

TEACHERS COMPETENCY AND PERFORMANCE OF SD NEGERI 3 GUNUNG SUGIH PASAR GUNUNG SUGIH LAMPUNG CENTRAL DISTRICT

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ABSTRACT

The purpose of this study is to determine the importance of teacher competence and performance in SD Negeri 3 Gunung Sugih Pasar, Gunung Sugih District, Central Lampung Regency. This research is a descriptive research using a qualitative approach. Data collection techniques using observation, interviews, documentation and literature. This research is more focused on the progress and development of SD Negeri 3 Gunung Sugih Pasar as seen from the competence and performance of teachers. Based on the results of the study, it can be concluded that SD Negeri 3 Gunung Sugih Pasar has increased and developed into a favorite school for the community from 2016-2019. This increase can be seen in 2019 the average result is 6.99 and is close to the maximum national standard, which is an average of 7. Therefore, more people around today are interested in sending their children to SD Negeri 3 Gunung Sugih Pasar.

KEYWORDS: competence, performance, teacher

1. INTRODUCTION

Education is very important and cannot be separated from human life. However, the scope of education cannot be separated from the role of a teacher / educator. The role of the teacher / educator in the learning process cannot be replaced by anything in the learning process. One example was proven during the Covid 19 pandemic. Online learning activities during the Covid-19 pandemic made the majority of parents worried if their children could not develop their achievements and talents at home. This problem shows that the teaching and learning process is at the core of the overall education process with the teacher as the main role holder. The role of the teacher / educator in the teaching and learning process is not only to appear as a teacher but to function more as a trainer, guide and learning manager. As a trainer, a teacher will play a role in encouraging students to master learning tools, motivating students to work hard and achieve achievements.

In addition to teachers / educators being able to increase student motivation in achieving their goals, teachers are also used as benchmarks in the progress and development of an educational unit. The success of teachers / educators in schools can be seen from their competence and performance in implementing the learning process both inside and outside the classroom. The competence and performance of teachers / educators is a combination of personal, scientific, technological, social and spiritual abilities that comprehensively form the standard competencies of the teacher profession. The role of the teacher / educator in the teaching and learning process is not only to appear as a teacher but to function

more as a trainer, guide and learning manager. As a trainer, a teacher will play a role in encouraging students to master learning tools, motivating students to work hard and achieve achievements.

The competency and performance standards of an educator / teacher are urgently needed by the Gunung Sugih 3 Elementary School, Pasar, Gunung Sugih District, Central Lampung Regency. The results of the pre-research show that the educational competence attainment of SD Negeri 3 Gunung Sugih Pasar is still in the very low category, ranging from 0 to 2.04. In addition, out of 34 teachers of SD Negeri 3 Gunung Sugih Pasar, none or 0% had very good competency achievements. The competency assessment data obtained could be one of the factors causing SD Negeri 3 Gunung Sugih Pasar not to be of interest to the public.

Therefore, competent teachers / educators are needed in the progress and development of an elementary school for the future of students at the next level of education. The success or failure of an educational institution, especially at the elementary school level, will be greatly influenced by the performance and competence of the teacher / educator at the school. Based on the results of the pre-survey, it shows that in the category of assessment of the competency achievement of the teaching staff is still very low, but if seen from other assessment indicators SD Negeri 3 Gunung Sugih Pasar is good. This problem is what makes researchers interested in researching "Competence and Performance of Teachers of SD Negeri 3 Gunung Sugih Pasar, Gunung Sugih District, Central Lampung Regency".

1.1. Theoretical Review

Competence is the ability to carry out or perform a job or task which is based on skills and knowledge and is supported by the work attitude demanded by the job. Competence is also a person's ability to act using knowledge and skills to carry out a task in school, society and the environment where the person concerned interacts (Kompri, 2017).

Then Stephen P. Becker and Jack Gordon suggested several elements or elements contained in the concept of competence, namely: 1) Knowledge, 2) Understanding, 3) Skills, 4) Value, 5) Interests (interest), (Munthe, 2019). Competence is knowledge, attitudes and skills inherent in the dimensions of personality, managerial, entrepreneurial, supervisory and social competencies (Regulation of the Minister of Education and Culture of the Republic of Indonesia No.6, 2018). According to Boyatzis, there are factors that influence the formation of a person's competence, namely: (1) internal factors, which are inherited factors that are genetic and (2) external factors, namely factors that influence the development of a person's accumulative competence since childhood, such as: education and the experience that the person gets during his life (Thoha, 2008).

According to the old view, a teacher is a human figure who should be "digugu" means that all his words can be trusted and "imitated" means that all of his behavior must be able to be an example or role model for society (Izzan, 2012). Meanwhile, Dani Koesoema said that teachers are leaders (leaders) and actors of educational change because without the involvement of teachers every effort to renew t

he world of education will fail. Teachers as agents of change are none other than leaders (leaders) of change for themselves and for others so that together they are able to build a new order in accordance with their ideals and hopes (Koesoema, 2015).

Then in Law Number 14 of 2005 concerning Teachers and Lecturers that Teachers are: "Professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education" (Dahlan & Muhtarom, 2018).

Therefore, teachers are required to be professional at work. Demands for teacher professionalism are national demands, not just demands of parents, school principals or district heads. One of the demands that must be made by a teacher is that they must have good competence and performance at work. Performance is the willingness of a person or group of people to do an activity and improve it according to their responsibilities with the expected results (Darmadi, 2016). Meanwhile, Mukhtar stated that teacher performance is all activities carried out by teachers in carrying out their mandate and responsibilities in educating, teaching and guiding, directing and guiding students in reaching maturity and maturity levels (Abas, 2017).

Therefore, those who choose the way of life as teachers, like it or not, like it or not, are obliged to think and behave professionally (Jelantik, 2012). Teachers who have good performance will be able to carry out a good and quality learning process so that it can produce a quality learning process. Therefore, the teaching profession needs to be developed continuously and maximally according to its position as a teacher. Good teachers are always interested in learning citizens in terms of fostering and motivating them so that they can learn as expected, (Munthe, 2009). The quality of teachers is a very determining factor in ensuring the improvement of the quality of education. One of the ways to achieve quality education is through professional teachers. The better the professionalism of teachers, the better the quality of education in a country.

Teacher performance in an effort to improve, there are several factors that influence it, so that it has an impact on the level of teacher performance. These factors include the leadership of the school / madrasah principal (Abas, 2017). The duties and responsibilities of the principal / madrasah will be able to arouse and stimulate the morale of teachers and madrasah employees in carrying out their respective duties properly. Then according to Sukandinata, et al, to implement quality school programs in education, quality-oriented school principals are needed who are ready to respond to the wishes of the teacher by providing the facilities needed by teachers in carrying out teaching tasks in class (Sagala, 2017).

II. MATERIALS AND METHODS

This research is a descriptive research using a qualitative approach. The data collection steps in this study were: 1) observation, 2) in-depth interviews, 3) documentation and 4) literature. The collected d

ata were then analyzed using data triangulation. Then the steps in determining the informant use Spradley's criteria, namely: 1) the subject has long and intensively integrates with the research location, 2) the subject is still fully and active in the environment and activities that are the research target, and 3) the subject has sufficient information needed by researchers, (Spradley & Faisal, 1990). The subjects in this study were 8 informants.

III. RESULT AND DISCUSSION

Based on the theory of Stephen P. Becker and Jack Gordon, there are several elements or elements contained in the concept of competence. One of these elements proves that competence is the capacity in a person that can make that person able to fulfill what is required by work in an organization so that the organization is able to achieve the expected results. This expression is indeed true in fact that competence is the ability that a person has to meet the criteria in a job. A person's competence can affect the improvement and development of a workplace where that person works. SD Negeri 3 Gunung Sugih Pasar is one of the target schools which previously only had a small number of enthusiasts and students compared to other schools before 2014.

However, with current developments, SD Negeri 3 Gunung Sugih Pasar is demanded to be able to improve and develop its quality and quantity. Increasing the quality and quantity of SD Negeri 3 Gunung Sugih Pasar was carried out using several strategies. The strategy in increasing the quantity of SD Negeri 3 Gunung Sugih Pasar is to develop student achievement through academic and non-academic fields. Meanwhile, to improve the quality of education at SD Negeri 3 Gunung Sugih Pasar, the principal made several changes to the criteria and requirements in recruiting educators and education personnel.

Requirements to become an educator at SD Negeri 3 Gunung Sugih Pasar are 1) at least pass S1 in accordance with the required field, 2) have an average GPA of at least 2.25, 3) be able to work in teams, 4) be able to teach and handle student character SD level, 5) prioritized for prospective teaching staff who have previous work experience. Apart from going through the requirements for recruiting educators and education staff, SD Negeri 3 Gunung Sugih Pasar also holds guidance and supervision every month by the regional coordinator of Gunung Sugih District. This guidance and supervision is carried out to provide motivation so that educators can develop their knowledge and be more creative in using learning methods and media in the classroom.

The next strategy taken by the principal in increasing the quantity of education at SD Negeri 3 Gunung Sugih Pasar was by holding routine student activities which were carried out every day. These activities include; dhuha prayers in congregation, rohis which are held every Friday, precisely at the beginning of the month, training using IT and dhuhur prayer in congregation. Then there are several extracurricular activities that can attract the attention of students and the surrounding community, including; scouts, little doctors, little police, traditional dance and creation.

The development that occurred at SD Negeri 3 GunungSugih Pasar began to be seen since 2014 after a supervision and guidance program was carried out by the coordinator of the GunungSugih District area. This development can be seen from the increase in the number of students and the community who register their children to attend SD Negeri 3 GunungSugih Pasar every year. After coaching and supervision from the coordinator starting from 2014 until now SD Negeri 3 GunungSugih Pasar has increased both in terms of the learning process and school facilities and infrastructure. Then since coaching and supervision was held, educators at SD Negeri 3 GunungSugih Pasar currently have good competence because they can choose and use interesting learning methods and media for the elementary school level.

In addition, SD Negeri 3 GunungSugih Pasar also has several routine activities carried out every day to attract the attention of the surrounding community. These activities include; perform Dhuha prayers in congregation, dhuhur prayers in congregation, spirituality which are held every Friday at the beginning of the month and learning training using IT. Then the school also carries out several extracurricular activities in schools to improve students' non-academic achievement. The extracurricular includes ; scouts, little doctors, little police, traditional dance and creation. Some of these activities show that SD Negeri 3 GunungSugih Pasar has increased and developed into a favorite school for the community from 2016 to 2019. Therefore, more people around today are interested in sending their children to SD Negeri 3 GunungSugih Pasar.

IV. CONCLUSION

Based on the results of the study, it has been found that the competence of teachers at SD Negeri 3 GunungSugih Pasar is still low, both pedagogically, professionally, socially and personally. However, the low teacher competence has no effect on student achievement in non-academic fields. Even though the competence of SD Negeri 3 GunungSugih Pasar teachers is still low, thanks to the excellent performance of the teachers in the school, it has made students gain many non-academic achievements. Therefore, in improving student achievement in the academic field, SD Negeri 3 GunungSugih Pasar must be able to increase the competence and performance of teachers in order to advance and develop SD Negeri 3 GunungSugih Pasar.

Good teacher competence and performance will produce graduates and satisfactory student learning outcomes. In improving the competence and performance of teachers at SD Negeri 3 GunungSugih Pasar through PKG (Teacher Performance Assessment). Since the implementation of PKG by the regional coordinator, since 2014 this SD has been able to produce the best graduates compared to other schools. The majority of SD Negeri 3 GunungSugih Pasar graduates continue their studies at their favorite junior high school in GunungSugih District. This is influenced by the implementation of the teaching learning process in the classroom.

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