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DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCY AT THE UPGRADED MIDDLE EDUCATION UNIT LEVEL IN SOUTHEAST SULAWESI

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ABSTRACT

The concept of development in a teacher is placed in the concept of learning at work (workplace learning). The shift of the professional development paradigm to professional learning and finally achieving continuous authentic professional learning must transform into a teacher. This research focuses on studying teacher professional development skills after obtaining professional teaching allowances through the teacher certification program. The research results show that in the domain of social competence and personality, it provides a reasonably good response, but in terms of pedagogic and professional competencies, it has not given optimal results. Some indicators that need to be intervened are the context of mapping competency standards and essential competencies in order to identify learning material that is considered difficult, learning that contains appropriate and up-to-date information, carrying out specific self-evaluation, and Continuing Professional Development (CPD)

KEYWORDS: Competence, Professional, teacher certification

INTRODUCTION

Teachers as a profession have a significant influence on children's learning outcomes. Chang (2010:9) cites Hattie's opinion that there are 5 (five) determinants of student learning outcomes, namely the characteristics of students (49%), teachers (30%), school environment, family environment, and peers, each of which has a 7% influence. From this point of view, teachers significantly influence student success. It is no exaggeration to say that teachers primarily determine the future of society, nation, and state. In this regard, Harden & Crosby (2000) provide an overview that explains the 12 roles of the teacher as follows:

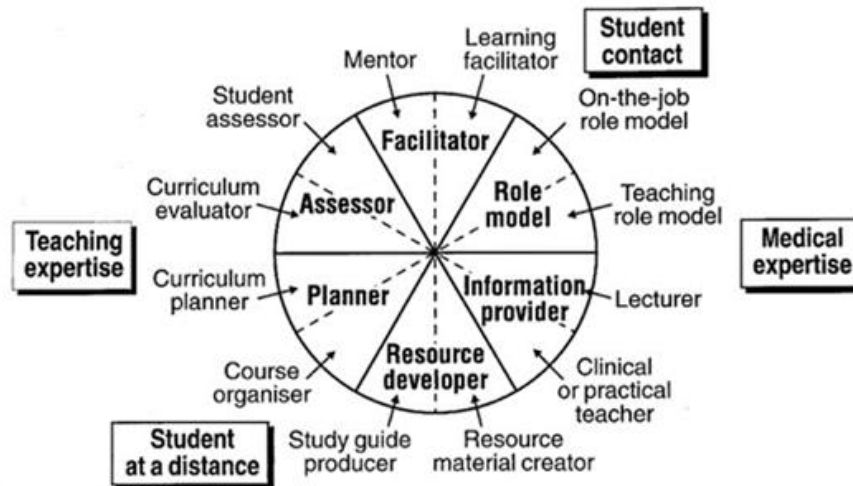


Figure 1 The twelve roles of the teacher (Source: Harden & Crosby, 2000)

The figure above presents a model or framework regarding the role of teachers in education. The model identifies twelve roles in the educational process. The right side of the picture requires more expertise regarding content or material (content expertise or knowledge), and the left side is more inclined to educational expertise in general (educational expertise).

Regarding the quality of teachers, the government provides regulations relating to the competency standards of a teacher, for example, in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers; Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulation Number 19 2005 concerning National Education Standards; Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers; and Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. All of the above regulations are, in principle, to create a teacher figure with academic qualification standards and educational competence as learning agents. The competency profile of educators includes at least mastery of the content of the field of study, understanding of the characteristics of students, educational and dialogical learning, and development of professionalism and personality (Mulyasa, 2013).

Reality shows that, with various regulations enacted, it can still be seen that some aspects of the quality of the existing teacher conditions are not optimal to deal with the rapid increase in students and the times. The report that provides an overview of the current teacher competencies is the acquisition of the results of the initial teacher competency test (UKA) before and the Teacher Competency Test after

obtaining a professional teaching certificate. The results of the 2015 and 2016 tests can be seen as follows.

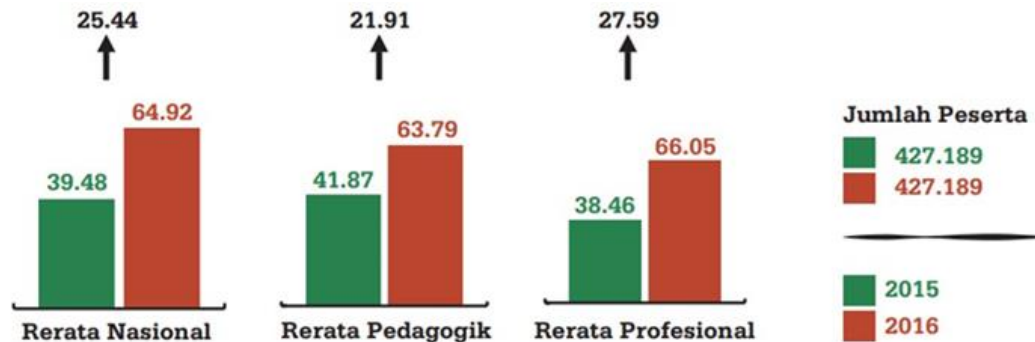


Figure 2 Comparison of 2015 and 2016 UKG scores (Source: Ministry of Education and Culture, 2017)

The results of the Teacher Competency Test fulfill the need to improve the professional competence of teachers. Competence is essential for a teacher because competence is a set of intelligent, responsible actions that a person has as a condition to be considered capable by the community in carrying out specific tasks in the field of work (Kepmendiknas No.045/U/2002). This UKG is not just to test specific skills possessed by a teacher but is a means to monitor the functioning of a teacher's profession, especially those related to competence and performance, so that the results can be used as a means of mapping according to the teacher's condition.

The concept of development in a teacher needs to be transformed into sustainable (continuous professional learning) and placed in the concept of learning at work (workplace learning). This is in line with a model of developing a cyclical independent learning model in generating continuous motivation. Professionalism must be seen as formed from a holistic experience (a combination of various related factors), not just in the dimensions of competence which are often viewed diametrically. The paradigm shift of Professional Development (PD) to professional learning (PL) and finally achieving continuous authentic professional learning (CAPL) places more awareness, and the responsibility for developing self-professionalism lies with the teacher. (Pujiriyanto, 2012; Indrawati and Oktorina, 2016)

The construction of the thought above, in essence, is to be achieved through the teacher certification program that the government has launched. Director General of Teachers and Education Personnel of the Ministry of Education and Culture Hamid Muhammad revealed the total number of teachers who have certified as many as 1,392,155 teachers out of 3,017,296 teachers in Indonesia as of June 2017. (Republika.co.id, edition 28/11/2017).). Hamid Muhammad also said that the increase in teacher professional allowances was not linear with the increase in teacher competence. Judging from the

budget for Teacher Professional Allowances in Indonesia based on the APBN, it has increased from Rp. 60.5 trillion in 2014 to Rp. 69.8 trillion in 2016.

Likewise, Chang (2012), Head of Human Resource Development for the World Bank in Indonesia, East Asia, and the Pacific, said that the results of teacher certification, including the provision of professional allowances, did not significantly impact improving the quality of teacher competence. Then Tambunan and Sumarna (2016) found that the pedagogical and professional competence of certified junior high school teachers showed less value, especially in mastering the concept structure material and scientific mindset that supports the subjects taught and develops professionalism through reflective action.

Based on the description above, it becomes the basic framework that needs further study on the impact of certification. One of them is to examine the development of the professional ability of teachers after obtaining an educator professional allowance through a teacher certification program through the research title "Development of Teacher Professional Competence at the Level of Southeast Sulawesi Senior Secondary Education Units."

This problem is elaborated on four domains of teacher competence at the level of the Upper Secondary Education Unit, namely, what is the competency profile of certified teachers in Southeast Sulawesi Province?

LITERATURE REVIEW

Future Teacher Professionalism

Darling-Hammond (2006) says that professional teachers need to understand and master at least three knowledge-based teachings, which include: 1) knowledge of the field of study to be taught in depth (mastering of content knowledge), 2) knowledge of pedagogy (mastering of pedagogical knowledge), 3) knowledge of in-depth, unique pedagogy about the field of study to be taught (mastering of pedagogical content knowledge). The primary teaching abilities mentioned above are a knowledge base of teaching that must be possessed by everyone who has a teaching profession in the face of a changing world. The task of a teacher in dealing with a changing world becomes complex. The existence of globalization and the free market (teachers and lecturers from abroad can teach in Indonesia), the development of science and technology, and international policies that affect the education system have led to the need for the formulation of a reliable future teacher education model in the context of improving quality and facing challenges in the future. Global competition.

Teacher Quality Measure

Teachers must be qualified according to specific standards. Evidence of quality according to certain standards that guarantee someone can be said to be a professional teacher is a certificate. Obtaining a certificate as a professional teacher must go through and pass the teacher competency test. There are two main criteria that are required to achieve this goal, namely (PP RI No. 19 of 2005, article 28,

paragraphs 1 – 3): (1) Meet the academic qualifications of a minimum formal education diploma four (D-IV) or bachelor degree (S1), and (2) Meet the competency standard as a learning agent.

Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize the goals of National Education (PP RI No. 19 of 2005, article 28, paragraph 1). As referred to in paragraph (1), academic qualification is the minimum level of education that must be met by a person as evidenced by a relevant diploma and certificate of expertise following the applicable laws and regulations (PP No. 19 of 2005, article 28, paragraph 2). Article 6: Educators at SMK/MAK or other equivalent forms have: (a). Minimum education academic qualifications are diploma four (D-IV) or bachelor (S1); (b) Higher education background with educational programs following the subjects being taught; and (c). Teacher professional certification for SMK/MAK.

Meanwhile, Article 10 of Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005 concerning National Education Standards article 28 states that a qualified teacher must have four competencies: pedagogic competence, professional competence, personality competence, and social competence. The four competencies in question are explained below:

1. Pedagogic Competence. Law No. 14 of 2005 concerning Teachers and Lecturers stated that pedagogic competence is "the ability to manage student learning." The Ministry of National Education (2004:9) calls this competence "learning management competence. This competency can be seen in the ability to plan teaching and learning programs, the ability to carry out interactions or manage the teaching and learning process, and the ability to conduct assessments.
2. Professional Competence. According to Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and deeply."
3. Social competence, namely the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.
4. Personal Competence. This personal competence includes personal abilities related to self-understanding, self-acceptance, self-direction, and self-realization. Personal competence requires the teacher to have a strong personality so that it becomes a source of inspiration for students and should be followed by students. Based on the description above, it can be concluded that the teacher's personality competencies include (1) attitudes and (2) exemplary.

METHODOLOGY

The districts/cities used as research areas are North Konawe Regency, Kolaka Regency, and Bau-Bau City. Of the three areas, high school was chosen purposively as the research location, namely:

- (a) North Konawe Regency: SMAN 1 Asera, SMAN 1 Lasolo, SMAN 1 Sawa
- (b) Kolaka District: SMAN 1 Kolaka, SMAN 1 Wundulako, and SMAN 1 Latambaga
- (c) Bau-Bau City: SMAN 1 Bau-Bau, SMAN 2 Bau-Bau, SMAN 4 Bau-Bau.

This research is descriptive exploratory that tries to describe or describe the various indicators found in this study related to the professional development of certified teachers. This study was designed as a survey to find the studied variables' incidence, distribution, and interrelations. The variables of this study are in the domain of competencies that teachers must possess following the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which are grouped into pedagogic, personality, social, and professional competencies. To facilitate the assessment of teacher performance, these 24 (twenty-four) competencies are summarized into 14 (fourteen) competencies as published by the National Education Standards Agency (BSNP). The details of the number of competencies are described in the table below.

Table 1. Areas of Competence of each aspect studied

No.	Area of Competence	Quantity	
		Competency	Indicator
1	Pedagogic	7	45
2	Personality	3	18
3	Social	2	6
4	Professional	2	9
	Total	14	78

The method used in this research is the observation method to obtain data about the research variables directly from the respondents. Meanwhile, the technique used in this research is to use observation, interview, and documentary guidelines. The research procedure was carried out as follows:

1. Conduct a self-assessment conducted by the teacher regarding the characteristics, development programs, and performance that have been carried out
2. Conduct a review assessment process through a planned, measurable, and sustainable observation by the researcher
3. Conduct a triangulation process on the results of the assessment and the results of observations on several existing data sources
4. Analyze all the data collected.

FINDINGS

Distribution of data on the number of teachers based on the length of certification

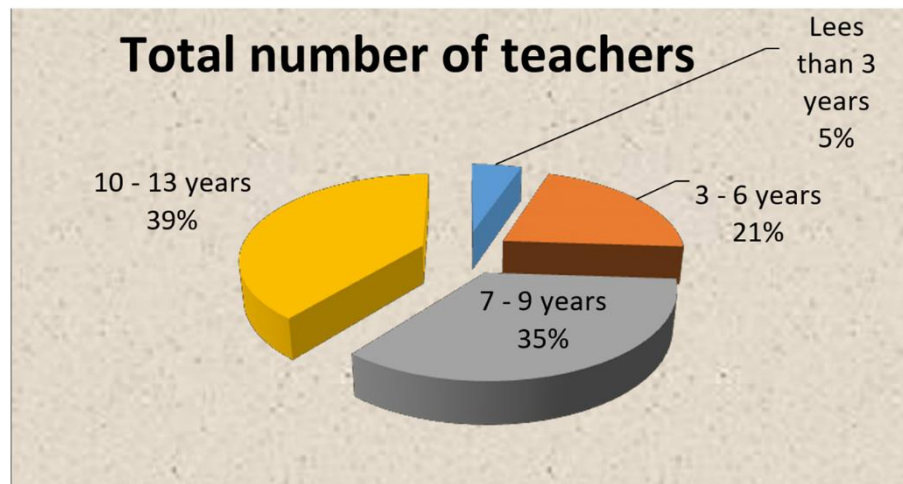


Figure 3 Distribution of teachers by the length of certification

Based on figure 3 above shows that the number of teachers who have been certified and have enjoyed certification benefits between 10 years and 13 years is 39%; the number of teachers who have been certified and have enjoyed certification benefits between 7 years to 9 years is 35%, and the number of teachers who have been certified and have enjoyed certification benefits between 3 years to 6 years by 21%; and the number of teachers who have been certified and have enjoyed certification benefits for less than three years is 5%.

Based on Figure 3 above shows that the number of teachers who have been certified and have enjoyed certification benefits between 10 years and 13 years is 39%; the number of teachers who have been certified and have enjoyed certification benefits between 7 years to 9 years is 35%, and the number of teachers who have been certified and have enjoyed certification benefits between 3 years to 6 years by 21%; and the number of teachers who have been certified and have enjoyed certification benefits for less than three years is 5%.

Professional teacher certification is held by the government based on test results in four fields, namely professional competence, pedagogic competence, social competence, and personality competence. Professional competence is the ability of teachers to master the scientific field is the focus of the problem that still needs to be studied further, considering that this competence is a benchmark for measuring teacher performance in depth. Likewise, pedagogic competence with the primary indicator of mastery of educational psychology, which includes mastery of the basics of educational science, and understanding of students, is also still in the excellent category while, ideally, it should be in an outstanding category, while social competence and personality competence are supporting competencies for a student, in carrying out their duties and roles as motivators, administrators, supervisors, and managers in the classroom.

Competence is the basic knowledge, skills, and values reflected in the habits of thinking and acting. Another meaning, competence is the specification of a person's knowledge, skills, and attitudes and

their application in work, following the performance required by the field (Depdiknas, 2004:3–4). Daryanto (2015:163) are abilities and skills in the form of knowledge, skills, and abilities possessed by individuals to perform cognitive, affective, and psychomotor behavior well. Thus, the competencies possessed by each teacher will show the actual quality of the teachers. These competencies will be realized through mastery of knowledge, skills, and professional attitudes in their functions as teachers.

The research findings above illustrate that teacher profiles in all competency domains studied do not provide optimal responses according to the analysis results. In the domain of personality and social competence, there is no worry because the results are pretty positive.

In terms of pedagogic and professional competencies, they must always be constructively developed because these two competency domains are urgent in carrying out the main tasks of a certified professional teacher. In the pedagogic aspect, some competencies still describe being at values that do not meet the requirements in a learning process, namely the competence to master learning theory and educational learning principles, curriculum development competencies, and assessment and evaluation competencies. The three competencies in real terms have not shown good enough results, especially in the observed indicators, namely:

1. Using various techniques to motivate students' willingness to learn
2. Analyzing learning outcomes based on all forms of assessment of each student to determine the level of progress of each
3. Designing and implementing learning activities to bring out students' creativity and critical thinking skills.
4. Using teaching aids and audio-visual (including ICT) to increase students' learning motivation in achieving learning objectives.
5. Carry out assessments with various techniques and types of assessments, in addition to formal assessments carried out by schools, and announce the results and implications to students regarding the level of understanding of the learning materials that have been and will be studied
6. Analyze the results of the assessment to identify complex topics/essential competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes.
7. Utilizing student input and reflecting on it to improve further learning, and can prove it through notes, learning journals, lesson plans, and additional materials.

If examined further, the abovementioned indicators closely relate to the teacher's ability to prepare for a learning process. This inability is closely related to the conditions experienced by teachers, and one of the findings is the teacher's habit of preparing lessons based on existing examples, and they do not get used to finding and preparing new learning activities. This habit is supported by the many examples that exist. It has become a "difficult to remove" condition so that the habit of "copying and pasting" seems to be a "usual" thing. In particular, in competency assessment and evaluation, the observations show that the indicators in points h) to i) indicate that about 60% of the total number of respondents

do not do this. This means that the teacher does not carry out the assessment that should be done, and, shockingly, the assessment and evaluation that the teacher understands is a habit that is carried out by only giving semester exam results to students in the context of the grade promotion process.

Furthermore, in the domain of professional competence, showing the performance profile of certified teachers is relatively giving a "less" response. This condition illustrates several weaknesses or shortcomings of a learning process in the classroom. Some indicators of existing competencies in this aspect that need to be improved are, namely:

1. Competence: Mastery of conceptual structure material and scientific mindset that supports the subjects being taught, with indicators:
 - a. Mapping competency standards and essential competencies for the subjects taught to identify learning materials considered difficult, planning and implementing learning, and estimating the required time allocation.
 - b. Include accurate and up-to-date information in the planning and implementation of learning
 - c. Develop materials, planning, and implementation of learning that contain appropriate, up-to-date information and help students understand the concept of learning materials.

2. Competence: Professional Development through reflective action, with indicators
 - a. Conduct a specific, complete, and supported self-evaluation with examples of one's experience.
 - b. Utilizing evidence of performance descriptions to develop planning and implementation of further learning in the Continuing Professional Development (PKB) program.
 - c. Can apply the experience of PKB in planning, implementation, assessment of learning, and follow-up
 - d. Can apply the experience of PKB in planning, implementation, assessment of learning, and follow-up
 - e. Conducting research, developing innovative works, participating in scientific activities (e.g., seminars and conferences), and being active in implementing PKB.
 - f. Can use ICT in communicating and implementing PKB

The learning process carried out by certified high school teachers is a condition of the usual routine carried out by teachers, and this condition is emphasized by the principals that basically, the teacher's learning process in the classroom has not been maximal in providing things that "differentiate" between before and after the teacher concerned. Certified.

Some of the conditions obtained by researchers during observations include:

1. Teachers rarely use teaching methods that can attract interest or are fun. The objective conditions that exist are lecture-based and expository. This does not mean that the two methods are not suitable, but the teacher does not show variations in existing methods, for example, Contextual Teaching Learning, Quantum Teaching, Inquiry, project-based learning, and others.
2. The teacher does not do a standard mapping of the material's difficulty level and the student's ability to follow the learning conditions.
3. The teacher cannot explain the theoretical basis of education adopted in carrying out a learning process. This condition impacts the teacher's inactivity in reading books and other references related to his profession. The findings show that teachers who have received professional allowances are not actively engaged in efforts to improve academic abilities for various reasons
4. Teachers rarely/never do research and write an article or other written work while receiving a professional allowance. The construction of the provision of allowances gives excellent hope to teachers to further increase their powerlessness in the process of their self-quality, especially in the form of Continuous Professional Development (PKB). The hope that teachers should observe, analyze and observe events around them and diligently seek solutions to any existing problems & learn to put them into written work becomes a "difficult" thing for teachers to implement.

The findings of this study are in line with several previous findings which state that the quality of teachers in Indonesia is not yet good, there are still many who do not have essential competencies, especially concerning subject knowledge and pedagogical skills, and most of them fail to work on certain days (Jalal et al. al., 2009; Pisani, 2013; Chang et al., 2014; McKenzie et al., 2014). Especially in the PKB process, teachers like to attend conferences, workshops, and seminars, but teachers do not participate in teacher CPD, build networks with teachers in other schools or collaborative research to maintain teacher quality; and have not shared ideas for activities, strategies, methods, and solutions to common problems.

The same thing was conveyed by Suparno (2004), namely that many teachers in Indonesia are easily satisfied, always maintain the status quo, and do not want to change. I want to teach like before without progress. As a result, after completion of the lesson, the material has been retarded, or the workshop, which costs money after returning to school, remains the same as before the workshop. Many workshops and seminars could not help teachers change their teaching paradigm. Furthermore, Suparno (2004) mentions that teachers often carry out their duties as craftsmen. They must teach precisely what they have learned in college without adjusting to the situation of the students. They find it challenging to accept students' proposals that differ from what they know and prepare. Students often perceive teachers like this as teachers who shackle them.

For this reason, strategic steps are needed to realize these various competencies according to needs. Therefore, innovation and learning reform are essential in improving teacher competence. This is in line with the opinion of Boyle and Boyle (2004) that the importance of discussion and sharing with fellow teachers. Through these discussion activities, a learning culture can be developed. A learning culture is one way to make a change (Fullan and Kilcher 2005). According to Gentcturk and Lubieniski (2013), a development program must improve teacher competence. Program development results can be proven by changes (Bell, Wilson, & McCoach 2010) (Hartono, M 2017).

The development of teacher competence becomes very important along with the increase in the career path in the functional position of the teacher itself. Therefore, continuous self-development demands every teacher to climb a higher functional position. Thus the development of teacher competencies in supporting the implementation of their duties and professional responsibilities can be done through several strategies or models. The Development of education personnel (teachers) can be done by employing on-the-job and in-service training.

A continuous competency development program will birth a learning culture among teachers. For this reason, various strategies or approaches for developing teacher professionalism are needed. In line with Richard and Lockhart (2000: 37) in Utami, L (2015: 88). They designed nine models/approaches for teacher professional development, including (1) conference participation, (2) workshops and in-service seminars, (3) reading groups, (4) Colleague observation (peer observation), (5) writing teaching diaries/journals, (6) project work, (7) action research, (8) teaching portfolio (portfolio teaching), and (9) mentoring (mentoring).

The development of teacher competencies has been widely carried out by the Directorate General of Primary and Secondary Education of the Ministry of National Education, namely through: Teacher education quality improvement programs, equalization and certification programs, competency-based integrated training programs, educational supervision programs, MGMP empowerment programs (Subject Teacher Consultations), teacher symposiums, other traditional training programs, reading and writing journals or scientific papers, participating in scientific meetings, conducting research (especially Classroom Action Research), internships, following the actual news from the news media, participating and being active in professional organizations and collaborating with peers.

The same thing was also stated by Bailey, Curtis, and Nunan in Freeman (2001: 4) and Umi, L (2015: 88) that teacher professional development is a process of continuous intellectual growth, attitude, and experience carried out by teachers throughout their careers as teachers. This shows that teachers' professional competence can be dynamically developed throughout their lives. Teachers who were originally incompetent can become competent after continuously participating in various teacher professional development activities.

Improvement and evaluation of a teacher's ability are essential in solving problems in the world of education. In the principle of innovative learning, a teacher can facilitate his students to develop themselves and plunge into the community. This is also relevant to the theory put forward by (Wallace, 1991: 13), which says that the type of teacher professional development that is designed, implemented,

and evaluated collaboratively based on their own needs in carrying out their teaching tasks will result in better achievements and success compared to other types of teacher professional development. Type of professional development designed by the government.

Sanjaya (2008) in (Bidayah, 2018: 82) explains that in competence as a goal, there are several aspects, namely: a. Aspects of Knowledge (Knowledge) That is the ability related to the cognitive field. A teacher knows the techniques for identifying student needs and determining appropriate learning strategies according to student needs. b. An aspect of Understanding (Understanding) is the depth of knowledge each individual possesses. Teachers not only know about student identification techniques but also understand the steps to be taken in the identification process. c. Aspects of Skills, namely the individual's ability to practically carry out the tasks or work assigned to him. Teachers' skills in using media and learning resources in the teaching and learning process in the classroom, teachers' skills in carrying out learning evaluations. d. Aspects of Value (Value) Namely, the norms considered good by each individual. This value will then guide each individual in carrying out his duties. Such as the value of honesty, the value of simplicity, the value of openness, and others. e. Aspects of attitude (Attitude) The individual's view of something, like the attitude of happy or not happy, like it or not. This attitude is closely related to the value of the individual, meaning why the individual behaves that way. That is because of the value it has. f. Aspects of Interest (Interest) An individual's tendency to do an action. Interest is an aspect that can determine a person's motivation to do certain activities.

Therefore, development is an effort to improve employees' technical, theoretical, conceptual, and moral abilities under the needs of the job/position through education and training. According to Superman (2008, p. 12), a teacher can be defined as a person whose task is related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects.

CONCLUSION

The professional competency profile of certified teachers, which shows the quality of post-certification teacher performance in the pedagogic competence domain at the Senior Secondary Education Unit level in the Southeast Sulawesi Province, is depicted in the excellent category with a conversion value of 74.29. In this aspect, some competencies still describe being at values that do not meet the requirements in a learning process, namely the competence to master learning theory and educational learning principles, curriculum development competencies, and assessment and evaluation competencies.

The professional competence profile of certified teachers, which shows the quality of post-certification teacher performance in the personality competence domain at the Senior Secondary Education Unit level in the Southeast Sulawesi Province, is depicted in the excellent category with a conversion value of 89.47.

The professional competency profile of certified teachers, which shows the quality of post-certification teacher performance in the social competence domain at the Upper Secondary Education Unit level in

the Southeast Sulawesi Province, is depicted in the excellent category with a conversion value of 76.94. Some indicators that need to be improved are the delivery of information on the progress, difficulties, and potential of students to parents; active activities outside of learning support the teacher's primary task.

The professional competence profile of certified teachers, which shows the quality of post-certification teacher performance in the professional competence domain at the Senior Secondary Education Unit level in the Southeast Sulawesi Province, is depicted in the less category with a conversion value of 54.11. Some indicators that need to be improved are (a) the absence of mapping of competency standards and essential competencies for the subjects taught to identify learning materials that are considered complex, (b) not compiling materials, and planning and implementing learning that contains accurate, up-to-date information. , and which helps students to understand the concept of learning materials, (c) does not carry out a specific, complete, and supported self-evaluation with examples of self-experience, (d) does not use evidence of performance descriptions to develop planning and implementation of further learning in the Professional Development program Sustainable Development (PKB), (e) not conducting research, developing innovative works, participating in scientific activities (e.g., seminars, conferences), and being active in implementing PKB, and (f) rarely using ICT in communicating and implementing PKB

The competency development model carried out by teachers at the Southeast Sulawesi Senior High Education Unit Level is divided into two types of activities: facilitated by schools and independently. This choice did not provide an equal response to all teachers, so the problem of developing teachers' professional competence is still fundamental. Some models include professional organizations' participation, seminars, MGMP, further studies, in-house training, and a teacher symposium.

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