



Ability to Teach Indonesian Language in Elementary Schools: Comparative Study of Teachers Who Have Taken Professional Education and Have Not Participated in Professional Teacher Education

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Abstract

The aim of this research is to find out the differences in the ability to teach Indonesian between teachers who have taken part in the teacher professional education program and those who have not yet taken part in the teacher professional education program. The method in this research is descriptive verification, using ex post facto and survey approaches. Respondents in this study are the primary school teachers in Bogor district who have and have not participated in the teaching profession. The results of this study indicate there are differences between teachers who have attended Professional Education and have not Participated in Professional Teacher Education in teaching Indonesian language learning in elementary schools. It is known that teachers who have taken professional teacher education have significant marks because this teacher has been given additional education on how to become a professional teacher and can master the competence of a professional teacher.

Keywords: *Teaching Ability; Elementary School Teachers; Professional Teacher Education*

Introduction

Professional work is work that can only be done by those specifically prepared, such as a teacher (Kristiawan & Rahmat, 2018). To become a professional teacher, one must have the ability and expertise in the field of teacher training, so that he is able to carry out his duties and functions as a teacher to the fullest (Yunus, 2016; Sumantri, Prayuningtyas, Rachmadtullah, & Magdalena, 2018).). In other words, professional teachers are people who are well educated and well trained and have experience in their fields. What is meant by educated and trained not only has formal education, but also must master a variety of strategies or techniques in teaching and learning activities as well as mastering and understanding the educational foundations contained in teacher competence (Danim, 2012).

A teacher has various tasks, which are implemented in the form of dedication (Thair & Treagust, 2003). The task covers the professional fields, humanitarian fields and social fields. The task of the teacher as a profession is to educate, teach, and train (Harjanto, Lie, Wihardini, Pryor & Wilson, 2018). Whereas in the field of humanity is to position themselves as second parents, where a teacher must be

able to attract sympathy and make himself an idol of his students (Yanuarti & Treagust, 2016). For this reason, in Indonesia in applying professional teachers, the government through the ministry of education and culture requires teachers to attend professional teacher education.

The Teacher Professional Education Program is held because on the basis that the quality of education is still low, including the quality of teachers as educators who are still low. Teachers are the central point of education which clearly has an important role and has a big influence on improving the quality of education (Pangestika & Alfarisa, 2015). If the quality of teachers increases, the quality of education will also improve. Therefore, to improve the quality of teachers it is necessary to hold a program aimed at increasing the ability of teachers to teach effectively so that teachers in Indonesia become more professional. The teacher professional education program is the result of a change in the system of the teacher professional education and training program. The difference is that teacher education and professional training is intended for teachers who have taught for a long time, whereas teacher professional education is not related to tenure because the aim is to form professional teachers. Therefore the teacher professional education program can be followed even by teachers who have just graduated from S1.

Teachers actually have equal status with other professions, such as doctors, pharmacists, engineers, judges, prosecutors, and many other respected professions. The teaching profession is actually often referred to as the mother of all professions. This can be understood and understood because teachers can produce other professions Sachs, 2016). Teacher and Lecturer Law No. 14 of 2005 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal, basic and secondary education. Professional teachers are teachers who are well educated and well trained and have rich experience in their fields (Biesta, 2015; Hult & Edström, 2016). Understanding educated and trained not only to obtain a formal education, but also must master a variety of learning strategies and techniques, master the foundations of education, and master the field of study to be taught. (Jamil, 2014).

Teacher and Lecturer Law No. 14 of 2005 states that the position of a teacher is as a professional. It was also stated that professionals are jobs or activities carried out by someone and become a source of living income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education (Fogelgarn, Burns & Billett, 2019; Nairz-Wirth & Feldmann, 2019; Dantes, 2007). As a profession, in addition to fulfilling academic qualifications and professional competence, teachers must also be able to uphold values of service, patience, perseverance, perseverance, conscientiousness, not easy to despair, and able to set an example to their students. Providing examples is one of the most important principles in education (Suraji, 2008).

Minister of Education and Culture Regulation No. 87 of 2013 states that professional education is higher education after the undergraduate program which prepares students to have jobs with special skills requirements. As a profession, a teacher has various qualifications, especially in terms of competencies that are owned by a teacher. Because as a profession, it requires its own expertise in carrying out its profession.

Teacher Professional Requirements Dedi Supardi in Suparlan (2006) states that the five characteristics of a job can be called a profession, namely (1) The job has social function and significance because it is needed by the community members. Those who work in this profession can refer to that profession as a field of community service. (2) The work requires certain skills or areas of expertise, which can only be obtained through education and training. (3) To obtain the skills or expertise supported by a particular discipline. (4) There is a code of ethics that guides the members in behaving and carrying out their professional tasks and is accompanied by certain sanctions. (5) As a consequence of the services provided to the community, those who work in the field of work are entitled to receive financial compensation with an adequate payroll system. Teacher professionalism is supported by three very

important things, namely expertise, commitment, and skills. Suparlan (2006). To be able to carry out their professional duties properly and measurably, the government has long sought to formulate a set of teacher competency standards.

Methodology

This research aims to differentiate the ability to teach Indonesian between teachers who have taken part in the teacher professional education program and those who have not yet taken part in the teacher professional education program. The method in this research is descriptive verification, using ex post facto and survey approaches. According to Sugiyono (2015) ex-post, facto is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. This study uses a quantitative approach by involving two sample groups, namely teachers who have participated in the Teacher Professional Education program and teachers who have not participated in the Teacher Professional Education program. It is hoped that through the Teacher Professional Education program, two identical groups of teachers can be compared. The results of the comparison can provide evidence of functional relationships between other variables that can be controlled with experimental conditions so that the independent variables can be manipulated directly to ensure their effect on the dependent variable.

This research is located in an elementary school in the city of Bogor. This research was conducted in April 2017 until completion. The sample in this study amounted to 50 teachers who were divided into two, 25 teacher respondents who had attended teacher professional education and 25 respondents who had not attended teacher professional education.

The data analysis technique in this study uses the Independent sample t-Test is a test used to determine whether two unrelated samples have different averages. So the purpose of this statistical method is to compare the average of two groups that are not related to each other. The question that is trying to answer is whether the two groups have the same average or not sign the same.

Results

The analysis in this study was to determine the Comparison of Teachers who had attended Professional Education and had not Participated in Professional Teacher Education in teaching Indonesian language learning in elementary schools. The research results can be explained as follows:

Table 1. Group Statistik Comparison of Teachers who have attended Professional Education and have not Participated in Professional Teacher Education in teaching Indonesian language learning in elementary schools.

	Group	N	Mean	Std. Deviation	Std. Error Mean
Teacher	haven't followed the Teacher Profession	25	41.84	19.563	3.913
	Following Teacher Profession	25	52.48	28.392	5.678

Based on the output table above, it is known that the amount of data on the ability to teach teachers who have not yet taken part in the teaching profession of 25 teachers has a mean value of 41.84 and std. deviation of 19,563, while 25 teachers who had attended professional education received a mean value of

52.48 and std.deviation of 28,392. thus statistically descriptive it can be concluded that there are average differences between teachers who have not attended professional education and teachers who have taken professional education. Furthermore, to prove whether the difference is significant or not, it is necessary to interpret the independent samples test output as follows:

Tabel 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher	Equal variances assumed	29.847	.000	-1.543	48	.029	-10.640	6.896	24.505	3.225
	Equal variances not assumed			-1.543	42.598	.030	-10.640	6.896	24.551	3.271

Based on the independent sample test output on the equal variance assumed a part, it is known that the sig value is $0.030 < 0.05$, so as the basis for making the decision in the independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that a significant difference between the average difference in the ability to teach Indonesian between teachers who have taken part in the teacher professional education program and those who have not yet taken part in the teacher professional education program.

Furthermore, after the statistical results obtained that descriptive results through observation it is known that the benefits of teachers who have taken professional education the teachers instill and have a teacher's professional competence are: (1) mastery of teaching materials, (2) Ability to manage to learn, (3) knowledge about evaluation . These three competency groups are basically the result of a teacher's cognitive work. Cognitive as cognition, which is the part of the human soul that processes information, knowledge, experience, encouragement, feelings, and so on, both coming from the outside or from within, forming conclusions that produce behavior. From this understanding teachers who do not have the cognitive realm will experience difficulty in understanding and believing in the benefits of science and capturing the moral message contained in every science. Thus the teacher's professional competence is the ability possessed by the teacher which is the result of cognitive work to carry out the task so that students obtain optimal learning outcomes so that the creation of quality or quality education. These abilities include (1) mastery of subject matter, (2) ability to manage to learn, and (3) knowledge of evaluation. Furthermore, professional teachers are teachers who are able to manage themselves in carrying out daily tasks. Competent teachers will be better able to create an effective learning environment and be able to carry out tasks optimally in the interest of achieving student learning outcomes in particular and achieving the quality of education in general.

Discussion

The results of this study indicate that there are significant differences in differences in the ability to teach Indonesian between teachers who have taken part in the teacher professional education program and those who have not yet taken part in the teacher professional education program. It is known that teachers who have participated in the education profession gain significant value and teachers who have taken up professional teacher education produce teachers who have competence in planning, implementing, and evaluating learning. To follow up on the results of the assessment by mentoring, and training students. to conduct research and develop professionalism on an ongoing basis. Thus, the aim of the Teacher Professional Education program is to realize teachers who have competencies in accordance with their fields, whose written recognition is proven by having a Professional Education Certificate. This is in line with the results of research conducted by Widiati & Hayati (2015). stated that teachers who have followed the teacher education profession that has a diverse set of abilities (competencies), with regard to their duties and responsibilities, the teaching profession requires special requirements, including Having skills based on in-depth concepts and theories of science. Having expertise in a particular field in accordance with his professional field. Having an adequate level of teacher education, Having a sensitivity to the social impact of the work that is carried out. Able to follow developments through self-actualization in line with the dynamics of life that continues to develop rapidly. Then Sulisty, Minarsih, & Warso, (2016). in his research stated that teachers who have followed the teaching profession are required to have a code of ethics, as a reference in carrying out their duties and functions, as well as having regular customers or service objects such as teachers and students. To facilitate teachers in carrying out their duties and obligations, teachers must be able to describe, expand, and create relevance of the curriculum to the needs of students and the development and progress of science and technology, and more importantly be able to turn potential curriculum into the actual curriculum through learning processes.

Furthermore, Disas, (2017) in his research stated that the Role of Professional Teachers Teachers become role models and role models for the community so that teachers are not only needed by students in the class but are also needed by the community in solving various problems. Thus, it can be said that the community put the teacher in an honored place in people's lives, as a source of example and inspiration in the midst of society. Such teacher positions are always relevant to the times and educative participation is always needed (Timperley, 2008).

Conclusion

The conclusion in this study is that there are differences between teachers who have attended Professional Education and who have not Participated in Professional Teacher Education in teaching Indonesian language learning in elementary schools. Professional teachers are all people who have the authority and have responsibility for student education, both individual or classical. This means that teachers must have a minimum basic competency as a form of authority and ability in carrying out their duties. Teacher competence is a skill that must be possessed by teachers, both in terms of knowledge capabilities, abilities in terms of skills and responsibilities to students they teach, so that in carrying out their duties as an educator can run well. This teacher needs to know and understand competence as a teacher. Teacher competence is an important capital in the management of education and teaching of so many different kinds. Broadly speaking, there are two aspects, namely in terms of personal competence and professional teacher competence. With these kinds of competencies, the understanding of professional teachers must be able to develop personalities, interact and communicate, be able to carry out guidance and counseling, carry out school administration, carry out simple research as teaching needs, master the educational foundation, understand teaching materials, compile teaching programs, implement programs teaching, and evaluating the results and teaching and learning process that has been run.

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