The Development Compentency Teachers at Public Vocational High Schools 2 in Toli-Toli District Indonesia

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Abstract :-This study was intended to describe: (1) the development of pedagogic and professional compentency teachers; (2) supportive factors of development of pedagogic and professional teachers; (3) the inhibitive factors of development of pedagogic and professional competency teachers; (4) the efforts made by at Public Vocational High Schools 2 In Toli-Toli District in developing teachers pedagogical and professional competency. The method of this study was descriptive qualitative. The tehniques of data collection were observation, interview, and documentation, while to test the validity in this study used the triangulation method. The study came up with the conclusions that: (1) the development of pedagogogic and professional competency in the teachers of vocational high school named at Public Vocational High Schools 2 In Toli-Toli District is already quite good where the lack of facilities in the school environment is more specifically in the classroom. But the teaching teachers with a total of 29 people have already held a bachelor's degree, so that scientific mastery is good; (2) constraints that hinder the development of pedagogic and professional competency of toli-toli vocational high school named at Public Vocational High Schools 2 In Toli-Toli District teachers where facilities provided by schools are still inadequate or lacking the teaching and learning process can develop so that conventional styles become choices. The shortage of civil servant tachers so that the number of non-civil servant teachers with competency quality is still lacking in addition to lack of linearity of skills by flooding subject until there is no role from the regional government, namely the education office in evaluation and payment performance standars as temporary teachers: (3) the efforts made in pedagogic and professional compentence of Toli-Toli vocational high school named at Public Vocational High Schools 2 In Toli-Toli District teachers are by requiring the use of learning models that can be used to improve the quality of education and add facilities to support the teaching and learning process and also involve the government in evaluating teacher performance through high school / vocational school teacher supervisors and also evaluation for schools through school accreditation. It was recommended that: (1) Appoinment of honorarium teachers must go through the teachers competency test in order to get good teaching staff.: (2) The use of facilities to help the learning process needs to be added: (3) the role of the school committee must always be involved in the process of progress of the school committee has become the closest partner to the community outside the school.

Keywords: *Pedagogic and Professional Compentency Teachers*

I. INTRODUCTION

A long history of humans has proven that the world of education is a determining factor in the progress of a civilization's decline. Education is a long-term investment in human resources (HR) that has a strategic value for the continuity of human civilization in the world. Improving the quality of human resources is very important considering the development of science and technology. Today, along with the advancement of science and technology, the challenges of the world of education in the future will be even heavier. The world of education is required to be able to print people who are ready to compete in the era of globalization. Schools as institutions that play a role in education should be able to answer this challenge, if not then it will certainly be displaced by the swift flow of globalization and modernization.

The school is a formal educational institution that is tasked with providing educational services to communities that are established both from the government and the private sector. The school itself is tasked with helping parents to optimize the process of development, knowledge, skills, values and attitudes of a child to be used as a provision for living in the community or continuing education to a higher level. Because educational institutions in Indonesia are formal, the organization and management of schools must be directed towards achieving national education goals. So that the functions and objectives of national education in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System must be described through the school's vision and implemented through the school's mission so as to realize the goal of developing all aspects and components contained in the school. The aspects and components that must be developed in the school are teaching staff, curriculum, learning resources, infrastructure, organizational climate and so on.

Vocational education is a part of the education system that prepares students to be better able to work in a work group or one occupational field than in other occupational fields and can work and compete in the workforce in a particular field. To be able to prepare students who are

competent in one field, it is necessary to have a conscious effort to develop the competence of vocational teachers. In developing the competence of vocational teachers, it must be understood what and how the characteristics of the teacher work. The teacher competency development policy outlined in the activity program is compatible with the teacher's work characteristics.

Competence is the ability of a person in the form of knowledge accompanied by action in realizing educational goals to be achieved. Competence that must be in a vocational teacher is pedagogical and professional competence. Teacher's pedagogic competence is required to be able to understand the students and understand how to provide correct teaching to students. Teacher professional competence relates to competencies that require teachers to be experts in the field of education as a foundation in carrying out their profession as a professional teacher.
The conditions that must be done to achieve the educational goals desired by an educational institution are an educator characterized by the successful implementation of teaching and learning activities, which include integration between educators and students and adequate infrastructure with student activities. In teaching a teacher must have a clear formulation or learning goal so that the learning process can run well.

There are many prerequisites for the world of education to grow and develop to meet the demands of the times. One condition is the availability of teachers. Teachers in the context of education have a large and strategic role. This is because teachers who are at the forefront of education. Teachers are directly faced with students to transfer science and technology, as well as educate with positive values through guidance and example. Teachers are real education practitioners and figures who are responsible for educating students' lives, teachers are people who are identical to those who have the duties and responsibilities to shape the character of the generation of the nation. In the hands of the teachers, the nation's buds have formed their attitudes and morality so that they can provide the best for the children of this country. Personal moral ability is what is expected to exist in each student. For this reason teachers with full dedication and loyalty try to guide and foster students so that in the future they will be useful people for the nation and the nation.

Given the strategic role of teachers in education, especially in this global era, the need for quality teachers is a necessity for the sake of a bright future for the nation. The need for quality teachers who are getting higher now must be addressed positively by the managers of teacher education. This positive response must be demonstrated by constantly improving the quality of the educational programs it offers. Improving the quality of education at the tertiary level will clearly have a positive impact on the creation of quality teachers in the future. Therefore, people still say that because our teacher is smart, because our teacher is smart, because our teacher is brilliant, it is naive

if we forget the services and sacrifices of the teachers who have given the best to their children (Asdiqoh, 2013).

The teacher as an educator has a good image in the community if he can show the community that he deserves to be a role model or example of the surrounding community. The community will especially see how the attitudes and actions of the teacher are everyday, is there really anything that is worthy of emulation or not (Mahanani, 2011) Then each teacher must fulfill the requirements as a human being responsible in the field of education, especially in providing learning services to students. In this case the teacher is responsible for passing down the values and norms to the next generation because every responsibility requires a number of competencies and each competency can be described (Mulyasa, 2013). In general, teacher competencies include professional competence, personal competence, social competence and competency. The four competencies are used as the basis in order to develop an education system for education staff (Asdiqoh, 2013). Law number 20 of 2003 concerning the National Education System in article 39 paragraph 2 states that the teacher's duty is to plan and implement the learning process, assess learning outcomes, conduct guidance and training. Furthermore, Law number 14 of 2005 concerning Teachers and Lecturers in Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education. , basic and secondary education (Priansa, 2014). Teacher competency is very important in the framework of preparing the curriculum. This is because the education curriculum must be prepared based on the competencies possessed by the teacher. So it must be planned in such a way that is relevant to the demands of teacher competence in general. Thus the teacher is expected to be able to carry out the duties and responsibilities as best as possible (Asdiqoh, 2013).

The researcher was interested in observing the State Vocational School 2 in Toli-Toli Regency because SMK 2 is located in the city center of Toli-Toli District, which is in Baolan Subdistrict which should have been better and more advanced in developing the competence of its teachers. Vocational High School 2 of Toli-Toli Regency is one of the favorite schools among the people in Toli-Toli Regency and the evidence can be seen from the observations found that hundreds of students actively attend school from the tenth to the twelfth grade, and there are still less than facilities and infrastructure and there are still teachers who are not yet competent in the subjects they teach and there are still several other weaknesses that must be corrected, among others, namely: First there are still teachers whose education is not in accordance with the field of study being taught. Secondly there are still teachers who lack mastery in managing the class well so that when the learning process takes place many students do not pay attention to the lesson. The third teacher's mastery of learning methods is still minimal so the teachers use conventional methods (lectures).

These weaknesses indicate that there are problems that must be addressed and solutions are sought because they are related to teacher competence. For that principals as leaders are responsible for developing teacher competencies. In this case, several strategies for teacher development can be carried out by the principal both internally and externally. Based on the background of the problem that has been described, the authors want to examine the "**The Development of Vocational Teacher Competency 2 in Toli-Toli District**".

II. METHODOLOGY

Research carried out using a qualitative approach. According to Denzin and Lincoln stated that qualitative research is research that uses natural data sources, with the intention of interpreting phenomena that occur and carried out by involving various existing methods (Moleong, 2007) so that the importance of conducting research must be based on appropriate methods to obtain results can be studied in theory. . The data collected is in the form of words, images, and not numbers that are obtained in the research location that will be used so that the validity of the data can later be studied scientifically. This is because the application of qualitative methods has been widely used by researchers to describe the results of research by looking at or directly examining the situation and situation of the research location. In addition, everything collected is likely to be the key to what has been studied (Moleong, 2007). This study uses descriptive research methods. Descriptive research is research that is intended to collect information about the status of a symptom that exists, namely the state of symptoms according to what they were at the time the research was conducted.

Data source is anything that can provide information about data. Based on the source, data can be divided into:

A. Primary Data
Data is collected or found by the author directly from the school and other documents which are certainly still related to the subject of research. The data obtained is December data 2018 and January 2019.

B. Secondary Data
Data obtained by researchers through literature, articles, journals and sites on the internet related to research subjects .

According to Lofland in Moleong (2007) the main data sources in qualitative research are words, and actions, the rest are additional data such as documents and others. Data in the form of words or actions taken when the informant or respondent at the time of the interview. In other words, the data are in the form of information from informants which includes several parties including: Headmaster, deputy headmaster consists of 2 (two) people namely Deputy Principal of Curriculum Affairs and Deputy Head of Student Affairs and 3 (three) teachers representing each normative teacher, productive teacher, adaptive teacher, head of administration and school committee with a total of 8 informants.

C. Photos
In the research that has been done, researchers obtained several photos about the development of teacher competencies at State Vocational High School 2 of Toli-Toli Regency, as well as interview photos of researchers with informants.

The collection technique in this study used interview, observation, and documentation techniques.

➢ *Interview*
An interview is a conversation conducted to collect data about various things from a person or group of people (Sumanto, 2014). Interviews are conducted formally and intensively so that researchers will get as much information as possible honestly and in detail. This interview technique is to explore data from subject teachers about competency development strategies carried out by the subject teachers.

➢ *Observation*
Observation is a method of collecting data where researchers record information as they witness during research (Gulo, 2002). This method is used to know and observe directly the activities of teacher subjects related to the strategy of developing teacher competencies which include RPP preparation activities, syllabus development, availability of facilities and learning media used.

➢ *Documentation*
The documentation method is the collection, and storage of information in the field of knowledge (Second Dictionary of Indonesian Language, Ministry of Education and Culture, Balai Pustaka, 140). This documentation method is used to obtain learning planning documentation data which includes syllabus and RPP of subject teachers in the form of reference books and learning photographs, as well as documentation of learning facilities and media.

➢ *Triangulation*
In data collection techniques, triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and data sources that already exist.

The data analysis technique used in this study is to use the interactive model Miles and Huberman (1992) in Sugiyono, suggesting that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction (reduction), data presentation (data display), and verification (Verification).

➢ *Data Reduction*
As is understandable, when researchers start doing research, they will certainly get a lot of data and are relatively diverse and even very complicated. That is why, it is necessary to analyze the data through data reduction. The data obtained is written in the form of reports or detailed data. Reports compiled based on the data obtained

are reduced, summarized, the main points selected, focused on important matters. Data results explain and sorting based on unit concepts, themes, and certain categories will provide a sharper picture of the results of the observation also makes it easier for researchers to search for data in addition to previous data obtained if needed. Based on the summary, the researcher then reduces the data whose activities include specific elements including:

- *Organizing Data*
    The process of selecting data on the basis of the level of relevance and relation to each group of data.

- *Sorting Data*
    Composes data in similar units.

- *Categorizing Data*
    Creating data coding in accordance with the research work grid.

➢ *Presentation of Data (Data Display)*
    The next step after reducing data is to present data (data display). Data research techniques in qualitative research can be carried out in various forms such as tables, graphs and the like. Moreover, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like.

➢ *Verification*
    The third step in qualitative data analysis according to Miles and Huberman (1992) is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next data collection stage. But if the conclusions raised at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

    According to Sugiyono (2011) in testing the validity of data, qualitative research methods use different terms with quantitative research. The validity of the data in qualitative research includes tests, credibility (internal validity), transferability (external validity), dependability

III. DISCUSSION

    The role of teachers is very significant in efforts to improve the quality of education. For this reason, teachers are required to have competencies in carrying out the learning process as well as possible.

    This is stated in the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers stating that teachers must have academic qualifications, competencies, certificates of education, physical and spiritual health, and have the ability to realize national education goals. Furthermore Mendiksnas RI through Ministerial Regulation No. 16 of 2007 stipulates Academic Qualification Standards and Teacher Competencies.

(reliability), and conformability (objectivity).

➢ *Credibility Test*
    Test data credibility or degree of confidence in the data from qualitative research is carried out by extending observations, increasing perseverance in research, triangulation, discussion with colleagues and member checks.

➢ *Transferability Test*
    The transferability test is an external validity in quantitative research. So that other people can understand the results of qualitative research so that it is possible to apply the results of the research that has been obtained, the researcher in making his report must provide detailed, clear, systematic, and reliable descriptions. Thus the reader becomes clear on the results of the study, so that he can decide whether or not to apply the results of the research elsewhere.

➢ *Test Dependability*
    In quantitative research, dependability testing is called reliability. A reliable research is if someone else can repeat / replicate the research process. In qualitative research, dependability testing is done by conducting an audit of the entire research process. It often happens that researchers do not conduct the research process into the field, but can provide data. Researchers like this need to be tested for dependability. If the research process is not carried out but the data is available, then the research is not reliable or dependable.

➢ *Confirmability Test*
    Conformability test in quantitative research is called the research objectivity test. Research is said to be objective if the results of research have been agreed upon by many people. In qualitative research, the conformability test is similar to the dependability test, so the test can be carried out simultaneously. Testing conformability means testing the results of research, associated with the process carried out. If the results of the research are a function of the research process carried out, then the study has met the standard of conformability.

    According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers stated that competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher or lecturer in carrying out his professional duties. In line with that, the Minister of National Education Decree Number 045 / U / 2002 concerning the Core Curriculum of Higher Education also stated, "Competence is a set of intelligent actions, full of responsibilities that a person has as a condition to be considered capable by the community in carrying out tasks in certain occupations.

    "More explicitly, the Minister of National Education Republic of Indonesia Regulation Number 16 of 2007 concerning Academic Qualifications and Competency Standards Teachers explain the types of competencies that must be possessed by teachers. Competencies include 4

things, including pedagogic competence, personality competence, competence professional, and social competence Based on the findings of the development of pedagogic and professional competencies, Armstrong (in Sudjana 2005: 69) uses five tasks and responsibilities of the teacher, namely responsibility in (a) teaching, (b) tutoring, (c) curriculum development , (d) developing its potential, (e) fostering cooperation with the community is important with schools. The role of principals as managers is very important in the ability to plan, organize, implement and supervise teacher development.

In developing pedagogical and professional competencies teachers are the same as designing education (school) sec effective management is needed that can accelerate the availability of superior human resources. This is based on the opinions expressed by Koontz & Weirich (in Kambey, 2006: 2) that management is the process of designing and maintaining an environment where people work together, groups to achieve certain goals efficiently "

Planning in an organization and Teacher development activities have links between each other. The determination of the types of education and training activities is based on a diagnosis of the problems and challenges faced by the teacher and the current educational unit, as well as the future possibilities, including the possibility of changes in policies and organizational work strategies.

In educational institutions, teachers are human resources that need to be developed in their potential, as employees in an organization / company. Therefore, a discussion on the development of teacher competencies can be done with a human resource development strategy approach. "Macro human development is a process of improving human quality or ability in order to achieve a nation-building goal. This improvement process includes planning, development, and management of human resources. "Meanwhile, on a micro level, namely in the environment of a work unit (department or other institutions), the intended resources are labor, employees, or employees. This means that the development carried out is also a micro human resource development. "Micro human resource development is a process of planning, education and training, and management of personnel or employees to achieve an optimal outcome."

Development of Pedagogic and Professional Competencies Teachers at Toli-Toli 2 Vocational School are already quite good. In Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers explained that: "competence is a set of knowledge skills, and behaviors that must be owned, lived and mastered by the teacher or lecturer in carrying out professional duties."

Where the school knows very well how the quality and improvement of the quality of education lies on the basis of the competence of teachers, both pedagogical or professional. Where the average teaching teacher has a bachelor's degree with expertise gained and also a teaching teacher from 29 people there are 14 people already civil

servants and the rest are still non-civil servants. Human resource development is part of the strategy at the functional level, namely the functional strategy of human resources. The functional strategy of human resources consists of a series of processes "(1) human resource planning, (2) recruitment, (3) selection, (4) orientation, (5) training and development, (6) work assessment, (7) compensation , (8) decisions relating to work relations. "In educational institutions, what is meant by human resources is education personnel. This suggests that the development of resources carried out must be able to improve the ability of education personnel to complete their tasks. Operationally, the development of education personnel according to the Castetter concept, as quoted by E. Mulyasa, can be identified into general strategies and specific strategies. General Strategy First, the development of educational personnel must be based on clear needs planning (educational planning based on manpower recruitment). Thus, there will be no inequality between the need for educational staff and available education personnel. Secondly, in the world of education, professional attitudes and abilities are always needed. An education staff must be able to not depend on the work given by others. For the intended purpose, it needs to be developed not only knowledge and entrepreneurship, but also attitudes, initiatives and trust in their own abilities. Third, the cooperation of the world of education with companies needs to be continuously developed, especially in utilizing companies for practical laboratories and study objects. Special strategies are strategies that are directly related to the development and improvement of more effective management of education personnel. The strategy in question is related to the welfare of education staff, pre-service education for prospective education staff, recruitment and placement, fostering quality education staff and career development.

In addition, the Central Sulawesi Provincial Education Office mentioned several efforts that could be used to improve the quality of education personnel, including:

➢ Increased salary and teacher welfare
➢ Transfer professional assignments and teacher recruitment to replace teachers or educators who are transferred assigned to other professions
➢ Establish a system of certification of educators and education personnel as well as an education quality assurance system
➢ Building a standard career development (Career Development Path)
➢ Continuous competency improvement
➢ Based on the results of observations, documentation and interviews, researchers found various aspects related to the implementation of the development of pedagogical competencies and professional teachers at Toli-Toli 2

Vocational High Schools, among others:
➢ Include teachers in various trainings, MGMP both implemented at the central, provincial and district levels. Each teacher is given the opportunity to attend education and training, workshops, seminars. MGMP and various

other forms of training activities. While teachers who have never participated in the activities referred to in the data and they are the top priority for participating in the activities in question.

➢ Providing opportunities for teachers to improve the qualifications of educators. For the development of pedagogical and professional competencies all teachers are given the opportunity to motivate each other to continue their education, those who have not attained a minimum education qualification D3 and S1 are given the opportunity to study in order to obtain the bachelor's degree. And teachers who have won S1 are encouraged to continue their education to S2.

➢ MGMP for each family of subjects. Include to attend district and provincial level subject teacher meetings. To develop capable and skilled pedagogic and professional competency, the school also held local (school) subject matter teacher meetings, each subject family was a vehicle for sharing experiences, deliberating and discussing matters relating to the development of pedagogical skills and professionals in learning activities, mastery of learning material and learning methods.

➢ Workshop on improving the quality of teacher abilities.

➢ The workshop is an activity developed at school at the opening of the new school year. In this activity various activities were developed for teachers to develop teacher pedagogical and professional competencies. Teachers who are still inexperienced are included to add experience and can discuss with more senior teachers. The speakers were academics, bureaucrats, community leaders and senior teachers at Toli-Toli Vocational High School 2 who had the appropriate competencies to become resource persons or facilitators. In addition to several ways to improve the competence and professionalism of the teacher, it can be done in several ways, including:

• Use of journals
• Seminar
• Collaboration between professional institutions

IV. CONCLUSION

➢ The development of pedagogical and professional competencies of teachers at at Public Vocational High Schools 2 In Toli-Toli District is already quite good where the lack of facilities in the school environment is more specifically in the classroom. But the teaching teachers with a total of 29 people have already held a bachelor degree. So that scientific mastery is good.

➢ Constraints that hinder the development of pedagogical and professional competencies of teachers at at Public Vocational High Schools 2 In Toli-Toli District where facilities provided by schools are still inadequate or lacking so that the teaching and learning process can develop so that conventional styles become choices. The shortage of civil servant teachers so that it adds non-civil servant teachers with quality competencies is still lacking in addition to lack of linearity of skills by flooding subjects until there is no role from the regional government, namely the education office in evaluating

and performance payment standards while being honorary teachers.

➢ The efforts made in pedagogical and professional competence of the teachers of at Public Vocational High Schools 2 In Toli-Toli District are by requiring the use of learning models that can be used to improve the quality of education and add facilities to support the teaching and learning process and also involve the government in evaluating teacher performance through high school / vocational school teacher supervisors and also evaluation for schools through school accreditation.

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