THE COMPETENCE OF TEACHER AS HUMAN RECOURCES AT SENIOR HIGH SCHOOL OF KEDIRI CITYEAST JAVA PROVINCE

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ABSTRACT

The effort oh Indonesian Government to increase the quality of teacher has been done. It has been applied through regulation improvement of teaching and the improvement of school management. Besides, standardization of educational especially national curriculum has also been done by the government since 1976. The government also has perform the policy of regulation number 20 years of 1973 which regulate the national education system and government regulation (PP) number 19 years of 2005 which regulate the standard of education that is implemented in teacher competence. The type of this research is quantitative descriptive which have a goal to know the existing condition of human resources competence of teachers on state senior high school (SMAN) in Kediri. The result of this research shows that the rate of teacher's competence has enough categories especially in pedagogic competence, personality competence, professionally competence, and social competence. From the four competence stated previously, generally have weakness in professional competence which is seen on indicator of scientific writing.

Keywords: Teacher competence, pedagogic, personality, professional, social

INTRODUCTION

According to World Bank, there are several challenge to increase the educational quality in Indonesia such as : the low of qualification of educator and human resources of educational, inequality in the educational background of teachers education, the low of prosperity, unorderly the management of educator and human resources of educational, and complexity of teachers regulation implementation.

In regional autonomy era include educational autonomy which has orientation in management base on school force the teachers not only imply the transfer of technology but the teachers also should create a meaningful studying condition, effective and right on the goal. Teachers should fulfill the competence standard as an educator and a teacher. So, the ability of teachers in teaching should be proved with: mastery the material and the teaching method which become the ultimate requirement should be fulfilled because teachers have the role to implement the operational of all pattern and movement (Sam M. Chan et all, 2005: 54).

Formally, teachers are a profession that hoped able to increase the quality of education in Indonesia. The argumentation is that the quality of education will have a goal on the qualification of human resources physically, psychological, intellectual, affective, and spiritual. The task of teachers as the morality guard should be fully awarded by teachers because the three demands of four competences which should be had by teachers will have goal on the demand of humanity values and morality values that are pedagogic competence, professional competence, personality competence, and social competence.

RESEARCH OBJECTIVES

The goal of this research is to know the existing condition of human resources teachers' competence of state senior high school (SMAN) at Kediri City. The competence is pedagogic competence, personality competence, professional competence, and social competence.

RESEARCH METHOD

Approach and Sample Research

The approach which is used in this research is descriptive as the effort to identify, to understand, to describe, and to interpret the information comprehensively about the quality of human resources teachers. The kind of the research is implementation of policy which is contained in Government Regulation number 19 years of 2005 about National Education Standard which used to know the condition of existing human resources teachers competence Public Senior High School at Kota Kediri contained pedagogic competence, personality competence, professional competence, and social competence.

The location of this research is held in State Senior High School (SMAN) at Kediri City. The location of State Senior High School (SMAN) spread at three region that are Pesantren Region, Mojoroto Region, and Kediri Region. The number of school that is used in this research all of Public Senior High School at Kediri City which consist of eight public senior high school. On the other hand the method of sample collecting use proportional stratified random sampling based on category of class that is touch. The amount of sample is 50% from 609 of state teachers, so the amount of the entire sample is 304 and four teacher.

Table 1. Population and Research Sample

No	School	Population (Teachers)	Research Sample (Teachers)
1	SMAN 1	74	42
2	SMAN 2	100	50
3	SMAN 3	82	41
4	SMAN 4	82	41
5	SMAN 5	70	35
6	SMAN 6	64	32
7	SMAN 7	66	33
8	SMAN 8	60	30
	Amount	304	609

Sources: secondary data

Data Collecting Technique

The data which is needed in this research is primary data that is taken through questionaire and secondary data from sample school.

Data Analysis

This research use quantitative approach. The steps of quantitative descriptive analysis in this research are that:

1. The data collected are arranged into tabulation form by counting the frequency of absolute value and then represent into graphically form.

2. The second step is analyzing the data arranged by using descriptive analysis in order to know the description of human resources teachers' competence which is consist of pedagogic, personality, professional, dan social. The analysis use several approach like graphic method and cross tabulation analysis.

3. Count each value of sub indicator, indicator's value, pedagogic competence index, personality, professional, social, and total index (the teachers competence entirely) on each school and onto the entire schools being researched comparatively.

a. Value (indicator, sub indicator) = $\dfrac{((1*f)+(2*f)+(3*f))}{\sum f}$

f is the frequency of respondent's answer which has value perception 1, 2, and 3. $\sum f$ is the amount of respondent.

b. Competence index (variable X1 X2 X3) = $\dfrac{\sum \text{Value Indikator}}{\sum \text{Indikator}}$

c. Total Index = $\dfrac{\sum \text{Competency Index}}{\sum \text{Type of Competency}}$

4. The last step is giving explanation descriptively to describe the condition has been opened based on the values on the account of indicator value, sub indicator value, competence index, and total index.

The interpretation of indicator value, sub indicator value, competence index, and total index showed in the table below:

Table 2. Interpretation

| Perception value	Indicator value, competence index, total index	Convertionindicator's value, competence index, and total index	Interpretation
1	1.00 – 1.68	33.30 – 55.90	Not good
2	1.69 – 2.23	56.00 – 77.30	Good enough
3	2.24 – 3.00	77.31 – 100.00	Good

RESULT AND DISCUSSION

Pedagogic Competence

The sub component of studying management on Pedagogic competence is appeared as the arrangement of studying planning, implementation of studying, evaluation of student perform, and next action of the result (http://www.indomedia.com). Pedagogic competence contains of understanding of knowledge/base of educational, student, curriculum, planning of dialogist studying and educates, implementation of studying, and development of student refers to actualize their potential own by the student (http://www.pontiankpost.com).

According to Government Regulation (PP) number 19 years of 2005 point 3 a : pedagogic is the ability on managing studying of the student which consist of understanding on the student, planning and implementation of studying, evaluation of studying result, and enhance the student to actualize several personal potential. The indicator of Pedagogic are :

a. The ability in managing studying program

b. Planning and implementation of studying.

c. The ability on implementate studying evaluation.

d. Understanding on psychological education subject, e.g. the understanding on the step of student development, understanding on study theories.

e. Development that is implemented by facilitating student to develop nonacademic potential.

The result of this research show that the pedagogic competence SMAN teachers which have location in all Kediri of city region consist of 8 SMAN. The SMAN which have the highest score are SMAN 7 and SMAN 8. The score of rate value on competence variable got by SMAN 7 is 2.28 and categorized as good. While the score of rate value on pedagogic competence got by SMAN 6 is 2.20 and categorized as good enough. This is showing that the quality's condition of human resources teachers in SMAN 7 and SMAN 6 able to manage the studying process, able to evaluate the report of student's study, and the teacher able to develop education participant to actualize several potential they have.
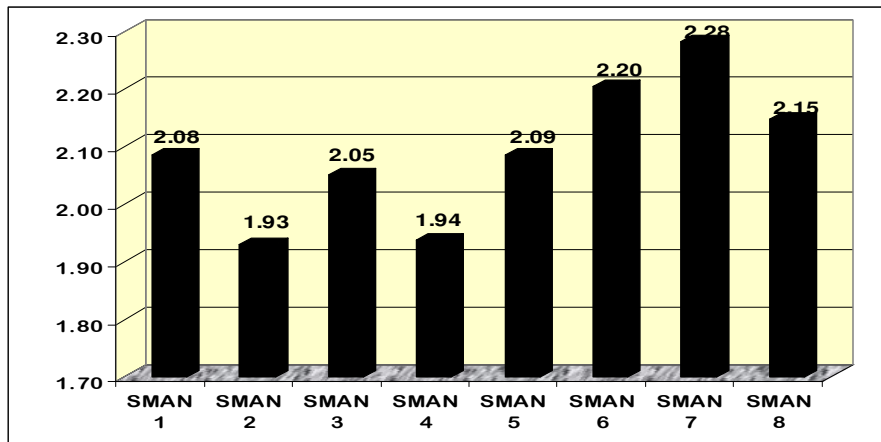
Graphie 1. Comparison of Pedagogic Competence

SMAN 8 with the score of rate value on pedagogic competence variable is 2.15 and categorized as good enough. Even though the pedagogic competence categorized enough but still have weakness which is lay on the indicator of education participant's facility for the developing nonacademic which have mean value's score as 1.68 and the qualification's competence is not good .

The pedagogic competence of SMAN 5 get 2.09 with the category is good enough. While, the pedagogic competence of SMAN 1 get 2.08 with the category is good enough. There are no weaknesses on indicator of the ability in managing studying program, planning and implementation of studying; the ability on implement ate studying evaluation, understanding on psychological education subject, developing and facilitating education participant to develop nonacademic potential.

The pedagogic competence of SMAN 3 is good enough with rate value as 2.05 and no weaknesses. The pedagogic competence of SMAN 4 is categorized enough with rate value competence 1.94 and there are several weaknesses on the indicator of implementation of studying with mean value score 1.54 and the category is not good.

SMAN 2 with the score of mean value on competence variable is 1.93 which is categorized enough. The weaknesses of pedagogic competence of SMAN 2 teachers lay on the indicator of education participant's facility nonacademic and the rate score as 1.67 which is categorized not good.

Personality Competence

Personality competence is the ability of good personality stable, adult, wise, prestigious, become example for education participant and good morals (clause 28, subsection 3 point b PP No.19 years of 2005). This teachers is hoped become personification of norm, and not just camouflage, so become real example which able to be followed by the student. The personification of teacher like that hoped gives impact on think, sense and heart. The meaning is that basic education is not only mean as knowledge transfer, but also transfer the sense and braided heart from teacher to student (Abdul Hasim, 2007).

According to Saiful Adi, the meaning of personality competence is;

1. The ability deal with experience of religious dogma suitable with religion professes belief in.
2. The ability to regard and respect inter religious.
3. The ability to conduct suitable with the norm regulation and value system which is acted in society.
4. Develop merit as a teacher for example conveyances and manners.
5. Have a certain attitude of democratic toward renewal and criticism (http://www.saiful.wordpress.com)

According to clause 28, subsection 3 point b PP 19 years of 2005, the meaning of personality competence is the ability of good personality stable, grown up, wise, prestigious, become example for education participant and good morals. The indicator of this concept is:

a. Stable personality: act suitable with norm of law, act suitable with social norm, proud as a teacher, and have consistency on acting suitable with the norm.
b. Adult personality independence in the act and have good work ethic as a teacher.
c. Wise personality contain of the act which is based on utilization education participant, school, society, and openness on thinking and acting.
d. Prestigious personality is having attitude which influent positive effect toward education participant and be respected.
e. Ability deal with religious or profess belief in.
f. Ability to respect and regard inter religious.
g. Develop merit
h. Have a certain attitude of democratic toward renewal and criticism.

Personality competence of teachers as human resources of SMAN Kota Kediri is different among these schools. The highest score of teacher's personality competence got by SMAN 1with rate value of competence variable's score 2.25. This is categorized well. It means that the teachers of SMAN 1 have a good, stable, grown up, and wise personal stability. They have a prestigious personality in front of their student and others. They have good work ethic and show conduct that is became example for the participant education.

The competence of teachers in SMAN 7 gets personality competence of teachers as Human Recourses as 2.24 in good category. SMAN 1 and SMAN 7 categorized as good with rate value's score of the personality competence index as 2.24 to 3.00. The personality competence of teachers in SMAN 7 and SMAN 1do not has weakness. While, the teacher's competences of SMAN 6 have score as 2.16 and the category is good enough.

The personality competence of teachers in SMAN 8 has score 2.14 with good enough category. On the other hand, the personality competence of teachers in SMAN 5 have 2.10

with good enough category, SMAN 3 get 2.06 score with good enough category, SMAN 2 get 1.99 with good category, SMAN 4 get 1.87 score with good enough category.
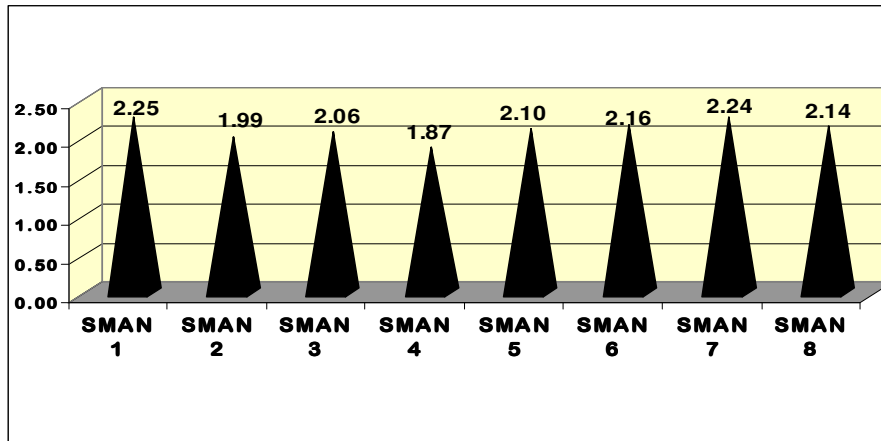
Graphic 2. The Comparative of Personality Competence

The mean value of personality competence's score that is got by SMAN 6, SMAN 4, SMAN 3, and SMAN 2 is good enough with the mean score of competence index 1.69 to 2.23.

The comparative of personality competence variable actually still have weaknesses. The appearance of conduct indicator of teachers in SMAN 2, SMAN 4, SMAN 8, and SMAN 2that is based on utilization of education participant; school, society, and the openness of thinking and acting get score of mean value as 1.67 with bad qualification. There is also have the same weaknesses of SMAN 4 on the indicator of appearance of conduct that is based on utilization of education participant, school, society, and the openness of thinking and acting with score 1.43 on bad classification.

The same score also happened in SMAN 8 from the indicator of appearance of conduct that is based on utilization of education participant, school, society, and the openness of thinking and acting. Score value on this indicator is 1.52 with not good category.
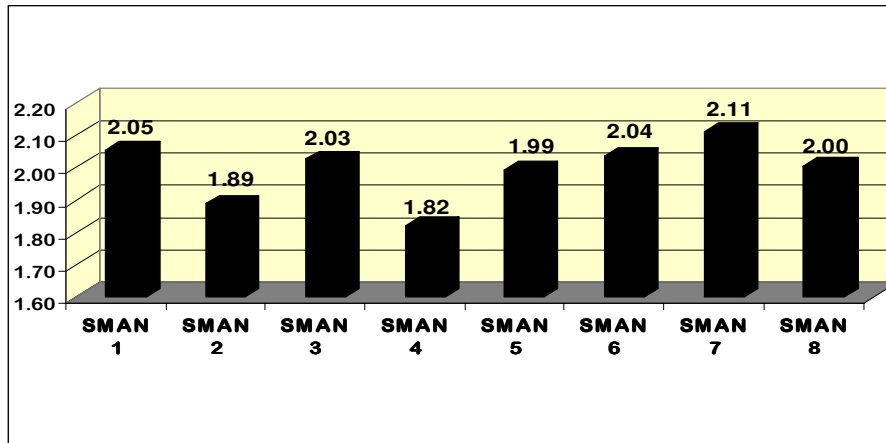
Professional Competence

According to Government Regulation number19 years of 2005 on the explanation of clause number 28 subsection 3 point c, professional competence is the ability on mastering educational material a whole and deeply that arrange possibility to bring the education participant fulfill the standard of competence established on national standard of education. The indicator is that:

   a.   Ability on conducting research and science think to increase performance.
   b.   Ability to mastery the base of educational like the understanding of the goal of education.
   c.   Ability in mastering of the subject material suitable with the subject taught.
   d.   Understand the material subject that written on school curriculum.
   e.   Ability to apply some methodology and educational strategy.
   f.   Ability to plan and use some kind of media and educational sources.
   g.   Ability to conduct extra material like school administration, cancelling and teaching.
   h.   Mastery the steps of research and critical activity to mastery the material suitable with subject.

On the comparative graphic of professional competence of human resources of teachers in SMAN Kota Kediri show that the highest competence of the teacher have good enough classification. The research show that the mean value of the highest score is got by SMAN , then SMAN 1 with mean value score 2.05, SMAN 6 with mean value score 2.04, SMAN 3 with mean value score 2.03, SMAN 8 with mean value score 2.00, SMAN 5 with mean value score 1.99, and SMAN 4 with mean value score 1.82.

The weaknesses of the professional competence generally seen on the indicator of ability in conduct research and science thinking to increase performance. This indicator get mean value score between 1.00 – 1.68 with not good category. SMAN 1 get mean value score 1.21, SMAN 2 get mean value score 1.43, SMAN 3 get mean value score 1.53, SMAN 4 get mean value score 1.25, SMAN 5 get mean value score 1.37, SMAN 6 get mean value score 1.37, SMAN 7 get mean value score 1.37, and SMAN 8 get indicator mean value score 1.46.

Graphic 3. The comparative of Professional Competence

On the indicator of ability to apply methodology and educational strategy, the weaknesses are found on SMAN 2, SMAN 3, SMAN 4, SMAN 5 SMAN 6, and SMAN 8. SMAN 2 with mean value score 1.60, SMAN 3 with mean value score 1.67, SMAN 4 with mean value score 1.53, SMAN 5 with mean value score 1.68, SMAN 6 with mean value score 1.68, and SMAN 8 with mean value score 1.58. Its mean that the ability to apply methodology and educational strategy get mean value score between mean value score of competence variable index 1.00 – 1.68 and this categorized as low.

The other weaknesses on the indicator of understanding the subject material in school curriculum find out in SMAN 4 and SMAN 7. SMAN 4 with mean value score 1.61, SMAN 7 with mean value score 1.68. SMAN 4 and SMAN 7 get mean value score between mean value score of competence variable 1.00 to 1.68. And this is categorized low.

Social Competence

Social competence is ability of educator as part of society to communicate and interact with education participant, education partner, staff of educational, parent of education participant, and society (clause 28 subsection 3 point 3 d Government Regulation number 19 years of 2005).

The social competence means that teacher should act maximum and ideally in some kind of circumstance of friendship with various people and various belief (http://www.kompas.com). Social competence is the participation in activity of organization and civil society (http://www.indomedia.com). According to Herkulanus Agus, the social competence is the

ability of teacher to communicate and make friend effectively with education participant, educational staff, parents, and surrounding society (http://www.kakurakatup.blogspot.com).

While, according to Saiful Ali, social competence id deal with the ability of teacher as member of society and as social creature, such as:

    a.   Ability to interact and communicate with friend with the same profession refers to increase professional ability.

    b.   Ability to know an understanding the function of every civil society organization.

    c.   Ability to make cooperation individually and collective. (http://saiful.wordpress)

The result of this research shows that social competence of human resources teachers in SMAN Kediri City is the highest with good enough classification. The score is between 1.62 - 2.29 the value competence index. On the other hand the highest mean value score is got by SMAN 6 with mean value of competence 2.15, and then SMAN 1 with mean value score 2.12, SMAN 7 with mean value score 2.07, SMAN 8 with mean value score 2.06, SMAN 5 with mean value score 1.96, SMAN 4 1.93, and SMAN 3 also get 1.93. Then, the lowest mean value score is got by SMAN 2 with mean value score 1.87.
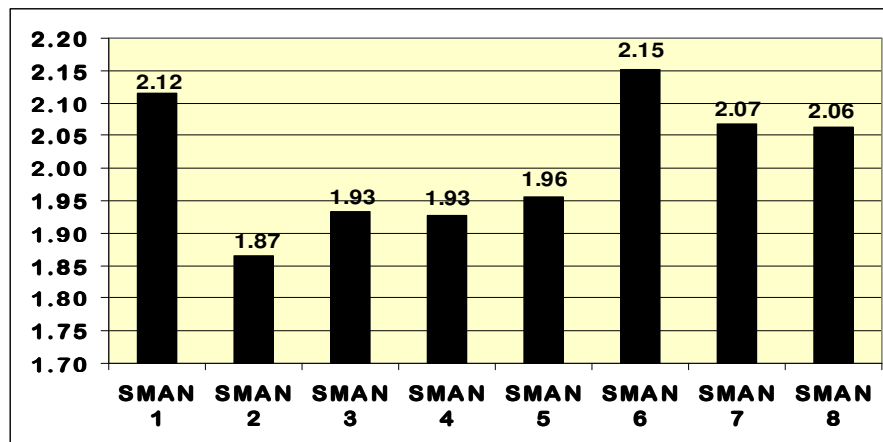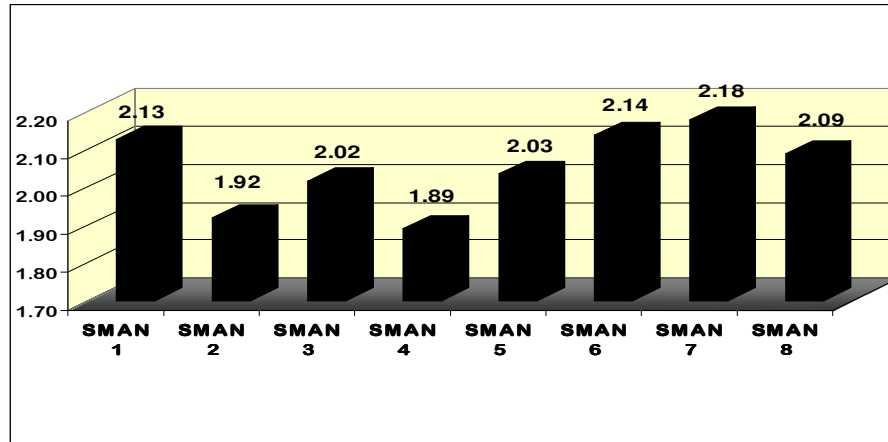

Graphic 4. The Comparative of Social Competence

On holistic competence variable in this research, the mean value score is laid between 1.69 – 2.29 from value of competence index is in enough classification. There is no weaknesses found on indicator of ability in interact and communicate with friend with the same profession to increase professional ability and also in the indicator ability to know, understand the functions in every civil society, and ability to make cooperation individually than collectively.

The Comparison of Holistic Competence

The Comparison of holistic competence is the comparison of all the competence of human resources teacher such as pedagogic, personality competence, professional competence, and social competence. On this graphic Comparison below show that among eight of SMAN in Kota Kediri do not have important distinction. Everything is laid among total index value 1.69 – 2.23 with category enough.

Graphic 5. The Comparative of Holistic Competence

From the Comparative of Holistic Competence Graphic above, the highest competence of human resources teachers is teacher of SMAN 7 with total index value 2.18. Then SMAN 6 with total index value 2.14, SMAN 1 with total index value 2.13, SMAN 5 with total index value 2.3, SMAN 3 with total index value 2.2, SMAN 8 with total index value 2.09, SMAN 2 with total index value 1.92, and SMAN 4 with total index value 1.89.

CONCLUSION

Pedagogic competence of human resources teachers of SMAN in Kediri of City gets the rate category good. The weakness is laid on pedagogic competence which is happened on the indicator of facilitate the education participants to develop nonacademic and on the indicator of educational conduct that is laid on index value competence with neither category nor good.

Personality competences have value score good enough. There is a weakness in personality competence which is laid on the indicator of appearance of conduct that is based on utilization of education participant, school, society, and open mind in thinking and acting. It is laid on not good category.

Professional competence that is laid on the position mean rate score index is categorized well enough. But there is not good score. Even there is weakness such as weakness on professional competence which is generally right on the indicators below:

1. Do not able to conduct research and scientific thinking and acting to increase performance. This is categorized not well.
2. On the indicator ability to apply methodology and educational strategy, is in not good condition.
3. On the indicator understanding on subject material refers to the school curriculum get not good or low category.

The social competence on the position of rate mean value score variable laid on enough categories. On social competence variable, the position of rate of mean value score variable is laid on enough categories.

ACKNOWLEDGEMENTS

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