

An Implementation on Professional Competence of Junior High School English Teachers

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Abstract

This research aimed to find out the way junior high school English teachers implemented their professional competencies in online teaching and learning. This research applied mix method by combining quantitative and qualitative method. The data were collected from three junior high school English teachers in Makassar using questionnaire and interview. The result of this research showed that the three teachers implemented almost all the elaboration of the implementation of professional competency in which teacher A and C were in excellent category while teacher B in good category. In conclusion, junior high school English teachers in Makassar continued to apply the principles of professional competencies even though the teaching and learning process was carried out online.

Keywords: Teacher competencies, Professional competency, Junior high school, English teacher.

INTRODUCTION

In the process of learning English in Junior High School, the role of the teacher is very important. This is because teachers are at the forefront of carrying out education. Moreover, with the 2013 regulations regarding the non-basic of learning English in elementary schools, English teachers in junior high schools have to work extra to teach English to students who have different levels of knowledge related to English. The teacher is in charge of transferring a set of organized knowledge so that knowledge becomes part of the student's knowledge system.

In Indonesia itself, the teaching profession has been well regulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers which states that competency is a set of knowledge and behavior that must be possessed, internalized, and controlled by teachers in carrying out their professional duties. The teaching profession is a special field of work carried out based on the following principles: (a) having talents, interests, calling, and aspirations, (b) having a commitment to improving the quality of education, faith,

piety, and noble character. have character, (c) have academic qualifications and educational background in accordance with their field of work, (d) have the necessary competencies in accordance with their duties, (e) have responsibility for the implementation of professional duties, (f) earn income determined in accordance with work performance, (g) have the opportunity to develop professionalism on an ongoing basis with lifelong learning, (h) get guaranteed legal protection in carrying out professional duties, and (i) have a professional organization that is authorized to regulate matters relating to the professional duties of teachers (Asmani, 2009).

Although it has been regulated in the RI Law Number 14 of 2015, it doesn't make all junior high school teachers have qualified competencies. This is evidenced by the average 2019 teacher competency test score which is still low; the junior high school teacher competency test score is at 58,6%. In addition, if we look at previous years, we also find the same situation in which the eligibility to teach junior high school teachers is very low. In 1998, the data from the Research and Development Department of the Ministry of National Education showed that from around 680,000 junior high school/MTS teachers, there were only 38.8% of them who had a D-3 education up to higher education. Then in 2002-2003, the percentage of teachers according to the eligibility to teach for public junior high schools was 54.12% and at private junior high schools was 60.99%. Basically, this problem arises due to several things, including: (1) not all teachers are qualified S-1 or D-4, (2) there are still teachers teaching subjects that are not relevant to their diploma (mismatch), (3) there are still teachers who are less able to make lesson plans, classroom action research, and scientific publications, (4) teachers tend to teach using the lecture method because they still pay less attention to the quality of students. By looking at these data, we can conclude that since the first several junior high school teachers were less competent in teaching and continue to be left until now.

With that condition of teachers, it is not surprising that the quality of education in Indonesia is not as good as expected by the government. For more, in 2021 with the entry of the coronavirus or covid-19 in Indonesia which has changed the education system which making teachers in Indonesia meet new challenges in carrying out the teaching and learning process; which was originally face-to-face in the classroom turning into online learning. This long-distance learning has several obstacles faced by schools, teachers, and students in Indonesia. Obstacles such as poor connections, lack of facilities and infrastructure, difficulty attracting students' attention, until the difficulty of making students focus on learning are challenges that are quite difficult for teachers to overcome. With a learning system that is implemented through computer devices (PC), laptops, smartphones, and gadgets that are connected to an internet network connection, teachers are required to carry out joint learning with students independently.

Regarding that situation, the junior high school English teachers also experience these obstacles. During this pandemic, they are required to have good professional competency. Based on the description above, the researcher is interested in discussing the junior high school English teachers' professional competencies in online teaching and learning which will be reviewed based on the regulations of the Education Minister number 16-year 2007.

LITERATURE REVIEW

Professional competency is an ability related to mastery of learning material in the field of study in a deep way namely mastery of the substance of the content of the curriculum material in

school subjects and the scientific substance that overshadows the curriculum material, as well as increasing scientific insight as a teacher. Professional competency also could be stated as the ability in mastering the materials to fulfill the standard base competency which has been set by the Minister of Education. The teachers must have a number of standard competencies to be professional teachers either based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007.

According to Regulations of the minister of national education No.16/2007, the standards in this competency consist of five main competencies. Firstly, mastering the material, structure, concept, and scientific mindset that supports the subjects taught consisting of two parts (1) Have knowledge of various aspects of language in English (linguistics, discourse, sociolinguistics, and strategic), and (2) Master spoken and written English, receptive and productive in all its communicative aspects (linguistic, discourse, sociolinguistic, and strategic). Secondly, mastering competency standards and basic competencies of the subjects taught covering three parts, (1) Understand the competency standards of the subjects taught, (2) Understand the basic competencies of the subjects taught, and (3) Understand the learning objectives being taught. Thirdly, developing creatively guided learning materials including two aspects, namely (1) Choose learning materials that are taught according to the level of development of students, and (2) Process the subject matter that is taught creatively according to the level of development of students. Fourthly, developing professionalism in a sustainable manner by taking reflective actions having four parts, namely (1) Continuously reflect on own performance, (2) Utilize the results of reflection in the context of professional improvement, (3) Conduct classroom action research for professional improvement, and (4) Keep up with the times by learning from various sources. Finally, utilizing information and communication technology to develop teachers themselves consisting of two parts, namely (1) Utilize information and communication technology in communicating, and (2) Utilize information and communication technology for self-development.

METHOD

This research employed mix method which combined between descriptive qualitative and quantitative research. Mixed research is a research approach that combines qualitative with quantitative research (Creswell, 2003). The main data was qualitative data then in order to support it, quantitative data was used. The subject of this study was three junior high school English teachers in Makassar which were taken using purposive sampling. The instruments of this study were questionnaire which consisted of sixteen statements and interview which consisted of five questions.

FINDINGS

In detail, for the professional competency, the junior high school English teachers in Makassar mastered the material, structure, concept, and scientific mindset of the English lessons they taught during online teaching and learning but chose to continue to review and re-read the material before teaching it in online classes. They understood the basic competencies and learning objectives of the subjects they teach whose formulation was adjusted to the syllabus and read before teaching in online classes. Further for the development of learning materials, they chose subject matter according to student development and processed the material creatively and

according to student needs for online teaching and learning. For professional development, teachers took reflective action through supervision and good practice activities, asked for feedback on their teaching method, and participated in MGMP. Then, for the implementation of information and communication technology for self-development during online teaching and learning, the three teachers used ICT to communicate and developed themselves such as using the Google search engine, Youtube, and the WhatsApp application.

Table 1. The Implementation of Professional Competency of Junior High School English Teachers

Component of Competency	No of Items	Max Score	Teacher A	Teacher B	Teacher C
1	3	15	15	12	15
2	3	15	13	12	13
3	2	10	8	8	8
4	6	30	25	21	24
5	2	10	10	10	10
Total	16	80	71	63	70
Percentage (%)			89%	79%	88%

Based on the results of the analysis of the table 1 above, the first teacher got a score of 71 which was presented to be 89% while the second teacher and when respectively got a score of 63 and 70 which was presented to be 79% and 88%, respectively. The indicator of the professional competency component that was fully applied by the three teachers was the fifth component, namely utilizing information technology to develop teachers themselves. On the other hand, the professional component that received the lowest score was the fourth component, namely developing professionalism in a sustainable manner by taking reflective actions.

1. Mastering the material, structure, concept, and scientific mindset that supports the subject taught in online teaching and learning

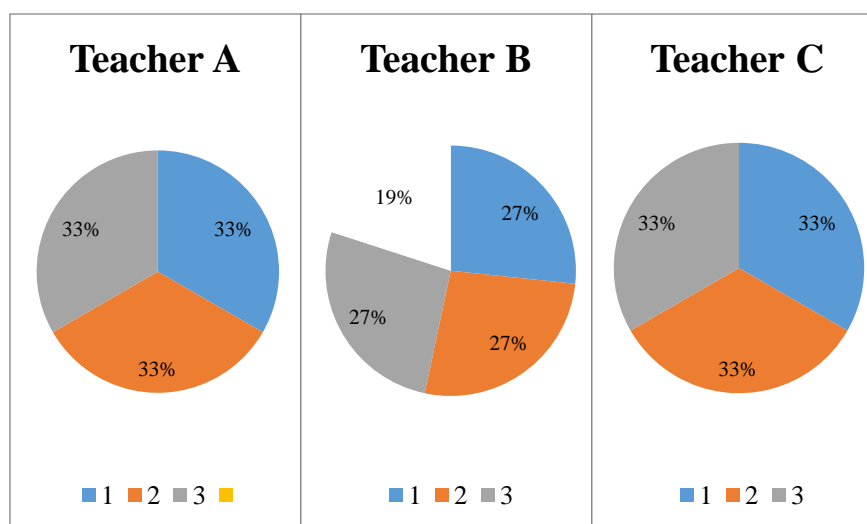


Diagram 1. The Implementation of Mastering Material, Structure, Concept, and Scientific Mindset Done by Junior High School English Teachers

Based on the diagram 1 above, we could know that teacher A and teacher B strongly agreed to all statements given on this component of professional competency. On the other hand, teacher B agreed to the three statements given, namely having good knowledge of linguistic aspects in English during online learning, being able to explain the material orally and in writing well during online learning, and being able to communicate with students using English directly or indirectly during online teaching and learning.

Furthermore, in the interview, teacher A explained that she understood the material she taught at her junior high school level because the subject matter was still in the basic and simple category. However, to anticipate things that were not desirable, teacher A reread the material fifteen minutes before the online teaching and learning process. She opened the textbook or even did a review by watching learning videos with the same material on YouTube to help her to provide an overview about the material she taught.

The same thing was done by teacher B. She also reread the material she would teach in her online class via Google or the teacher's handbook before online teaching and learning. In addition, teacher B searched for and watched various learning videos on YouTube with similar material to provide an overview, point of view, and input regarding how to deliver interesting and informative subject matter. She argued that mastering the subject matter was not enough. We must know the best way to convey the material to students.

Meanwhile, teacher C explained that she did the preparation of the subject matter and analyzed it when making lesson plans. She matched the subject matter with the syllabus, basic competencies, learning objectives, and time allocation. She quite understood the English subject matter for junior high school and did not encounter any significant obstacles regarding the English subject matter that she would teach during online teaching and learning. The obstacle that she faced was how to deliver the material. Therefore, she sometimes discussed with other English teachers and exchanged ideas.

2. Mastering competency standards and basic competencies of the subject taught in online teaching and learning

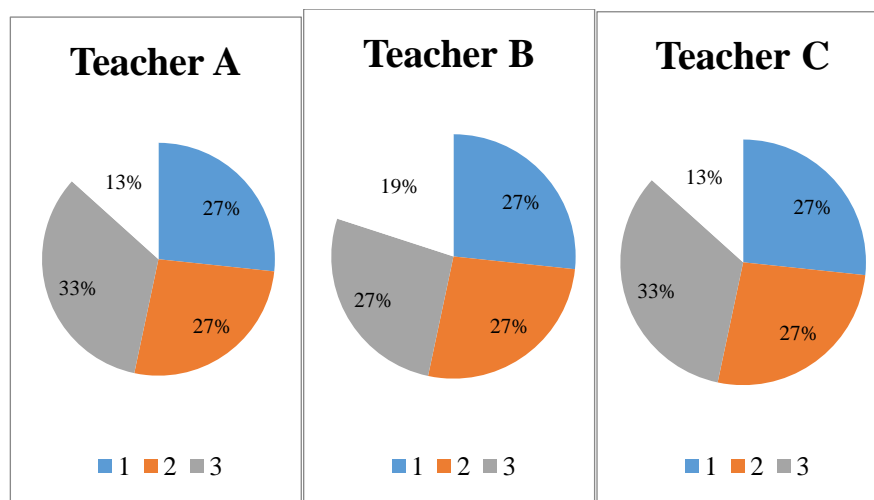


Diagram 2. The Implementation of Mastering Competency Standard and Basic Competency Done by Junior High School English Teachers

Based on the diagram 2 above, the three teachers agreed with the statement which stated that they understood the competency standards/basic competencies/learning achievements of English subjects during online teaching and learning as well as understood the basic competencies of English subjects during online teaching and learning. As for the third statement, teachers A and B stated strongly agree with the statement which stated that I understood the purpose of learning English during online teaching and learning, while teacher B agreed.

For more, teacher B in her interview mentioned the way she did to understand the basic competencies of the English subjects she taught during online teaching and learning. Teacher C stated that to formulate learning objectives, she always adjusted to the syllabus which contained core competencies and basic competencies. After understanding the meaning of the core competencies and basic competencies, teacher C would make a mapping of the learning objectives at each meeting. However, to better understand all these components, teacher C made it a habit to re-read the learning objectives that she previously designed in the lesson plan before teaching. She did it to avoid the lack of focus on the discussion of teaching materials so that it had an impact on not achieving the previously formulated learning objectives.

In other interview, teacher C rereads the learning objectives that she had made in the lesson plan. The same reason also underlies this decision which is to make sure that everything went right according to the lesson plan she had made earlier. Teacher C said that to understand the core competencies, basic competencies, and learning objectives that students must achieve, she made the syllabus as a benchmark for determining everything. After understanding and determining everything, teacher C then made the teaching materials in the form of power points or learning videos.

3. Developing creatively guided learning materials

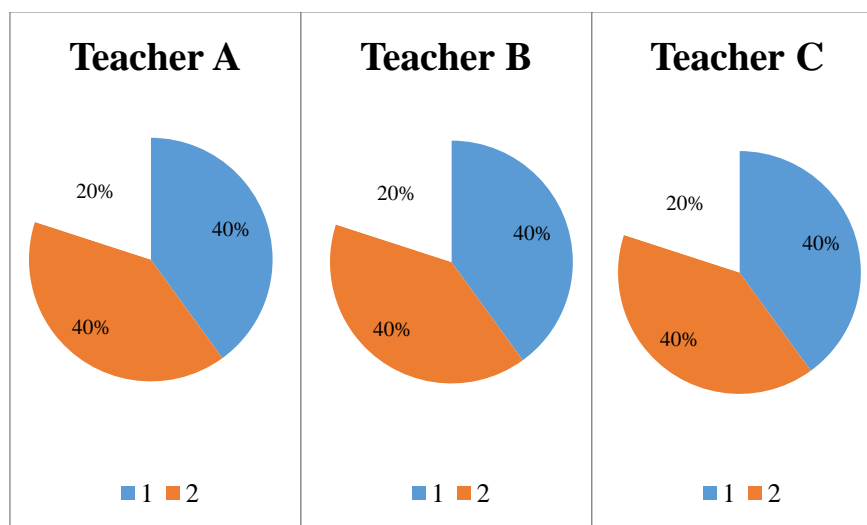


Diagram 3. The Implementation of Developing Learning Material Done by Junior High School English Teachers

Based on the diagram above, it is very clear that teacher A, B, and C agreed with the statement that stated they choose subject matter that was in accordance with student development during online teaching and learning; they also agreed with the statement that they processed the

subject matter creatively and according to the needs of students during online teaching and learning.

Furthermore, teacher A in her interview said that basically the English subject matter for the junior high school level would be easily understood by students if the learning media was interesting. In this case, teacher A decided to convey the subject matter using eye-catching learning media for students. Because in this online teaching and learning there was no direct meeting so that there were many factors that could interfere with student learning concentration. That's the reason why teacher A delivered the material by using pictures or interactive videos. By doing this, the material that initially had a high level of difficulty became fun material for students because the delivery of the material was not monotonous.

In a different interview teacher B explained how she developed the subject matter she taught in her online teaching and learning. Teacher B gave freedom to her students to choose the topic or theme they like related to the material or task given to them. Teacher B argued that interesting learning was learning that could be related to students' lives so that they were able to understand the material given easily and quickly. By giving students the freedom to see in their surroundings in this case their daily life, they would have more motivation and could develop their abilities based on their interests and talents.

Furthermore, teacher C explained that before developing the material, she looked for several sources to be used as reference material in Youtube about the suitable material, ice breaker activities, and teaching method. Teacher C also participated in several WhatsApp and telegram groups which discussed the development of learning materials. She also got information related to the material from MGMP which consists of English teachers who focus on using the Singapore curriculum.

4. Developing professionalism in a sustainable manner by taking reflective actions in online teaching and learning

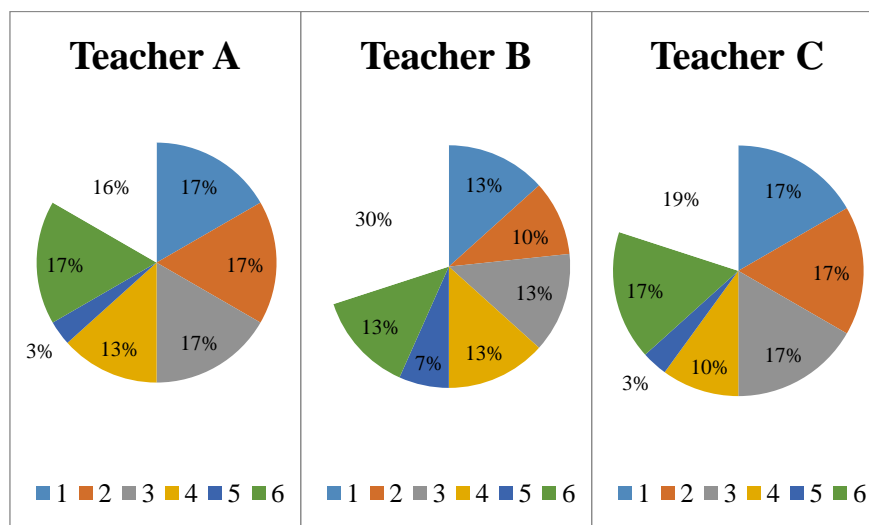


Diagram 4. The Implementation of Developing Professionalism Done by Junior High School English Teachers

Examined it in detail, teacher A and B stated strongly agree to the first and second statements which stated that teachers carried out continuous reflection actions on their performance, and always ask for feedback. While, teacher C agreed and was neutral. For the third and fourth statements which stated that teachers used the results of reflection to improve my professionalism and always innovate their teaching methods so that they were not monotonous during online teaching and learning, teacher A answered strongly agreed and agreed; teacher B answered agree to both statements; and teacher C stated strongly agree and neutral. As for the fifth and sixth statements related to conducting classroom action research to improve teacher professionalism and always following the progress of the times, teacher A and teacher C said strongly disagree and agree. Meanwhile, teacher B disagreed and agreed.

For more, teacher A explained how she developed her professionalism as a teacher in an interview that was conducted at her school. In teacher A's school, routine supervision was carried out and scheduled once a month or once in two months. She also regularly recorded good practices. In this good practice note, she recorded the activities she did in her class and how the students respond to the methods, media, materials, and others given or applied by teacher A then it would be discussed every month in a forum with the other teachers.

On the other hand, teacher B was given the opportunity to share knowledge with other teachers through the learning committee which regularly held classes and discussions. MGMP also helped her in developing her professionalism. Teacher B also carried out self-development independently by taking the initiative to take part in training and other activities.

Meanwhile, teacher C stated that the act of reflection was the key to professional development. Teacher C chose to reflect on her selves by looking at the feedback given by students during the online teaching and learning process. When student learning outcomes did not match what teacher C expected, she took actions to reflect on the way she taught, the methods she used, the selection of materials, the learning media used, and other things that could affect student learning outcomes. After doing this, teacher C made personal communication to the student concerned and gave an additional class.

5. Utilizing information technology to develop teachers themselves in online teaching and learning

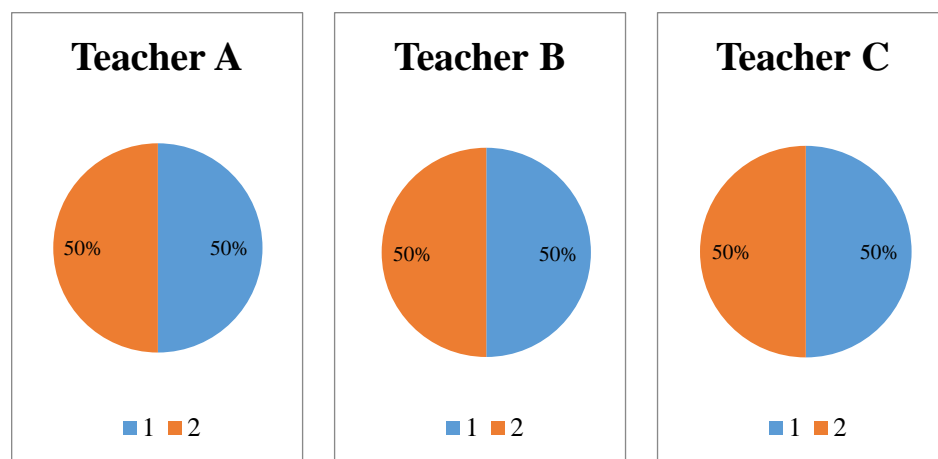


Diagram 5. The Implementation of Utilizing Information Technology Done by Junior High School English Teachers

Based on the diagram above, it is clear that all teachers, both teachers A, B, and C, strongly agreed with the two statements which stated they used information and communication technology to communicate with students during online teaching and learning as well as used information and communication technology to develop their self.

Then in interview, teacher A said that she attended I-tell training which focused on teaching how to use technology for learning English. Through this training, teacher A developed her ability to keep up with the times. From the training, she learned how to use the Mentimeter application, live worksheet, and google classroom so that she could apply these applications in her online class.

Similar with it, teacher B also utilized information and communication technology during this online teaching and learning to improve her abilities. Teacher B accessed google to find information related to subject matter, lesson methods, and other things that focus on developing her knowledge and abilities. She also used the Youtube application to watch learning videos which had a positive impact on the online teaching and learning process.

A line with it, teacher C said that she attended many webinars to develop her skills and competencies. Furthermore, she explained that before applying the knowledge she got from the webinar, she first tried to play using the online quiz application which she then practiced in her class. By utilizing information technology like this, not only C teachers could develop her selves but also help students to have a pleasant learning experience.

DISCUSSIONS

Generally, junior high school English teacher mastered the English subject matter they taught. They said that it was because the material taught at the junior high school level was basic. On the basis that in order to achieve better results, teachers needed to master not only certain learning materials that are part of a subject, but broader mastery of the learning materials themselves can lead to better results (Ali, 2004). Actually, there is no benchmark for how many learning materials the teachers had to master. In practice, it is often possible to feel or get an impression about the extent of mastery of the learning materials owned by the teachers. But even that is not a definite measure because there are still many factors that influence learning apart from that. So, the stipulation was that the teacher must master what will be taught, in order to have an influence on a meaningful learning experience for students.

In addition to mastering the material, the junior high school English teachers were also required to master and understand the competency standards and basic competency of the English lessons they taught in online teaching and learning. Mastery of competency standards and basic competencies is a prerequisite for teachers to develop curricula at the education unit level. Through this, the teachers described, analyzed and developed learning objectives that was based on the situation and conditions of the school as well as the needs and characteristics of the students. Indications of this ability were seen in how teachers could develop their learning plans carefully by paying attention to competency standards and basic competencies and the scientific structure of their subjects. Mastery of competency standards and basic competencies was seen from the teacher's ability to develop appropriate assessment tools in accordance with the indicators.

In its implementation, junior high school English teachers understood the basic competencies and learning objectives of the subjects they taught, in this case, English lessons. To

understand competency standards and basic competencies, the three teachers adjusted the syllabus. As for the learning objectives, teachers read the learning objectives that they had formulated in the lesson plans they had made at the beginning of the term. This was done to ensure that the lesson went according to the plan she had previously made. The formulation of learning objectives also referred to the syllabus. The formulation of learning objectives must be in accordance with the basic competency (KD), using operational verbs and a measured behavior. Learning objectives are very important to note in order to determine the learning achievement obtained by students.

Further, for the development of learning materials during online teaching and learning, junior high school English teachers chose subject matter according to student development and process the material creatively and according to students' needs. Banathy (in Gatot, 2008) stated that the development of teaching materials is a systematic process of identifying, developing, and evaluating learning content and strategies aimed at achieving learning objectives more effectively and more efficiently. In short, it could be said that the development of learning materials must be able to follow certain logical patterns or sequences, for example from the simple to the complex, from the concrete to the abstract, from the close to the distant.

In practice, junior high school English teachers in Makassar developed the subject matter by combining it with interesting learning media. They preferred to present the subject matter by using videos or pictures. They looked for videos that were relevant to the subject matter she would teach to attract the attention of her students during this online teaching and learning. By delivering material using interesting media, students were more focused on listening to explanations and active in the teaching and learning process. Not only that, bring the subject matter closer to the environment of the students became the alternative way to develop learning material. Materials that were close to students would be easier for students to understand and accept. That decision was in line with the statement of Gatot (2008) which stated that development could be interpreted as an act of providing something from being unavailable to being available or making improvements from something available to be more suitable, more effective and more efficient. Then to develop the material, they looked for references and discussed with other teachers.

Equally important with material development, professional development was also carried out by junior high school English teachers in Makassar. During online teaching and learning, they carried out reflective actions on their performance continuously. Thing made to carry out these reflective actions was by asking for feedback regarding their teaching methods, both to students, fellow teachers, and principals. In addition, they also took advantage of the results of these reflections to improve their professionalism. In this professional competency, teachers were faced with the readiness to reflect on their own performance continuously and take advantage of the results of reflection to improve professionalism. Practically, junior high school English teachers took reflective action through supervised activities and asking for feedback of the teaching method. Meanwhile, the other way to developed professionalism was by participating in activities and classes provided by the foundation and MGMP. According to Firdausi and Barnawi (2012), professional development was done through professional meeting forums, training, or efforts to develop and learn independently. Teachers improved their professionalism through various activities that could develop their ability to manage learning and other abilities in an effort to make students have learning skills.

Not only joining MGMP, junior high school English teachers in Makassar innovated on their teaching methods so that online teaching and learning did not take place in a monotonous manner. They tried to keep up with the times, especially for the education system and learnt from various sources. However, the professional development activities that were not carried out by the three English teachers were conducting classroom action research. Whereas classroom action research is research that raises actual problems carried out by teacher which was an observation of learning activities in the form of actions to improve and improve learning practices in the classroom more professionally (Tairedja, Pujiati and Nyata, 2010).

The last is the use of information and communication technology for self-development. The junior high school English teachers used information and communication technology to communicate and develop themselves. The three teachers maximally took advantage of the facilities provided to increase their knowledge. One way to do this was by using the Google and YouTube search engines. The knowledge gained was then applied to online teaching and learning. With this ICT, the three teachers could use a variety of applications to develop themselves and their professionalism.

CONCLUSIONS

For the professional competency, the junior high school English teachers in Makassar mastered the material, structure, concept, and scientific mindset of the English lessons they taught during online teaching and learning but chose to continue to review and re-read the material before teaching it in online classes. They also understood the basic competencies and learning objectives of the subjects they teach whose formulation was adjusted to the syllabus and read before teaching in online classes. Further for the development of learning materials, they chose subject matter according to student development and processed the material creatively and according to student needs for online teaching and learning. For professional development, teachers took reflective action through supervision and good practice activities, asked for feedback on their teaching method, and participated in MGMP. Then, for the implementation of information and communication technology for self-development during online teaching and learning, the three teachers used ICT to communicate and developed themselves such as using the Google search engine, Youtube, and the WhatsApp application.

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