

THE INFLUENCE OF PEDAGOGIC COMPETENCE AND PROFESSIONAL COMPETENCE TO PERFORMANCE OF TEACHERS SOCIAL STUDIES IN TROWULAN DISTRICT

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Abstract

This paper is aimed to explore both conceptually and empirically on the effect of "The Influence of the Pedagogic Competence and the Professional Competence to Teacher's Performance Social Studies in Trowulan District. It is found that teachers' performance in Trowulan is likely "below the average". The seems to have limited Pedagogic and Professional Competence at work. Hence it is proposed that 1). Teacher's performance is the realization of teacher competence in teaching and learning in the classroom. 2). Teachers who have pedagogical competence will be able to implement teacher's assignment well. 3). Professional teachers are able to master the various strategies or techniques in teaching and learning activities and master the foundations of education as contained within the competence of teachers. Contributions that expected from this research are developing teacher competence especially pedagogic and professional competence to teacher's performance in Trowulan Distric are able to increase teaching and learning process and also help teachers developing their carrier.

Keyword: Pedagogic Competence, Professional Competence and Teacher's Performance.

INTRODUCTION

Performance and competence of teachers assume responsibility major in transformation orientation students from ignorance know, dependence be independent, from unskilled find skilled, with learning methods is no longer prepare students passive, but students knowledgeable are always to absorb and adjust to new information by thinking, said, digging, create and develop manners certain in solving problems with their life (Ilyas Ismail , 2010: 12).

One reason for the low quality of education in Indonesia is the teacher's performance. The low performance of teachers in Indonesia can be seen from the feasibility teachers teaching (Dwi Puji and Budi Sutrisno, 2015: 8). Teachers who have good performance will be able to cultivate the spirit and motivation of students to learn better, which in turn will improve the quality of learning (Eko Putro W 2008: 3). The performance of teachers in schools have an important role in achieving the goals of the school. Performance is a form of behavior of a person or organization with achievement orientation. The form of the behavior in question is the activities of teachers in the learning process , that is how a teacher lesson plan, implement learning activities and assess learning outcomes (Rusman , 2011: 19).

Performance of teachers can be seen and measured based on the criteria competence that should be owned by teachers. Pertaining to performance of teachers, a form that behavior referred to is the teachers in learning which are how a teacher plan learning, implementing activities learning, and judge study results (Depdiknas, 2008). In the life of an organization there are several assumptions about human behavior as human resources underlying the importance of performance evaluation of teachers.

The assessment of the performance of teachers in substance is is a process of activities evaluation or testing systematically which contains about methods and audit procedure on the report in the performance of teachers run errands any profession as educators and to get the information objectively in all matters relating to asersi activities about events of competence educator (teachers) and determine the level of competence between asersi with the criteria that have been set and communicate the results to parties interested parties (Ngadirin Setiawan, 2007: 34). Parties concerned among other things these are the internal a teacher , parties the institution of a school where teachers on duty , the user or society , and the the ministry of national education as well as the local. Reports the assessment results of the performance of teachers or petrokimia subjects social class in Trowulan District as follows:

Table 1.1. The Assessment Results of The Performance Subject Teachers Social Class 2015 Trowulan District

No	Place of Assesment	The number of result performance assessment (90)	Predicate
1.	SMP N 1 Trowulan	64	Medium
2.	SMP N 2 Trowulan	60	Quite
3.	SMP Islam Al-Ishlah	60	Quite
4.	SMP Islam Brawijaya	60	Quite
5.	SMP PGRI Trowulan	52	Quite
6.	SMP Miftakhul Khoirot	52	Quite

Resources: Observation in UPT Subdistrict Trowulan

Tabel 1.2. The Predicate Performance Evaluation Of Teachers

Numeral	Predicate
81-90	Very Good
71-80	Good
61-70	Medium
51-60	Quite
<50	Not Quite

Resources: Observation in a Unit of The Technical (UPT) Subdistrict Trowulan

Based on observations at Unit of The Technical (UPT) in Trowulan District, the assessment performance of teachers in district trowulan shows that performance of teachers were low shown in predicate of several schools that still enough. This is because there are a number of problems affecting, among other: (1) Did not understand the procedure of making lesson plans and curriculum syllabus 2013, (2) Low commitment in the teacher educate and teaching, (3) Low commitment teachers in running in professional profession , (4) Shelter teachers so far as to the institution of a school work, and (5) Evaluation systems used assessors were only rested on evidence written document, without test compliance and practices healthy pitch where the line of duty their teachers.

The act of number 14/2005 on teachers and lecturers article 1 points 1 stated that: "Teachers are professional educators with the main task educate, teaching, guide, directing, train, judge, and evaluate school tuition in early childhood education, basic education, and secondary education". Then article 8 stated that: "Professional teachers must have academic qualifications minimum scholars or a diploma four, the competence of teachers (pedagogical, professional, social and personality), having a certificate, physical and spiritual health, as well as the ability to realize national education targets ".

Competence of teachers covering competence pedagogical, competence personality, social competence, professional competency. The fourth competence integrated in the performance of teachers. Of the four the competence that influences the performance teachers in class directly is competence pedagogical and competence professional. While, personal and social skills in Indonesia almost is growing autodidact in religious values. In this research focus on competence pedagogical and personality the result of these two competence the more influential in the classroom directly (Suyanto, 2014:17).

In fact shows that most of the problems existing in the pedagogical competence and professional competence. Pedagogical competence is competencies required of teachers with respect to student characteristics viewed from various aspects such as moral, emotional, and intellectual. It implies that a teacher should be able to master the learning theory and principles of learning, because students have the character, nature, and different interest. Most Trowulan social studies teacher in the district have not been able to optimize the potential of learners to actualize his ability in the classroom, and also has not been able to conduct an assessment of the learning activities that have been performed due to factors clueless or stuttering technology.

Meanwhile, professional competence is the ability to be held by teachers in the planning and implementation of the learning process. Teachers have a duty to direct the learning activities of students to achieve the learning objectives, the teachers are required to be able to convey the lesson material. However, the reality of teachers in the district Trowulan, largely implementing professional teaching profession merely personal interest only.

Based on the description above, this research is intended to develop the competence of teachers, especially pedagogical and professional competence of the performance of

teachers in the district Trowulan order to improve the quality of education of students and helping teachers in developing an optimal career.

LITERATURE STUDY AND PROPOTITION

Performance of Teachers

One that affects the quality of teaching is the teacher. Teachers have a dominant influence on the quality of learning because the teacher responsible for the learning process in the classroom, even as the organizer of education in schools. According to Dedi Supriadi (1999: 178) among the various inputs that determines the quality of education is determined by the teacher third. The most dominant factor influencing teacher quality of teaching is the teacher's performance. According to Cruickshank (1990 : 5) performance of teachers who have a direct influence on the process of learning is the teacher performance in the classroom or teacher classroom performance.

The term performance intended as a translation of the term "performance". In Big Indonesian Dictionary (1990) performance is defined as: (a) is achieve, (b) achievement shown, and (c) the ability to work. Suryadi Prawirosentono (1992: 2) defines performance as the result of work that can be achieved by a person or group of people within an organization in an effort to achieve the goal legally. According to Muhammad Arifin (2004: 9) the performance seen as the result of between the ability and motivation. The ability can pointed at skill someone to work on certain duties, while motivation pointed to the desires of individual to indicate which behaviors and willingness trying to. People will do the work best if it has the will and the desire to carry out his duties well.

According to the statement is above mean performance of teachers concerned with competence teachers means to have a good performance teachers it should be supported by a good competence. Without having a good competence a teacher may not have a good performance. On the contrary, a teacher who have good competence not necessarily have a good performance. A teacher same with competence and motivation to pay the tasks and motivation to thrive. Hence, a teacher was the embodiment of competency teachers includes the ability and motivation to complete a task and motivation to thrive. Meanwhile there is another argument which says that the performance of teachers is the capability of teachers to demonstrate a variety of skill and competence that she had (Depdiknas: 2004: 11). The essence of the performance of teachers do not caused the the capability of teachers in showing skill or competence that she had in the world the world of real work. The world of work teachers who is actually membelajarkan of students in learning activities in the class.

Performance of teachers would be good if a teacher can design learning, comprehends the theory and evaluate study results students. Performance teachers also will be enhanced if a teacher having personality steady and being a good role model school tuition in daily life. During the process improve the quality of a job, so work it must be measured. Order to know the level ketercapaian it should be observed through performance indicators.

According to Musarofah (2008) some indicator can be seen role of teacher in upgrading in the process of learn. Performance indicators the plan was teaching and learning

, the ability to conduct teaching and learning activities and the ability to evaluate the teaching and learning. Therefore it can be assumed that teachers have pedagogik competence and kompetensi personality will to work teaching and will affect on the performance.

Competence of Teachers

According to article 28 paragraph 3 government regulation number 19 year 2005 on national education standards and article 10 (1 act no 14 years 2005 on teachers and lecturers, competence of teachers consist of: a). Competence pedagogical, b). Competence personality, c). Competence professional, and d). Social competence. Competence pedagogical is the ability manage learning students covering the understanding of participants students, design and presentation weighting, evaluation study results, and development school tuition to actualize various potentials she had. Competence personality is the ability of personality steady, stable, adult, arif and authoritative, be an example for learners and lofty. Professional competence is the ability educator mastery matter in learning widely and depth allows guiding students competence that have set in national education standards. Ability is the ability of social educator as part of the community to communicate and walks effectively with students, fellow educator, staff, parents/the students and the surrounding society. Of the four the competence influences the performance teachers in class directly is pedagogic competence and professional competence.

Based on a number of opinion in over may be prepared formulation competence junior high school teachers that influences the performance teachers in class. The formulation focused on pedagogik competence and professional competency .But formulation junior high school teachers competence that influences the performance teachers in class is:

1. The field of study or material
2. Figure out the characteristics of students.
3. Control management learning
4. To take control of the methods and strategies of learning.
5. Mastering the assessment of student learning outcomes.

According to gordon as saying by e .Mulyasa (2007: 38) , that there are six aspect or the contained in the concept of competence , that is as follows:

1. Knowledge is conscientiousness in the field of cognitive, for example a teacher know how to undertook the identification of learning needs, and learning how to do with students suit its needs.
2. Understanding is the depth of cognitive and and affective owned by individuals, for example a teacher who will implement learning must have good understanding concerning characteristics and conditions students.
3. Skill is something owned by individuals to perform the or work is charged with, for example the capability of teachers in choosing and make props simple to made it easier to learn to students.

4. Value is a standards of behavior is believed and psychologically have fused within one person, for example standards of behavior teachers in weighting (honesty, openness , democratic , and other).
5. Attitude is feelings (happy or not happy and like or dislike) or a reaction to a stimulation coming from outside, reaction to economic crisis, feelings for a raise, and others.
6. Interest is a tendency someone to perform an action , for example interest to do something or to study something.

Proposition I: A teacher was the embodiment of the competence in shows skills or competence he did in membelajarkan students in learning activities in class.

Pedagogic Competence

In etymological, said pedagogy comes from the greek, paedos and agogos (paedos = children and agogo = delivering or guiding). Then pedagogy means teaching the child. The guiding this inherent in duty an educator, the teachers and parents. Hence pedagogik means all the work done by educator to guide an adult human children to mature (Payong, 2011: 28-29).

Competence pedagogik is the ability manage learning students covering of understanding of students, design, and implementation of learnin, evaluation study results, and development students to mengaktualisasikan various its potential (national education standards, explanation to sec 28 paragraph 3 grains a).

Based on standards educator in government regulation number 19 year 2005 competence pedagogical,: “the ability manage learning students covering of understanding of school tuition, design and presentation weighting, evaluation study results, and development school tuition to actualize various its potential.” explained by winarno (2012), competence pedagogical is basically the capability of teachers in managing learning school tuition. Competence pedagogical become one of the competence to be controlled teachers. Competence pedagogical is typical competence, that will distinguish teachers to a profession other.

Mastery of competence pedagogik accompanied by professional will determine the level of success processes and lessons students. Competence pedagogik obtained through the effort to learn is constantly and systematic, either on pre office (education teacher cadet) and while in office, supported by talent, interest and potential teaching other individual concerned.

Mulyasa (2011: 79) said competence pedagogical very important because be determinants for the success of the process of learning which directly touch the ability of learning management covering learners, planning, perancangan implementation, learning outcomes evaluation and development of learners against its potential namely: a). Mastering characteristic learners, b). Mastering the theory of learning, c). Develop the curriculum, d) . Runs classes, e). Use information technology, f). Develop the potential learners, g). Communicate effectively, h) carrying out the judgments, i). Utilize the results of assessment for the benefit of learning, and j). Do reflective.

A learning process will really fun if capable of mengemasnya teachers with technology of learning. Teachers in this century dealing with reality, that the students present at the school have had wealth of information they received outside of school such as television and internet. According to Mulyasa (2011: 106) requiring teachers to have competence in pemanfaatan technology especially e-learning. Because the use of technology in education intended to facilitate the activities of learning and can be accessed easily by learners so that the purpose of learning can be achieved.

To reach the purpose of learning teachers must be able to create the conditions in such a way that of the diverse and the ability to be developed optimally. One of the spacecraft to develop the ability, potential, their interests and talents students through extracurricular activities. Through extracurricular activities interest, talent and ability students would be valued and has the capability to develop their ability to optimally without amounts of academic by various learning activity alone. The capability of teachers in communications effectively also find the best of success of learning.

Talk about a teacher, a teacher or work performance is a working results achieved in implementing assignments someone who is charged with based on skills, experience, do and time. A teacher would be good if a teacher can design learning, comprehends the theory and evaluate the student learning. A teacher will be more increasing if teachers have personality steadily and into groups students in the life daily. Therefore it can be assumed that teachers competence pedagogik will have to work teaching and will affect on the performance.

Until now a teacher competency test measured by especially for teachers who had filled requirements and had the opportunity to undertake certification. In accordance with the minister number 18 years 2007 about the teacher certification necessary to issued certificates for teachers through competency test to bolster their performance. So it is with ips education teachers as educators also have to be professional teachers. If teachers with regarded as professional worker so that teacher are entitled to return in accordance with this profesionalisme.

Propotion II: Teachers competence pedagogik will have to work teaching and influence on the performance.

Professional Competence

Government regulation no 19 years 2005 on national education standards, there are four competence that should be owned by a teacher. One is professional competence. Professional competency mastery matter is the ability of learning widely and deep including the capacity academic as a supporter of professionalism other teachers be able to guide students competency standards set in national education standards (explanation article 28 paragraph 3 points c).

Professional competence is the ability educator mastery matter in learning widely and depth memungkinnya guiding pesrta competence students have set (act teachers and lecturers).

According to Suyanto and Djihad H (Akhmad Sudrajat: 2007), suggested that competence professional is capability mastery matter learning widely and deep which includes:

1. The concept , struktur , and methods of science / technology / art over / coherent with matter of teaching
2. The teaching material that exists in school curriculum.
3. The relationship between the relevant subject.
4. The application of scientific concepts in daily life, and
5. Competence in professional in the context of global and with still preserve values and national culture.

A professional teachers are people who have the ability and skill in the field of keguruan or in other words he has educated and trained well .Understanding educated and trained is mastering various strategies or technique in learning activities and mastering landasan-landasan teaching staff as stipulated in the teacher competencies .In a situation now duties and responsibilities of teachers in the development of the profession seem to have not much done.

Duties and responsibilities of teaching and administrators class is most prominent she (daughter, dkk: 2014) .In this relationship sudjana (2011: 19-20) said that essentially competence in charge of teaching teachers , mentor , and as administrator class .For purposes of the teachers analysis of teaching , so the capability of teachers or competence a lot of teachers to do with an effort to increase the process and study results can diguguskan into four namely: ability

1. Planned teaching program
2. Implementing and lead or manage learning process.
3. Judge progress learning process.
4. The lessons learned that in the sense of the study.

The education minister (kepmendiknas) number .45 years 2002 mention “competence as a set of the act of discerning and full responsibility in implementing assignment according to a particular job”. According to Act Republic of Indonesia number 14 years 2005 on teachers and lecturers article 1 paragraph 10 reveal that competence is a set of knowledge, skill and behavior that should be owned, controlled by teacher or lecturer in implementing professional. Then understanding professional poured in article 1 paragraph 4 act was saying professional is work or activities by someone and be a source of income life requires expertis, proficiency or proficiency substandard quality or norm certain need professional and education. Standard offered teachers tenure poured in ten around the basics of teachers tenure broken down mone in Ahmad Sanusi (1991: 37) as follows: (1) requiring teachers to mengusasi materials; (2) teachers able to manage the learning and teaching; (3) teachers able to manage class; (4) teachers are able media and source of teaching; (5) teachers to be able to education landasan-landasan; (6) teachers able to manage the teaching and learning process; (7) teachers able to carry out an evaluation; (8) teachers able to carry out service assistance and extension programs; (9) teachers able to make school administrators;

(10) teachers able to carry out the act of classroom research. To observe offered teachers tenure soedijarto in Ahmad Sanusi (1991: 42) detailing the tenth around the basics of the knowledge and possession of professional techniques and divided into several the ability professional and various types of activities professional.

Competence professional teachers are a number of competence relating to the demands of expertise in education or teaching be will be around the basics of teachers as standard set director general of Improving The Quality of Education and Education Staff and National Education Standards.

Proposition III: Professional teachers they can control a variety of strategy or of engineering in learning activities and mastering based teaching staff as stipulated in the teacher competencies.

CONCLUSION

Competence pedagogik is capability in the management of students to include pemahakan characteristics, the theoretical learning, develop curriculum, runs classes, use technology learning, expand their students, can communicate effectively, carrying out the judgments, utilizing the assessment and reflective. While professional competency is the ability educator mastery matter in learning widely and depth memungkinnya guiding peserta students have established competence.

Pedagogic competence required that teachers able to manage learning well with understand various characteristic students in learning. While competence of professional that can be as a teacher as standard set director general of Improving The Quality Of Education And Education Staff and National Education Standards for students.

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