

Professional teacher education competency analysis of PPG SM-3T

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Abstract. This study aims to determine the competencies owned by Teach Undergraduate Teacher Professional Education students in the Outermost, Frontier, and Disadvantaged Areas (PPG SM-3T) of State University of Jakarta (UNJ) on the implementation of PPG SM-3T. The research method used is the survey method. The population in this study are PPG SM-3T students at UNJ, with the affordable population were PPG SM-3T students majoring in Culinary Art, History Education, Mathematics, Special Education (PLB), SENDRATASIK (drama, dance and music), Counseling Guidance (BK), Early Childhood Education Programs (PAUD), Geography, PENJASKESREK (Physical Education, Health and Recreation), Primary Teacher Education (PGSD), Economic, Biology, English, and Indonesian Language Education of State University of Jakarta 2017 / 2018 with 269 students. By using quantitative descriptive analysis techniques in the form of percentages to process available variable data. Based on these results it can be concluded that the competencies possessed by UNJ PPG SM-3T students are good.

Keywords: competency analysis, professional teacher education, *PPG SM-3T* Student

1. Introduction

Government of Indonesia in particular are undertaking efforts to improve achievement in the field of education is to improve the ability of teachers to be able to carry out their duties and obligations properly. By Law Number 20 of 2003 concerning the National Education System, and Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation No. 19 of 2005 concerning Education Standards which states that Teachers are professional educators (Raflis, 2011). So that based on applicable laws and regulations that good personal teachers are teachers who are professional at work. A teacher or educator must also have a minimum academic qualification of Undergraduate (Diploma-1) or Diploma Four (D-IV), and master the competencies of a teacher, namely: pedagogical competence, professional competence, social competence, and personality competencies, and have an educator certificate, and have the ability and confidence to realize national education goals as well as physically and spiritually healthy.

According to data from the *United Nations Educational, Scientific and Cultural Organizations (UNESCO)* in *Global Education Monitoring (GEM)*, 2016 shows that Indonesian education is only ranked 10th out of 14 developing countries. And an important component in education is that teachers (educators) rank 14th out of 14 developing countries in the world. This shows that the quality of education in Indonesia is far from adequate or still low. Even though it is known that the education

budget in 2017 is 20% percent of the total budget allocation, in addition, because the quality of teachers is still problematic, Indonesia must be prepared to accept that the results of the 2015 Teacher Competency Test (UKG) only have a national average of 44.5 which is still far below the 75 standard. Encouraging because there are still many teachers who teach in the class are not good and boring. Even based on available data it is also known that of the 3.9 million teachers available, there are still 25% of teachers who do not meet the academic qualification requirements, and 52% of teachers do not have professional certification (Yunus, 2017).

In addition to concerns about the low educational achievement Indonesia, the problem of education in the area of the outer, leading and lagging (3T) when it is a matter of teachers, such as teacher shortages (*shortage*), its distribution is not balanced (*unbalanced distribution*), qualifying under standards (*under qualification*), less than competent (*low competencies*), and mismatch between educational qualifications in the field of teaching (*mismatched*) while other problems are relatively high dropout rates, low school enrollment rates, inadequate infrastructure, and limited infrastructure for education (Rustad & Dkk, 2014).

And now efforts to accelerate the development of education in Indonesia, especially in the 3T area, the Ministry of Education and Culture make and develop the Indonesian Advanced Learning and Education Program. The Advanced Learning and Education Program is a program that consists of (1) Integrated Teacher Professional Education Program with Additional Authority (PPGT), (2) Undergraduate Educating Program in area 3T (SM-3T), and (3) Productive Collaborative Education for Productive Vocational Teachers (PPG Collaborative). These programs are some of the answers to overcome various problems that occur in the 3T area (Rustad & Dkk, 2014).

The SM-3T program is a program intended for Bachelor of Education, who have not yet served as teachers of Civil Servants (PNS) or permanent teachers of the foundation to be assigned for one year in the 3T area. This program is designed to help the problems of teacher shortages, and at the same time to produce and prepare professional teacher candidates who are strong, independent, have a caring attitude towards others, and have a big spirit in educating the nation's children, so that later they can progress together to achieve their goals. Noble ideals as mandated by the founders of the previous Indonesian nation. Therefore, those who participate in this program are those who already have a minimum academic qualification of Bachelor (S1) or Diploma Four (D-IV). After completing an assignment period of 1 (one) year in the 3T area, the SM-3T participants have the opportunity to take part in the pre-service Teacher Professional Education program for one year, or PPG SM-3T. After carrying out the task for one year in the 3T area and returning to the place of education, then there will be education after PPG SM-3T which is called PPG Post-3T Program. Where in this program PPG SM-3T students carry out *workshops*, *microteaching*, Field Experience Practices (PPL) in which PPG students will practice in designated schools, and competency tests consisting of written tests and performance tests. However, based on the website Menristekdiktion the December 12, 2017, announcement, it turns out there are still those who did not pass the National Teacher Education Student Competency Test (UK MPPG) in positions, SM3T, and PPGT in the November and December 2017 periods (Ristekdikti, 2017). Based on the explanation of the above problems, the competency analysis of PPG SM-3T students is interesting to study.

2. Literature Review

Armstrong and Baron argue that: *Competency is sometimes defined as a reference to competent performance* (sometimes formed as dimensions of behavior and behavior which lie in performance competencies) (Hidayat, 2013). The National Education Standards Agency states that pedagogical competence is the ability to manage learners' learning which includes an understanding of students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials (Musfah, 2011). Referring to pedagogical professional abilities concerning ethical professional competencies possessed by the teacher in (teaching understanding as

having morality and understanding the moral dimensions of teaching), educational competencies (ability to teach, grow and maintain student development) and academic competencies (ability to teach or utilize knowledge and theory in teaching practice) provides a broad view of society that pedagogical professionalism is very important for teaching (Willemse, ten Dam, Geijssel, van Wessum, & Volman, 2015).

The Asian Institute for Teacher Education explains social competence as one of the strengths or abilities of teachers to prepare students to be good members of society and the ability to educate, guide the community in facing future life (Mn, Hidayat, & Sagen, nd). The Government Regulation No. 74 concerning Teachers and Lecturers that social competence is also interpreted as the ability of teachers as part of the community who have the competence to communicate verbally, in writing and gestures, use technology and functional information, interact effectively with students, fellow educators, education staff, parents / guardians of students, get along politely with the community (Mn et al., nd). Zamharil and Fitri Hidayati that social competence is the teacher's ability to communicate and interact effectively with students, fellow educators, education staff, parents / guardians of students, and the surrounding community (Yahya & Hidayati, 2013).

Personality Competence is a strong, stable, mature, wise and authoritative personality ability, and is a role model for students and noble endowments (Rafli, 2011). According to the BSNP, personality competence is a personal ability that: (a) is noble, stable, stable, and mature, (b) wise and wise, (c) being an example, (d) evaluating his performance, (e) developing himself and (f) religious (Musfah, 2011). According to Government Regulation No. 19 of 2005 concerning personality competence, that this competency is a solid, mature, wise, and wise personality competence and an example for the community and not only for students, evaluating their performance, and developing themselves sustainably ("Government Regulation No 19 of 2005 concerning National Education Standards, "and).

The SM-3T program is a service program for education scholars to participate in the acceleration of education development in the foremost, outermost, and disadvantaged (3T) regions for one year as the preparation of professional educators which will be continued with the Teacher Professional Education Program (Rustad & Dkk, 2012). And areas classified as the foremost, outermost, and disadvantaged (3T) regions as well as the target areas of this program are district areas included in the category of 3T regions in eight provinces, such as Aceh Province, Riau Islands, East Nusa Tenggara (NTT), Kalimantan East, West Kalimantan, North Sulawesi, Papua, and West Papua.

3. Method

The research method used in this study was the survey method. The reason researchers prefer to use survey methods is that it will help make it easier for researchers to analyze the problems that occur at the research site. This method was also chosen because it was also in line with the expectations of the researchers that the achievement of the research objectives would be to use a survey method with the use of primary data for each variable that is pedagogic competence, professional competence, social competence and personality competencies.

4. Result

Based on data processing using quantitative descriptive analysis in the form of a percentage, the results obtained indicate that pedagogic competence, professional competence, social competence and personality competencies possessed by UNJ PPG SM-3T students fall into the very good category.

Based on data processing that has been done by researchers, the acquisition of the results of pedagogic competency values based on documentation in the form of workshop values has been carried out by PPG SM-3T students. Where this assessment criterion consists of a workshop process in which there is workshop participation, presentation of workshop results, micro/peer teaching, formative tests, and peer assessment. And for the acquisition of each criterion, the highest score for workshop participation was

97 while the lowest score was 85. For the presentation of the workshop results, the highest score was 96, and the lowest score was 82. For micro/peer teaching assessment based on the data obtained, the highest score was obtained. Is 95 and the lowest score is 82. While the formative test score is obtained the highest value is 94, and the lowest score is 85. And for the peer assessment, the highest score is 98, and the lowest score is 87. Based on existing data, through good judgment with using documentation in the form of workshop values consisting of workshop participation, presentation of workshop results, micro/peer teaching, formative tests, and peer assessment, the competencies possessed by the UNJ PPG SMT 3T students are good.

After evaluating professional competence using supporting data obtained through workshops. The highest score on professional competency is the highest score of 97 and the lowest score of 86. Furthermore, for making student worksheets, the highest score is 96, and the lowest is 82 while the highest score is 96 and the lowest score is 96. 86. For the assessment of making student assessment sheets, the highest score is 95, and the lowest score is 88. As for the making of learning media the highest score is 98 and the lowest value obtained is 88, and for the Learning Scenario Plan the highest score is 96, and the lowest value is 88, and the final assessment criterion is making a Classroom Action Research (CAR) proposal, the highest score is 95 and the lowest value is 90.

Social competency data is data obtained through filling out the research instrument questionnaire in the form of a questionnaire filled by 152 students of the PPG SM-3T Jakarta State University using a scale Likert. The research instruments amounted to 16 items that have been tested for validity and reliability and bibagi in 4 indicators, namely communication skills with students, communication with fellow educators and education staff, communication with parents / guardians of students, and communication with the community and surrounding environment.

Based on the processing of the data obtained, the lowest score on this competency variable is 57 while the highest acquisition is 80. While in the percentage calculation, it is known that the indicator that gets the highest percentage is achieved by two indicators: communication skills with students and communication with the community and the surrounding environment with the acquisition of 90% value. And the item with the highest acquisition score is item number 1 with the statement: I teach neatly by the regulations set in the work environment.

While the lowest indicator recorded a percentage of 87%, namely the indicator of communication with peers and education staff in point 10 while in communication with parents / guardians of participants also the same even in both items the statements were equally low, namely points 11 and 12 with the number of scores the same is the score of 662.

And for social competence with research instruments which amount to 16. Based on the processing of the data obtained, the lowest score on this competency variable is 57 while the highest acquisition is 80. While in the percentage calculation, it is known that the indicator that gets the highest percentage is achieved by two indicators: skills communication with students and communication with the community and the surrounding environment with the acquisition of 90% value. And the item with the highest acquisition score is item number 1 with the statement: I teach neatly by the regulations set in the work environment.

While the lowest indicator recorded a percentage of 87%, namely the indicator of communication with peers and education staff in point 10 while in communication with parents / guardians of participants also the same even in both items the statements were equally low, namely points 11 and 12 with the number of scores the same is the score 662. The last is Personality Competence. With the number of research instruments as many as 12 items that have been tested for validity and reliability and in five indicators, namely the ability to act in accordance with the norms of Indonesian National Religion, Law, Social and Culture, the ability to present themselves as honest, noble, and role model for students,

ability to present themselves as a solid, stable, mature and wise person, as well as authoritative, ability to show work ethic and high responsibility, pride and confidence, and uphold the professional code of ethics of the teacher.

Based on the processing of the data obtained, the lowest score on this competency variable is 40 while the highest acquisition is 50. While in the percentage calculation, it is known that each indicator gets a very high percentage. Because of the 5 existing indicators, there are 4 indicators that get the same percentage, namely the ability indicator that acts in accordance with the norms of Indonesian National Religion, Law, Social and Culture, the ability to present themselves as honest, noble, and role models for students, the ability to show a solid, stable, and mature personality and authority, the ability to show a high work ethic and responsibility, a sense of pride and confidence, and uphold the professional code of ethics with a score of 92% per indicator. And the item with the highest acquisition score is item number 2 with the statement: I always respect students without distinguishing between backgrounds.

While the lowest indicator recorded a percentage value of 91%, namely the indicator of the ability to show a steady, stable, and mature personality and authority, and for the lowest item acquisition is item number 7 with a statement that I can hold back emotions if I feel offended.

5. Conclusion

Competence Pedagogic possessed by students in the discussion is indeed good. But according to the results obtained, especially in the presentation value of the workshop results and microteaching with the lowest score of 82, it is recommended that students need to improve their abilities in making and presenting the workshop results, as well as microteaching. We recommend that you do good preparation and learn how to display good and interesting presentation and microteaching results.

Professional competencies possessed by PPG SM-3T students are said to be good too. And according to the results of the assessment carried out there are criteria that obtain a fairly low score of 82 on the criteria for making LKS or Student Worksheets. And it was suggested that the UNJ PPG SM-3T students continue to renew this capability by looking for references on the making of worksheets that are good and by the specified standards.

The average understanding of the social competency of UNJ PPG-3T students on the implementation of PPG SM-3T is included in the excellent category with the acquisition of an average score of 90% because students already understand how to communicate with students, communication with fellow educators and education staff, communication with parents / guardians of students, and communication with the public and the environment, so that all aspects of social competence has been reached or fulfilled in the implementation of PPG BC-3T, Average understanding of personal competence students PPG BC-3T UNJ on the implementation of PPG BC -3T is included in the very good category with an average score of 92% because students already understand the ability to act in accordance with the norms of Indonesian National Religion, Law, Social and Culture, the ability to present themselves as honest, noble, and role model for students, the ability to present themselves as a solid person, stable, mature and wise, and authoritative, the ability to demonstrate work ethic and high responsibility, pride and confidence, and uphold the professional code of ethics of the teacher, so that all aspects of personality competence have been achieved or fulfilled in the implementation of PPG SM-3T.

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