



STRATEGIES FOR ENHANCING TEACHER COMPETENCE AND PROFESSIONALISM AT SMK PUTRA PELITA TENJOLAYA

Fikri Alamsyah^a, Nuraeni^b, Siti Adji^c, Iu Rusliana^d

^aSekolah Menengah Kejuruan Putra Pelita Tenjolaya, Kab. Bogor, Indonesia

^bMuhammadiyah University Prof. Dr. Hamka, Jakarta, Indonesia

Abstract

Penelitian ini dilatar belakangi untuk mengetahui strategi peningkatan kompetensi serta profesionalisme guru yang ada di SMK Putra Pelita Tenjolaya. Guru merupakan sebuah profesi yang memiliki tingkat profesionalisme. Tujuan dilakukan penelitian ini adalah untuk mengetahui strategi dalam peningkatan kompetensi guru. Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif dengan menggunakan pendekatan deskriptif. Teknik pengumpulan data penelitian dilakukan dengan metode wawancara semi terstruktur. Hasil dari penelitian ini menunjukkan bahwasanya ada beberapa cara dalam meningkatkan profesionalisme dan kompetensi para guru. Seperti mengadakan pelatihan dan pengembangan diri secara terus-menerus. Selain itu, guru juga dapat menjalin kolaborasi dengan rekan sejawat juga dapat memperkaya wawasan dan pemahaman. Dan adanya peran kepala sekolah dalam meningkatkan profesionalisme guru juga sangat berpengaruh sebagai bentuk dukungan akan kemajuan guru-guru yang ada di SMK Putra Pelita Tenjolaya.

Keywords : Pemanfaatan; Bakat; Guru; SDM; Lembaga.

Abstract

This research is motivated by the need to understand the strategies for improving the competence and professionalism of teachers at SMK Putra Pelita Tenjolaya. Teaching is a profession characterized by a certain level of professionalism. The purpose of this study is to identify strategies for enhancing teacher competence. The research employs a qualitative research method with a descriptive approach. Data collection is conducted through semi-structured interviews. The results of this study indicate that there are several ways to enhance the professionalism and competence of teachers. These include organizing continuous training and self-development programs. Additionally, teachers can collaborate with peers to enrich insights and understanding. The role of the school principal in enhancing teacher professionalism is also crucial as a form of support for the progress of teachers at SMK Putra Pelita Tenjolaya.

Keywords: Utilization; Talent; Teacher; HR; Institutions.

INTRODUCTION

Teacher is a profession, like any other profession, that refers to a job or position that requires expertise, responsibility, and dedication. The presence of professional and competent teachers is a necessity to facilitate the achievement of learning goals. A teacher

Submitted: 08-01-2024 Approved: 15-03-2024. Published: 04-04-2024

Corresponding author's e-mail: aalgaisya@gmail.com

ISSN: Print 2722-1504 | ONLINE 2721-1002

<https://ejournal.uika-bogor.ac.id/index.php/jpg/index>

with a high level of professionalism can reflect their teaching identity with broad insights and possesses various competencies that support the performance of their duties.

The assessment of teacher competence not only serves as a selection tool in the recruitment of prospective teachers but also serves as a guide in efforts for mentoring and developing teaching staff. Essentially, the improvement of one's own quality is a personal responsibility, and the effort to enhance the quality of teachers must start from the teacher's self-awareness to continually improve the knowledge and skills required to work professionally (Bagou & Sukung, 2020).

Strategic policymakers in the field of education generally rely on the role of teachers to effectively implement their policies. Parents also demand that educational institutions provide the best services to their children, and this is where the key role of teachers becomes crucial. Students themselves, as the primary focus of learning, have high expectations for the role of teachers in various forms of education.

Therefore, it is important to carefully examine the professional competence of teachers. This becomes urgent so that if there are deficiencies, solutions can be promptly found to overcome them. If left unaddressed, the negative impacts will not only be felt by students as the primary stakeholders but will also affect other aspects of life, especially concerning the nation's future.

Meanwhile, competition at the global level is becoming increasingly intense, and Indonesia is required to have strong competitiveness to adapt to global changes triggered by technological advancements, especially in information and communication technology (Solikhulhadi, 2021).

METHOD

This study is a descriptive research with a qualitative research approach. According to Arikunto, qualitative research aims to gather information about the status of an existing phenomenon, which is the actual condition of a phenomenon that becomes the focus of the research. This type of research is capable of revealing phenomena in a subject that is to be studied in-depth (Arikunto, 2016).

The subjects of this study are the School Principal and Teachers at SMK Putra Pelita Tenjolaya. With a total of 30 teachers, the research subjects were randomly selected, involving 10 teachers.

The data collection technique for this research is conducted through a semi-structured interview method. Interviews are carried out with the School Principal and Teachers at SMK Putra Pelita Tenjolaya. Teacher informants for the interview are randomly selected using the Purposive Sampling method. This interview technique involves a set of open-ended questions, allowing new questions to emerge based on the answers provided by the interviewees. This approach enables a more in-depth exploration of information during the session (Alijoso, 2021).

The instrument used in the study is an interview guide. The interview guide contains questions tailored to the needs related to the analysis of the needs for improving the professional competence of teachers at SMK Putra Pelita Tenjolaya.

RESULTS AND DISCUSSION

To improve the quality of education, the presence of teachers who possess high qualifications, competence, and dedication in carrying out their professional duties is crucial. Teachers play a key role in the success of an educational institution. The way teachers teach and their overall behavior will significantly impact the image of the educational institution. Without the presence of professional teachers as human resources, the quality of education cannot be enhanced. Considering the importance of improving quality in addressing the needs and changes that occur in society, education implementation must prioritize quality improvement (Sulastri, Fitria, & Martha, 2020). On the other hand, from the perspective of education and educational background, it has not met expectations, indicating that the teacher may not yet be considered professional. This can be quantitatively demonstrated by the situation in Indonesia, where low quality is influenced by various determining variables. These variables include curriculum quality, availability of learning resources, inadequate facilities, lack of support from parents and society, management by the headmaster, environmental factors, insufficient social and cultural support, and, last but not least, the quality of teachers (Wachidi., Rodgers, A., & Tumanov, 2020).

According to Suparlan in his book titled "Becoming an Effective Teacher," he reveals a different perspective on the definition of a teacher. According to Suparlan (2008, p. 12), a teacher can be defined as someone whose task is related to efforts to educate the nation in all aspects, whether spiritual and emotional, intellectual, physical, or other aspects. However, Suparlan (2008, p. 13) also adds that formally and legally, a teacher is someone who has obtained a teaching permit (SK), either from the government or private institutions (Ikbal, 2018).

According to the general understanding in the Indonesian language (WJS. Purwadarminta, 1986), competence refers to the authority or power to determine or decide on a matter. The foundation of this competence is ability or capability. Competence encompasses an aspect that describes the qualifications or abilities of an individual, both qualitatively and quantitatively (Ansyah, 2020).

A more detailed definition, specifically focusing on teacher competence, is provided by Majid (2005:6), who explains that "the competence possessed by each teacher will reflect the quality of the teacher in the teaching process." This competence is reflected in the teacher's ability to master knowledge and demonstrate professionalism in carrying out their duties as educators. To acquire teaching competence, individuals need to undergo adequate formal education, which is then reinforced by practical experience (Rohman, 2020).

In Law No. 14 of 2005 on Teachers and Lecturers, in Chapter I, Article 1, number 10, it is explained that "Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or lecturers in carrying out their professional duties." Furthermore, Article 8 states that "Teachers must have academic qualifications, competence, teaching certificates, physical and mental health, and the ability to achieve the goals of national education." (Solikhulhadi, 2021). Regarding Article 8, Article 10 paragraph 1 explains that: "The competence of teachers as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence acquired through professional education." (Basri, 2021). Each competence can be outlined as follows: Competence is the ability to perform (ability to do) that is backed by mastery of knowledge, attitude, and skills. This implies that the

quality of performance is determined by mastery of knowledge, attitude, and skills. The higher the quality of mastery of knowledge, attitude, and skills, the higher the performance, and vice versa. Therefore, there is a high positive correlation between the level of mastery of knowledge, attitude, and skills with the competence formed (Zainuddin Notanubun, 2019). In that context, teacher competence can be understood as the culmination of knowledge, skills, and attitudes manifested in the form of intelligent and responsible actions possessed by a teacher to fulfill the role of a teacher as a profession (Sulfemi, 2016).

The professionalism of a teacher pertains to the condition, direction, values, goals, and quality of expertise and responsibilities in the context of education and teaching, which are someone's primary occupation. A teacher is considered professional if they possess the qualifications required to perform educational and teaching tasks effectively. In other words, a professional teacher is someone who has specific abilities and expertise in the field of education, enabling them to carry out their duties as a teacher with optimal capabilities (Helmi, 2015).

In the National Education Standards, the explanation in Article 28 paragraph (3) point c states that professional competence refers to the teacher's ability to comprehensively and deeply master the learning material. This ability enables teachers to guide students to meet the competency standards established in the National Education Standards. Teachers' professional competence includes mastery of pedagogical aspects, knowledge, methodology, management, and other skills that are reflected in their performance in the educational environment (Dudung, 2018).

From various sources discussing teacher competence, the general scope of professional teacher competence can be identified and summarized as follows (Dudung, 2018) :

1. Understanding and being able to apply the foundations of education, including philosophy, psychology, sociology, and other aspects.
2. Understanding and being able to apply learning theories according to the developmental level of students.
3. Able to handle and develop the subject areas under their responsibility.
4. Understanding and being able to apply diverse teaching methods.
5. Able to develop and use various tools, media, and relevant learning resources.
6. Able to organize and implement learning programs.
7. Able to evaluate students' learning outcomes.
8. Able to assist in fostering students' personalities.

The following are the results of interviews that we conducted at SMK Putra Pelita Tenjol Jaya.

Table 1
The results of the interview

Num	Question	Answer
1	What is the importance of professionalism in the teaching profession?	As a teacher, having high professionalism is extremely important. Professionalism encompasses attitudes, behavior, and performance that align with ethical standards and prevailing norms. Teachers must be capable of understanding their role and

Num	Question	Answer
		responsibilities as educators, maintaining integrity, and demonstrating a high level of commitment to their work.
2	How to assess a teacher's competence?	Assessing a teacher's competence is not an easy task. However, some indicators that can be used include a good mastery of the subject matter, effective teaching skills, the ability to design diverse learning activities, and the skill to manage the class effectively. Additionally, the level of concern for the development of students is also an important assessment factor.
3	How to improve the professionalism and competence of teachers?	There are many ways to enhance the professionalism and competence of teachers. Firstly, continuous training and self-development are crucial. Teachers should consistently stay updated on educational developments and deepen their knowledge and skills. Additionally, collaborating with colleagues can enrich insights and understanding.
4	What is the role of leadership in improving the professionalism and competence of teachers?	Leadership plays a crucial role in enhancing the professionalism and competence of teachers. School leaders must be able to create a conducive working environment, provide support and motivation for teachers to develop themselves effectively. Moreover, leadership also plays a role in encouraging innovations and beneficial changes in the field of education.

Num	Question	Answer
5	What are the expectations of the community regarding professional and competent teachers?	The community has high expectations for professional and competent teachers. They expect teachers to deliver effective instruction, inspire and maintain students' enthusiasm for learning, and foster positive relationships between teachers, students, and parents. Professional and competent teachers are also expected to maximize the development of students' character and potential.
6	What are the advantages of being a professional and competent teacher?	Being a professional and competent teacher has various advantages, including: <ol style="list-style-type: none"> 1. Creating a Positive Learning Environment: Professional and competent teachers can create a conducive, enjoyable, and supportive learning environment for student development. 2. Inspiring Students: Professional and competent teachers have the ability to inspire students and encourage them to learn with enthusiasm. 3. Improving Academic Achievement: Professional and competent teachers can enhance students' academic achievements through effective teaching methods and accurate assessments. 4. Being a Role Model: Professional and competent teachers can serve as role models for students in terms of ethics, responsibility, and integrity. 5. Building Good Relationships with Students and Parents: Professional and competent teachers can build good relationships with students and parents to support the learning process.

Num	Question	Answer
7	What are the shortcomings of teachers who are less professional and competent?	<p>Teachers who are less professional and competent may have several shortcomings, including:</p> <ol style="list-style-type: none"> 1. Lack of Teaching Quality: Teachers who are less professional and competent may struggle to provide effective instruction and fail to meet the needs of students. 2. Lack of Motivation for Learning: Less professional and competent teachers may fail to inspire students and ignite their interest in learning. 3. Assessment Errors: Teachers who are less professional and competent may make mistakes in assessing students' progress and provide inaccurate feedback. 4. Lack of Communication: Less professional and competent teachers may communicate inadequately with students, parents, and colleagues, leading to misunderstandings and issues in the learning process. 5. Lack of Attention to Ethics: Less professional and competent teachers may not adhere to professional ethics and fail to maintain integrity in performing their duties.
8	What is the difference between the professionalism and competence of teachers?	<p>The difference between the professionalism and competence of teachers lies in the aspects they encompass. Professionalism relates to the attitudes and behaviors of teachers, while competence pertains to the knowledge and skills they possess. Professionalism involves job ethics, responsibility, cooperation, and integrity. On the other hand, competence involves academic knowledge, teaching expertise, understanding student needs, and the ability to use effective teaching methods.</p>

Num	Question	Answer
9	How should teachers demonstrate their professionalism?	<p>Teachers can demonstrate professionalism through attitudes and behaviors that reflect their commitment to their work. Some actions they can take to show professionalism include:</p> <ol style="list-style-type: none"> 1. Adhering to job ethics and professional standards related to education. 2. Maintaining integrity and fulfilling duties with full responsibility. 3. Sustaining effective communication with students, colleagues, and parents. 4. Continuously enhancing their knowledge and skills through training and self-development. 5. Educating students about ethics and responsibility in daily life.
10	What are tips for improving the professionalism and competence of teachers?	<p>Here are some tips to help teachers improve their professionalism and competence:</p> <ol style="list-style-type: none"> 1. Continuous Learning: Teachers should always strive for self-improvement through self-directed learning and relevant training. 2. Expand Knowledge: Teachers need to stay updated on the latest developments in education and apply them in their teaching. 3. Collaborate with Colleagues: Teachers can learn from the experiences and knowledge of their colleagues through teamwork and discussions. 4. Accept Feedback: Teachers should be open to feedback from students, parents, and colleagues to continue their development. 5. Update Teaching Methods: Teachers should continually seek effective and innovative teaching methods to enhance student learning outcomes.

Source: Research interview result

The research is conducted with the aim of understanding the strategies for improving the competence and professionalism of teachers at SMK Putra Pelita Tenjolaya. Essentially, teacher competence is a crucial factor influencing the achievement of learning and educational goals within the school environment. Teacher competence holds significant value as a selection instrument in the process of recruiting prospective teachers and also serves as a guide in the efforts of coaching and developing educators. Improving one's quality is fundamentally a personal responsibility.

Therefore, efforts to enhance the quality of teachers should originate from the initiative and self-awareness of the teachers themselves. To achieve this, teacher awareness is required to consistently enhance the knowledge and skills necessary to improve the quality of work as a professional educator (Bagou & Sukung, 2020).

A professional teacher is not only required to possess a single competence, such as professional competence alone, but should ideally encompass a holistic set of competencies. In accordance with UUGD No. 14/2005 Article 10 paragraph 1 and PP No. 19/2005 Article 28 paragraph 3, teachers are mandated to have competencies that involve pedagogical, personality, social, and professional aspects, acquired through professional education.

In the context of both policies, professional teacher competence can be interpreted as proficiency in knowledge, skills, and attitudes reflected in prudent and responsible action plans. This is a crucial requirement for someone to fulfill the role of a teacher within the professional context of education (Hanifuddin Jamin, 2018).

Thus, it can be concluded that teacher competence plays a crucial role in achieving learning and educational goals within the school environment. Teacher competence is not only a criterion for selecting prospective teachers but also serves as a guide in the development and coaching of educators. Improving the quality of oneself as a teacher is positioned as a personal responsibility, and the initiative and self-awareness of the teacher become the primary keys in such improvement efforts. The teacher's awareness to consistently enhance knowledge and skills serves as a crucial foundation in improving the quality of work as a professional educator.

In addition, it is found that a professional teacher is not only expected to have a single competence but should ideally encompass a holistic set of competencies involving pedagogical, personality, social, and professional aspects. Regulations such as UUGD No. 14/2005 and PP No. 19/2005 mandate the obligation for teachers to possess these competencies, which are interpreted as a combination of proficiency in knowledge, skills, and attitudes. This becomes a primary requirement for someone to fulfill the role of a teacher within the professional context of education.

Based on the interview results, the author found that the strategy for enhancing teacher competence and professionalism involves not only teachers but also the School Principal, who plays a crucial role as the highest leader in the school's structure. This is derived from the following interview findings:

"Leadership plays a crucial role in enhancing the professionalism and competence of teachers. School leaders must be able to create a conducive work environment, provide support, and motivation to enable teachers to develop themselves effectively. Additionally, leadership also plays a role in fostering innovation and beneficial changes in the field of education."

Additionally, the author can also conclude that there are several ways to enhance the competence and professionalism of a teacher. This is based on the following interview results:

"There are many ways to enhance the professionalism and competence of teachers. Firstly, continuous training and self-development are crucial. A teacher should always keep up with educational developments and deepen their knowledge and skills. Additionally, collaborating with colleagues can enrich insights and understanding."

With this, the researcher can conclude several things related to the research conducted. In the teaching profession, the value of professionalism is crucial. This conclusion is drawn from the following interview results:

"As a teacher, having high professionalism is crucial. Professionalism encompasses attitudes, behaviors, and performance that align with ethical standards and prevailing norms. Teachers must be able to understand their role and responsibilities as educators, maintain integrity, and demonstrate a high level of commitment to their work."

Thus, the essence of the findings obtained by the researcher is as follows:

1. The school principal, as a leader in the school, actively plays a role in enhancing the quality, competence, and professionalism of teachers in the school.
2. Professionalism is a crucial aspect that teachers in the school must possess, as it encompasses attitudes, behaviors, and performance in line with ethical standards and prevailing norms.

There are several ways to enhance the professionalism and competence of teachers. Conducting continuous training and self-development is essential. Additionally, teachers can collaborate with peers to enrich insights and understanding.

CONCLUSION

The competence and professionalism of teachers at SMK Putra Pelita Tenjolaya play a crucial role in achieving the learning and educational goals of the school. Teacher competence is not only a criterion for selecting prospective teachers but also serves as a guide in the development and coaching of educators. Improving the quality of oneself as a teacher is a personal responsibility, with the initiative and self-awareness of the teacher being the primary keys in such improvement efforts. Teacher awareness to consistently enhance knowledge and skills serves as a crucial foundation in improving the quality of work as a professional.

Regulations such as UUGD Num. 14/2005 and PP Num. 19/2005 mandate that a professional teacher is not only required to possess a single competence but should ideally encompass a holistic set of competencies. Additionally, the leadership of the school principal plays a significant role in creating a conducive work environment, providing support, and motivation for the development of teachers. Training, self-development, and collaboration with peers are also effective ways to enhance teacher competence and professionalism.

Teacher professionalism encompasses attitudes, behaviors, and performance in accordance with ethical standards and prevailing norms. Teachers need to understand their role and responsibilities as educators, maintain integrity, and demonstrate a high level of commitment to their work. Thus, the research results provide a profound understanding of strategies for enhancing teacher competence and professionalism, involving the roles of teachers, school principals, and continuous efforts in self-development.

Based on the findings of this research, it is highly recommended that educational institutions, especially SMK Putra Pelita Tenjolaya, continue to promote and support programs aimed at developing teacher competence and professionalism. School principals are encouraged to play a more active role in creating a conducive work environment, providing support, and motivating teachers in their self-improvement efforts. Improving the quality of teachers is not only a personal responsibility but also a strategic investment in enhancing the overall quality of education in the school. Collaboration among teachers, structured training, and the implementation of innovative self-development practices are expected to serve as a foundation for improving the quality of education in the future.

BIBLIOGRAPHY

- Alijoso. (2021). Peningkatan Kompetensi Profesional Guru SD/MI Melalui Menulis Di Media. *Jurnal Tarbawi*, 14(1), 46–62.
- Ansyah, Edi. (2020). Kompetensi Guru Profesional. *Pendidikan*, 1(1), 120–134.
- Arikunto, Suharsimi. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Bagou, Dewi Yulmasita, & Sukung, Arifin. (2020). Analisis Kompetensi Profesional Guru. *Jambura Journal of Educational Management*, 1.
- Basri, Hasan. (2021). Kompetensi Guru dalam Memotivasi Belajar Siswa di Kelas XI IPS Smas ar-Rahman Kec. Medan Helvetia. *Jurnal Kajian Islam Kontemporer (JURKAM)*, 1(3), 155–158.
- Dudung, Agus. (2018). Kompetensi Profesional Guru. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 5(1), 9–19.
- Hanifuddin Jamin. (2018). Upaya Meningkatkan Kompetensi Profesional Guru. *AT-TA'DIB*, 10(1), 19–36.
- Helmi, Jon. (2015). Kompetensi Profesionalisme Guru. *Al-Islah Jurnal Pendidikan*, 9(1), 318–336.
- Ikbal, Panji Alam Muhamad. (2018). Manajemen Pengembangan Kompetensi Profesional Guru. *Jurnal Isema : Islamic Educational Management*, 3(1), 65–75.
- Rohman, Hendri. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru. *Jurnal MADINASIKA Manajemen Dan Keguruan*, 1(2), 92–102. Retrieved from
- Solikhulhadi, Mochammad Fathan. (2021). Strategi Kepala Sekolah Dalam Pengembangan Kompetensi Profesional Guru Untuk Meningkatkan Mutu. *Jurnal MADINASIKA Manajemen Pendidikan Dan Keguruan*, 2(02), 14~102-14~102.
- Sulastri, Fitria, Happy, & Martha, Alfroki. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3), 258–264.
- Sulfemi, Wahyu Bagja. (2016). Kompetensi Profesionalisme Guru Indonesia Dalam Menghadapi MEA. *Prosiding Seminar Nasional STKIP Muhammadiyah Bogor*, (106), 62–77.
- Wachidi., Rodgers, A., & Tumanov, D. Y. (2020). Professional Competence Understanding Level of Elementary School in Implementing Curriculum 2013. *International Journal of Educational*, 2(99–105).
- Zainuddin Notanubun. (2019). Pengembangan Kompetensi Profesionalisme Guru di Era Digital (Abad 21). *Jurnal Bimbingan Dan Konseling Terapan*, 03(1), 54–64.