



**DEVELOPMENT OF SUSTAINABLE PROFESSION (CLA)
IN IMPROVING TEACHER COMPETENCE
IN SMA NEGERI 6 KOTA KUPANG**

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ABSTRACT: Education is the main capital for a nation in an effort to improve the quality of its human resources. The participation of all parties in the world of education requires teachers to be an important element. Teachers as implementers of education are required to improve their competence, the existence of teachers is also a very dominant factor, therefore there needs to be a comprehensive effort to improve teacher competence so that teaching will be more professional. This is also inseparable from the support of the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel (GTK), the Education Office and Schools in conducting PKB programs, namely education and training for teachers. In line with that, there are still many teachers who have not been maximal in carrying out their professional development, so that the management of CPD for teachers includes planning, implementation, evaluation and strategies / efforts in order to improve and develop teacher competence and professionalism. This study aims to describe and answer about (1) How to plan for CPD needs for teachers (2) How to implement PKB for teachers (3) How to evaluate PKB for teachers (4) How PKB strategies and efforts to improve teacher competence in SMA Negeri 6 Kota Kupang. This type of research is qualitative descriptive with data collection methods through interviews, documents and observations. The data that has been obtained are then analyzed descriptively by means of data reduction, data presentation, and drawing conclusions or data verification. The results showed that PKB education and training in improving teacher competence at SMA Negeri 6 Kota Kupang were managed through several stages, namely (1) In planning the CPD for teachers to adjust to circumstances and needs based on teacher self-evaluation. (2) The implementation of CPD for teachers consists of elements of self-development activities, Scientific Publications and Innovation Work (3) The evaluation of CPD for teachers is carried out through teacher self-evaluation activities which are used as the basis for further planning of CPD. (4) strategies and efforts are implemented by giving teachers the flexibility to participate in education and training both at local and national levels with various considerations, without leaving their main duties.

Keywords: *profession, competence, continuous professional development training*

INTRODUCTION

The teacher's task paradigm is changing. Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education System states the duty of teachers as teachers. This changes in the Law of the Republic of Indonesia Number 20 of 2003, namely the task of teaching teachers. To carry out this educational task, it is emphasized by Law No. 14 of 2005 on Teachers and Lecturers that teachers are required to have four competencies. The four competencies are pedagogical competence, professional competence, social competence and personality competence. A more detailed description of the competence of teachers / educators is stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Competence. The stipulation states the four dimensions of teacher competence and each dimension is described into several competencies. A competent teacher is a teacher who has or has mastered these competencies. To be able to master this competition, the teacher needs to carry out activities both individually and in groups. These activities will support and accelerate the achievement of the intended competencies.

Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform (Menegpan and RB) Number 16/2009 also appeared. The regulation speaks of the Teacher's Functional Position and Credit Score. Then accompanied by Regulation of the Minister of National Education Number 35/2010 concerning Technical Guidelines for Functional Teacher Positions and Credit Figures. The two regulations inform that every teacher must follow the Teacher Performance Assessment (PKG) and carry out Sustainable Professional Development (PKB). This research talks specifically about PKB only. Based on this, continuous professional development (PKB) is important for teachers. There is a kind of absoluteness that teachers have to do this activity. This research is the teacher's input for conducting PKB. A simple guide for teachers to be able to do PKB correctly, effectively, and efficiently.

This research is written to discuss the basic concepts of competence and sustainable professional development. This section will be to understand the concepts of competency and competency dimensions and their details. With this understanding of the concept, it is hoped that teachers will be motivated to continue to improve and improve their competence on an ongoing

basis. Understanding the concept of PKB means encouraging teachers to carry out these activities practically and pragmatically. That is, understanding the concept is not limited to understanding, but understanding aims at implementation and application.

The second part is the application part. This section paved the way for peer teachers to move towards PKB activities. This section offers an alternative implementation of the PKB. What this research offers is one alternative from the many options. This alternative is expected to be the subject of discussion in this scientific meeting.

With this research, it is hoped that teachers will not only understand the concepts and techniques of PKB, but more than that, that teachers are familiar and accustomed to doing this activity. Of course this goes back to the teacher in its application.

DISCUSSION

1. Teacher Competence

Competence is synonymous with ability. A capable person is considered competent in their field. People who are competent in certain fields are considered competent. Statements like that are common knowledge. Specifically, the Ministry of National Education (2006) states, "Competence is a combination of knowledge, skills, attitudes or basic values that are manifested in habits of thinking and acting." This limitation becomes the theoretical basis for formulating a number of competencies for students (in competency-based curricula) and for educators and other educational personnel. Law No. 14/2005 on Teachers and Lecturers Chapter 1, chapter 1, paragraph (10) states, "Competence is a set of knowledge, skills, and behaviors that teachers or lecturers must possess, appreciate and master in carrying out professional duties." In essence, the things put forward theoretically by the Ministry of National Education have the same meaning as those put forward juridically by UURI No.14 / 2005. The combination of the two is a series of meanings that can be understood by teachers and lecturers to be implemented in professional tasks.

Competence is the basis, foundation, infrastructure, and foundation for teachers to carry out their professional duties. The assumption is, if you have competence, professional tasks will be carried out optimally. If the task is carried out optimally, the results and impacts will be evident in the professional world. The results will be seen from the work product and the impact will be reflected in real life and in society.

Working professionally with the support of very adequate competencies will lead to the life of the teacher. The main point is the achievement of welfare, obtaining appreciation and protection, and receiving professional allowances. Meanwhile, another estuary is the visible impact of the work of teachers in the midst of society, namely the formation of humans as mandated by the vision of national education until 2025, namely "intelligent, comprehensive and competitive people".

Indonesian Act (UURI) No. 14/2004 Chapter 1, article 1, paragraph (1) states, "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." In this quote, it is clearly stated that the main duties of the teacher are: (1) to educate; (2) teaching; (3) guiding; (4) directs; (5) train; (6) assess; and (7) evaluate. To carry out this task, competence is needed, professional teacher is needed. There are five phases that SMA Negeri 6 Kupang teachers go through in carrying out this task. These phases are compiling planning, doing or implementing, assessing, evaluating and strategy / effort. The four phases must be clearly stated in the administration of learning. To go through these four phases, in essence, a clear and firm footing is needed a strong and solid foundation. The foundation or foundation is the dimension.

There are four competencies that teachers must have. The four competencies as listed in UURI No.14 / 2005, Chapter 4, article 10, paragraph (1) "Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education." Further detailed description of the four competencies can be seen in the Regulation of the Minister of National Education Nomo 16 of 2007 concerning Teacher Competency Standards. From the details, the teacher can see the things that have been achieved and will be improved or developed. The details contained in Education Minister Regulation (*Permendiknas*) Number 16/2007 are concluded for the benefit of Teacher Performance Assessment (PKG), namely for subject teachers from the four competency dimensions it is reduced to fourteen competencies. The details are seven dimensions of pedagogical competence, three dimensions of personality competence, two dimensions of professional competence.

2. Sustainable Professional Development (PKB)

Regulation of Indonesian Apparatus Minister (Permenegpan and RB) Number 16/2009, Chapter 1, chapter 1, paragraph (5) states, "Continuous professional development (PKB) is the development of teacher competencies that is carried out according to needs, gradually, continuously to improve their professionalism."

The same regulation in Chapter 5, article 11, paragraph (c) states, "Continuous professional development includes: (1) personal development consisting of: a) functional training; and b) Teacher collective activities that enhance the competence and / or professionalism of Teachers; (2) Scientific publications consisting of: a) scientific publications on the results of research or innovative ideas in the field of formal education; and b) publication of textbooks, enrichment books and teacher guidelines; (3) Innovative works consisting of: a) finding appropriate technology; b) find / create works of art; c) create / modify learning tools / props / practicum; and d) following the development of standard setting, guidelines, questions and the like.

PKB is a conscious renewal of knowledge and an increase in teacher competence throughout their working life. PKB is carried out in an effort to create professional, dignified and prosperous teachers; so that teachers can actively participate in shaping Indonesian people who are devoted to God Almighty, excel in science and technology, have an aesthetic, ethical, noble character, and personality. PKB for SMA Negeri 6 Kota Kupang teachers has a general objective of improving the quality of education services in schools / madrasahs in order to improve the quality of education. Meanwhile, the specific objectives of the PKB are as follows: (1) Facilitating teachers to achieve predetermined professional competency standards. (2) Facilitating teachers to continuously update their current competencies with what are demands in the future in relation to their profession. (3) Motivating teachers to remain committed to carrying out their main duties and functions as professionals. (4) Promote the image, dignity, and dignity of the teaching profession, respect and pride for people with the teaching profession.

Based on the results of the study, the PKB concept, the areas of activity of the PKB, and the objectives of the PKB become clearer. With this understanding of the concept, it is hoped that teacher peers can carry out PKB in accordance with the CPD plan made individually, in groups within educational units, and among groups of educational units. Of course, the quantity and quality of implementation is largely determined by peer teachers and the educational unit in which they work.

3. Alternative Implementation of PKB

In general, PKB activities are cycles or loops. Starting from one activity then in a circle will be continued to the next activities. Finally, we got back to the initial activity. The cycle will continue as long as the teacher is still doing PKB. One cycle will last for one academic year. Because the point is development (improvement and enhancement), there will be improvement or refinement of competence towards standards. From the first circle to the next circle there will be improvements and improvements. So after. Broadly speaking, the PKB implementation cycle includes four main activities. The four main activities are: (1) self-evaluation; (2) making / compiling a plan; (3) carry out according to plan; and (4) the strategy / effort to carry out activities. After doing the reflection and the strategy / effort, self-evaluation is carried out again.

In self-evaluation there are two main activities. The two main activities are Teacher Self-Evaluation (EDG) which is carried out independently and Teacher Performance Assessment (PKG) which is carried out by an external appraiser who is appointed and assigned to it. From the results of the internal and external assessment, an overview of teacher competence will be obtained. From that description, it will be seen that there are things that must be improved and things that must be improved (development). Based on this information, the second activity was continued, namely compiling the PKB

planning. Creating or compiling a CPD plan for one year is done by the teacher together with the PKB coordinator. The planning departs or is based on the results of the evaluation (the first activity). Planning is made according to the circumstances and needs of the teacher. The important thing to note is that planning should be real, concrete and implementable. Plans made are assumed to be implemented, not extravagant planning. In addition to being practically correct, the planning must also be legally legal. This means that the plan must be approved by the principal or the official appointed to do so.

The third activity is to carry out or carry out the plans made. In this context the teacher can do it independently or in groups. Group activities can be carried out between similar teachers within an educational unit or between similar teachers between educational units. If it is carried out in groups in educational units, it means that it is carried out in a school level KKG or MGMP. If it is carried out between educational units, it means that it is in the school cluster KKG or District / Regency MGMP. Of course, all implementation must refer to the planning made.

Apart from carrying out these activities substantially, this third activity must also be complemented by activity administration. Completeness of activity administration, such as attendance records, products produced, topics discussed, resource persons or facilitators who play a role. The point is to "keep track of what is done and do what is recorded". Administrative completeness is very necessary because it will serve as physical evidence that the activity has been carried out.

Included in the third activity is monitoring and evaluation (monev) carried out by the PKB coordinator or the officer appointed to do so. Monev is needed to view and collect information about the implementation of the PKB. The results of the monitoring and evaluation will illustrate the successes, obstacles and challenges in implementing the PKB according to the plan made. The results of this monev will later become the material and basis for carrying out the fourth activity, namely reflection. The results of monev, apart from being the basis for reflection, are also a basis for predicting the acquisition of credit scores for functional teacher positions from PKB. This means that the number of credits a teacher will receive from all the planning and implementation of this year's CPD can be estimated / predicted based on the results of the monev. So there are two functions of monev results, namely the basis for reflection and the basis for estimating the credit score for functional teacher positions from PKB.

The fourth activity is reflection / strategy / effort. Reflecting means looking back at the things that have been done. The implementation of PKB has been reviewed since the beginning. What is seen is related to the process and results. The CPD process begins with an evaluation and ends with the reflection itself. In this reflection data will be collected and recorded information about the implementation of the PKB. The data and information are neutral and objective. There has been no intervention against it. The results of this reflection will

be used as the basis for self-evaluation (internal) and assessment (external) in the following year.

Other things that need to be considered in planning, implementing, and evaluating PKB in the SMA Negeri 6 Kota Kupang education unit are: (1) every educator (teacher) must understand the concepts, benefits, and implementation of PKB; (2) the education unit (school) must facilitate teachers to implement PKB; (3) the education unit must provide administrative and personal instruments for PKB; and (4) the education unit must establish a PKB coordinator to serve teachers.

CONCLUSION

In organizing one of the activities in the PKB, namely education and training, there are several stages that need to be carried out. In principle, there are 4 (four) stages which are the main keys of the training. These four stages must be interrelated and cannot be separated from one another. The division of this stage is solely intended so that a PKB training that is held can run well, effectively and efficiently.

1. Planning CLA

Planning for CPD activities for teachers at SMA Negeri 6 Kota Kupang is based on the results of identifying teacher needs to carry out PKB activities and determining priorities and selecting the focus of PKB activities. Implementing PKB directly for teachers, the school also provides facilities in the form of budget funds and permission letters for teachers implementing PKB outside of schools. The school principal and the PKB coordinator provide direction to the PKB implementing teacher, the implementing teacher prepares a PKB plan which is afterwards determined by the school principal as the final PKB plan. In planning the CPD for teachers in these schools it adapts to the circumstances and needs of the teacher based on teacher self-evaluation.

2. Implementation of PKB

The implementation of PKB which is based on PKB planning prioritizes the achievement of PKB goals, namely to improve the quality of education services at SMA Negeri 6 Kota Kupang in order to improve the quality of education. So that in the implementation of PKB for teachers in these schools, it consists of elements of self-development activities, which can improve and develop teacher competence and professionalism that have an impact on educational services. The form of PKB implementation at SMA Negeri 6 Kota Kupang, namely education and training, MGMP, and In House Training (IHT), the school distributes tasks and is in charge of each PKB activity based on a joint meeting.

3. Evaluation of CLA

The CPD evaluation for teachers consists of two main activities, namely teacher self-evaluation and teacher performance appraisal. In its implementation, the evaluation and reflection of this CLA has been reviewed since the beginning, the things seen are related to the

process and results. In this evaluation and reflection, data will be collected and information is recorded about the implementation of the PKB, so that we know how the PKB is managed for SMA Negeri 6 Kota Kupang. so that the evaluation of CPD for teachers is carried out through teacher self-evaluation activities which are used as the basis for further PKB planning.

4. PKB Strategies and Efforts

Strategies and efforts to improve teacher professional competence, namely: (1) Mastery of learning materials by teachers; (2) Involving teachers with training activities, In House Training (IHT), MGMP, motivating teachers to continue their education and conducting supervision.

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