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Teachers' 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.

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.

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INTRODUCTION

The caliber or competence of instructors has an impact on the effectiveness and efficiency of the educational process. Teachers need to be competent in this situation in order to realize the implementation of a dignified educational process. In fact, the ability of the subordinates (teachers) to carry out tasks in accordance with the directives provided by the leadership would be regarded as a sign of the madrasah head's effective leadership. Regarding this, it goes without saying that organizational culture and communication inside madrasas play a crucial part in the successful accomplishment of madrasa aims (Juhji & Suardi, 2018).

A good leader would instruct his followers on how to act intelligently when carrying out each assignment or organizational mission. The communication established by the head of the madrasa in this situation also affects the effectiveness of teachers and their contentment with instructing students. Where the teachers work diligently and with complete motivation, adding to their excitement for fully educating kids. Of course, this helps everyone involved, including the madrasa head, educators, students, and members of the community who entrust madrasas with the education of their children (Mawardi, 2019; Hardiyati, *et.al.*, 2022).

Teachers must possess fundamental competency in the delivery of education, including educational, professional, social, and personal or personality competences, in order to accomplish this. In general, the definition of competence itself is frequently understood as authority in making decisions based on the teacher's prior knowledge, experience, insight, and skills. More specifically, competence can be understood as a person's (a teacher) ability to perform an action that is acquired through the process and outcomes of learning. This demonstrates that becoming a teacher is a career that requires much preparation (Anggraini, 2022; Utami & Hasanah, 2020).

The code of ethics and the teaching profession are intimately intertwined, and this relationship is meant to guide or redirect teacher competence. In order to update their information and expertise about the teaching profession, instructors are constantly offered training, special education, professional education, and even proposals to continue their studies to the next level (master's or PhD). This is due to the fact that the government itself has established the standards for professional teachers, who are qualified to participate in professional teacher preparation and even have the right to obtain professional educator certifications, based on the legislation (Sangadji, 2020).

The teacher's role is limited to imparting the knowledge he has because he is not a person with excessive wisdom or experience. More than that, teachers are human learners who constantly improve their skills in order to adapt to technology advancements and growth in all facets of life and be able to teach future generations the skills they will need to live. Others would argue that a teacher's proficiency in the subject topic is sufficient, not simply a necessary, need (Djuanda, 2019).

A professional teacher might be aware that while topic knowledge is essential, it is not a sufficient indicator of a teacher's skill. The second prerequisite for a qualified teacher The argument is that instructors have some natural gifts, such as a pleasant demeanor, patience, a like for kids, and mental stability, however there is debate about which gift is most crucial. Also, there are concerns regarding the degree to which certain traits are present at birth and the extent to which they can be acquired (Januarti, 2017).

The term "pedagogic" refers to the educational process and has a tendency to view educational concerns as purely technical challenges in the classroom. There is a connection between education, learning, and knowing how to interact with pupils in the educational setting. Since teaching and learning go hand in hand when something is being learned, pedagogy is the study of teaching methods. Many academics and education professionals define pedagogy as a technique or way of teaching so that learning is effectively carried out. Pedagogic refers to the term teaching or teaching style of a teacher (Oviyanti, 2016).

In reality, past academics have looked at the evolution of the teaching profession's competence from a variety of angles. One of them tackles the topic of a professional aspect analysis of a teacher (Bagou & Sukung,

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).

It is clear from the description and analysis of the literature review above that the research on improving the competence of the teaching profession has so far covered policies, efforts to advance, and the ethics of the teaching profession in the face of a variety of obstacles. While this is the case, previous researchers have not actually researched studies that concentrate on improving the caliber of instructors at the SD/MI level as a fundamental milestone in producing teachers with dignity. The study's focus, "Teacher Professional Competence Development at the SD/MI Level," was deepened by the researchers in an effort to reflect this.

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) that are relevant to the topic of discussion, as well as up-to-date scientific literature for the last 10 years. The data is obtained from credible sources such as Google Scholar and Sinta (Assingkily, 2021). Applying validity was the last stage in the data analysis procedure.

RESULTS AND DISCUSSION

Teacher Professional Competency Development

Since teaching and learning go hand in hand when something is being learned, pedagogy is the study of teaching methods. Many academics and education professionals define pedagogy as a technique or way of teaching so that learning is effectively carried out. Pedagogic refers to the term teaching or teaching style of a teacher (Ariyani, 2017).

A science called pedagogy directs instructors to carry out their responsibilities as educators and teachers to carry out instructional activities so that learning proceeds as intended. In reality, learning occurs when teachers and students engage in a learning environment. The support that teachers give students in receiving knowledge is the essence of learning itself. Learning may therefore be seen as an illumination process carried out by the teacher to aid students in understanding the offered learning content (Purba, *et.al.* 2016).

When pedagogic competence is understood, it refers to the capability that has been structured for carrying out the learning process that will be carried out. This gives the teacher the opportunity to engage in a task that improves the effectiveness and efficiency of the teaching process. The teacher will become more active in providing the material that will be presented to the students if they are competent. The capacity to control students is known as pedagogic competence. Sub Competencies make up this competency. Deep understanding of students, the design of learning that takes into account the educational foundation for the purpose of learning, the implementation of learning, the design and implementation of learning evaluations, and the development of students to realize their various potentials are all essential (Baharun, 2017).

As a teacher, it should ideally show strong personality qualities and serve as an example for students. For teachers to be pedagogically competent, professionally competent, and socially competent, personal competency serves as a source of strength, inspiration, motivation, and innovation. Hence, it is imperative that teachers build their personality competencies for the time being (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
15	Orderly	Neat and orderly, does not like chaos and confusion

The personality of the teacher has made a significant contribution to the success of education, particularly in learning activities. Also, it has a big impact on how students are formed. Most of the time, a teacher's personality is evident in the way he does his duties. This concept is even more true for a teacher who instructs kids in a classroom setting. Whether he is aware of it or not, his presence in the classroom affects how students develop, including their motivation to study. When it comes to deciding whether or not a teacher's identity is appealing to others, personality plays a significant role. Because a person's personality determines whether they are a good person or not. If someone has a good personality, that individual can produce an engaging character through their behavior, social ethics, and communication (Mulyani, 2019).

In more detail, this personality sub-competence includes a steady and stable personality with essential indicators, acting in accordance with legal and social norms, being proud to be a professional teacher, and consistently acting in accordance with the rules that govern life. A mature personality has essential indicators showing independence in acting as an educator and has a high work ethic.

SD/MI Level Teacher Professional Development

Since the teacher's role and manner of communicating in the community are expected to have their own characteristics that are more or less unique from other people who are not teachers, social competence in this learning activity is closely related to the teacher's ability to communicate with the community surrounding the school and the community where the teacher lives. The true personality is abstract, difficult to discern, and cannot be known in concrete terms; all that is known about it is its outward manifestation, such as actions, speech, how it interacts with others, how it dresses, and how it handles both minor and major difficulties (Hawi, 2014).

Expertise or knowledge in the subject matter, mastery of the information that must be taught coupled with the method, responsibility for their responsibilities, and a sense of community with other instructors are all examples of professional competence. In order to create a high-quality learning system that teaches, the role of the teacher's professional competence modifies planning and implementation in the learning process so that learning is active, effective, and efficient. Professionalism significantly influences a teacher's ability to perform, including the ability to score outstanding students (Dudung, 2018).

Declared that teacher performance is significantly influenced by professional competence. Science is mostly taught by teachers as educators, including lessons on personality or character. The teacher's personality, as demonstrated by their actions, has an impact on both student behavior and Learning at school. In order to

perform teaching duties that result in educational products that develop pupils into adults with personality, a teacher must possess a strong and integrated personality competency (Sopandi, 2019).

According to some professionals, the phrase "professional competence" actually serves as a "umbrella" because it refers to all other talents. It is more suitable to refer to a thorough and in-depth mastery of teaching materials as mastery of teaching material sources (disciplinary content), or frequently as a topic of study or an area of competence. This relates to the idea that effective teachers possess the following qualities: (1) knowledge of student characteristics; (2) mastery of the subject matter from both a scientific and educational standpoint; (3) capacity to plan educational activities; and (4) readiness and capacity to cultivate professionalism and personality in a lasting way (Araniri, 2018).

From a few of the aforementioned explanations, it can be inferred that pedagogical competence, which refers to the teacher's role in observing the learning behaviors of students, is related to the teacher's authority to carry out their duties, in this case using the field of study as learning material and an educational tool. A combination of skills of various kinds that might take the shape of a collection of information, skills, and behaviors that teachers must possess, absorb, and master in order to perform their professional tasks results in teacher competence.

The three interconnected parts of the teacher competency requirements are learning management, professional development, and academic mastery. Academic Qualification Standards and Teacher Competence, in regards to the different abilities that teachers must possess, including pedagogic, personality, professional, and social competencies acquired through professional education. The fourth competency in teacher performance is integrated.

CONCLUSION

Based on the results' description and the discussion that follows, it is possible to draw the conclusion that pedagogical competence, which refers to the teacher's role in observing students' learning behaviors, is related to their authority to perform their duties, in this case, using the subject of study as learning material and a teaching tool. A combination of skills of various kinds that might take the shape of a collection of information, skills, and behaviors that teachers must possess, absorb, and master in order to perform their professional tasks results in teacher competence.

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