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Content

PROFESSIONAL COMPETENCE UNDERSTANDING LEVEL OF ELEMENTARY SCHOOL IN IMPLEMENTING CURRICULUM 2013

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Abstract: The specific purpose of this study is to find out professional competence understanding level of elementary school teacher in implementing curriculum 2013 in Bengkulu city. This study used analytical descriptive. This study aimed at describing the professional competence understanding level of elementary school teacher in implementing curriculum 2013. The subject of this study was 100 teachers of elementary schools in Bengkulu City. The object of this study was related to professional competence understanding level of elementary school teacher in implementing Curriculum 2013. The data collecting was conducted by using questionnaire and document. Questionnaire was used to obtain the data about professional competence understanding level of elementary school teacher in implementing Curriculum 2013. To find out and to proof that questionnaire is valid was conducted by expert. Document was used to find out the number of elementary school teacher in Bengkulu City. After the data was collected it was verified, and was processed by using percentage statistic method. The data processing was then analyzed and concluded. In general this study concluded that elementary school teachers in Bengkulu city understands professional competence in implementing curriculum 2013.

1. Introduction

Teachers play a very important role especially in building the character and develop students' potency (Fitria et al, 2019; Kristiawan, 2015; Kristiawan et al, 2019). The teacher existence is irreplaceable, especially in our multi cultural and multi dimensional society, in which the role of teacher is rarely replaced by technology. The teachers have a very important role in determining the success of education. In class room the teacher is the main subject in learning process. Curriculum improvement has to be supported by teachers' professionalism. Professional teacher is expected to produce qualified graduate. Teachers' professionalism is a spearhead in implementing the curriculum.

In another hand, from the perspective of education and educational background, it has not fulfilled the expectation so that it can

be considered that the teacher is not professional yet. This indicator is shown quantitatively upon the condition in Indonesia as follow: the low quality caused by various determining variables such as variable of curriculum, learning media, lack of facility, parents and society support, headmaster management, natural environment, less supporting social and culture and the last but not the least is teacher. Teacher is a spearhead in a learning process (Sumantri, 1998; Sukmadinata, 1998, S Nasution, 1998). In another hand there is study result which shows that decent state elementary school teacher was 42,2%, in private elementary was only 39,5%, junior high school who suitable and decent to teach was only 49,4 % and who is not proper to teach was 31,7 %, not suitable but proper to teach was 10,7 %,not suitable and not proper to teach was 9,0 % from 283.715 teachers (Depdiknas,

2000). In giving good service to students the main role of teacher is to facilitate (facilitator) students in order to improve according to the potency. Besides, the teachers are expected to stimulate interest and motivation (motivator) so that every student has willingness and ability to have self development. In order that students uniqueness can be accommodated so that the teachers are expected to create (creator) various method, media, source and learning approach, and try to use innovation in learning process as the profession obligation. Besides the teachers have a very strategic function, role and duty in improving learning process quality. To actualize those functions, roles and duties the teachers need academic qualification and competence according to the determined standard as an educator.

Moreover, Curriculum 2013 is only suspended and will be implemented gradually and evaluated continuously. Education minister has stated that K-13 will be implemented gradually up to 2018 in all school. K-13 has been implemented in 3% schools in Indonesia which become pioneer school, meanwhile the other 97% school uses curriculum 2006. If we have the input to evaluate and revision it was then implemented gradually (Harian Nasional, 14 December 2014: 12). With education minister decree No. 160/2014 emphasis that K-13 is implemented only in 6.221 schools all over Indonesia. The rest have to use the previous curriculum. There are many complain from society upon the implementation of K-13 such as: (a) there are lots of component in K-13 which is not understood well by teachers; (b) lots of teacher do not understand authentic assessment system.(c) there are lots of teacher have not enrollee K-13 training ;(d) there is K-13 hand book which need to be revised; (e) there is a book contains sensitive issue for society;(f) the hand book is not evenly distributed to schools all over Indonesia;(g) there are many local government which disobey toward the K-13 curriculum implementation;(h) there are many school which is still reluctant in implementing K-13.

The testing of K-13 was conducted in 2013/2014, 6.221 schools in 295 region/city were appointed. Those schools consist of 2.598 elementary schools, 1437 junior high schools 1.165 senior high schools and 1.021 vocational schools. Education minister decree determines the number of school of pioneer school in all region/city which oblige to implement K-13. It is expected that those schools do evaluation regarding K-13. After being evaluated K-13 is then implemented in various level of education. Education expert Doni Koesuma stated that, the attempt of K-13 testing and improvement is ideally to be conducted in 1-2 years followed by routine evaluation (Kompas, 8 December 2014).

The general purpose of this study is to find out the level of understanding of the basic competence of elementary school teachers in implementing the Curriculum 2013 in Bengkulu City. The specific purpose of the study was to determine the level of understanding of the professional competence of SDN teachers in implementing the Curriculum 2013 in Bengkulu City.

Theoretically, the benefit of this research is to contribute to the theory of teacher competence that forms the basis of teachers in implementing Curriculum 2013. Practically the benefits of the results of this study are the results of this study will provide "feedback" for state elementary school in understanding basic competence of teacher.

2. Theoretical Review

The Minister of National Education has approved the Curriculum 2013 (K-13) for Primary and Secondary Education. Curriculum 2013 is often called K-13. The curriculum has gradually been implemented starting in 2014/2015 school year. The effectiveness of Curriculum 2013 shows a change from school based curriculum to the Curriculum 2013 . The change in the curriculum is due to advances in science/technology and cultural arts, the emergence of a new learning

approach, a change in the education management system from centralized towards a decentralized management system (Danim: 2003). In addition, K-13 is one component of learning that has a "central" position in the learning process in the classroom (Sukmadinata: 1997; Sumantri: 1998; S. Nasution: 1988). In addition, K-13 is a program that is planned, developed, implemented and evaluated to achieve educational goals. More than that, K-13 is also a planned program that is used as a guide for teachers in implementing the learning process.

The application of K-13 in various types and levels of education basically refers to the National Education System Law Number 20 year 2003 and the Government Regulation of the Republic of Indonesia Number 19 year 2005 concerning National Education Standards. In addition, it based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards and Regulation of the Minister of National Education of the Republic of Indonesia Number 23 year 2006 concerning Graduates Competence Standards. In addition, the change in K-13 is the mandate of 1945 Constitution in an effort to educate the life of the nation and for the government to strive for and implement a national education system regulated by the Law.

In National Education System Law number 20 year 2003, Chapter 1, Article 1, paragraph 19 it is stated that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (UUSPN, 2003: 4). In line with the above definition, it is stated that: Curriculum is defined as " all of the planned experiences that learners have under the shool's guidance" it includes, of cours, all school activities and planned school service such as the library, health care, assembles, the food service and lunchrooms, and field trips (Hass: 1994: 4). The curriculum is the whole experience of students planned with direct guidance by the school, such as library services, maintaining health, holding meetings, providing lunch rooms and conducting field trips. Beaucham (1975: 7) stated that: "Curriculum is written document which may contain many ingredient but basically it is a plan for the education of pupil during their enrollment in given school". In line with the above definition Taba (1962: 11) in his book: "Curriculum Development, Theory and Practice" defined curriculum as : A plan for learning, therefore, what is known about the learning process and the development of individual has bearing on known about a curriculum. Curriculum is something planned that is used to teach students.

Majid (2005: 6) explained the competencies possessed by each teacher would indicate the quality of teachers in teaching. The competence will be realized in the form of mastery of knowledge and professionals in carrying out its function as a teacher. Mc. Ahsan as quoted by Mulyasa (2003: 38) states that competence: ... is knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitve, affective, and psychomotor berhavior.

In this case, competence is defined as knowledge, skills, and abilities that are controlled by someone who has become a part of the person, so the person can perform cognitive behaviors, Affective, and psychomotor as well as possible. Correspondingly, Finch & Crunkiltorn as quoted by Mulyasa (2003: 38) defines competence as mastery of a task, skill, attitude, and that is needed to support success. Robbins (2001: 37) refers to competence as abiliy, namely the capacity of an individual to do various tasks in a job. Spencer & Spencer (1993: 9) stated " competence is underlying characteristic of an indivdual that is causally related to creterion referenced effective and/or superior

performance in a job or situation" So competence is a basic characteristic of a person related to performance with effective criteria and or excel at a particular job and situation.

Furthermore, Spencer & Spencer explained that competence is said to be an underlying characteristic, because characteristics are a deep part and are inherent in one's personality and can predict various situations and type of work. It is said to be causally related, because competence causes or predicts behavior and performance. It is said to be creterion-referenced, because that competence truly predicts anyone who has good or bad performance, based on certain criteria or standards.

In line with the opinion above, W. Robert Houston in Roestiyah NK (1982) said that "Competence" ordinarily is defined as "adequacy for task" or as "possession of requaire knowledge, skills and abilities" Competence is defined as ownership of knowledge, skills and abilities teachers must have to be applied in the learning process. According to Law Number 14 of 2005 concerning teachers and lecturers it is stated that competence = 87654 pedagogic is the ability to manage the learning of students. Ministry of National Education (2004: 9) calls this competence as "Learning management competencies".

Professional competence means teachers must have broad and in-depth knowledge of the field of study to be transferred to students and methodological mastery, have theoretical concepts, have fundamental knowledge, have knowledge of know-how (skills) that are vital for teachers (able to choose) and use various strategies that are appropriate in the learning process. Professional competence must be possessed by teachers in planning and implementing the learning process. The teacher has the task to direct student learning activities to achieve learning goals. For this reason, teachers are required to be able to deliver learning material. The teacher must always update, and master the subject matter presented. Self preparation about the material is sought by finding information through various sources such as reading the latest books, accessing from the internet, always following the latest developments and progress about the material presented. In delivering learning, the teacher has a role and task as a source of material that is never dry in managing the learning process. Teaching activities must be welcomed by students as an art of managing the learning process obtained through practice, experience, and a willingness to learn that never breaks. Student activeness must always be created and continue to use appropriate teaching methods and strategies. The teacher creates an atmosphere that can encourage students to ask questions, observe, conducts experiments, and finds true facts and concepts. Therefore teachers must conduct learning activities using multimedia, so that an atmosphere of learning while working, learning while listening, and learning while playing, is appropriate to the context of the material.

Teachers must pay attention to the principles in methodical didactic as teacher training, For example, how to apply the principles of apperception, attention, group work, and other principles. In terms of evaluation, in theory and practice, the teacher must be able to carry out according to the objectives to be measured. The type of test used to measure learning outcomes must be true and correct. It is also expected that the teacher can arrange the items correctly, so that the tests used can motivate students to learn. The elements contained therein are: (a) Mastering the material, structure, concepts, and scientific thought patterns that support the subjects being taught; (b) Mastering the competence standards and basic competencies of the subjects / areas of development they support; (c) Developing learning material that is taught creatively; (d) Continuously developing professionalism by taking reflective actions; (e) Utilizing

information and communication technology to communicate and develop themselves.

3. Research Methods

This research used a descriptive analytic approach (Isaac & Michael: 1982). This study used analytical descriptive. This study aimed at describing the professional competence understanding level of elementary school teacher in implementing curriculum 2013. The place of this study was in Bengkulu City Elementary School. The subject of this study was 100 teachers of elementary schools in Bengkulu City. While the object of research is related to professional competence understanding level of elementary school teacher in implementing Curriculum 2013. The data collecting was conducted by using questionnaire and document. Questionnaire was used to obtain the data about professional competence understanding level of elementary school teacher in implementing Curriculum 2013. To find out and prove that a questionnaire is valid, validation by expert was conducted. The document was used to view data of elementary schools teachers in Bengkulu City. After the data was collected, verification is conducted and then after verification it was then processed using a percentage statistical method. After processing, it was then analyzed and concluded.

4. Results and Discussion

In detail the level of understanding of lesson material delivered to students was 77.7%; (2) The level of understanding in creating a theme network for each subject was 88.8%; (3) The level of understanding of the structure of lesson material delivered to students was 94.4%; (4) The level of understanding of Competence Standards for each subject was 52.7%; (5) The level of understanding of the Basic Competence of each subject was 50.0%; (6) The level of understanding of information and communication technology (For example Computers was 61.1%; (7) The level of

understanding of a stable and stable individual was 61.1%; (8) The level of understanding of a mature, wise and authoritative person was 58.3%, (9) The level of understanding of responsibility for tasks was 66.6%, (10) The level of understanding of the professional code of ethics of the teacher was 75, 0%.

This study concludes that the professional competence understanding level of elementary school teacher in the Bengkulu city shows results that the understanding level upon the implementation of the Curriculum 2013 was sufficient. Recommendations given to elementary school teachers in Bengkulu City: (a) Elementary teachers must understand the subject matter; (b) Elementary teachers must understand the subject matter network; (c) Elementary teachers must understand the structure of subject matter; (d) Elementary teachers must understand the competence standards and basic competencies of each subject; (e) Elementary teachers must understand information and communication technology; (f) Elementary teachers must understand their responsibilities as a teacher; (g) Elementary teachers must understand the teacher's code of ethics.

Dewi Retnowati's study in her thesis entitled: Effect of Teacher Professional Competence on Science Learning Creativity Elementary School Students in Gajah Mada Cluster Paranggupito Wonogiri 2014/2015 Academic Year, showed that: (1) the teacher's professional competence showed the Mean (M) of 122.15 which was in the class interval of 107.25, X> 126.75 with a percentage of 63.41% at a high level. (2) There was a positive and significant effect of the professional competence of teachers on the creativity of learning science students in elementary schools in the Gajah Mada Cluster Paranggupito 2014/2015 academic year. Implementation of the results of this study with the positive effect of teacher professional competence on students' natural science learning creativity, the important role of the

school is needed in improving the professional competence of teachers in an effort to improve science learning creativity through various program activities in schools.

The results of Yudha Adrian's research with the title in his Thesis: Primary School Teacher Professional Competencies. The conclusions of his study showed that: (1) 2nd grade teachers of social studies have qualification of PGSD undergraduate; (2) 2nd grade teachers have implemented learning that refers to the competencies set out in the lesson plan; (3) 2nd grade teachers have carried out assessments using test instruments; (4) 2nd grade teachers have carried out an evaluation based on student learning outcomes. Based on these findings it can be concluded that grade 2 teachers who teach social studies have professional competence, because they have academic qualifications, master the lesson material, are able to design and evaluate learning systematically in accordance with specified competencies.

Another case with the results of Religia's research, Sunu Bhakti in 2016 with the title Effect of Professional Competence on the Performance of Teachers of Public Elementary Schools in Karangsambung Subdistrict Kebumen District showed that professional competence had a positive effect on the performance of state elementary school teachers in Karangsambung District of Kebumen Regency.

Irsyad (2012) stated that teachers' professional competence and learning facilities affect student learning outcomes both simultaneously and partially. This means that professional competence is very important, because having professional competence can improve student learning outcomes.

5. Conclusion

Based on the discussion, it can be concluded that elementary school teachers in Bengkulu city understood professional competence in implementing curriculum 2013.

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