

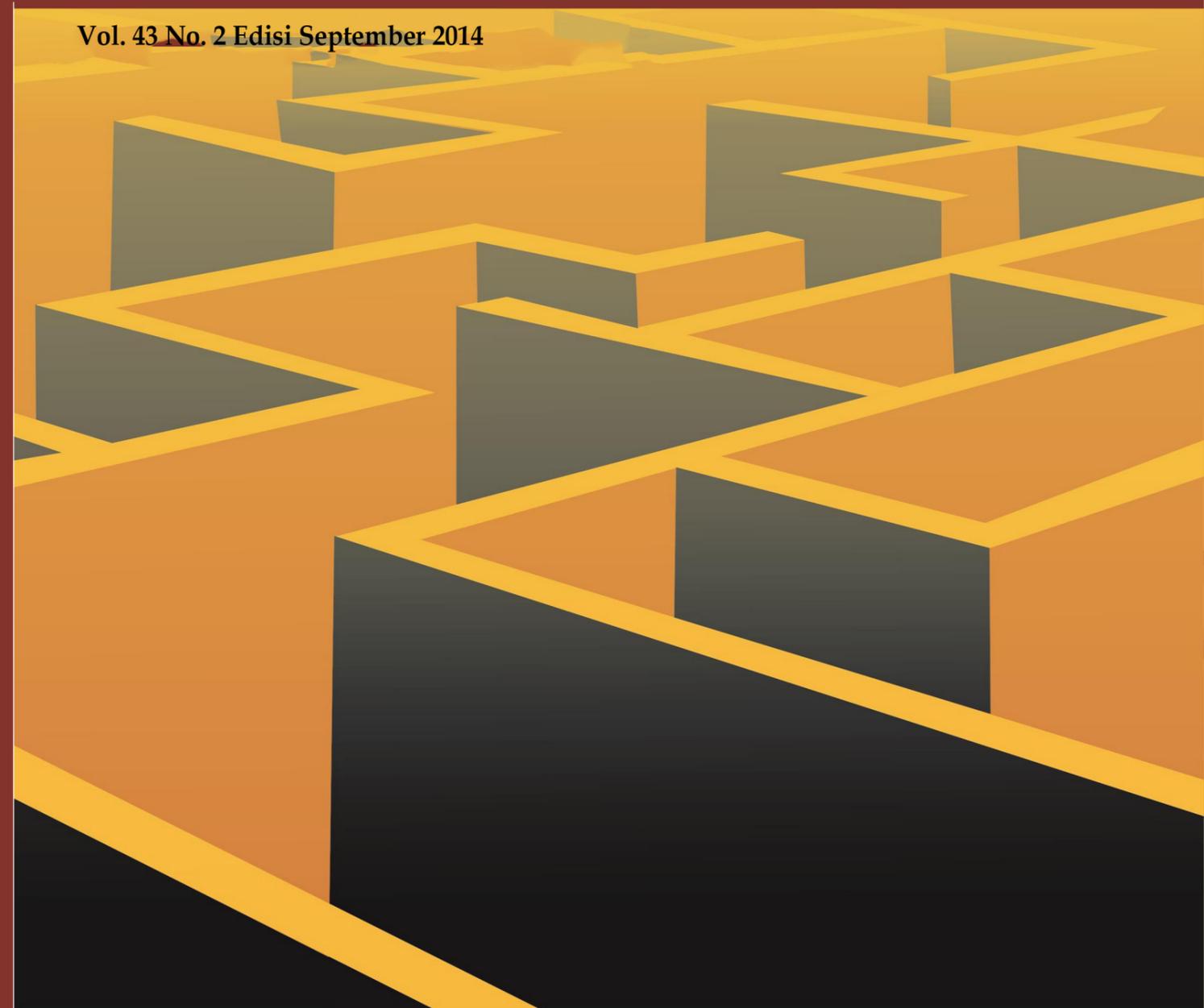
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ANALYSIS OF COMPETENCE JUNIOR HIGH SCHOOL TEACHER TO WELCOMES CURRICULUM 2013 IMPLEMENTATION

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Abstrak

Kebijakan pelaksanaan kurikulum 2013 yang menggantikan kurikulum 2006 adalah upaya pemerintah untuk meningkatkan pendidikan di Indonesia. Yang berubah dari kebijakan pendidikan melalui penerapan kurikulum 2013 di semua tingkatan dari sekolah dasar sampai sekolah menengah, itu menyebabkan konsekuensi dan implikasi pertumbuhan kegiatan pembelajaran secara luas. Konsekuensi dan implikasi kegiatan belajar berdasarkan kurikulum 2013 tidak hanya berkaitan peralatan dan strategi pembelajaran, tetapi juga kesiapan guru sebagai aktor top pendidikan belajar di school. The berubah dari kebijakan pendidikan melalui penerapan kurikulum 2013 adalah permintaan untuk re-analisis kompetensi dasar dari guru karena berdasarkan kurikulum 2013 menjelaskan bahwa itu bukan dengan terpisah namun terintegrasi subjek harus menjadi sekarang. Tujuan dari penelitian ini adalah kompetensi pemetaan kesiapan guru aktivitas belajar berdasarkan kurikulum 2013 di sekolah tinggi junior. Penelitian metode adalah survey dengan analisis deskriptif. Hasilnya adalah separuh dari guru di Bengkalis subdistricat memiliki kompetensi yang berbeda, sehingga menyebabkan dari unoptimalisation dalam proses pembelajaran. Memberikan rekomendasi dengan mengatur ulang diperlukan untuk guru SMA Junior yang kurikulum 2013 aturan.

Abstract

Policy the implementation of curriculum 2013 that replaced curriculum 2006 is the government effort to improve education in Indonesia. The changed of education policy through the implementation of curriculum 2013 in all level from primary school to secondary school, it's cause consequences and implication of learning activity growth widely. The consequences and implication of learning activities based on curriculum 2013 is not only relating equipments and strategies of learning but also the readiness a teacher as a top actor of learning education at school. The changed of education policy through the implementation of curriculum 2013 is demand to re-analysis of basic competence from teacher due to based on curriculum 2013 explain that it is not by sparated but integrated subject must being now. The purpose of the research is mapping competence in readiness a teacher of learning activity based on curriculum 2013 at junior high school. The research of methode is survey by descriptive analysis. The result is a half of teacher at Bengkalis subdistricat have different competence, so caused of unoptimalisation in learning process. Giving rekomendasi by resetting required for junior high school teacher which curriculum 2013 rules.

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INTRODUCTION

Since, Indonesia was declared of independ day, the curriculum presented to school was changed by its function ten times on that periode. Began form 1947, 1950, 1964, 1968, 1975, 1984, 1994 and the supplement in 1999, 2004, 2006, and now is 2013. Curriculum 2013 is the Government's commitment to improve education in this country in an effort to compete with other countries. The implementation of Curriculum 2013 in addition to hang on the competence ,but also refers to the Indonesian National Qualifications Framework. Commitment to reform based curriculum and KKNI not without reason. From prespektif of policy education theory said that through curriculum reform will be generated and can assure the quality of education that produces competent human resources who are able to compete and are able to meet the qualification standards in the global era, (Farisi, 2012; Suyanto, 2010; Hasan, 2006).

Different with theory of education policy, study that Mutrofin (2012), Mardapi (2010), dan Purwanto (2010) said that educational progress will be determined by the learning approaches (models of teaching) and the fulfillment of educational infrastructure and facilities available as well as teacher incentives received. Through the implementation of a learning approach based on the transformative approach and cognitivism , Mutrofin in Yogyakarta provides an overview of research on improving the quality of education in schools.

However the study of Parsons (2012), Coughlin dan Kirsch (2010) expalin that improving the quality of education is not enough to just be done through changes in the curriculum as a result of educational policy and learning models are applied , but the increase will be strongly influenced by the quality of teacher professionalism. Professional teachers are teachers who master the core competencies of teachers well . Standard professionalism of teachers with mastery of core competencies teachers need to be clearly defined , so that the interested parties will be able to monitor / assess objectively the level of mastery of the competency and qualifications.

users of graduates will have a clear picture of the competence and qualifications held by workers recruited so that if they want to do coaching will have a basic initial (baseline) is clear . But keep in mind that the competency-based curriculum reform and refers to the qualification criteria is also not a panacea , a miracle or a recipe that can solve all the problems of education (Wardani, 2003).

Updates curriculum from 2009 to Curriculum 2013 realized or not will have implications and direct influence on the process and learning outcomes , teacher competence , as well as the patterns of thinking and behavior of the learners . Therefore , in education after the introduction of Curriculum 2013 in addition must be anticipatory and preparatoris , and also be supported by the realignment of core competencies junior high school teacher . Structuring the school teachers of core competencies becomes inevitable due to the implementation of the curriculum in 2013 for the field of study is no longer practiced individually with teachers in each study , but conducted in an integrated manner . For example , if the previous curriculum social studies to the field of study of economics, history , and geography are taught by teachers according to the field of study of each, then in 2013 a curriculum teachers of economics should be able to integrate the subject areas of history , and geography , and so on.

Teacher competence as one of the important components of the implementation of the strategic value of education , because the substantive existence of a competent teacher education is a form of accountability to the community , either in the form of " academic accountability " and "legal accountability " . The accountability principle necessitates the need for realignment of the current competence of school teachers who should not just limit themselves to each field of study as in the previous study and the development of intellectual strength (cultivation of the rational powers : academic excellence ; or academic excellence and the cultivation of the intellect) , as it will only make education as an ivory tower (ivory tower) , and spawned a generation of people

who are not touched by the state of society and does not relate to society (Hasan , 2006).

It is no exaggeration to say that the future of the community , state and nation are largely determined by the teacher . Teachers , as professionals, have the function , role , and position are very important in achieving the vision of education in 2025 , which created the Indonesian people intelligent and competitive . Consequences of teachers as a profession is an ongoing professional development while working to improve the core competencies of teachers.

Mastery of the core competencies of teachers will support the roles, functions , and duties of teachers in preparing students for higher education pathways . If the theory of investment in human resources said that education has a strategic role in the development , (Simanjuntak , 2005; Cotter , 2005) , the existence of junior high school education is the beginning of the success or failure of education to contribute to the development. The more junior high school students who can go on to a higher level , the better the quality of human resource is owned by a nation , or the other hand.

The teacher competence as stipulated by laws and regulations in Indonesia includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education. Teacher competence is holistic, not parts per part or stand alone .

Pedagogical competence is the ability of teachers in the management of student learning that at least the following: (a) the educational foundation of understanding or insight; (b) comprehension of the learners; (c) development of curriculum or syllabus ; (d) the design of learning; (e) the implementation of an educational learning and dialogue; (f) the use of learning technologies; (g) evaluation of learning outcomes and (h) the development of learners to actualize different potentials.

Personal competence shall include at least personality : (a) faith and fear; b) noble; (c) the wise and prudent; (d) democratic; (e) steady; (f) authoritative; (g) stable; (h) an adult; (i) honest; (j) sportsmanship; (k) become role models for students and the community; (l) to objectively

evaluate its own performance; and (m) develop themselves independently and sustainably .

Social competence is the ability of teachers as part of a community that at least the following competencies: (a) oral communication, written, and/or gestures politely; (b) the use of information communication technology and functional; (c) interact effectively with students, fellow teachers, staff, leadership education unit, the parents or guardians of students; (d) politely mingle with the local community with regard to the norms and value systems that apply; and (e) apply the principles and spirit of true brotherhood.

Professional competence of the teacher's ability to master the knowledge of science, technology, and/or arts and culture diampunya which at least include mastery of: (a) the subject matter is broad and deep content of program in accordance with the standards of the education unit, subjects, and/or groups of subjects to be of teaching; and (b) the concepts and methods of the discipline of science, technology, or art that is relevant, which is conceptually coherent with the shade or education unit programs , subjects and / or groups of subjects to be of teaching.

As the Friedman (1976) , recognition of a job into a professional profession can be reached through three stages. The first stage is the professionalism of teachers through formal education. The second step after a person is deemed to meet the requirements as a teacher is certified (certification . Certification (certification) implies acknowledgment by the state of its abilities and skills. Shape recognition is awarding certificates to persons with profession, in which includes a description of the capabilities and skills possessed by the holder, the following authority. Thus Certification is the process of teaching certificate for teachers, while teaching certificate is a formal proof of recognition given to teachers as a third force is the enrichment experience profesional through teacher training .

In the management of teacher learning required to master 24 (twenty four) competencies are grouped into pedagogic competence, personality, social, and professional. To facilitate the assessment of teacher performance assessment, 24 (twenty four) of these competencies are summarized into 14 (fourteen)

competence as published by the National Education Standards Agency (BSNP, 2012)

But the reality on the ground shows different things, there is still a gap between what is supposed to be with what is realistic. In a study of school quality standards in Bengkulu in 2012 revealed that for all levels of education from elementary to senior high school, the quality of education in Bengkulu still below the quality standards required by the government. One factor that affects the quality of not achieving the standard expected partly due to the competence of the teachers who have not been optimal. Teacher competence should be owned by every teacher in Bengkulu seems not as expected by the National Education Standards.

With the implementation of Curriculum 2013, which has implications for the need for realignment of junior high school teacher competence, other than by the lack of competency of teachers today, as well as changes to the curriculum in 2013 calls for an integrated teaching across subject areas. To be able to make arrangements teacher competence, competency mapping needs to be done school teachers in Bengkulu. This research is To obtain a junior high school teacher competency mapping legitimate and valid.

METHOD

The location of this study Bengkulu in Riau Province. The focus and scope of the research is

competency mapping Bengkulu Junior High School Teachers. This study used a survey method and descriptive. Guy said, a survey is an attempt to collect the data from members of population in order to Determine the current status of that population with respect two or more variables (Guy, 1995: 155). While the descriptive method is a research method that seeks to describe a phenomenon, event, events that happen in the present. (Sujana, 1989: 65). The unit of analysis of this study were junior high teachers in Bengkulu. The study population was a junior high school teachers in Bengkulu totaling 2608 people covering all fields of study. The sample was a sample of the population, meaning that all school teachers penelitan. Sumber sample data used is primary data collected from the teachers through questionnaires and secondary data sourced from the District Education Office Bengkulu. Analisis data using descriptive - interpretative approach.

RESULT

Simple descriptive of space

This research was conducted in Bengkulu Riau Province. the junior high School teachers who responded to the study of competence mapping covers the entire SMP / MTs, both public and private, spread in 8 (eight) districts as Bengkulu . The results showed there were 146 data collection SMP / MTs with the distribution of the areas as listed in the following table .

Table 1. Regional Distribution and Number of Schools (SMP) Study

NO	KECAMATAN	SMPN	SMPS	MTsN	MTsS	TOTAL
1	Bengkalis	12	2	1	8	23
2	Bantan	8	0	1	8	17
3	Mandau	17	11	0	13	41
4	Pinggir	15	4	0	9	28
5	Bukit Batu	7	1	1	2	11
6	Siak Kecil	5	0	0	2	7
7	Rupat	7	1	0	6	14
8	Rupat Utara	3	1	0	1	5
TOTAL						146

Results : Data and Information of teacher

In keeping with the focus of this research, data and information on the junior high school teachers who may be disclosed Bengkalis associated with aspects of the teacher 's core competencies are included data obtained educational qualifications, employment status, certification status, years of service, rank and standardized data junior high teacher competence in general.

Examined from the aspect of the educational background, the majority of school teachers are Bengkalis scholars, even some who hold Master (S2) and there is one teacher a doctoral degree (Ph.D.). Junior high school teacher with a university degree (S1) of 75.4 % , Graduate (master and doctorate) of 2.1 % , 9.1 % diploma, high school level (SPG) 6.4 % and unknown educational background as much as 7 %.

According to the rules actually junior high school teacher with a background in high school level education and a diploma should not be taught in junior high, but the reality is there are still as many as 15.5 % junior high school teacher with a background of inadequate education. This will affect the core competencies of teachers held

Bengkalis employment status of teachers in most of the non-civil servants. A total of 38.2 % junior high school teacher is a teacher Bengkalis civil servants (PNS), the remaining 61.8 % as much as a junior high school teacher with a non-civil servant status (Honorary area and private) . Employment status Bengkalis junior teachers seems to have links with teacher certification is

proof of professional teachers with professional teacher 's core competencies. School teachers in Bengkalis certified teacher who has had as many as 55.1 % , while the junior high school teacher who has not had as much as 44.9 % of teacher certification.

Another aspect which is estimated to have a connection with the acquisition of core competencies is a junior high school teacher job tenure and rank. Future school teachers who work less than 15 years as much as 24.5 % and the remaining 75.5 % have a service life of over 15 years. Furthermore, from the aspect of rank, as much as 37% of junior high school teacher Bengkalis included in the rank / class IVa and over, as many as 54.6% of the junior high school teacher with a class / IIIa rank - IIID, and as much as 8.9 % is a junior high school teacher with a rank / class IIa -IID .

Data and information about school teachers is very important as a basis for the analysis of teachers' competence to interpret SMP in Bengkalis. In this research, data and information competency Bengkalis school teachers in general (including pedagogic competence, professional, social and personality) showed that many school teachers Bengkalis with mastery of competencies in general is low to moderat. School teachers with high competence and qualifications are still less than junior high school teacher with a low -to-moderate competence . The overall picture Bengkalis junior high teacher competence in general can be seen in the following table .

Tabel 2. The standard of competence junior high teacher (SMP/MTS) in all sub distric Bengkalis

NO	KECAMATAN	KOMPETENSI			TOTAL
		TINGGI	SEDANG	RENDAH	
1	Bengkalis	220	187	108	515
2	Bantan	144	102	30	276
3	Mandau	529	273	107	909
4	Pinggir	277	76	40	393
5	Bukit Batu	100	72	20	192
6	Siak Kecil	49	35	14	96
7	Rupat	76	73	20	169
8	Rupat Utara	24	20	14	58
TOTAL		2309	278	21	2608

DISCUSSION

The following discussion and analysis of the study results presented in this chapter is intended as a key ingredient to formulate policy proposals, conception, strategy, and program enhancement and sustainable development of teacher competencies outlined in Chapter VII of this report. Successively described the discussion and analysis of junior high school teacher competence and analysis of the relationship between educational background with a degree of competence, employment status and rank the level of competence of teachers, as well as the analysis of teacher certification status with the level of competence of teachers.

Professionalism and competence of teacher

Professionalism is an understanding that aspires to do certain work activities within the community, based on high expertise and based on a sense of calling, as well as a pledge to accept the call to the spirit of devotion is always ready to give help to others who were afflicted with difficulties in the dark of life. Professionalism is a term that refers to a mental attitude in the form of the commitment of the members of a profession to continue to realize and improve their professional quality. Someone who has the soul of professionalism constantly pushing himself to create a professional work.

There is a pattern of relations between the professionalism and profession. Professionalism was understood as a profession. If a professional wants to be seen as a profession that is professional, it is clear that the profession has to go through the principles taught well (well educated), well trained (well -trained), and well paid (well paid). At that professional profession attached two things must be present (sine qua non), namely competence and performance. Competence is the attributes possessed by an occupation and distinguish it from other work, while the performance is an acronym of the kinetic energy or work in English is called performance.

Performance have a causal relationship with competence. Performance is a function of competence, behavior or attitudes, and actions work. Competencies describe the characteristics of

the knowledge, skills, attitudes, and experience to perform a particular job or role effectively. Competence can be measured objectively and developed through supervision, performance audits, and management of human resource development programs. Knowledge indicating what is inside the head (mind) a person, knowing awareness or understanding of something, especially work. Skills reflect the ability of a person that can be measured which has been developed through practice, training, or experience. Behavior is a function of one's attitude towards the profession. Experience is the accumulation of practice do professional work for a certain period.

Related professionalism of the teaching profession, the most important element of the relevant general requirements to be met as a teacher there are at least three things, namely, academic qualifications; mastery of competencies as some special skill or expertise needed to carry out the task of educating and teaching effectively and efficiently; and certification for teachers who meet the second requirement is seen before; and of course must be physically and mentally healthy, and have the ability to achieve national education goals.

Competence is the ability or skill. Competence relates to teacher professionalism. Professional teachers are qualified teachers (enabled). Because of the professional competence of teachers can be defined as the ability and authority of teachers in the professionalism with the ability to run high. The teacher competence as stipulated by laws and regulations in Indonesia includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education. Teacher competence is holistic, not parts per part or stand alone.

Description achievements of junior high school teacher competence in Bengkalis in Table 2 still suggests that mastering the competency of teachers as one of the essential elements of professionalism of teachers still face serious problems in Bengkalis. The teacher is a profession that means a position or a job that requires special skills as a teacher. This type of work should not be done by any person outside the field of education.

Based on this view should any organizers and managers of educational units, both public and private sector should not be raised any person to be a teacher, by reason of local autonomy once. If ease of lifting any person to be a teacher continues, then the impact will be tremendous.

In addition to blunting back professionalism of the teaching profession, will also lead to the collapse of the professionalism of the profession (deskilled profession) which ended in failure to achieve national education goals. One effort to avoid this is to master the necessary competencies. Mastering competence means having the ability to

internalize the domains of competence and apply it in their daily work as a professional teacher.

Certification dilemma

As shown in the data obtained by this study, junior high teacher who has obtained certification for educators (1,436 people or 55.31 %) is almost equal to that have not got it (1,172 people or 44.69 %). This condition is a dilemma because the main requirement became educators, in addition to educational qualifications, are concerned should pass and get certified as an professional educator.

Table 3. The standard competenced based on status certification

Sertifikasi	Kompetensi			Total
	Rendah	Sedang	Tinggi	
Sudah	113	641	582	1436
	8%	48%	44%	100,0%
Belum	118	437	27	1172
	10%	37%	53%	100,0%

Some are quite interesting from the data associated with the certification of competence of teachers. The teachers who have obtained it shows mastery of competencies that are not linear with certification. Similarly, teachers who have obtained certification of competence even better. This reinforces the notion that teacher certification is not a potent tool to encourage professionalism of teachers, certification is seen as an effort to improve the welfare of teachers, and not to improve the quality of education.

Although statistically educator 's certificate is not significantly correlated with the level of competence, but because of concerns the legality and recognition of the state , the certification must be prioritized in developing the careers of teachers as professional educators. Certification is an integral part of teachers' professional development as a professional educator.

If the certification aspect is ignored in the professionalism of teachers, the certification of the teacher policy that has lasted for 8 years with a very large budget to be in vain. Conversely, if the certification is an important element of teacher professionalism, then the change of government, teacher certification policies still do not know his

fate. Until now there are thousands of school teachers who have obtained the certification of teachers. This is the dilemma of teacher certification in the country.

Disparity of qualification and distribution theacher

Looking at the educational background of the data held in the junior high school teachers Bengkalis where more than 75 % are college graduates, on the one hand is a real potential that is consistent with the provisions of Law No. 14/2005 on Teachers and Lecturers and in line with the PP 74/2008 on Teachers. However, there still exists a Diploma qualified teacher education (9.10 %) even SPG (6.30 %) is homework as soon as possible needs to be addressed in order to meet the requirements of legislation and regulations. The question is , why did it happen ? The results show that there are some who still employ junior elementary teachers because of the disparity in educational qualifications and uneven distribution of school teachers in the region Bengkalis . In general, much of the junior public accessibility many elementary teachers are hired as junior high school teacher .

The disparity in educational qualifications of school teachers and distributive aspect of teachers indicate how high standards of quality educators. This education disparity also causes an imbalance of the core competencies dominated by junior high school teachers, the professional competence, pedagogic, social and personality. Examined from the perspective of teacher competence, clearly the existence of elementary school teachers to teach in junior and imbalance mastery of teacher competence, it is deemed not competent. The argument "necessity" can not be used as a justification and a proclamation that allows it to happen. Why is that? Because education is a strategic sector, the management can not be done arbitrarily. This variable is of course a big impact on the quality of the learners. Theoretically, any of the educational reform to be carried on, then the first element that should be improved is the quality

of educators as reflected in educational qualifications.

Status Inequalities Wary

Until now Abraham Maslow's theory of human needs has not been refuted. One human needs is the need to actualize the self (self-actualization) after a number of basic needs are met. Self-actualization is generally manifested in the need for social status in the community, either through excellence, economic, political, and social. In terms of the profession as educators, most people would crave him have the status of civil servants (PNS) rather than vice versa. The available data show that school teachers were civil servants is much less than the civil service, reaching 995 people (38.20%). Most are non-civil servant school teachers (1,613 people or 61.80%).

Table 5. Standard competention based civilitation

Kepegawaian	Kompetensi			Total
	Rendah	Sedang	Tinggi	
PNS	7 0,7%	114 11,5%	874 87,8%	995 100,0%
HonDa	7 0,9%	78 10,4%	664 88,7%	749 100,0%
GT Yayasan	2 0,5%	39 10,3%	336 89,1%	377 100,0%
GTT	1 1,1%	10 11,2%	78 87,6%	89 100,0%
Lainnya	4 1,0%	37 9,3%	357 89,7%	398 100,0%
Total	21 0,8%	278 10,7%	2309 88,5%	2608 100,0%

Table 3 above shows a significant correlation when different employment status has a high correlation with the standard of competence. The difference in status that occurs is also very significant. The pattern of employment status of teachers is not balanced (unbalanced) it has certain advantages and disadvantages and relevant wary. One of the advantages is that, if the teachers with civil servant status clearly has an adequate standard of competency as a whole, the process of innovation adoption will easily occur.

But if otherwise, then the teacher with a non-civil servant status to be less competent. The number of unbalanced status also causes the level of competition to achieve a better standard of competence is not easily occur.

CONCLUSION

Teachers with a high standard of competence is the real potential that would be the basis for the sustainable development of competence (PKB)

and becomes a variable that facilitates the implementation of the adoption of innovations such as the presence of Curriculum 2013. But that should also need to think about is how teachers with moderate and low standards of competence can catch up.

Here the relevance necessary arrangement in Bengkalis junior high teacher competence . There are two ways that can be taken. *First*, an integrated training mengenai integration field of study, whether in relation to the learning method and the substance of such an integrated subject material demands in Curriculum 2013, and *secondly*, sends teachers for further studies (S2 or S3) corresponds to the integration of fields of study. For example, to send a teacher to further study the Field Social Studies, Science, and so on to the universities that have courses like that.

Interesting findings that occur can be categorized into two points, the first is that almost every junior high school teachers are always there that do not have a high level of competence. Second, each teacher, even though the same level of competence, competence mastery turns out different variations. That is, teachers who have high competence, not necessarily the high competence in the field of pedagogy, professional, social, and personality. Theoretically, there should be a balance of competence or mastery similarity of each field in a balanced (equal) for each competency is a unity, not a separate component from each other .

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