

Professionalism of Public Primary School Teachers in West Praya District, Central Lombok District

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ABSTRACT

The research is motivated by the need to develop the professional competence of teachers in elementary schools so that the quality of the teachers concerned can continue to be maintained and even improved. The research aims to describe the professional competence of teachers in elementary schools. The research method is qualitative descriptive research. Respondents totaled 11 teachers with a composition of 3 male teachers and 8 female teachers. Stages of pre-field research, field research, and data analysis. The research results show that the professional competence of teachers in elementary schools is in the medium category. Maximum efforts are needed to continuously improve the professional competence of elementary school teachers so that the professional competence of the teachers concerned can be maintained and even improved. The professional competence of elementary school teachers can be developed through periodic optimization of teacher work groups and mastery of technology and information skills

INTRODUCTION

One of the current challenges faced by teachers mostly in countries on the Asian continent is the challenge of professional competencies that must be mastered. Of course, teachers in Indonesia must prepare for this so that they are not left behind, especially aspects of professional competence related to technology and information that teachers must have if they want to remain considered professional teachers. Professional teachers in this case are teachers at the elementary school (SD) level.

The quality of professional competence of elementary school teachers is the responsibility of many parties involved in preparing competent teachers, especially elementary school teachers who are the initial teachers in building students' foundations for further education. Improving the professional competence of elementary school teachers is something that is familiar to researchers, especially researchers working in the field of basic education. One of the demands of society on elementary school teachers is the skill aspect of mastering technology, information and communication which is demonstrated by the teacher's performance in the classroom.

Developments are always changing very quickly, and of course require the preparation of professional competencies that are increasingly developing over time. This of course has an impact on learning in each class at elementary school level which experiences changes according to the demands of society towards progress. Therefore, elementary school teachers must have professional competence to increase their professional knowledge which is beneficial for themselves and their students (Triyusmidarti et al., 2017).

The presence of professional teachers when teaching thematic subjects as one of the subjects in elementary schools must be able to increase knowledge and skills to develop life related to the development of students as members of society. One of the goals of having professional teachers is to be able to increase students' knowledge to a higher level as demonstrated through formative test scores. Formative test scores are one of the thematic subject assessments at elementary school level which seeks to show the value of students' knowledge, how students as individuals can answer problems through the knowledge they have (Idris, A. et al., 2020).

The implementation of the 2013 Curriculum (Kur13) is a strategic step to face globalization. The development of Kur13 was implemented based on principles. One of the principles is that all subjects must aim at forming students' attitudes, skills and knowledge. Likewise with the professional competence of teachers in elementary schools. Improving students' knowledge well is the task of competent and professional teachers to help students understand teaching material in the learning process (Maimunah, 2019).

Thematic learning aims to help students gain knowledge and information and be able to apply their knowledge in the future. The obligation of a professional teacher in learning is to be able to help students interact well in their environment through the knowledge they have through high formative test scores. Therefore, elementary school thematic learning should be provided as

closely as possible with thematic formative tests that are diverse and relevant to students' needs (Triyusmidarti et al., 2017).

Formative test-based thematic learning is learning where students are encouraged to learn through various formative tests which are given through examples of tests that are usually encountered in formative tests. Thematic learning also teaches students to learn to be sensitive to test questions so that their thinking skills will automatically improve. This is one of the obstacles to the thematic learning process that takes place in elementary school. The opportunity given by teachers to researchers when interviewing teachers revealed data that teachers in elementary schools have very diverse levels of professional competence and there is still a lack of synchronization between their professional skills and their competency values. There are skilled teachers, but their professional competency scores are low, and vice versa. The teacher shows the results of professional competence by showing several competency results which do not match expectations. This has been a concern for teachers all this time.

The researcher concluded that one obstacle why teachers' professional competence is low is because teachers are not active when explaining so that teachers just sit quietly, passively, and also do very little in training to increase teacher professionalism. There are very few opportunities for teachers to practice solving teacher professionalism questions. The researcher's solution in solving the problems that have been expressed, the researcher applies aspects of teacher professional competence to thematic learning through analysis of teacher professionalism questions. Thematic learning is carried out based on an analysis of the teacher's professional competence. This is also prepared and adapted to the 2013 curriculum.

The learning steps carried out are in the form of scientific steps in the thematic learning process which are linked to the teacher's professional competence. This is believed to be able to maintain teacher professional competence and is even expected to increase teacher professional competence as demonstrated by very high formative test scores. The 2013 curriculum mandates the essence of learning as a good in developing and improving teachers' professional competence, which is demonstrated by high performance test scores. Steps for analyzing teacher professional competence: a) Determining teacher goals, b) Choosing methods that are appropriate to learning activities that can improve teacher professional competence, c) Determining various professional competency test question sheets for teachers, d) Preparing tools and relevant materials, e) Determine the teacher professional competency test questions to be given first. Based on the previous description, the research objective focuses on analyzing the professional competence of teachers at SDN 06 Penujak, West Praya District, Central Lombok Regency.

LITERATURE REVIEW

Teacher professional competence is a set of abilities that a teacher must have so that he can carry out his teaching duties successfully. Professional competence is an ability related to broad and in-depth mastery of learning material which includes mastery of the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher. In the National Education Standards, Article 28 paragraph (3) states that what is meant by professional competence is the ability to master learning material broadly and in depth which allows guiding students to meet the competency standards set out in national education standards. Teacher professional competence can also be interpreted as the teacher's ability and authority in carrying out the teaching profession. Teachers who are skilled in carrying out their profession can be called competent and professional teachers. Furthermore, in carrying out their professional authority, teachers are required to have a diversity of psychological skills which include cognitive competence (skill in the domain of creativity), affective competence (skill in the realm of feeling), and psychomotor competence (skill in the realm of intention).

According to BSNP, professional competence is the ability to master material broadly and in depth which includes: (a) scientific/ technological/ artistic concepts, structures and methods that cover/coherent with teaching material; (b) teaching materials in the school curriculum; (c) conceptual relationships between related subjects; (d) application of scientific concepts and everyday life; and (e) professional competence in a global context while preserving national values and culture.

According to Kunandar (2010) indicators of teacher professional competence in mastering subject matter are as follows:

1. Understand the teaching materials in the school curriculum
2. Understand the structures, concepts and scientific methods that underlie or are coherent with the teaching material
3. Apply scientific concepts in everyday life
4. Understand the conceptual relationship between related subjects
5. Mastering research steps and critical studies to deepen knowledge or material in the field of study.

According to Jamil Suprihartiningrum (2013) the indicators of professional teacher competency in mastering subject matter are as follows:

1. Mastering scientific disciplines as a source of learning materials
2. Just master the material taught
3. Mastering knowledge about student characteristics
4. Mastering knowledge about philosophy and educational goals
5. Mastering knowledge and mastery of teaching methods and models
6. Mastery of the principles of learning technology.

Mastering knowledge of assessment, and being able to plan, lead, in order to run the educational process smoothly.

METHODOLOGY

The research method used is descriptive qualitative. Qualitative descriptives were carried out to understand the events experienced by respondents naturally and as they were (Lutfiana, R., 2021). The research was conducted at SDN 06 Penujak, West Praya District, Central Lombok Regency. Respondents totaled 11 teachers (2 male teachers and 9 female teachers). Data on professional competencies possessed and controlled by respondents are expected to contribute to this research. The role of respondents in this research is the main thing. The stages of research implementation are as follows:

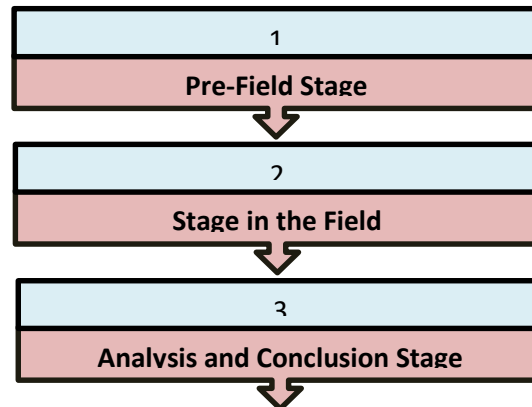


Figure 1. Stages of Research Implementation
(Source: Sennen, 2017)

Before the field stage, research instruments were prepared (teacher professional competency observation sheet, interview guide). Field stage (observation of respondents). Analysis and conclusion stage (data processing, drawing conclusions). Data collection techniques use documentation, observation sheets, and interviews.

Schematically, the data analysis process using the interactive data analysis model Miles and Huberman (2014:14) can be seen in the following chart:

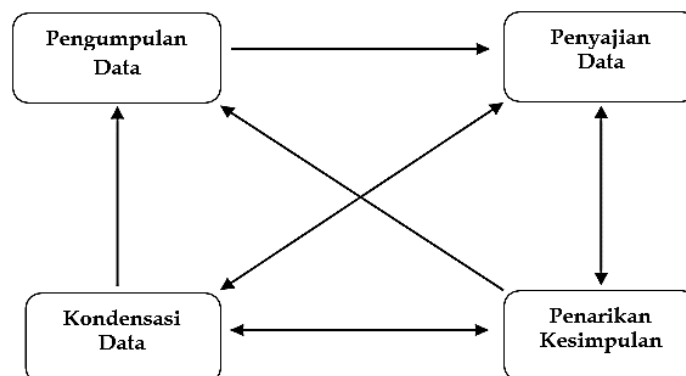


Figure 2. Chart of Components of Interactive Model Data Analysis
Source: (Miles, Huberman, and Saldana, 2014).

RESULTS

The research was conducted at SDN 06 Penujak, West Praya District, Central Lombok Regency. The following is a profile picture of the research location:

SD Negeri 6 Penujak is a state elementary school located in Mantung, Kab. Central Lombok. This state elementary school began its journey in 1980. Now SD Negeri 6 Penujak uses the government learning curriculum guide, namely SD 2013. SD Negeri 6 Penujak is under the leadership of a principal named Sahnun and the operator of the Saparwadi school. SD Negeri 6 Penujak has grade B accreditation with a score of 86 (2018 accreditation) from BAN-S/M (National Accreditation Body) for Schools/Madrasahs.

The following is a profile of the SD Negeri 6 Penujak school which is located in West Praya District, Central Lombok Regency.

1. NPSN : 50201140
2. School Level : elementary school
3. Headmaster : Sahnun, S.Pd.
4. Operator : Saparwadi
5. Accreditation :B
6. Curriculum : 2013
7. Study time : Morning/6 days
8. Surface area : 5,000 m²
9. Province : West Nusa Tenggara
10. County town : Central Lombok
11. Subdistrict : West Praya
12. Ward : Penujak
13. E-mail : aliminks64@gmail.com

Before the field stage, the researcher prepared research instruments (teacher professional competency observation sheet, interview guide). The next stage is the field. This stage is carried out in class. The field stage was carried out simultaneously with the observation stage. Data on teacher professional competency results can be seen in Table 1:

Table 1. Classroom Teacher Professional Competency Level Percentage at SD Negeri 6 Penujak Praya Barat, Central Lombok

No	Score Intervals	Frequency	Percentage	Criteria
1	90-100	2	28.57%	Very high
2	80-89	3	42.85%	Tall
3	70-79	2	28.57%	Currently
4	60-69	-	-	Low
5	0-59	-	-	Very low
	Amount	7	100%	

Table 1 is the result of descriptive analysis providing information about the levelThe professional competence of teachers at SD Negeri 6 Penujak Praya Barat, Central Lombok for class I and VI teachers is included in the very high category,

with a percentage score of 28.57%. Meanwhile, class II, III and IV teachers are in the high category with a percentage value of 42.85%, and class V teachers are in the medium category with a percentage value of 28.57%.

Thus, the overall level of professional competence of class teachers at SD Negeri 6 Penujak Praya Barat, Central Lombok is good. However, there are still 2 out of 7 class teachers at SD Negeri 6 Penujak Praya West Central Lombok which is not optimal in developing its professional competence. Two of the eight indicators of professional competency for class teachers at SD Negeri 6 Penujak Praya Barat, there are two indicators whose fulfillment is not good, namely the 4th indicator, developing professionalism continuously by carrying out reflective actions; and the 6th indicator, being able to organize and implement learning programs.

This finding is in line with the research findings of Annisa et al. (2019) that developing teacher professionalism via instrument test development training will produce moderate teacher competence, but in fact the teacher's competence is one level above.

DISCUSSION

Developing teacher professional competence also requires teacher independence, this is in accordance with what Risdiany (2021) described that teacher professional competence can grow and develop if the teacher is independent in carrying out his daily tasks. This independent attitude is a professional attitude towards teacher competence in carrying out their roles and functions professionally which is the forerunner to increasing the quality of learning and the quality of education in general.

The demands of teacher competency in the 21st century are increasingly growing. Uncertain situations and conditions cause teachers to always be ready in various conditions, especially those related to technology and information. These findings are in accordance with those described by Lestari, I., N. et al. (2021) that the previous pandemic situation required teachers to be skilled in using various information channels so that learning could take place in any situation without reducing the quality of the learning.

Of course, teachers acquire these skills if they are truly ready to carry out their profession (Yayuk et al., 2017). Teachers' professional competencies, one of which is mastery of technology, information and communication, are rarely paid attention to by teachers. Teachers focus too much on pedagogical competence (Sumiarsi, 2015). This is also shown by the research results of Kinanty & Ramadan, Z. (2021) that the pedagogical competence of teachers in the sample studied showed strong results above 80%. Teachers consider that pedagogical competency is the main competency, even though the other three competencies are also important and support each other. Teachers' professional competence can actually be done through writing practice, whether writing free essays or simple scientific papers (Ibda, 2017). The writing skills shown by the teacher are one of the characteristics of the teacher who can be said to have professional competence because he can write and publish his writings in journals or public media as a way of increasing his professionalism. This is supported by the statement of Fahdini et

al. (2014) that a teacher's professional competence is a reflection of the teacher concerned whether the teacher meets the criteria for a competent teacher or not.

Teachers basically also have to be able to reflect on themselves. Teachers must be good at evaluating the four teacher competencies. This is in accordance with what was explained by Magdalena et al. (2020) that teachers must be skilled in evaluating their learning. This learning evaluation of course not only evaluates students' learning outcomes, but also evaluates themselves. The evaluation carried out must of course be structured and well organized so that teachers can add and/or maintain which competencies must be maintained and which must be improved (Fauzi et al., 2021).

All limitations of learning media must also be able to be overcome by professional teachers. This was stated by Hermansyah, A. & Sumarsono (2021) that teachers, even in border areas, can still demonstrate professional competence in medium category technology and information skills. This shows that teachers have a great desire to be able to maintain their professional competence. Increasing professional competence can be done through strengthening teacher work, being active in teacher working group meetings, and also being active in professional practical meetings held by the Republic of Indonesia teachers' union (Utami, I. & Hasanah, 2019)..

CONCLUSIONS AND RECOMMENDATIONS

Professionalism of class teachers at SD Negeri 6 Penujak Praya Barat District. Central Lombok, conducted through interviews, observation and documentation, the researchers concluded that the indicators of teacher professionalism were that the professionalism of class teachers at SD Negeri 6 Penujak Praya Barat Kab. Central Lombok is running quite well in this elementary school, although the learning teaching materials are still not optimal due to the technology available in the school. Meanwhile, the efforts made by the teachers at SD Negeri 6 Penujak Praya Barat Regency. Central Lombok in improving teacher professionalism competency is already at the process and follow-up stage.

To SD Negeri 6 Penujak Praya Barat District. Central Lombok, which carries out classroom professionalism, especially in class V, is expected to strive for better teacher professionalism, such as adequate learning facilities in the form of technological tools such as LCDs and computers so that they do not hinder the teaching and learning process. For researchers to increase knowledge and understanding as a result of direct observation, especially regarding the professionalism of class teachers at SD Negeri 6 Penujak, Central Lombok.

FURTHER STUDY

Every study has limitations; thus, you can explain it here and briefly provide suggestions for further investigation.

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