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Teacher Professional Competency Development at SD/MI Level

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Abstrak

Kualitas suatu bangsa sangat ditentukan oleh kualitas pendidikan. Proses menuju pendidikan berkualitas dibutuhkan pendidik yang profesional sesuai dengan kode etik dan profesi keguruan. Penelitian ini bertujuan untuk menganalisa upaya pengembangan kompetensi profesi keguruan pada jenjang SD/MI. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisis kajian menggunakan literatur ilmiah yang relevan dengan topik pembahasan, meliputi buku, artikel, prosiding seminar, dan tugas akhir (skripsi, tesis, disertasi). Data tersebut diperoleh dari sumber kredibel seperti *Google Cendekia* dan *Sinta*. Hasil penelitian ini menyimpulkan bahwa kompetensi guru terkait dengan kewenangan melaksanakan tugasnya, dalam hal ini dalam menggunakan bidang studi sebagai bahan pembelajaran yang berperan sebagai alat pendidikan, dan kompetensi pedagogis yang berkaitan dengan fungsi guru dalam memperhatikan perilaku peserta didik belajar. Kompetensi guru adalah hasil dari penggabungan dari kemampuan-kemampuan yang banyak jenisnya, dapat berupa seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dan dikuasai oleh guru dalam menjalankan tugas keprofesionalannya.

Kata Kunci: Pengembangan Kompetensi Guru, Profesi Keguruan.

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Abstract

The quality of a nation is largely determined by the quality of education. The process towards quality education requires professional educators in accordance with the code of ethics and the teaching profession. This study aims to analyze efforts to develop the competence of the teaching profession at the SD/MI level. This research uses a qualitative approach with the method of literature study. Sources of data and materials for analysis of the study use scientific literature relevant to the topic of discussion, including books, articles, seminar proceedings, and final assignments (thesis, dissertation). The data is obtained from credible sources such as Google Scholar and Sinta. The results of this study conclude that teacher competence is related to the authority to carry out their duties, in this case in using the field of study as learning material that acts as an educational tool, and pedagogical competence related to the teacher's function in paying attention to the behavior of students learning. Teacher competence is the result of a combination of abilities of many types, which can be in the form of a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in carrying out their professional duties.

Keywords: Teacher Competency Development, Teaching Profession.

PRELIMINARY

Effectiveness and efficiency in the educational process are influenced by the quality or competence of educators. In this context, teachers are required to have competence as a basic framework for realizing the implementation of a dignified educational process. In fact, the leadership of the madrasah head will be considered successful if the subordinates (teachers) are able to carry out tasks according to the message given by the leadership. Referring to this, of course communication and organizational cultural climate in madrasas have a vital role for the successful achievement of madrasa goals (Juhji & Suardi, 2018).

A wise leader will guide his subordinates to act wisely in carrying out every task or mandate of the organization. In this context, teacher performance and satisfaction in educating students are also influenced by the communication built by the head of the madrasa. Where, the teachers work with dedication and full dedication motivation, thereby adding value to the enthusiasm to educate students wholeheartedly. Of course this provides benefits for all parties, both the head of the madrasa, teachers, education staff, students, and also the community who entrust madrasas as a place for their children's studies (Mawardi, 2019; Hardiyati, *et.al.*, 2022).

To achieve this, teachers are required to have basic competence in the implementation of education, including pedagogical, professional, social and personal or personality competencies. In general, the meaning of competence itself is often interpreted as authority in determining something on the basis of consideration of knowledge, experience, insight, and skills acquired so far by the teacher. In more detail, competence can be interpreted as the capacity of a person (teacher) to do something that is obtained from the process and results of learning. This shows that the teacher is a profession that someone goes through a long way in taking teacher education (Anggraini, 2022; Utami & Hasanah, 2020).

The teaching profession is closely related to the code of ethics, this is intended as a form of direction or reorientation of teacher competence. On this basis, teachers are continuously given training, special education, professional education and even suggestions to continue their studies to the next level (masters or doctorate), in order to upgrade their information and knowledge about the teaching profession. This is because the government itself, based on the law, has set the criteria for professional teachers, who are eligible to be included in professional teacher training, and are even entitled to obtain professional educator certificates (Sangadji, 2020).

In fact, the teacher is not an individual who has too much insight and experience, so his job is only to transfer the knowledge he has. More than that, teachers are human learners who continuously hone or upgrade their abilities as a form of adjustment to technological developments and progress in all areas of life, so as to be able to prepare generations to survive in the future. Some might argue that knowledge of the subject matter is a sufficient, not just a necessary, condition for certifying that a teacher is competent (Djuanda, 2019).

Perhaps a professional teacher would have knowledge that subject matter is a must but not a viable teacher competency criterion. The second requirement for teacher competence The point is that teachers have certain natural endowments, for example, a pleasant personality, patience, liking for children, and mental stability; but there is disagreement as to which endowment is most important. There are also questions about the extent of these characteristics from birth, and the degree to which they can be acquired (Januarti, 2017).

Pedagogic has a meaning as an educational process and tends to see educational issues solely as technical problems in the classroom. In education, there is a relationship between education and learning and learning how to deal with students in the world of education. In carrying out learning, it cannot be separated from teaching so that pedagogy is a science that studies teaching techniques. Pedagogic refers to the term teaching or teaching style of a teacher and not a few academics and education practitioners interpret pedagogy as a strategy or way of teaching so that learning is carried out well (Oviyanti, 2016).

In fact, the development of the competence of the teaching profession has been examined from various aspects by previous researchers. Among them discusses the aspect of analysis of the professional aspects of a teacher (Bagou & Suling, 2020), efforts to form professional teachers (Nurhadi, 2016), professional teachers in the learning process at the elementary school level (Fitri, *et.al.*, 2022), teacher professional education (Rusdiana, *et.al.*, 2015), competency development and teacher certification (Cahyana, 2010), teacher competency development management (Hambali, 2016), concrete form of efforts to increase teacher competency (Jamin, 2018), competency development for prospective graduates of the education and teacher training faculties (Ismail, *et.al.*, 2018), teaching professional ethics (Ansyah, 2017), and the challenges faced by professional teachers in the digital age (Aspi & Syahrani, 2022).

Observing the description and review of the literature review above, it can be understood that the study of developing the competence of the teaching profession so far has discussed policies, efforts to improve, and the ethics of the teaching profession in facing various challenges in the future. Meanwhile, studies that focus on developing the quality of teachers at the SD/MI level as a basic milestone in producing teachers with dignity have not been studied literally by previous researchers. On this basis, the researchers attempted to deepen the topic of the study, summarized in the title, "Teacher Professional Competency Development at the SD/MI Level".

METHOD

This research uses a qualitative approach with a descriptive study method. The focus of the study is to describe the development of the competence of the teaching profession at the SD/MI level. This type of research includes a qualitative approach with library research methods. Sources of data and study analysis materials use scientific literature, including books, articles, seminar proceedings, and final assignments (thesis, thesis, dissertation). The data is obtained from credible sources such as Google Scholar and Sinta (Assingkily, 2021). The data will be declared valid after cross-checking the research analysis materials.

RESULTS AND DISCUSSION

Teacher Professional Competency Development

In carrying out learning, it cannot be separated from teaching so that pedagogy is a science that studies teaching techniques. Pedagogic refers to the term teaching or teaching style of a teacher and not a few academics and education practitioners interpret pedagogy as a strategy or way of teaching so that learning is carried out well (Ariyani, 2017).

Pedagogy is a science that makes teachers carry out their duties as educators who carry out teaching tasks so that learning is carried out as planned. Learning is actually done through teacher interaction with students in a learning environment. The essence of learning itself is the assistance provided by educators to transmit knowledge to students. Therefore, learning can be interpreted as an enlightenment process carried out by the teacher to help students get learning and be able to understand the learning material provided (Purba, *et.al.* 2016).

In understanding the development of pedagogic competence, it means the ability that has been structured in carrying out the learning process that will be carried out. Through this the teacher is able to carry out an activity that makes a teaching process more effective and efficient. Competence will make the teacher more active in providing material that will be given to students. Pedagogic competence is the ability to manage students. This competency consists of Sub Competences Understanding students in depth, designing learning, including understanding the educational foundation for the benefit of learning, carrying out learning, designing and implementing learning evaluations, developing students to actualize their various potentials (Baharun, 2017).

Ideally as a teacher it can reflect solid personality competencies and can be modeled for a student. Personal competence is a source of strength, source of inspiration, source of motivation, and source of innovation for teachers to have pedagogical competence, professional competence, and social competence. Therefore for now the formation of teacher personality competencies is absolutely necessary to develop (Zola & Mudjiran, 2020).

Table 1. Personality Types of Professional Teachers

No	Personality Traits	Definition of Personality Traits
1	Soft and Gentle	Politeness, accepting mistakes or criticism, obedient
2	Ambitious	Willing to complete difficult tasks, maintaining high standards
3	Friendly	Friendly, happy to be friends with other people
4	Aggressive	Arguing, quarrelsome, irritable
5	Independent	Avoiding restraint and confinement, enjoying freedom
6	Can change or Dynamic	Flexible, restless, likes new and different experiences
7	Looking for certainty	Dislikes ambiguity or uncertainty, pays attention to structure
8	Defensive	Suspicious, wary, easily offended
9	Dominant	Strong, decisive, seeks to control the environment
10	Persistent	Steadfast, not easy to give up
11	Seeking attention	Dramatic, colorful, wants to be the center of attention
12	Avoid danger	Be careful, avoid excitement or danger
13	Impulsive	Spontaneous, in a hurry, acting suddenly
14	Support	Gives sympathy and comfort, helps, patient

The teacher's personality has contributed sufficiently to the success of education, especially in learning activities. And a significant influence on the formation of students. The personality traits of the teacher, for the most part, are seen in the way he does his job. This fact is all the more true in the work of a teacher who educates students in schools. Consciously or not his presence in class has an impact on student development including motivation in learning. Personality for a teacher has a big enough contribution in determining whether or not the teacher's identity is attractive in the eyes of other people. Because personality is what shapes a person's character to be a good person or not. If a good personality has been owned by someone then the good personality can give birth to an interesting character, in the form of behavior, social ethics, and communication (Mulyani, 2019).

In detail, this personality sub-competence includes a steady and stable personality having essential indicators, acting according to legal norms, acting according to social norms, being proud as a professional teacher; and have consistency in acting according to the norms that apply in life, a mature personality has essential indicators showing independence in acting as an educator and has a high work ethic, a wise and wise personality has essential indicators, showing actions based on the benefit of students, schools, and society, as well as showing openness in thinking and acting, noble character and being a role model.

SD/MI Level Teacher Professional Development

Social competence in this learning activity is closely related to the teacher's ability to communicate with the community around the school and the community where the teacher lives so that the role and way of the teacher communicating in the community is expected to have its own characteristics that are more or less different from other people who are not teachers. The real personality is abstract, difficult to see and cannot be known in real terms, what can be known is only the appearance of its outer appearance, for example in its actions, speech, how to get along, dress and deal with problems or problems, both light and heavy (Hawi, 2014).

Professional competence includes expertise or expertise in the field, namely mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other fellow teachers. The role of the teacher's professional competence adjusts planning and implementation in the learning process so that learning is active, effective and efficient so as to produce a quality learning system that educates. Professional competence has a significant effect on the achievement of teacher performance, namely scoring outstanding students (Dudung, 2018).

Stated that professional competence has a significant effect on teacher performance. Teachers as educators whose main task is to teach science, including character or personality. The teacher's personality which is expressed in behavior does not only affect student behavior, but also its influence in PBM at school. Therefore a teacher must have a solid and integrated personality competence so that he is able to carry out teaching functions which in turn provide educational products, which make students as adults with personality (Sopandi, 2019).

Some experts say the term professional competence is actually an "umbrella" because it includes all other competencies. For broad and in-depth mastery of teaching materials, it is more appropriate to call it mastery of teaching material sources (disciplinary content) or often called a field or often called a field of study of expertise. This refers to the view which states that competent teachers have (1) an understanding of student characteristics; (2) Mastery of the field of study, both from a scientific and educational point of view; (3) The ability to organize educational learning; and (4) Willingness and ability to develop professionalism and personality in a sustainable manner (Araniri, 2018).

From some of the explanations above, it can be concluded that teacher competence is related to the authority to carry out their duties, in this case in using the field of study as learning material that acts as an

educational tool, and pedagogical competence related to the teacher's function in paying attention to the behavior of students learning. Teacher competence is the result of a combination of abilities of many types, which can be in the form of a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in carrying out their professional duties.

Teacher competency standards are divided into three interrelated components, namely learning management, professional development, and academic mastery. Academic Qualification Standards and Teacher Competency, as for the various competencies that must be possessed by teachers, including: pedagogic, personality, professional and social competencies obtained through professional education. The fourth competency integrated in teacher performance.

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CONCLUSION

Based on the description of the results and discussion above, it can be concluded that teacher competence is related to the authority to carry out their duties, in this case in using the field of study as learning material which acts as an educational tool, and pedagogical competence related to the teacher's function in paying attention learning behavior of students. Teacher competence is the result of a combination of abilities of many types, which can be in the form of a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in carrying out their professional duties.

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