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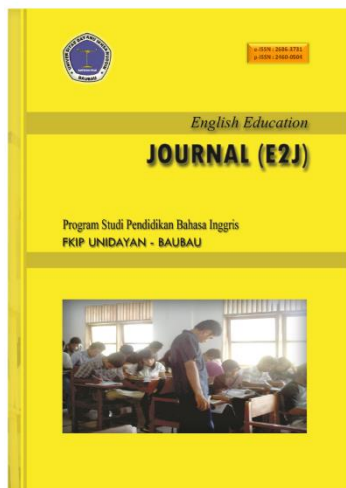
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# AN ANALYSIS OF TEACHER'S PROFESSIONAL COMPETENCE IN TEACHING ENGLISH AT SMKN 1 BABAU

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## Abstract

Problem statement of this research was whether the English teacher for class XI at SMKN 1 Baubau was professional according to the competence standard of the teaching professional. To find out the teacher's professional in teaching English language learning. This research used a mix method, namely a combination of qualitative and quantitative methods. Instruments used were interview and questionnaire. The data analysis technique used in this research, in analyzing the research of interview data using data reduction and analyzing the research questionnaire was carried out in several steps, namely using Microsoft Excel 2019, descriptive with SPSS version 26.0. analysis of research data interview showed that the XI class English teachers had implemented professional competence and research data from questionnaire, the English teachers for class XI were already professional met teachers qualifications teachers competence standards adapted from the Regulation of the Minister of National Education of the Republic of Indonesia No.16 of 2007.

Keywords: professional teacher, competence teachers

## Abstrak

Rumusan masalah penelitian ini adalah apakah guru bahasa Inggris kelas XI di SMKN 1 Baubau profesional berdasarkan standar kompetensi profesi guru. Tujuan penelitian ini untuk mengetahui profesional guru dalam mengajar pembelajaran Bahasa Inggris. Instrumen yang digunakan dalam penelitian ini wawancara dan angket. Penelitian ini menggunakan metode campuran, yaitu gabungan metode kualitatif dan kuantitatif, Teknik analisis data yang digunakan dalam penelitian ini menggunakan Microsoft Excel

2019, uji deskriptif dengan SPSS versi 26,0 dan analisis wawancara menggunakan reduksi data, mengulas data, dan menarik kesimpulan. Berdasarkan hasil data penelitian dari wawancara dan angket. Guru di SMKN 1 Baubau kelas XI sudah memenuhi kualifikasi guru standar profesional guru yang diadaptasi dari Peraturan Menteri Pendidikan Nasional Republik Indonesia No.16 tahun 2007.

Kata kunci: *profesional guru, kompetensi guru*

## 1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed for themselves and the community (National Education Law No.20 of 2003). Then, education is a process of developing potential.

In carrying out education, it is necessary to pay attention to the existence of educational factors that determine the success of the education. Teachers are one of the educational factors that have the most strategic role in learning, because it is the teacher who is the most decisive in the teaching and learning process. In the hands of dexterous teachers, inadequate facilities and facilities can be overcome, but on the contrary in the hands of less capable teachers, sophisticated facilities and facilities do not provide much benefit. According Wibowo [1] in order for the implementation of character education in schools to be successful, the main requirements that must be met, among others, namely, firstly the example of teachers, employees, school leaders and policymakers in schools, secondly character education is carried out consistently and continuously and thirdly the cultivation of main character values. So, the key to the success of an education is that the main key is that it depends on the teacher.

### 1.1. Competence

According to Afandi [2] in the implementation of educational programs, teachers are the spearhead of educational success in schools and participate fairly in activities that can realize the goals of education. Teachers have duties and

responsibilities in designing and carrying out teaching activities in schools, therefore teachers play an important role as directors and actors in the learning process. Learning activities are the most basic thing in education, because the quality of the implementation of learning activities carried out can be a benchmark for whether or not teachers are achieved in teaching in accordance with their abilities (Kusumadewi and Afryani, [3]).

### 1.2. Competence Indicators of Teacher Professional

Based on this explanation, the indicators of teacher professional competence to be studied are in accordance Pendidikan, Badan Dasar Pendidikan [4]:

1. mastering the material, structure, concepts, and scientific mindsets that support the subjects they are capable of;
2. mastering the competency standards and basic competencies of the subjects they are capable of;
3. develop creatively capable learning materials;
4. develop professionalism on an ongoing basis by performing reflective actions;
5. Utilize technology and communication to develop yourself.

The issue of theories about professional teachers has been widely proposed by educational management experts, such as Rice and Bishoprick [5], and Gickman [6]. According to Rice and Bishoprick, a professional teacher is a teacher who is able to manage himself in carrying out his daily duties. The professionalization of teachers by the two experts is interpreted as a process that moves from ignorance to knowing, from immaturity to maturity.

1. Teacher is a professional position that requires a variety of special skills. As a profession, it must meet professional criteria. Hamalik [7] mentions that there are several criteria for professional teachers, Physical
  - (a) Physically and spiritually healthy
  - (b) Do not have a disability that causes ridicule/pity from students.
- 1) Soul/personality
  - (a) Personality/spirit of Pancasila
  - (b) Able to live the outlines of the direction of the State (GBHN).

- (c) Love people and sesame people and feel sorry for students.
- 2) Scientific Knowledge
  - (a) Understand the knowledge that can underlie the formation of the personal.
  - (b) Understand the science of education and teacher training and be able to apply in their duties as educators.
  - (c) Understand, master, and love the knowledge to be learned.
- 3) Skills
  - (a) Able to act as an organizer of the teaching and learning process.
  - (b) Able to structure teaching materials based on interdisciplinary, functional, behavioral and approach technology.
  - (c) Able to compile a teaching program outline (GBPP). Based on the above opinions, the researcher concluded that a teacher must have special skills and must have criteria for the existence of a professional teacher. Apart from being based on the talents of teachers, the element of experience and also education plays a very important role in authority. Therefore, to become a teacher, you must also have professional criteria and must be physically healthy and have a lot of good knowledge and skills.

### 1.3. Scope of Teacher Professional competence

The scope of professional competence of teachers according to Mulyasa [8] is as follows: Act as a model for other members.

- 1) Applying educational foundations philosophical, psychological, sociological, and so on and understand this.
- 2) Applying learning theory according to the level and understanding the development of students.
- 3) Develop the field of study for which he is responsible and able to handle it.
- 4) Able to apply and be able to understand varied learning methods.
- 5) Using various tools, media, and learning resources that are relevant and able to develop them.
- 6) Implement learning programs and be able to organize these programs.
- 7) Evaluation of student learning outcomes can be carried out properly.
- 8) Able to cultivate the personality of students.

Kurniasih [9] said that the competence that teachers must have in order to become professional teachers is a pedagogical competence. Any teacher who has pedagogical competence, will become a teacher naturally creating a very pleasant learning process. Pedagogic competence is a willingness related to student understanding and the management of educational and dialogical learning

Professional comes from the word profession which has the meaning of denoting a job or position according to the expertise, responsibility, and loyalty of the job. There are two things that indicate the word professional, namely the person and the appearance or performance of the person in carrying out their duties and work. The term professionalism comes from the word professional which has the meaning of indicating the degree or level of a person's appearance as someone who is professional in carrying out the profession, he is engaged in Daryanto [10].

## 2. METHOD

This research used mixed method research. In general, a joint research method is a research method that combines or combines qualitative methods and quantitative methods to get better understanding of the problem to be studied. According to Creswell [11], mixed research is a research approach that combines between. qualitative research with quantitative research to solve research problems, so as to highlight the advantages and minimize the shortcomings of each of these methods. In this researcher, researchers were used a mixed method, that is, the data was be distributed by qualitative methods such as interviews and quantitative methods using questionnaires.

In analyzing the data, the researcher did the following steps:

### 1. Questionnaire analysis

In analyzing the questionnaire, the researcher conducted some steps as follow:

- a. The data which gained from questionnaire was be processed by using Microsoft Excel 2019
  - b. The questionnaire analyzes using descriptive by SPSS 26.0 version
- ### 2. Interview

After collecting the data, researcher analyze the data. The analytical process continues as long as research is being conducted. There are three types of data analysis in qualitative research: data organization, data presentation/display, and conclusion drawing/verification Sugiyono [12].

a) Data reduction

The process of summarizing, organizing, and categorizing points based on taxonomy (Meleong, [13] in Research Method for Language Learning). Data reduction begins by selecting and describing the basics, focusing on what is important to the content coming out of the field. The researcher sorted the data from the interview, monitoring. In this step researcher interview the subject of this researcher. Researcher also observed around the class/boarding school and took notes to track data.

b) Data presentation/data display

In qualitative research, the presentation of data can be in the form of short descriptions, charts, flowcharts, etc. Miles and Huberman [14] state in his Sugiyono [12] that “the most common form of presenting data in past qualitative research data has been narrative text.” Looking at the data display helps us understand what was happening and what to do – further analysis or attention in this understanding (Miles and Huberman [14] in sugiyono, [12]).

### 3. RESULTS AND DISCUSSION

Teacher professional competence is one of the competencies that must be possessed by a teacher at every level of education. The researcher has interviewed teachers who class XI at SMKN 1 Baubau. Data obtained from interviews with 3 teachers who teach at SMKN 1 Baubau, after summarizing the data, researchers showed the results. Based on the results of the interview summarized, researcher found that class XI teachers at SMKN 1 Baubau had met the indicators of professional competence adapted from the Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007.

### 2.1. Results

Based on the results of the descriptive table, it showed that as many as 139 students thought that the teacher's professional competence was in the high category with a percentage of 47.44%. A total of 153 students argued that teacher professional competence was in the very high category with a percentage of 52.21%, as many as 1 respondent thought that teacher professional competence was included in the low category with a percentage of 0.34% and no one assessed teacher professional competence in the very low category (0%). So, it can be concluded that according to the students the teacher has a very high professional competence in teaching, which is 52.21%. Based on the frequency distribution that has been explained, for more details can be seen in the following bar chart

**Table 1.** Variable Frequency Distribution of Teachers' Professional Competence

No.	Interval	Frequency
1.	27-32	153
2.	21-26	139
3.	15-20	1
4.	8-14	0
Sum	293	100%

The purpose of this research is to find out professional teachers in teaching english language learning. Based on the research data that has been analyzed, there is a discussion that will discuss the result of the research, namely the results of the research analysis of SMKN 1 Baubau from the results of interview with 3 teachers shows that SMKN 1 Baubau teachers had applied academic qualification standards and teacher competencies likewise, questionnaires filled out by students, the competence of english teachers, especially in aspects of mastery of material or subjects is classified as very high with a percentage of 52.21%, teachers have succesfully meet all competency standrs of professional teachers but teachers are still constraintd with no laboratory room at SMKN 1 Baubau but teacher using laptop frequently in the learning process therefore, this research succeeded in proving that “ class XI teachers at SMKN 1 Baubau are professional and meet teacher qualification standars and teacher competence”.

#### 4. CONCLUSION

The results of interviews with 3 teachers conducted by researchers at SMKN 1 Baubau have met teacher professional competency standards, especially in the aspect of mastery of material or subjects with a very high percentage, and teachers have met all teacher competency standards but on the other hand aspects of using the media are still constrained by There is no laboratory room at school yet, but teachers often use laptops in the learning process

While the findings from the results of the questionnaire analysis data 139 respondents were in the high category with a percentage of 47.44%. A total of 153 respondents thought that teacher professional competence was in the very high category with a percentage of 52.21%, as many as 1 respondent thought that teacher professional competence was included in the low category with a percentage of 0.34% and no one assessed teacher professional competence in the very low category (0%).

This means that the professional competence of teachers at SMKN 1 Baubau has met the indicators of teacher professional competence based on the results of interviews with 3 teachers and a questionnaire filled out by 293 students in accordance with Permendiknas No.16 of 2007

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