

Competency Improvement of Teacher Professionalism in Banda Aceh as Efforts to Face the Competition of ASEAN Economic Communities (MEA)

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Abstract: Education quality in Aceh still relatively low compare to other provinces in Indonesia. This opinion was reinforced by the acquisition of the National Examination results in which Aceh occupied 32nd out of 34 provinces in Indonesia in 2016. For this reason the Government of Aceh launched the main objective of education in Aceh by accelerating the National goal of education for evenly. However, this goal is not easily obtained without increasing teacher competence. Teacher's competence can be refer to the quality of students they produce. Learning process and output accomplishment will define the generation of the nation. Teacher's competency level takes substantial role in facing of development of central government policies towards the implementation of the MEA. Due to MEA indirectly makes the teacher have a dual role, teacher's as educators and as job competitors. This study is aim to observe teachers comptecies improvement and effort in respon to level of readiness in facing competition of Asean Economic Communities era. The subjects of the study were 25 high school/vocational high school mathematics teachers in the city of Banda Aceh. Research instruments are observation sheets, interview guidelines, and documentation. From the research found that the understanding of mathematics teachers about MEA is still very low and teachers still less responsive on information technology development that leads to lack preparation of teachers in encountering MEA.

1 INTRODUCTION

Education for all has been grounded to become a national policy target. In response, Aceh through its education programs adopt National policy target as the main goal. In the Law of the Aceh Government No 11 year 2006 in article 216 paragraph (1) and (2) states: Every Acehnese has the right to get Islamic and good quality education in line with the development of science and technology organized on the basis of the principles of democracy and justice by upholding human rights, Islamic values, culture and national diversity. Here clearly contained the mandate that Aceh guarantees the implementation of an Islamic value-based education system and guarantees that all high school and college graduates can compete in the global, regional job market, and national as well as being an encouragement to build a

better social, economic, political, and life for the people of Aceh.

The accentuation is on the graduate's competency both at the secondary and tertiary level, so the Government strives to meet all of its needs including improving teacher competency. As the teachers are the main implementers to define the quality of the graduates. The relationship of teacher competency levels is also a challenge to deal with the development of the central government policy that began to impose MEA since January 1, 2016. MEA competition indirectly makes teachers have multiple roles, teachers as educators, as a cultural fence, and as job competitors for themselves and their students.

Answering this problem, the research was carried out as a follow-up to the conditions that must be seriously arranged. If there is no anticipation, the MEA era will be a problem for the nation's generation as the successor of development and for the country

as job seekers. In line with the above opinion, many elements must be prepared in order to increase teacher professional competence, especially high school mathematics teachers.

2 LITERATURE REVIEW

2.1 Understanding Education

Education comes from the Greek language "Paedagogie" which consists of the word "pais" meaning child, and "again" translated to guide, so pedagogic means guidance given to children. According to John Dewey (Thamrin, 2004), education is the process of forming intellectual and emotional intellectual skills towards nature and fellow human beings. Meanwhile, Ki Hajar Dewantara stated that educating is guiding all natural strengths that exist in children so that they as humans and as members of society can achieve the highest salvation and happiness.

According to Law No. 20 of 2003 the notion of Education is an effort that is carried out consciously and planned to realize the learning atmosphere and learning process so that students actively develop their potential to have the spiritual power of religion, build personality, self-control, intelligence, noble character, and the necessary skills himself, society, nation, and State. This law is the basis for the establishment of the educational process in the State of Indonesia. And the notion of education is not only to be known but must be understood and strives to run the process based on what is really contained in the definition of education.

2.2 Teacher Competency

The teacher has three main tasks, namely professional assignments, social tasks and human tasks. Professional tasks are tasks related to his profession as a teacher. Professional tasks include educating, teaching and training. Educating means to continue and develop the values of life, teaching means to continue and develop science and technology, and practice means to develop skills.

Based on Law Number 14 year 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that "Teacher competency as referred to in Article 8 includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education". The combination of the main tasks and

professional duties of the teacher competency standards that are the reference in this study is the Minister of National Education Regulation No. 16 year 2007 concerning Academic Qualification Standards and Competencies of High School/ *Madrasah Aliyah* (MA) teachers in particular the mathematics teacher's professionalism competencies.

2.3 Professionalism Competence

According to Syaiful Sagala (2009) competence is the feasibility of carrying out a task, having the ability to be an important factor for the teacher, therefore the quality and productivity of the teacher's work must be able to demonstrate quality of professional actions. Teacher's professional competence is a set of abilities that a teacher must possess to succeed in carrying out his teaching duties. It requires some expertise in education and teacher training. According to RI Law No. 14/2005 Article 10 paragraph 1 and PP RI No. 19/2005 Article 28 paragraph 3 concerning teachers and lecturers stated that the professional competence of teachers is defined as the unity of knowledge, skills, and attitudes that are manifested in the form of intelligent and responsible actions of someone who holds a teacher position as a profession.

Teacher's professional competence is closely related to the ability to master material in any field of study with a variety of other scientific substances. Indicators of success that exist in teachers who have professional competencies include:

- a. Understand the teaching material that is in the school curriculum.
- b. Able to understand concepts, structures, scientific methods, coherent teaching materials.
- c. Able to understand certain subject concepts.
- d. Applying all the concepts that exist in everyday life.

3 RESEARCH METHODOLOGY

This research uses descriptive and quantitative qualitative methods. The subjects of the study were 25 high school / vocational high school mathematics teachers in the city of Banda Aceh. Research instruments are observation sheets, interview guidelines, and documentation. Observation sheets in the form of quantitative data and analyzed with simple statistics. The interview results in the form of qualitative data and carried out qualitative descriptive

data analysis by making several provisions so that the results obtained are clearly indicators.

4 FINDINGS AND DISCUSSIONS

Based on the research that has been done, the following results are obtained:

4.1 Observation Results

Observations were made of 25 high school/vocational high school teachers in Banda Aceh, both public and private one. Development of observation instruments based on professional competence of high school / MA / vocational mathematics teachers under Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence.

- a. Competence in mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught:

In mastering the material, structure, concepts, and scientific mindset that supports mathematics subjects, high school / vocational high school teachers in Banda Aceh are very good. There are 20 teachers who are able to teach without using a manual. Most material taught is able to be delivered in the order of book. Moreover, some teachers have a quick way to solve mathematical problems. The problem is that the teacher is unable to instill knowledge and thought patterns in students.

The curriculum demands that must be achieved cause teachers do not have many opportunities to transfer the scientific mindset to their students. For this problem, teachers need to be invited to open their insights about learning models where teachers and students can interact with each other without disregard understanding and scientific mindset value. For example, by implementing a learning model of Problem Based Learning, Discovery, Jigsaw, Group Investigation, and others. Teachers need to foster the spirit of understanding the subject matter by sharing the benefits of learning the material being discussed. The constraints that exist to implement the learning are the lack of knowledge and opportunity for teachers to obtain knowledge. The training provided by the government is not evenly distributed. The government that has the authority to deal with improving the quality of teachers must provide training calls directly to the teacher in concern.

- b. Competence in mastering Competency Standards (SK) and Basic Competencies (KD) subject / development fields that are taught.

Twenty five (25) teachers master the competency standards and basic competencies of the subjects that they receive. However, many teachers do not understand how to develop indicators from SK and KD that are outside of the indicators already in the guide. This is one of the causes that the teacher is not able to integrate the material to be taught to the abilities that students must achieve in accordance with the times.

- c. Competence to develop learning materials that are taught creatively.

About 16 teachers (64%) did not have time to develop study materials that support the material that must be conveyed to students. Demands for teaching hours, detailed assessment and evaluation systems, and self-development for promotion make teachers do not have adequate time to look for prerequisite and other supporting material.

- d. Competency to develop professionalism on an ongoing basis by doing reflective actions.

A lot of reading, discussion, and attending seminars related to this condition will greatly help the teacher in carrying out his profession. Competency to develop professionalism is rarely done by the teacher intact. For example in attending training and seminars. Nearly 88% of teachers who take part in seminars and training only want the certificate given even by paying but do not expect the knowledge that is presented even though it's free.

- e. Competence to utilize information and communication technology to involve themselves.

This competence highly plays an important role for teachers as people who are dealing directly with students. From the results of the research (observation and interviews), teachers over 50 years old are lacked of technology but they communicate well with their students. On the opposite, teachers under 50 years old have good skill on information technology but are not good at communicating. This problem can be solved by disclosed communication between fellow teachers and teachers with students. Teachers must realize that communication is fundamental while technology can be learned from everyday practice. Therefore, teachers who have good technological skill to be willing to teach underprivileged teachers during they free time at school.

4.2 Summary of Interview Results

1. What do you know about MEA?

Answer: about 75% of teachers said they did not know, and the rest answered, but only limited to hearing from the news or getting information at a glance. The teacher never looks for more details about the new / strange things he hears if he is not required by his written task duties.

2. Did you find out about matters related to MEA? How to?

Answer: 70% of teachers answered they never found out. 25% of teachers give reasons because the assignments at school are already crowded and the teaching hours are full from morning to evening. Because if you do not carry out the task according to the schedule, the certification will be deducted.

3. Did you know when the MEA came into effect?

Answer: 75% answered they did not know even though they had heard it.

4. Who is involved in the MEA?

Answer: 65% answered the Government and entrepreneurs (economic actors). The teacher forgets that he is also an economic actor by selling teaching services.

5. Do you feel disturbed by MEA? Why?

Answer: 100% of teachers answered that they were not interrupted because they were not our duty from the school and the service, and MEA was not integrated with the curriculum.

6. Do you consider MEA to be something very important? Why?

Answer: 100% of teachers answered that it was not important. The teacher does not understand the effects of the MEA.

7. What elements have the most influence on the implementation of the MEA?

Answer: Policy holders, government.

8. When you know the implementation of the MEA, do you feel that MEA will affect our cultural education system? Why?

Answer: No, because MEA is only a discourse (not to mention socialization especially when it is enforced).

9. What is your readiness for the MEA that has been applied?

Answer: 84% of teachers answered that they did not prepare anything, we only prepared the applicable curriculum.

10. Have you ever mentioned / talked about MEA in class?

Answer: 84% of teachers answer never. The teacher is more focused on delivering material. only 20% of teachers mentioned MEA as an effect

11. What is the reaction of students when you discuss MEA in class?

Answer: 40% of teachers answered that some students understood MEA, but only as readings on social media. Students assume that he is not part of the MEA competition because he is still a student. Students do not think that the leadership relay will be in their shoulders and they will automatically become economic actors.

12. Do you prepare the completeness of specific learning in facing MEA?

Answer: 100% of teachers answered no, because it was not demanded by the principal. But if what is meant is the completeness of specific learning to face an MEA that is integrated in the 2013 curriculum, then all teachers have also compiled it. Indirectly, the Government has instructed teachers to prepare learning completeness that makes teachers and students ready to face MEA.

13. According to you, what is most important must be mastered by students so that they are able to face MEA?

Answer: 100% of teachers answer that both students and teachers must master foreign languages, especially English. Besides English, students (all job seekers) must master other foreign languages such as Arabic, German, Japanese and Mandarin. Because our constraints generally are not foreign languages.

14. What efforts have you done so that you can face MEA competition?

Answer: 20% of teachers improve their competence by taking part in training, 25% by reading books (print and electronic media), 8% by continuing their education to postgraduate and doctoral degrees both at home and abroad.

15. Have you ever been invited by the headmaster (who is an educational person) specifically to discuss MEA and how to deal with it?

Answer: 88% answered never. There are some teachers who talk about the issue of AEC but not to be followed up but only interlude.

5 CONCLUSION

Based on the results of data analysis described in the previous chapter, the following conclusions can be drawn:

- a. The understanding of mathematics teachers about MEA is still very low. This is evidenced by the answers given by 21 people (84%) ranging from "not knowing" and "never".
- b. From the in-depth interviews, it is known that teachers are still less responsive to the situation of information technology development and to the changes in existing policies. They cannot synchronize their profession with the demands of the times.
- c. The teacher does not have preparation in facing the MEA, this is due to the lack of understanding of the teacher towards the MEA.

In addition, the teacher also does not think the negative effects of the implementation of the AEC if it is not anticipated with all the available capabilities. Another reason was that the teacher had never received any training or special socialization about the AEC, so that in the teaching and learning process the teacher never mentioned the MEA to his students. This is indeed not clearly stated in the curriculum, but the Government through the implementation of the 2013 curriculum has given a yellow light so that teachers seek to increase their competence in all fields.

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