Profesionalism Level of Teachers in State Junior High Schools In Purwokerto: Students' Perspective

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Abstract

This study was aimed at describing the implementation of an apprenticeship for the second semester students held by the Faculty of Teacher, Training and Education, The University of Muhammadiyah Purwokerto, in two points: 1) the school condition, and 2) the students' understanding about the level of teacher profesionalism. This study belonged to a qualitative method in which observation, questionnaire, and interview were used to gain the data. Three of nine State Junior High Schools in distric Purwokerto with 45 second semester students did an apprenticeship there became the sample of this research. The observation and interview results showed that the schools have already been good at implementing their education visions and missions with good communication and interaction among the members of the schools. This fact supports the academic process in which teachers' profesionalism can be developed. Moreover, the result of questionnaire showed that: 1) due to pedagogical competence, 43.6% respondents' teacher profesionalism understanding belonged to good level and 30.7% of them were categorized into very good one. 2). In line with the students' understanding about professional competence, 52.6% respondent had good understanding while 60% of them were categorized very good. 3). The respondents' observation towards the teachers' personal competence revealed 15.9% of them stated that the teachers were good and 82.2% of them said that the teachers were very good at managing their personal competence. 4). The last result, 30.4% respondents mentioned that teachers were good at their social competence and 43.3% students said that the teachers were categorized very good at that point.

Key words: students' understanding, teachers' professionalism level, apprenticeship

1.   Introduction

Teachers are among the front liners of education. It's vital that teachers' voices are the driving force for educational improvement and development, particularly at a time when the education system faces so many challenges. Due to their hard work, teacher's profesionalism which covers four competences: pedagogical, professional, personality and social, has to be gained by the teachers in all levels of education. Through mastering the four competences, teachers are demanded to be able to provide a qualified learning process in which the students find it easy to learn the material. In order to know the deep understanding about teachers' profesionalism of the students of education departments, revealing their perspectives towards it is necessary. This paper covers four sections. Section II, the connection between teacher professionalism and their competences. Section III covers the research methodology. Section IV presents the result of the research. Section V is about conclusion remarks.

Teacher is a profession which demands the teachers to be able to not only teach their students but also develop their quality which covers cognitive aspects, skills, and expertise (Purnomo, 2003: 22). The teacher quality will affect their profesionalism in their profession. A fact shows that the teacher quality of 50% teachers in Indonesia is still below the National Education Standard (SPN). In Accordance to *Human Develompment Index* (HDI), this fact shows that the teacher quality in Indonesia is still categorized inadequate to support the implementation of Competence-based Curriculum (KBK).

Realising the importance of qualified teachers in the society, teahers should master teaching competences. Barlow in Muhibbin (1997: 229) defines teacher competence as *the ability of a teacher to responsibility perform his or her duties appropriately.* This quotation means that teacher competence is an ability to do a job based on a responsibility. This is supported by The Ministry of National Education number 045/U/2002 that teacher competence is a unit of responsible actions belongs to a teacher to teach. Moreover, Fitt (1992:23) states five dimention of teacher competence: 1) motive; 2) attitude; 3) self concept, 4) cognitive, and 5) skills. All of these points are covered in Indonesia Law number 14, 2005 about teacher and lecturer that "*competence is a set of cognitive, skills and attitude which belong to teacher and lecturer in conducting their professional job*". This Law, especially in Chapter 14, part 1 and section 8 that the teacher competence is defined juridically as follows: "*A teacher must have a qualification, competences and teacher certificate, healthy and an ability to realize the goal of National Education*". Moreover, in Chapter 10, it is specifically stated that the teacher competence meant here are pedagogical competence, personal competence, social competence and professional competence which is gained through profession education.

Pedagogical competence is an ability in managing the process of learning. To be able to manage the learning process, a teacher should master a particular study based on their teaching field, teaching approaches and methods (Nasution, 1986). Suparno (2002: 52) adds that pedagogical competence is a competence which covers an education about students' attitude, characteristics and growth, and an understanding about the concept of teaching, teaching methodology, material development, and learning evaluation. These points will help both the teacher and students in making the learning processes run well. To realise it smoothly, a teacher should also master teaching principles, among others are motivation, media, individual, perception, environment and cooperation (Ahmad, et. al., 2008: 99). *Motivation* is an essensial condition of learning. The better motivation given, the more succeed the learning process conducted. Consequently, through good motivation, the students will be able to increase the quality and tyhe quantity of their learning. *Media* in learning process is used to make the students easy in understanding the material. It helps them to make their understanding clear. A clear understanding is in line with the students' ability in percieving the process of learning. This means that both *individual* and *perception* of the students affect students' learning achievement. Moreover, to back up the first two principles and to support the students' positive perception towards the learning process, *environment* surrounding the schools and the students' homes plays a very important role. Therefore, a *cooperation* between the schools and the environment members should be built optimally to achieve a qualified education.

Professional Competence. Professional competence is to do with teachers' mastery towards a learning process, deeply which can make them able to guide and assist their students to understand the materials well. This is as defined by Johnson (1980) cited in Heriati (2001:28), that the teachers' mastery covers their ability in comprehending the subject and basic concept of the material they teach. Meanwhile, Peter Javis (1983: 35) adds that professional competence encloses three elements: 1). an understanding of the field, 2). skills of implementing the procedures of teaching which covers phsycomotor and affective when they interact with the others, and 3). professional attitudes. These elements are clearly described in five teachers' concrete actions. *First*, designing learning program. In this stage, teachers should be able to state the learning objectives which can lead the teachers understand the students' attitude during learning the material, the topic of learning, the connection between the goal achievement and the learning goal in general, the hierarchy relationship between the goal of learning and that before and after, and the students' ability and their knowledge background. *Second*, mastering learning material. To master the learning material well, Purnomo (2003), states that it is a must for teachers to master the learning materials which are relevant to the learning objectives, in line with the growth of the students' mental, up to date with the Internet and technology, match with the students' environments and integrated learning materials. *Third*, mastering the concept of knowledge.Good Teachers are those who have skills and an ability to analyze phenomena based on their own critical thinking (Sanusi, 1991:20). To have such kinds of ability, teachers have to study the theory and methods of teaching through many trainings and workshops. *Forth,* managing class. Managing class is due to physical design of a calssroom in which sitting arrangement and classroom rules become thr focus of the management. The purpose of this is to create a condusive classroom which can support the students learn the material, optimally. *The last*, using learning media. Professional teachers must be able to operate teaching media and develop learning materials. Through teaching media, the teacher will be able to present the whole parts of the material through interesting and fun ways. Besides that, a good learning achievement can be gained by the students if the teachers are able to enrich the learning materials through providing many learning references.

Personal Competence. Personal competence is a set of teachers' attitude which is used to transform and understand themselves. Romi Suditha (2006), states that teachers' good, stabil, wise and mature personality will be a good example for their students. In addition, Purnomo (2003) mentions that the competence is in line with the maturity of the teachers. In short, personal competence is a competence in making and creating a positive thinking of being teachers which covers some abilities to comprehend, manage and appreciate themselves (Surya, 2003). Specifically, the competences that have to be had by teachers are 1) managing positive attitude towards their profession as teachers and the education system in general, 2). understanding the core of being good teachers, and 3). Developing personal performance as good models for their students. Considering that education is in line with making students able to achive a good learning outcome, so personal competence is an important thing to all teachers.

Social Competence. A psychologist, Gardner (1983, cited in Kompas, 19 May 2006) stated that social competence ia a social intelligence. The intelligence is one of nine intelligences: emotion, language, music, physic, space, personal, nature and culinary. The intelligence which relates to social competence is *emotional intelligence* (Goleman, 1955). In short, social competence is a competence in which someone is able to communicate and cooperate with others. Moreover, Surya (2003) mentions that the foundation of understanding oneself is a part of creating a good communication and relation with the social environment. In addition, Gaffar

(1989: 160) defines social competence in teaching and learning process as a *human relation skill*, that is a skill to develop a two ways interaction between the teachers and students.

2. Research Methodology

This research belongs to a qualitative one in which six stages were implemented, selecting the topic of study, choosing the sample of the study, designing the instruments of the research, conducting the research and analysing the result of the fields. The sample of the research are 45 second semester students who joined a program namely apprenticeship in three of nine state Junior School in District Purwokerto, academic year 2014/ 2015. Thrre instrument were used to collect the data, they are observation, questionnaire and interview.

The three instruments of the research covered four teacher compertences: pedagogical, professional, personal and social. The data from the field were analyzed through three stages: *data reduction, data display,* dan *conclusion* (Bogdan & Biklen, 1982: 174).

3. Result and Discussion

3.1. Schools Management

The result of the research covers the school cultures and the teacher competences. The cultures of the three schools investigated focus on how the schools facilitate the students to develop the learning process in academic matters, attitude management and extracuricular ones. The academic point is in line with how qualified the schools facilitate the students in learning at schools. It is about 1). facilitating the students with complete library, both manual and digital, and 2). Stating school rules which have to be obeyed by all school members. Due to attitude management, the schools focus on how to make the students discipline and responsible towards their duty as good students. The councelling unit becomes one part of the school parts which has a task to assist the students becoming good ones. The last point developed is holding extracuricular activity in which the students are demanded to be able to explore thair ability out of the academic matters. Yet, these three were still far from being perfect since there were still some problems happened during the management of the school culture.

3.2. Teacher competences: pedagogical, professional, personal and social

The teacher competences were revealed through a questionnaire. The result of it can be seen in the following tables:

Table 1: The Analysis of Pedagogical Competence

Number of item	Score		Score		Score		Score		Number of respondent
	1	%	2	%	3	%	4	%	
1	0	0	2	4,4	21	46,6	22	48,8	45
2	0	0	5	11,1	23	51,1	17	24,4	45
3	2	4,4	3	6,6	24	53,3	16	35,5	45
4	0	0	0	0	20	44,4	25	13,9	45
5	4	8,8	6	13,3	15	33,3	15	33,3	45
6	7	15,5	10	22,2	15	33,3	13	28,8	45
Mean %		4,7		9,6		43,6		30,7	

The data in table 1 shows that 51.1% respondents stated that the teachers at the schools investigated have been very good at knowing and treating their students. 48.8% of them mentions the same way with good category. The third result showed that 53.3% of the respondents found a meaningful education concept which was developed by the teachers. This fact affects the teachers' way in using appropriate teaching model which is appropriate to the students' needs and interests. It is shown that this category was identified very good and good by 33.3% respondents of each category. In contrary, the use of the teaching models was not assumed good by 15.5% respondent, especially when they were used for introducing new experience for the students. Yet, the teachers still need to improve themselve in selecting and managing the use of teaching model for both developing teaching materials and facilitating the students to know recent and up to date information which can support their learning processes.

Table 2 The Analysis of Professional Competence

Number of item	Score		Score		Score		Score		Number of respondent
	1	%	2	%	3	%	4	%	
7	0	0	0	0	15	33,3	30	66,6	45
8	0	0	0	0	20	44,4	25	55,5	45
9	3	6,6	7	15,5	21	46,6	14	31,1	45
10	18	40	17	37,7	7	15,5	3	6,6	45
11	12	26,6	13	28,8	12	26,6	8	17,7	45
12	10	22,2	14	31,1	16	35,5	5	11,1	45
13	0	0	0	0	20	44,4	25	55,5	45
14	0	0	0	0	19	42,2	26	57,7	45
15	2	4,4	4	8,8	22	48,8	15	33,3	45
16	3	6,6	9	20	21	46,6	12	26,6	45
Mean %		17,7		23,6		52,6		60,2	

In developing the professional competence, the teachers do the following acts: 1). The teacher designed lesson plans in every teaching and learning process. This fact mentioned by 66.6% respondent who categorize it into very good category. 2). This lesson plans then implemented sequentially in the TLP, and it is stated by 55.5% that this act is categorized very good one. 3). Both acts were implemented well since the teachers were considered very good at comprehending the material eventhough they still found difficult to develop it optimaly, as mentioned by 46.6% and 37.7% reespondent, respectively. 4). Professional competence then can be seen from the teacher performance when they teach their students. It is found that the students comprehension towards the mateual and their ability in designing the learning process still could not be supported by the use of the language duwing teaching process. Only 17.7% teachers were categorized good at using academic language, while the rest of it categorized this point into enough one. 5). The last result is in line with the classroom management which focuses on the classroom condition, teachers' position and the media selection. The class condition during the observation was fine. This fact was supported by the 55.5% of the respondents who stated very good classroom management. Morover, this good management is supported buy the teachers' attitude and position during their teaching in which 57.7% respondesnt mentioned the same way. In addition, the teachers' teaching was always supported by the use of appropriate and intersting media. Therefore 46.6% respondents claimed that the teachers' creativity in selecting and using the media was categorized good.

Table 3: the Analysis of Personal Competence

Number of item	Score		Score		Score		Score		Number of respondent
	1	%	2	%	3	%	4	%	
17	0	0	0	0	14	31,1	31	68,8	45
18	0	0	0	0	11	24,4	34	75,5	45
19	0	0	0	0	9	20	36	80	45
20	0	0	0	0	1	2,2	44	97,7	45
21	0	0	0	0	0	0	45	100	45
22	1	2,2	4	8,8	8	17,7	32	71,1	45
Mean %		0,36		1,4		15,9		82,18	

The data in table 3 shows that teachers have already done theor jobs very well. They worked hard and had a very high motivation in teaching. It can be seen from the percentage of the respondent who said so, that is 68.8%. This attitude is also match with their positive thinking in facing the problems happen during the learning process and 75.5% respondent categorized it into very good category. Moreover, 80% respondents mentioned that the teachers are very smooth when they talked to their students, gave good advice and they also always appreciated their students.

Table 4: The Analysis of Socail Competence

Number of item	Score 1	%	Score 2	%	Score 3	%	Score 4	%	Number of respondent
23	0	0	2	4,4	20	44,4	23	51,1	45
24	0	0	3	6,6	21	46,6	21	46,6	45
25	0	0	10	22,2	17	37,7	18	40,0	45
26	0	0	12	26,6	14	31,1	19	42,2	45
27	0	0	23	51,1	12	26,6	10	22,2	45
28	5	11,1	9	20,0	11	24,4	20	44,4	45
29	6	13,3	3	6,6	17	37,7	19	42,2	45
30	2	4,4	6	13,3	11	24,4	21	46,6	45
31	3	6,6	8	17,7	10	22,2	24	53,3	45
32	16	35,5	19	42,2	3	6,6	7	15,5	45
33	1	2,2	4	8,8	26	57,7	14	31,1	45
34	0	0	12	26,6	14	31,1	19	42,2	45
35	0	0	11	24,4	13	28,8	21	46,6	45
36	2	4,4	4	8,8	12	26,6	27	60,0	45
37	0	0	0	0	22	48,8	23	51,1	45
38	0	0	0	0	26	57,7	19	42,2	45
39	0	0	0	0	14	31,1	31	68,8	45
40	1	2,2	1	2,2	15	33,3	28	62,2	45
41	0	0	4	8,8	14	31,1	27	60,0	45
42	5	11,1	7	15,5	10	22,2	23	51,1	45
43	7	15,5	9	20,0	14	31,1	15	33,3	45
44	2	4,4	3	6,6	19	42,2	21	46,6	45
45	0	0	6	13,3	12	26,6	17	37,7	45
46	0	0	1	2,2	20	44,4	24	53,3	45
47	0	0	0	0	24	53,3	21	46,6	45
48	3	6,6	8	17,7	16	35,5	18	40,0	45
49	0	0	0	0	1	2,2	44	97,7	45
50	0	0	0	0	3	6,6	42	93,3	45
Mean %	53	3,9	165	12,2	411	30,4	616	43,6	

The questionnaire data in table 4 indicates the students' positive perspective towards the teachers' social competence. The competences covers the teachers' ability in managing themselve as a social creature in which they have to socialize with the social members. The findings showed that 51.1% respondents stated that the teachers were good at building a good communication with the other members of the schools. They were also categorized into very good ones due to both competence in solving learning problems and being challenged to be better ones by almost a half of the total respondents (46.6 % and 40% respondents, respectively). These facts a little bit contradic with the teacher competence in cooperating with their colleges, since 51.1% respondents only categorized them into enough category fot this point. Even some of them still could not focus on the schools need since they think of their need first. This reality was mentioned by 11.1% respondents. In general, the teachers' social competence was good since this fact is supported by their ability in communicating with the social members. This data was reavealed by 93.3% respondents.

4.   Conclusion

Having analysed and discussed the result of the research, the conclusions that can be drawn are as follows, *first*, the result of the observation of apprenticeship showed that most of the schools observed have been in a good condition in some aspects, such as: vision and mision implementation, school culture stabilization, a good building of communication and school environment interaction, condusive academic atmosphere, supporting non-academic atmosphere for ecademic activities, and guided religion activities. In addition, the schools have tried to develop the teachers' profesionalism in each schools environment as well. 2). The teachers' competences were categorized good in which their pedagogical competence belonged to very good, good, enough and bad with the percentages of the respondents are 30.7%, 43.6%, 9.6% and 4.7%, respectively. Second, due to

professional competence, more than a half number of the total respondents (60%) said they are categorized very good. However, there are 0.36% respondent who said that the teachers need to develop their professional competence because they belonged to bad category. *Third*, the teachers' personal competence was categorized into very good one, eventhough a small number of them still belonged to bad one (3.9%). *The last,* the teachers' social competence was categorized very good by 43.3% respondents. Yet, 3.9% respondents said that theyr still belonged to bad category.

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