iasha, 2018; Irawan & Iasha, 2021; Sudrajat et al., 2018).

This also needs to be taken as a concern in the future lecture process because one of the things that need to be a comprehensive teacher in matters related to research, activities related to education, and so on. Based on the Ministry of National Education (2005) explains that professional competence includes professional development, understanding insight, and mastery of academic study materials. One of these professional developments is for teachers to be able to write papers, write/compile lesson instructions, write textbooks, write modules, write scientific papers, conduct scientific research (action research), find appropriate technology, make teaching aids/media, create works of art. , attend accredited training, attend qualification education, and participate in curriculum development activities (Kusniati, 2020; Nurjanah & Cahyana, 2021; Untari, 2020).

Professional skills most need to be a concern is in conducting research. This research activity can be a skill that supports teachers in finding problems and how to find the best solutions to solving them. In addition, through research conducted by teachers in developing their profession, they will be able to develop and/or produce learning innovations. Besides being able to produce solutions, of course, these skills will produce scientific works that can contribute to science, especially those related to education (Acesta et al., 2021; Fanny et al., 2021; Setiawan et al., 2021). In addition to relating to science, the importance of research for teachers is one of the requirements for obtaining professional certification. Through this research, it is also a requirement for the acquisition of assessment scores for teachers to apply for a functional promotion. However, in reality, this skill is indeed one of the skills that the majority of teachers do not have. This is evidenced in a study conducted by Handayani & Rukmana (2020) which found that teacher enthusiasm for research was not in line with expectations, this was due to limited ability and experience in conducting the research (Sari et al., 2022; Utomo et al., 2021; Zulela et al., 2022).

The research conducted by this teacher is research that is specifically designed to improve the learning that occurs in the classroom. This type of research is known as Classroom Action Research (CAR). In accordance with the opinion of CresGood (2011) which states that the purpose of CAR is to improve the learning program in the classroom by organizing learning systematically to obtain better results (Ningrum et al., 2022). One thing that can be done to improve students' ability to conduct research is to use lectures with the Outcome-Based Education (OBE) type. OBE is an educational theory that bases every part of education to achieve the intended results. So that later learning achieves the targeted results (goals) (Spady, 1994). The role of the faculty/study program adapts to become instructors, trainers, facilitators, and/mentors based on the targeted results (Irawan & Iasha, 2021; Wahyudiana et al., 2021). Through OBE learning begins by providing a clear picture of learner activities, organizing the curriculum, and making the learning process happen. OBE also encourages and motivates teachers to convey learning objectives more clearly because the delivery of curriculum and learning outcomes to learning is very important (Iasha et al., 2020; Juniarso et al., 2020; Pramujiono et al., 2020).

In addition, Harden (2002) provides an explanation of the characteristics of OBE, namely 1) clear development of learning outcomes that must be met before the end of the learning process; 2) curriculum design, learning strategies, and learning opportunities to ensure the fulfillment of learning outcomes; 3) the assessment

process is adjusted to the learning achievement and assessment of each learner to achieve its goals; and 4) provide remediation and enrichment. Through this OBE learning, it is hoped that S1 PGSD FKIP UT students will get an optimal lecture process because it is based on the intended lecture results (outputs) which can later be prepared for the needs of graduates while working, helping students to achieve predetermined outcomes and assessments based on the achievements achieved. Therefore, the lecture process is no longer just a testing process but also proof of what students have done in the lecture process.

CONCLUSION

Based on the results of research that has been carried out relating to the four teacher competencies that must be possessed, it can be concluded that 1) the competencies possessed by UT graduates are in the "good" category except for professional competencies which fall into the "good enough" category. Professional competence is included in the fairly good category because the section is related to making scientific works such as research, being active in educational activities, and resource persons in activities; and 2) the competence that must be developed in future lectures by S1 PGSD FKIP UT is an output-based lecture processor known as Outcome-Based Learning (OBE) because through this type of lecture, it will equip students with the needs of graduates while working, achieving desired goals has been determined in the lecture process, and the assessment will be adjusted to the level of output produced by students.

REFERENCES

Acesta, A., Sumantri, M. S., Fahrurrozi, F., Iasha, V., & Setiawan, B. (2021). Natural Science Learning Module Based on Multiple Intelligences in Elementary Schools. *Psychology and Education Journal*, *58*(4), 739–749.

Fanny, A. M., Kusmaharti, D., & Setiawan, B. (2021). Aplikasi Pembelajaran Tematik Berbasis TIK: PPM Bagi Guru SD Hang Tuah X Sedati. *Manggali*, *1*(2), 137–149.

Iasha, V. (2018). Peningkatan Proses Pembelajaran Tematik Terpadu Menggunakan Pendekatan Scientific di Sekolah Dasar. *Jurnal Pendidikan Dasar*, *2*(1), 18–36.

Iasha, V., Al Ghozali, M. I., Supena, A., Wahyudiana, E., Setiawan, B., & Auliaty, Y. (2020). The Traditional Games Effect on Improving Students Working Memory Capacity in Primary Schools. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–5.

Irawan, S., & Iasha, V. (2021). Core Learning Model and Mathematical Disposition, Against Mathematics Problem Solving Ability of Elementary School Students. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *17*(2), 122–129.

Juniarso, T., Azmy, B., Rosidah, C. T., & Setiawan, B. (2020). Pelatihan Penyusunan Proposal Classroom Based Action Research bagi Guru Sekolah Dasar. *Jurnal Pengabdian Pada Masyarakat*, *5*(3), 665–671.

Kusniati, T. (2020). Meningkatkan Hasil Belajar Operasi Hitung Bilangan Pecahan Dengan Kartu Bilangan Siswa Kelas VI SDN 3 Mangliawan Kecamatan Pakis Kabupaten Malang. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *16*(29), 52–64.

Ningrum, K. D., Utomo, E., Marini, A., & Setiawan, B. (2022). Media Komik Elektronik Terintegrasi Augmented Reality dalam Pembelajaran Sistem Peredaran Darah Manusia di Sekolah Dasar. *Jurnal Basicedu Vol*, *6*(1).

Nurjanah, N., & Cahyana, U. (2021). Pengaruh Penerapan Online Project Based Learning Dan Berpikir Kreatif Terhadap Keterampilan Proses Sains Siswa Kelas IV pada Pelajaran IPA di SD Nasional 1 Kota Bekasi. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *17*(1), 51–58.

Peraturan Pemerintah No. 74, (2008).

Pramujiono, A., Suhari, S. H., Rachmadtullah, R., Indrayanti, T., & Setiawan, B. (2020). *Kesantunan Berbahasa, Pendidikan Karater, dan Pembelajaran Yang Humanis*. Indocamp.

Rumble, G. (2019). *The planning and management of distance education*. Routledge.

Sari, Y., Yustiana, S., Fironika, R., Ulia, N., Iasha, V., & Setiawan, B. (2022). The Design of Religious Value-Based Teaching Materials in Increasing Students' Learning Achievement Elementary School. *Jurnal Basicedu*, *6*(1), 1137–1144.

Setiawan, B., Apri Irianto, S. H., & Rusminati, S. H. (2021). *Dasar-Dasar Pendidikan: Kajian Teoritis Untuk Mahasiswa PGSD*. CV Pena Persada.

Sudrajat, A., Iasha, V., & Femayati, F. (2018). The Influence of the Use of Cooperative Learning Model Jigsaw & Two Stay Two Stray and the Learning Interest Result on 5th Grade Social Science. *ICEAP*, *2*(2), 28–33.

Suryanto, S., Zulela, M. S., Noornia, A., & Iasha, V. (2017). Pengembangan Modul Pembelajaran Matematika Berbasis Penemuan Terbimbing tentang Pengukuran di Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar*, *8*(2), 123–134.

Undang Undang No 14, (2015).

Untari, S. K. (2020). Kreatifitas Guru dalam menyongsong pembelajaran masa pandemi covid-19. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *16*(30s), 49–53.

Utomo, G. M., Setiawan, B., Rachmadtullah, R., & Iasha, V. (2021). What Kind of Learning Media do You Want? Need Analysis On Elementary School Online Learning. *Jurnal Basicedu*, *5*(5), 4299–4305.

Wahyudiana, E., Sagita, J., Iasha, V., Setiantini, A., & Setiarini, A. (2021). Problem-Based Learning-Based IPA Practicum Module to Improve Problem-Solving Ability. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *17*(2), 161–167.

Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, *12*(1), 371.