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## HIGHLIGHTING THE IMPORTANT OF TEACHER'S PROFESSIONAL DEVELOPMENT AT ASH-SHOFA EDUCATIONAL INSTITUTE OF PEKANBARU

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### ABSTRACT

*The research aims to disclose the influence of teachers' professional development at Ash-Shofa Institute of Pekanbaru Riau. The teachers' professional development can involve the Pedagogy Competence, Personality Competence, Professionality Competence, and Social Competence. This research used Qualitative methodology to discover facts concerned teachers' professional development category at Ash-Shofa Institute of Pekanbaru. The research found that teachers' Pedagogy Competence resulted from their treatment, feeling, and thought has reached 76.52%. The Personality Competence of teachers' experience has reached 76.60%. The Profesional Competency of teachers' experience has reached 77.56%. The Social Competence of teacher experience has reached 79.29%. The recapitulation result revealed that the quality of teachers' development that is collected from teacher experience has reached 77.51%. Therefore, teachers' professional development at As-Shofa Institute of Pekanbaru is categorized qualified, because the range of qualified category is the range of 76% to 100%.*

**Keywords:** Teacher, Profesional Development, Pedagogy, Professionality, Personality, Social.

**Jel Codes:** I10-I20-I28

## PEKANBARU'NUN ASH-SHOFA EĞİTİM ENSTİTÜSÜ'NDE ÖĞRETMENİN MESLEKİ GELİŞİMİNİN ÖNEMLİ

### ÖZ

*Araştırma, öğretmenlerin mesleki gelişiminin etkisini Pekanbaru Riau'daki Ash-Shofa Enstitüsü'nde ifşa etmeyi amaçlamaktadır. Öğretmenlerin mesleki gelişimi Pedagoji Yeterliliği, Kişilik Yeterliliği, Mesleki Yeterlilik ve Sosyal Yeterlilik içerebilir. Bu araştırma, Ash-Shofa Pekanbaru Enstitüsü'ndeki öğretmenlerin mesleki gelişim kategorisiyle ilgili gerçekleri keşfetmek için Nitel metodolojiyi kullandı. Araştırma, öğretmenlerin Pedagoji Yetkinliğinin tedavi, duygu ve düşüncelerinin sonucu olarak % 76,52'ye ulaştığını buldu. Öğretmen deneyiminin Kişilik Yeterliliği % 76,60'a ulaşmıştır. Öğretmenlerin Mesleki Yeterlilikleri Tecrübesi % 77,56'ya ulaşmıştır. Öğretmen deneyiminin Sosyal Yeterliliği % 79,29'a ulaşmıştır. Özetleme sonucu öğretmenlerin öğretmen deneyiminden toplanan gelişimlerinin kalitesinin % 77,51'e ulaştığını ortaya koydu. Bu nedenle, öğretmenlerin Pekanbaru As-Shofa Enstitüsü'ndeki mesleki gelişimi nitelikli kategorize edilmiştir, çünkü nitelikli kategori aralığı % 76 ile % 100 arasındadır.*

**Anahtar Kelimeler:** Öğretmen, Mesleki Gelişim, Pedagoji, Meslek, Kişilik, Sosyal.

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## **INTRODUCTION**

One of the important issues in educational implementation is the escalation of education quality. Contrary, the escalation could not be achieved for some evidential facts. The problem within the escalation of education quality is currently signified by the availability of education decadence in Elementary, Middle, and Senior High School (SD-SLTP-SLTA). The condition is caused by educational implementation that merely focuses on the quantity aspect. The quality of education must be striven to achieve a progress based on structural planning. The increasing of quality process within learning process depends on school management and teaching system of the teacher (Idris, 2005).

Reconsidering the condition, Ash-Shofa Institute of Pekanbaru has established several formal schools as TK Islam Ash-Shofa (2005), SD Islam Ash-Shofa (1991) dan SMP Islam Ash-Shofa (2000), dan SMA Islam Ash-Shofa (2007). In improving the quality of school and its Human Resource, there are two aspects that are related in founding and developing teachers' professionalism, and the aspects are KKG (Teachers Working Group) and MGMP (Subject Teachers' Working Group). Those are aimed to activate communication among teachers. On the other hand, it will help teachers to develop their profession. Yet, teachers' professionalism can be done by applying the management of education by Ash-Shofa.

Based on the law No 14/2005 Article 7 on teachers and lecturers, it is stated that professional teacher development is proposed for teacher's self-development and it should be done in democracy and justice simultaneously as well as concerned to human rights, faith values, cultural values, university, and ethical profession. The result of teachers' professionalism training has not been identified. It can be seen from teachers' performance in certification test. Based on the data, the Principal of Ash-Shofa Junior High School Aprinandes, S. Pd clarifies that there are only 20% of teachers who pass the certification test, and 80% are in failure. Indeed, this condition shows that most of teachers' performance at Ash-Shofa Institute of Pekanbaru has not met the Competence Standard of teacher. This phenomenon is caused by the uncompleted indicators that involve the minimum of teachers' Certification socialization, teachers' low mastery of Certification procedure, teachers' indiscipline of administration, a limited time to prepare a portofolio document, and a minimum of teaching notes and records.

The observation result indicates that few of teachers that merely provides notes without giving any explanation. On the other hand, there are a lot of teachers with conventional system, such as giving a speech without another relevance methodology to make students are interested in the subject. This phenomenon indicates that teachers' low performance is a result of less competence in executing the duty as professional teacher. Above all, teacher should be a supporter with professional ability to increase teacher professionalism.

Based on observation result, the problem appears due to the minimum training for teachers. There are a lot teachers do not have learning process equipment, such as Annual Program, Program of Semester, Program Planning, and Annual Training. Moreover, Ash-Shofa Institute does not have portofolio document. So, most of teachers are failed in certification test. All of the problems are related with teachers' professionalism and competency development. Therefore, this research focuses on Teachers' professionalism development (include teacher's Pedagogy Competence, teacher's Personality Competence, teacher's Professionalism Competence, and teacher's Social Competence) that is implemented by Ash-Shofa Institute of Pekanbaru and its Principal.

### **Design of Professional Teacher**

Professionalism is used for intellectual techniques and procedures that must be studied to benefit others and it has a philosophy to address and carry out people's work. A teacher must be able to create a professional attitude to achieve the national education goals. The process of both coaching and development on teacher's professionalism should be done simultaneously to reach the minimum standard of teacher profession to meet the developmet of sciences, technology and arts. Officially, the use of coaching and development on teacher's profession should be taken through Planing,

Organizing, Actuating, and Controlling (Steer, 1985).

According to the Ministry of Education and Culture (1994), coaching is an effort to provide assistance for teachers to expand knowledge, improve teaching skills and foster professional attitudes, so that teachers become more skilled at managing teaching and learning activities in teaching students. Furthermore, Thoha (2001) states that coaching is a better action, process, outcome, and statement. In this case, it shows a progress, increased growth, various possibilities, developing or enhancing something. There are two elements of the definition of coaching, namely: a) Coaching can be in the form of an action, process, and statement of purpose; and b) Coaching can show improvement of something.

Teacher career development is the effort to increase and coach the headmasters of any school grade especially for teachers under Masmur Institute of Riau Regency which is committed through some indicators: a) knowledge; b) skill; c) authority; and d) attitude and behavior. However, the law No. 14/2005 about teachers and lecturers, paragraph 10 article 1 issues that teacher's competence as in paragraph 8 is the competence of pedagogy, personality, sociality and profesionality that are gotten through profession course.

### **Pedagogic Competence**

Pedagogy competence is the skill of teaching, planning and actuating, evaluation, and students' development related to their inner skill. Through Pedagogy competence, teacher can have a great understanding to students. On the other hand, he can examine the cognitive competence and personality principles, and identify students' learning materials. In addition, teacher enables to hold a design of learning and learning evaluation, and to disclose the basic of education regards with further theoretical use in teaching and learning strategy.

### **Personality Competence**

Personality Competence is a personal skill that reflects a steady, stable, mature, wise, and authoritative personality. One of sub-Personality Competence is a steady and stable personality that can involve an action in accordance with social norms, a pride of being a teacher, and have an act of consistency according to the norm. A wise personality displays actions based on the benefits of students, schools and community, and demonstrating openness in thinking and acting.

### **Profesional Competence**

Professional Competence is the widely and in-depth mastery of learning material which includes the mastery of curriculum material in school subjects and scientific substance that overshadows the material and a mastery of the structure and scientific methodology that involves mastering teaching-learning material, structure, concepts, and scientific mindset that support lessons. In addition, It is the skill to master the standards and basic competencies of learned subject as well as developing creative learning material.

### **Social Competence**

Social Competence is the skill of teachers to communicate and interact effectively with students, education personnel, parents/guardians of students, and surrounding communities includes being inclusive, acting objectively, and not being discriminatory in the consideration of gender, religion, race, physical condition, family background, and family social status. In addition, teacher's social competence is required to communicate effectively, empathetically, and politely with fellow educators, education personnel, parents, and community.

## **RESEARCH METHOD**

This research uses Quantitative Naturalistic methodology. It is chosen to reveal any facts in the field. The researcher does two stages in collecting the data: First, Preliminary or grand tour observation. It is the observation carried out both in general and broadly observation. Second, Descriptive results of advanced observations. The observation is conducted to retrieve data on the number of Ash-Shofa Foundation administrators, headmaster, supervisors, teacher and students in the 2017/2018 Academic Year. The data analysis technique is adjusted based on the research type to hold the final concept of data. This type of research is in the form of qualitative descriptive, so the technique of data analysis is qualitative descriptive technique with percentages. As for the way, if the data has been collected, it qualifies into two groups: Qualitative and Quantitative. Against qualitative data is depicted by words or sentences separated by categories to obtain conclusions. Furthermore, quantitative data is in the form of figures resulted from calculations or measurements that can be processed by adding up, compared to the expected number, and finally obtain a percentage. Therefore, the calculation of Qualitative and Qualitative data inter-connected can be run with the following formula:

$$P = ( F )/N \times 100$$

### **Statement:**

P = Percentage

F = Examined frequency.

N = Number of frequency/Indicator (Sujiono, 2007).

The revealed data takes into qualitative based interpretation through distance method. This research uses Arikunto and Jabar (2006) theory to examine the distance number, and the theory is explained in the following categories:

a-Good (76%-100%)

b-Early Good (56%-75%)

c-Less Good (40%-55%)

d-Poor (0%-39%).

## **FINDING**

### **Pedagogic Competence Development**

Within the pedagogical competence development, As-Shofa Institute has performed three programs: a) 2013 curricula conference, b) training by Ash-Shofa principal, and c) in-pair assessment. The identified questionnaire result on the professional teacher development has revealed the distance score as: a) 29.16% (Good), b) 50.55% (Early Good), c) 17.5% (Less Good), and d) 2.78% (Poor).

The data above shows that the quality of Pedagogic Competence development which is collected from teacher's view on their personal experience, activity, feeling and thought, has revealed a good quality score in 76.52%. Thus, the development of Pedagogic Competency carried out by the As-Shofa Foundation of Pekanbaru can be categorized as good quality. However, the score grade is in good quality based on the initial category position or slightly above the good category at a minimum score of 76%. Thus, it needs further serious effort in the development of teacher's Pedagogic Competence within As-Shofa Institute of Pekanbaru (Arikunto, 2006). All above categories have been well achieved by As-Shofa Institute of Pekanbaru, and finally the Pedagogic Competence development of teachers is good-categorized.

### **Personal Competence Development**

Regarding the implementation of Personality Competence development program, As-Shofa Institute of Pekanbaru has generally carried out two programs: a) Program of Faith and Taqwa, and b) Program of Emotional Spiritual Quotient Training. The identified questionnaire result on the professional teacher development has revealed the distance score as: a) 28.48% (Good), b) 51.19% (Early Good), c) 18.59% (Less Good), and d) 1.74% (Poor).

The data above shows that the quality of personality competence development which is collected from teacher's view over their personal experience, activity, feeling and thought, has revealed a good quality score in 76.60%. Thus, the development of Personality Competence conducted by As-Shofa Institute of Pekanbaru can be categorized as good quality. However, the score grade is in good quality based on the initial category position or slightly above the good category at minimum score of 76%. Thus, it needs further serious effort in the development of teacher's Personal Competence within As-Shofa Institute of Pekanbaru.

### **Professional Competence Development**

Concerning the implementation phase of Professional Competence development program, As-Shofa Institute of Pekanbaru has generally carried out two main programs: a) Partnership Program with the Indonesian GLC Consultants, and b) The Subject Teachers' Working Group (MGMP). The identified questionnaire result on the professional teacher development has revealed the distance score: a) 30.96% (Good), 50.26% (Early Good), 16.87% (Less Good), 1.91% (Poor).

The data above shows that the quality of Professional Competence development which is collected from teacher's view of their personal experience, activity, feeling and thought, has revealed a good quality score in 77.56%. Thus, the development of Professional Competence conducted by As-Shofa Institute of Pekanbaru can be categorized as good quality. However, the score grade is in a good quality based on the initial category position or slightly above the good category at minimum score of 76%. Thus, it needs further serious effort in the development of teacher's Personal Competence within As-Shofa Institute of Pekanbaru.

### **Social Competence Development**

The sub-focus of this latest research describes a naturalistic manner about the implementation of Social Competence development programs. As-Shofa Institute of Pekanbaru has generally carried out three main programs: a) Media Learning Community Program, b) Active Community Participation Program, and c) Cooperation Program with School Committees.

The identified questionnaire result of the teacher’s Social Competence development has revealed the distance score: 35.07% (Good), 48.70% (Early Good), 14.49% (Less Good), and 18.12% (Poor). The data above shows that the quality of Social Competence development which is collected from teacher's view of their personal experience, activity, feeling and thought, has revealed a good quality score in 79.29%. Thus, the development of Professional Competence conducted by As-Shofa Institute of Pekanbaru can be categorized as good quality. However, the score grade is in a good quality based on the initial category position or slightly above the good category at minimum score of 76%. Thus, it needs further serious effort in the development of teacher’s Social Competence within As-Shofa Institute of Pekanbaru. Entirely, the quality of professional teacher development at Ash-Shofa Insititute of Pekanbaru can be presented in the form of data recapitulation in the following Table:

Table 1. Teacher Professional Development

No	Statement	Score choice			
		Good	Early Good	Less Good	Poor
1	Pedagogic Competence	503	872	302	48
			<b>76,52</b>		
2	Personal Competence	262	471	171	16
			<b>76,60</b>		
3	Profesional Competence	356	578	194	22
			<b>77,56</b>		
4	Social Competence	484	672	200	25
			<b>79,29</b>		
	<b>N=115 x 45 = 5175</b>	1605	2593	867	111
	<b>Percentage Per-choice</b>	31,01	50,11	16,75	2,14
	<b>Final Percentage</b>		<b>77,51</b>		

## DISCUSSION

A teacher could strongly be mentioned as professional teacher as long as he could carry out his duties properly and correctly as well as to overcome any obstacles while working. A new teacher can work effectively as long as his responsibility is in accordance with his expertise field. In discipline, it is expected that teachers can complete tasks on-time and focus on one job by maximizing their work. Thus, seen from other aspects of review, the development and quality of current educational institution (Formal School) is very dependent on teacher’s performance.

Based on the results of the final data calculation above, the data presented in the recapitulation Table implies that the quality of the professional teacher’s development quality that is collected through the teacher's view over their personal experience, activity, feeling and thought, has revealed a good quality score in 77.51%. Thus, the professional teacher development conducted by As-Shofa insititute of Pekanbaru is categorized as good quality. The score grade is in the good category range of 76% to 100%.

However, the amount of value obtained from the calculation of descriptive techniques with a percentage of 77.51% is expected to be increased in the future. It is due to a reason that this value is merely at a difference of more than 1.51% of the minimum value of Good category in 76%. Ideally, the amount of resulted data that should be obtained in the training of teacher's professionalism should be able to reach 80% and above 80%. For this reason, all personnel who are engaged within the system components of training implementation at As-Shofa Institute of Pekanbaru can enhance knowledge to further pursue teacher's professionalism development for the sake of improving services especially for students for their learning activities, and services to public in general.

Wood, Wallace, and Zeffane (2001) attempt to overview the factors that affect individual performance (job performance) as a function of the interaction of individual attributes, working effort, and organizational support. From the overview, it is clear that an organization (School/Institution) can overshadow its Human Resource (teacher). In accordance with the suggestion in this study, As-Shofa Institute of Pekanbaru must provide a support, so that the teacher's performance will improve and perform competent and professional attitude.

Reconsider the above description that the teacher factually plays an absolute role in determining the quality of education and graduates of a school. Correspondingly, if teachers successfully carry out tasks with high quality while carrying out their duties and indirectly give an effect to the process of high quality of teaching and learning implementation, it automatically means that teachers affect the quality of graduates and the school grade (Accreditation). The Good view of society towards educational institute will produce a trust on society towards the educational institute, and automatically can increase the school promotion

## **CONCLUSION**

The descriptive analysis with a percentage shows the magnitude quality on Pedagogic Competency development that is collected from teacher's view includes their experience, activity, feeling, and thought, and it results a number of 76.52% as good category. The magnitude quality of Personality Competence development is 76.60%, the magnitude quality of Professional Competence development is 77.56%, and the magnitude quality of Social Competence development is 79.29%. The overall results of the study can be derived from the calculation is: the quality of teacher's professional development at As-Shofa Institute of pekanbaru revealed a score in 77.51%. Thus, the professional development of teachers conducted by As-Shofa Institute of Pekanbaru is categorized as good quality. The value is also in the range of good category as its percentage in 76% - 100%.

This study attempts to state some suggestions for further improvement of training and development in any formal institution, as follows:

1-The training and development of profession can be implemented by governmental institute, Non Government Training Provider, and Community of Educational Institute. In the Community of Educational Institute, this program can be conducted by teachers, home-room teachers, and other Human Resource within a school. By the best of consideration, it is expected that Ash-Shofa can prepare a competent and well-performed leader of educational institute.

2-The analysis of need, the formula of purpose and suggestion, program design, implementation and service, and training evaluation program can be determined individually by the conductor. In this case, Ash-Shofa Institute of Pekanbaru should be keen in selecting the working expert within Institute for School Quality Warrant (Lembaga Penjaminan Mutu Sekolah).

3-The policy of teacher's profession training and development conducted by Ash-Shofa Institute of Pekanbaru should be implemented progressively to implant a teaching professionalism of teacher.

4-The process of teacher's profession development can be preceded by working assessment and competence test to diagnose and identify teacher's working ethic and competence.

5-The policy of teacher's profession training and development is necessary to be accompanied by an effort of reward gift, protection, welfare, and teachers' prestige.

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