

Professionalism of History Education Teachers at Man in Kerinci, Jambi Province

Deri Saputra and Dr. Maria Montessori, M. Ed, M. Si

Program Studi Ilmu Pendidikan Ilmu Pengetahuan Sosial

Konsentrasi Pendidikan Sejarah Program Pascasarjana

Universitas Negeri Padang



Abstract - Teachers have an important role in education, so that to realize all reforms in education is very dependent on the role of the teacher. To be able to fulfill this, the teacher is required to master competencies in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers in section 9, namely competencies that must be mastered to become a teacher such as pedagogic competence, personality competence, professional competence and social competence, if the teacher have mastered these four competencies, the teacher can be said to be a professional teacher. The approach used in this study is Mix Method, which is combining or combining two methods, namely quantitative and qualitative with the informant selection technique used is purposive sampling, and quantitative data in the analysis refers to Riduwan (2004, 87-88) and qualitatively analyzed by steps offered by Gay (2000: 449-529).

Researcher's findings show that mastery of Pedagogic Competence of the history teachers in MAN in Kerinci Regency shows a figure of 78%, 76% Personality Competence, 74% Professional Competence, and 70% Social competence. The results of this study indicate that of all the percentages obtained have shown a good percentage but there are still many shortcomings to reach a perfect value of 100%. The efforts that have been made by the teacher to increase professionalism found in the field (1) continuing higher education, (2) participating in MGMP activities (3) following the KKG (4) teacher certification (5) making scientific work and curriculum development. but all these activities were not followed by all the teachers because there were many non-PNS teachers who did not participate in this activity. From the results of this study researchers also found constraints faced by teachers in historical studies such as (1) there are still many teachers who teach history are not in accordance with their educational background (2) limited costs and time to continue higher education level (3) lack of opportunity both from the personal teacher and from the education office to develop teacher competency (4) there are still teachers who have never participated in MGMP activities and KKG (5) teacher changes in each semester.

Keywords - Professionalism, Teacher, Quality Of Education

I. PRELIMINARY STUDY

In an effort to educate the nation's life, education has a very important position. To achieve quality of education is certainly inseparable from the role of the teacher. Oding (2009: 27) states that teachers have a very important role in the administration of education, whether or not an education is advanced depends on the role of the education provider. According to Heri (2015: 130) said that to improve the quality of education, teachers are required to have educational qualifications, they must have an educator's

certificate, healthy of physically and spiritually, and carry out continuous personal development through professional organizations.

The teacher is a professional position so they must be able to carry out his duties as a professional educator who must have the qualifications and competencies as described in Law No. 14 of 2005 concerning Teachers and Lecturers in Article 9 that educators must possess and master pedagogical competencies, personality competencies, professional competence and social competence, all these

competencies must be possessed by educators obtained from professional education. But in reality there are still some weakness.

According to Syahrul (2009) the low competence of teachers is caused by several internal factors concerning the lack of motivation from the teacher himself to develop his competence because the teacher tends to maintain a conservative attitude in learning and the demand for developing competencies is considered as an additional workload for him. Asrorum (2006: 10) also states that the condition of teacher professionalism is caused by low quality and low teacher quality.

Based on preliminary observations conducted in Man at Kerinci regency on October 23rd, 2018. It was found that problems regarding teacher competence. In the field of teaching, the teachers not in accordance with their educational background, limited time to develop competencies, lack of motivation of teachers to develop competencies, this case is not solely due to personal desires from the teacher, but there are other factors such as the system of teacher distribution in certain schools.

With this phenomenon, the level of teacher professionalism becomes a question mark, because teaching subjects is not in accordance with their educational background. Professional teachers must be able to teach students to master the material, they should have educational insights, have teaching experience and others. Based on the phenomenon and the results of observations in the field, the researchers were interested in conducting research on the Development of Teacher Professionalism in the Field of Historical Studies in MAN Kerinci Regency, Jambi Province.

II. METHOD

The approach in this research was mixed method. According to Sugiono (2011: 18) Mixed method is a combination of two methods, namely quantitative methods with qualitative methods. This approach was carried out to answer the research questions, the first one using a quantitative method by distributing questionnaires to the history teacher of MAN in Kerinci District, amounting to five teachers, after the percentage was obtained, the percentage continued with qualitative methods to find efforts and constraints regarding development of professional history teachers at MAN in Kerinci Regency.

III. RESULTS AND DISCUSSION

The results of the research conducted at MAN in the Ministry of Religion in Kerinci District, namely MAN 1

Kerinci, MAN 2 Kerinci and MAN 3 Kerinci were obtained from the field research using questionnaire assessment instruments. The assessment questionnaire consisted of (1) Questionnaire for the assessment of pedagogical competencies (2) questionnaire for personality competency assessment (3) questionnaire for professional competency assessment (4) questionnaire for assessing social competence. Based on the results of the assessment, it shows that the achievement of the history teacher's competency average in pedagogic competence is 78%, 76% personal competence, 74% professional competence and 70% social competence.

The test results have been included in the good category and efforts have been made by the teachers in the field of history to improve their competencies as revealed that teachers have made many efforts to develop professionalism (1) learning and mastering the curriculum, (2) developing learning models (3) using media and mastering IT. Constraints found in the field regarding the development of teacher professionalism such as: (1) limited time, energy and costs possessed by the teacher, (2) lack of infrastructure owned by the school (3) lack of opportunity for teachers to participate in MGMP activities, KKG, Workshop.

IV. CONCLUSION

Based on the results of the research and the discussion that has been presented, this research can be drawn in conclusions as follows:

First, teacher professionalism in MAN in Kerinci Regency is included in the good category. This is based on the assessment carried out by history teachers, researchers, and students in each school. Second, it is undeniable that there are still weakness encountered in the field due to the limitations of teachers and educational institutions for competency development, and the lack of demands from education office regarding the competencies that must be possessed by the teacher. As well as the lack of a place for teachers to develop their competencies because MGMP activities, KKG, Workshops are rarely carried out by teachers because teacher changes in each semester and history lessons are only enough to prove the teacher's working hours are proven from three schools, only two teachers have a background from history education. Efforts need to be made by teachers to develop their competencies by utilizing time, energy, and costs to increase knowledge by continuing education, following trainings, reading books, scientific journals, and improving their performance.

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