

# THE TEACHER'S COMPETENCY TEST IN ASWERING EDUCATION QUALITY IN INDONESIA

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## THE TEACHER'S COMPETENCY TEST IN ASWERING EDUCATION QUALITY IN INDONESIA

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### ABSTRACT

Teacher's competence was asked question, The teacher is the key to get the Education quality in Banjarmasin. Answering the quality of education is to see the teacher performance problems. Etnografi method was describing of the teacher characteristic and phenomenon of pedagogical competence and professional competence through qualitative approach toward group of teacher with qualitative design, to identification group of teacher. The data stated by Education Department of Banjarmasin. The participants were 99 teachers; 24 male and 75 female teachers. The data took by observation, interview and document. The resulted; the teacher competency test quality; Part time teachers 28.28%, rank and class <IV / a 54.54%, Chronological age <53 years of 67.67%, not certified 33.33%, Education <S-1 20.20%, private school 24.24%, Non S-1 guidance and counseling 24.24% , graduates under 2005 59.59%, Pedagogic value <60 97.97%, professional value <65 55.54%. From deep interview; the teacher lack of reading books and browsing, they also lack of independence to enhance their competence, out of date the technology, over 150 student teacher ratio, guidance and counseling are considered public, cite the extra hours for subjects, the teaching profession is no longer their eagerself.

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### A. Background

Nowdays, teacher as a knowledge agent has shifted towards learning agent to encourage, assist, shaking and guide learners in order to get the learning experience based on the stage of development of learners like their interests, talents, potential,

physical and psychological learners as Kunandar (2008: 22) stated teachers must understand the potential of learners excellent talented, interests, and physical and potential students to be empowered.

The role of the teacher in the learning agent required to have and master some competence as the key outcomes on in improving the quality of education mentioned in UUGD No 19 of 2005 on National Education Standards of article 28, paragraph 3, there are four kompetensi namely: competence, pedagogic, personal competence, professional competence, social competence. Fourth these competencies to be mastered and understood and should be skills. Muslich (2007: 12) stated that competency is a knowledge, skills and attitudes intact and displayed in a performance. Mulyasa (2008: 34) also confirmed that competence learning agent on primary and secondary education as well as early childhood education include; pedagogical competence, personal competence, professional competence and social competence. Mulyasa (2006: 41) emphasized the more important things in addition to four of these competencies is the teacher must have the moral and spiritual competence proportionally.

Teacher competence is an ability possessed an education professional educators in improving the quality of education, need to be tested to see the teacher profile competence in order to see where the roots of the problems being faced in the quality of education. It is impossible quality of education can be improved without good teacher competence and really good quality. Yamin (2006: 95) argued that qualified graduates will be achieved with qualified teachers that affect the learning process and learning in schools and clearer Yamin (2006: 95) asserted that teachers at the school is the environment affects the educational process in addition to parents and the community.

Evaluating the teachers competence of guidance and counseling can be done through the Competency Test. The Teacher Competency Test conducted in 2015 or attended by all teachers in a position, both teachers of Civil Servants and not to the type tested are the subject matter / teacher classroom / package expertise / guidance and counseling.

The result of teacher competency test for the teacher to be part of the assessment of teacher performance, therefore, according with the principle of teacher professional teacher competency test on subjects or areas of expertise in based on with the certification of educators and education itself. Competency Test was done with open process, in accordance with the principles of evaluation, fair, open, honest, and accountable to the involvement of experts in accordance with the field and the public, so it is believed to be credible and the fact the field is still present in some schools, teachers and guidance counseling instead of professional education counselor or not educated Strata-1 field of guidance and counseling.

Globally the resulted of a survey the World Competitiveness Year Book 1997-2007 year showed from 47 countries that had been surveyed in Indonesia in 1997 was ranked 39th in 1999 the order to 46th, 2002 47th, 2007 order of the 53rd from 55 countries. The report of the United Nations Development Program, the quality of Indonesian human resources get order to 109 out of 177 countries in the world.

## B. Literature Review

### 1. Competency

The teacher competence is the key to get the quality of education. Teacher competence is an ability possessed by a professional educator in the field of education. The Government regulation No 19 of 2005 on National Education Standards of article 28, paragraph 3, there are four kompetensi namely; pedagogical competence, personal competence, professional competence, social competence. The teacher is a professional educator with the standards of educators, one of which is the standard of competence. Mulyasa (2006: 40) that competence is a learning agent and learning in primary education, secondary and early childhood education and competence also added moral and spiritual competence.

Competence is a rational behavior embodied in a show of working requires that appropriate should be on conditions. The Teacher as a professional occupations required a competency which is an area of working in the field of education with the ability and expertise perform their duties and functions as a professional teacher optimally educated and trained, and have the experience very rich in the field of education as Usman (2001: 15) stated that professional teachers are educated and trained teachers and master a variety of strategies or techniques in teaching and learning, as well as master the foundations of education as contained within the teachers competence. The Teacher as an educator has received education and training in the field of education has been required as Mulyasa (2008: 35-36) can be interpreted that the teacher education of at least S-1 / D IV field of education.

Requirement teacher professional as teaching profession there are four competencies expected to improve the quality of education through improving the quality of planning, implementation, assessment and follow-up study and learn to obtain high quality graduates with the knowledge, skills and attitudes of learners. Husanah (2013: 81) raised the hopes of competency to become a graduate school graduates have the skills that learners are able to live in located everywhere.

### 2. Teacher

Teacher is the main component in the education required to stay ahead and always trying to improve their knowledge and skills as a professional in the field of education and teaching. Idi (2016: 256) stated that the teacher is required to compensate for even surpass the development of science and technology continues to evolve. The teacher is a figure giving guidance and direction as well as develop the potential of students so that their potential can develop optimally in accordance with the stages of its development and to make a valuable and meaningful life, both personally and in groups and society as well as berbangsa and state. Tilaar (2015:128) teacher is supervising the human child in the developing nature of humanity innate and thrive in the environment both natural and human environment. While the teacher according to the Act No. 14 of 2005 on Teachers and Lecturers can be interpreted that the teachers are professional educators with a task to educate, teach and guide and direct and train, assess and evaluate students.

Teachers as professional educators have the image and have some requirement must be met and equipped with a wide range of knowledge and skills of pedagogy and teacher training. Tatang (2012: 86) stated; a faith in Allah and pious charity, worship menjalankan b, c Being high devotion, dikhlas in charge, e Mastering the science is taught, Obey procedure in the task, g Duties and authoritative. Teachers can also be

seen with signs. Sadulloh (2010: 133) can dimanai that teachers with the authority emanated from the attitudes and behavior towards students.

#### a. Teacher Performance

The teacher performance is a person's willingness teachers or groups of teachers to do something and improve activities in accordance with its responsibilities with the results as expected. If related to the performance or the performance is a result of work can be achieved by a teacher in an educational institution in accordance with the authority and responsibility in achieving the objectives of the education agency legally, do not break the law and not contrary to morals or ethics and norms in force. Mathis and Jackson (2006: 65) stated performance is essentially what the teacher does or does not do. Performance is the job and responsibility of work. Mangkunagara (2002: 22). As a result of work both in quality and quantity of teachers achieved in implementing the tasks given appropriate responsibilities. Nurlaila (2010: 71) said as the result of the quality and quantity of work accomplished teacher in performing its functions in accordance with the given responsibilities. Performance from the standpoint of job performance has diijelaskan Luthans (2005: 165) said the quantity or quality of something produced or services provided someone to do the job.

Robert L. Mathis and John H. Jackson (2001: 82). Challenging the factors affecting the performance of labor; a) their ability, b) Motivation, c) Support received, d) existence of the work they do, and e) their relationship with the organization. The research result Hary Susanto (2012: 197-212) stated that there is a positive and significant influence kompetensi teachers with leadership on work motivation vocational middle school teachers and school leadership influence on the performance of vocational secondary school teacher. In the implementation of competency-based curriculum in schools is also a factor affecting performance as a teacher. Agustina Hanafi and Indrawati Yuiliani (2006: 41-58) stated that the teacher's performance can be affected by factors of knowledge, skills, motivation.

#### b. Assesment

Teacher's assessment is a process used to determine whether a teacher employers do its work in accordance with the purpose. Teacher assessment is a systematic evaluation of the teachers and potential can be developed. Assessment is a process of assessment or determination of value, quality, or the status of some objects, people or teachers that teacher performance appraisal can be said as a teacher performance appraisal process is done systematically teachers based on the work assigned to him. Administration System of the Republic of Indonesia (LAN 2003: 259), defined as one of the important stages in the development cycle of human resources, both in the public and private sectors. The performance assessment is the process of measuring the level of completion (degree of completion) assignments by teacher during certain time periods by using the instrument in accordance with the characteristics. Furthermore, in order to produce a valid assessment of performance and readable, the need for performance measurement instruments as a tool used to measure teacher performance. The substance of this performance measurement instrument consists of aspects affecting the quality of implementation of tasks and can be measured; a) work performance (Achievement), which is the result of employees working in the line of duty both in quality and quantity of work, b) expertise (skills), c) behavior (attitude), ie, attitudes or tigkah behavior of employees attached to him and brought in duty -tugasnya. behavioral herein include honesty, responsibility, and discipline. d) leadership (leadership).



In Menpan Decision No. 63 / Kep / M.PAN / 7/2003 dated July 10, 2003, the criteria used to assess the quality of public services; a) The simplicity, the rate of completion of the task, b) Clarity and certainty, c) The frequency of complaints or compliments to employee performance, d) The use of modern devices speed up and simplify the job. Judging the performance of teachers carried out in a planned and programmed to respond to the quality and competitiveness of teaching and learning. Bambang Wahyudi (2002: 101) meant an evaluation conducted periodically and systematically about work performance / office of a teacher, including the potential development of teachers.

### c. Assessment Model

The importance of teacher competency and performance in answering the quality of education needs to be evaluated to see the teacher competence profile in order to see where the roots of the problems being faced. Evaluating competence can be done through the Master Competency Test with regarding principles and measures and procedures in implementing evaluation process; The first preparation to understand the teacher competency test guidelines, the second execution, the third ranking, the fourth reporting. Gibson (1994: 110) disclose methods of appraisal: a) the method of grading scale chart that lists a number of characteristics and range performance to employee then assessed by identifying the score best describes the level of performance, b) the method scale behavioral assessment is an assessment method aims to combine the benefits of critical incidents and an assessment based on the quantity to reach scale based on the quantity of a specific model of good and bad performance. c) methods of management by objectives include the establishment of a special purpose can be measured along with the teachers and then periodically review the progress achieved.

### d. Education Quality

The management learning system is a learning based performance should be viewed as a teacher resource that who will answer the quality of education and also pay attention to students as customer. Premery must mendapatka attention. Mulyadi (2009: 128) said philosophically is a resource that is able to make ahead of the competition and the customer is the only reason why he is in an organization. In a step startegik management put together a program to realize the vision and mission formulated a strategic plan containing targets and initiatives in order to achieve the goal. Mulyadi (2009: 279) stated also programming is a chain of strategic management systems where there is a relationship between programming with startegik planning.

The teacher is a human resources in learning process in a professional manner to create conditions conducive to the learning for students in the creation of a learning process and learning quality. Mulyadi (2009: 129) is defined human capital has the ability to learn and grow is not owned by other resources. Teachers besides acting as a teacher is also an educator and mentor as well as implementing some tasks of the school administration because it is often also said to be a teacher as a programmer, administrator, facilitator and evaluator in an educational setting. Teachers can change a Siswaya to get changed for the better than before. Teachers in a school environment where serkolah well as formal education institutions in primary education, secondary and early childhood education must provide a value to the student as customer. Premery. Mulyadi (2009: 129) can be interpreted that the students as customer preferred.

Answering the quality of education plays an important role in creating a transfer process value to be free from the weakness of faith, weakness of character, weakness of

mind, weaknesses and skills free of demoralization, priority and ignorance and weakness of faith and deprived of the violation of norms and rules of the law of Allah. Mulyasana (2011) study is essentially the maturation process of life that is expected to understand the essence of life with a focus on personality formation and maturation of logic, hearts, morality and belief make quality. Teacher education is able to provide improvements to people and institutions in terms of quality education management. Teachers to improve the quality of learning and learning needs to be a lot of reading so that teachers be beilmu berkehidupan knowledge and quality in the profession as enshrined in the Qur'an Surah Al 'Alaq (96) verses 1-5, which means: Read in (call) the name of your Lord who created , He Has created man from a clot, read, and thy Lord the Merciful, the teaching (human) through the pen. He teaches man what he did not know. Nabi Muhammad SAW capture in his Hadith: That if you want to be happy in the world then with the science, and if you want to be happy in the afterlife with the science, and if you want to be happy both, then also with science and knowledge can only be acquired through education. Even nabi Muhammad SAW also left his will to the family and his people are two books that became the source of all sources of knowledge that is the Qur'an and Al Hadith. Answering a quality education is a matter sought to be science as the key to life is also the quality. In general, the quality of containing degree (level) of product excellence (work / effort) in the form of goods or services. Quality is a concept put forward by Hali diverse opinions from the viewpoint of the experts. Araro 2006 (Zazin., 2014: 54) meant an unexpected degree of variation of standard use and dependence on low cost. Quality education is a distinction between kesuksesaan and failure. Sallis (2011: 30) interpreted the quality is the central issue will ensure the development of the school to achieve the status of competition in the midst of world quality. The quality of education is a product of education boils down to customer satisfaction particularly as customer Premery students in teaching and learning. Zazin (2014: 55) meant that the quality is a value given satisfaction to the customer in this case the students.

Quality is an advantage and the status of product ownership position education as the outcome of an educational institution with their product specifications are determined according to the standard service.

### C. Research Methodology

This study used etnografi research design with the aims of describing the phenomenon of the facts and characteristics of the participants about the competency of teachers in pedagogic and professional aspects of the quality of education in responding to the city of Banjarmasin in Indonesia with a qualitative approach. Creswell (2015: 931) can be interpreted write a group of people with a qualitative design to identify a group of people. The primary data sources are the guidance and counseling teacher high schools and vocational high schools the city of Banjarmasin in Indonesia in cooperation with the Department of Education of Banjarmasin. Instrument; observation, questionnaire and interview, guidance and counseling teacher high schools and vocational high schools as there are 99 participants consisting of 24 male and 75 female through observation, interviews and documentation. Steps taken; Literature assesment about the competence of teachers and quality of education. Focus on the problems, orieantation, Exploration, Member chek, data analysis. In the data analysis step is done; Data reduction, Display Data, Verify. Validity and Reliability there are four criteria, namely; credibility, depedabilitas, komfirmabilitas, transferability.

#### D. Result and Discussion

Teachers' competency test resulted guidance and counseling in high schools and vocational high schools in responding the quality of education of the city of Banjarmasin Indonesia 99 participants illustrated as follows:

The resulted of the competency test counseling and guidance teachers Banjarmasin Indonseia

Table D1:

NO	Aspek	%
1	honorer	28.28283
2	Class< iv/a	54.54545
3	Age < 53 tahun	67.67677
4	Non sertification	33.33333
5	Education statues D3 dan SMA < S-1	20.20202
6	Non state school	24.24242
7	Non guidance and counseling major	24.24242
9	Students Graduated alumny< tahun 2005	59.59596
10	Pedagogical score< 60	97.9798
11	Profesional Scor< 65	55.55556

#### 1. Teacher Competence

The result teachers competence test the guidance and counseling in Banjarmasin showed the weakness of competence looked from the teacher analysis data of test in 2015 can be interpreted as teachers guidance and counseling: a) there are temporary employees, b) under the Group IV / a downward, c ) under 53 years, d) they are not certified, e) educated D3 and high school under the education S-1, f) are in private schools, g) of non guidance and counseling, h) graduates under 2005, i) pedagogic value <60, j) professional values <65. Of the eleven aspects against teacher guidance and counseling in high schools and vocational high schools to draw the low quality of teacher guidance and counseling to answer about the quality of education, the lack of quality of teacher competence influences the quality of the learning process and the learning of the students, in turn affect the quality of education in the city Banjarmasin in Indonesia. Because the role of guidance and counseling teacher in student's independence based competent for educational guidance and counseling teacher expertise least S-1 counseling and guidance counselor or professional education. Teacher guidance and counseling only temporary employees. Looking from they experience in guidance and counseling is also weak views of the rank and faction still under iv / a, at the age of productive age was even a teacher guidance and counseling do not have sertification teacher professional worse as a teacher of guidance and counseling only educated High School and Diploms-3 instead of guidance and counseling and guidance and counseling teacher graduates in 2005 down nearly 12 years, of course, insight and knowledge if you do not do training to adjust the progress of science and technological progress will make the teachers are not productive. From the pedagogic competence value below in 60 and the value of professional competence



under 65 have greatly contributed to the implementation of the learning process and student learning in the provision of services which have an impact on the quality of education city of Banjarmasin in Indonesia.

## 2. Teacher Competency Test and Education Quality

The data collected through in-depth interviews. It is to get more accurate data than participants; guidance and counseling teacher at the High School and Vocational High School in Banjarmasin Indonesia. The data explored the relationship between teacher competence with a mastery of information technology and weak participants in reading books and browsing online on the internet to improve their competence, less available time to read. It challenges the low quality of education independently because low effort to improve the quality of competence so as to answer the learning process and learning in school always felt safe and pampering are on comfort zone. Some technical constraints into internal problems teacher guidance and counseling in improving competence in terms of pedagogic and professional systems online still weak arguably technology illiterate and do a profession is not appropriate competence has thus in the process of awarding and implementation of teaching and student learning in order to develop optimally is not appropriate keahliah held by teachers and supported by data value guidance and counseling teacher competence remains below a value of 60 for pedagogic competence and below 65 for the value of Teacher professional guidance and counseling aware of the lack of training in guidance and counseling so that is reflected from the test results kompetensi teacher is still lower than 65 both of pedagogical competence and professional gave a reflection of competence in providing guidance and counseling services less mastered pedagogical competence and professional and very Erak relationship with the success of the provision of guidance and counseling services that affect the quality of education. The teacher guidance and counseling is to guide more than 150 students made the teachers BK over burdened, causing some teachers do not run the guidance and counseling services optimally strengthened again assumption of guidance teachers and counseling appointment of teachers did not meet the qualifications for counseling and guidance counselor are considered common and used as additional hours for subject teachers. Though guidance and counseling has typical characteristic distinguishes the subject teachers.

Teacher guidance and counseling also have difficulties to improve their competence in addition to get ranking position administration to IV / A to IV / b where the teacher guidance and counseling should write the study, while the teacher guidance and counseling in high schools and vocational high schools, both private and public untrained do

The teacher is the answer quality of education in Indonesia, but the reality is happening the teacher's role Banjarmasin in Indonesia is still far from the targets, many mismatch between the plans that have been planned with the implementation in the field. The role of teachers currently in advancing education in Indonesia has been washed out, the teaching profession today is no longer as penggilan soul to the intellectual life of the nation, but the teaching profession into economic objectives, where one wants a teacher by profession now further pursue high salaries especially at this time in Indonesia there has been a teacher certification program

The mastery level of teachers; competence in Banjarmasin point out the percentage is still very low, increased government allowance granted certification are

still not able to improve the competence of teachers so that performance is not maximized.

### E. Conclusion

The Teacher competency test was done to explore the quality of our education in answering the quality of teaching and learning by using competency test results counseling and guidance teachers; a) temporary teacher, b) class IV / a downward, c) under 53 years, d) they are not certified, e) under education S-1, f) are in private schools, g) of non guidance and counseling , h) graduated in 2005, i) value pedagogic <60, j), professional value <65, the lack of teacher guidance and counseling in reading books and browsing online on the internet, the low business independently in improving competencies, technology illiterate, not according to its competence possessed, guiding teacher ratio over 150 students, guidance and counseling are considered common to be used as additional hours for subjects, the teaching profession today is no longer as penggilan soul to the intellectual life of the nation.

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