

POTENTIAL ANALYSIS AND POLICY DEVELOPMENT IN INCREASING THE COMPETENCE OF GEOGRAPHY TEACHERS IN THE WEST PASAMAN

*Ardi Wiyanto¹ and Iswandi U¹

¹Master Program of Geography Education, Universitas Negeri Padang - Indonesia
Email : arditjandrabaja@gmail.com

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ABSTRACT: This study aims to determine the competency status of geography teachers in West Pasaman, determine the potential for increasing the competence of geography teachers in West Pasaman and to find out the policies implemented to increase the competence of geography teachers in West Pasaman. This type of research uses a qualitative descriptive method. The informants in this study consisted of 5 people who were included in the expert qualifications who had a deep understanding of the state of competence of geography teachers in West Pasaman. The analytical techniques used are Multidimensional Scaling (MDS) and Interpretative Structure Modeling (ISM). The results of this study stated that the competency condition of the geography teacher at West Pasaman High School had an assessment score for each competency in the pedagogical competence obtaining a score of 66, in professional competence obtaining a value of 70, in social competence obtaining a value of 80 and in personality competence obtaining a value of 82.8. competencies that must be improved are as follows; on pedagogic competence a) Mastering the characteristics of students b) Mastering learning theory and educational principles of learning. c) Develop curriculum d) Organize educational development activities. e) Utilizing information and communication technology, f) Facilitating the development of students' potential, g) Utilizing the results of assessment and evaluation for the benefit of learning, and h) Performing reflective actions. On personality competence; a) Demonstrate high work ethic and responsibility. On social competence, a) Developing public speaking skills. On professional competence, a) Develop learning materials. b) Develop professionalism in a sustainable manner, c) Utilize information and communication technology to communicate and develop oneself, d) Keep up with the latest curriculum developments, e) Participate in a driving teacher program and f) Actively participate in digital platforms. There are three sub-elements with the highest driver power values, namely: a) Sub-element 4, Training on the preparation of learning administration; b) sub element 7, Supervise; c) sub element 8, Socialization of the driving teacher program. Based on the graph of the relationship between driver power and dependence, it shows that the three sub-elements are in quadrant IV, this means that these three sub-elements have a high driving force in the policy element for increasing the competency of the West Pasaman High School geography teacher.

Keywords: *Potential, Competency, Policy*

1. INTRODUCTION

The aim of national education is to educate the life of the nation and develop the Indonesian people as a whole, namely people who have faith and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility. In order to achieve national education goals, professional educators are needed. In accordance with the Law of

the Republic of Indonesia No. 20 of 2003 concerning the national education system, the position of a teacher as an educator is a professional position. Therefore teachers are required to continue to develop according to the times, science and technology and the community's need for quality human resources and have reliable competitiveness.

The main guideline for the implementation of quality educational practices is UURI No. 20 Years 2003, Government Regulation of the Republic of Indonesia No. 19 of 2005, and UURI No. 14 Years

2005. The three formal juridical foundations are used as a reference in determining the parameters of quality education and learning. In the context of learning, all components of learning must meet predetermined standards to achieve effectiveness and efficiency [1-5].

Teachers are one of the components of learning that must meet the standards of teaching staff, namely having a minimum academic qualification of undergraduate (S1) and or D4. Teachers in carrying out their duties as learning agents must have four competencies, namely: pedagogical competence, professional competence, personal competence, and social competence. They are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training [6-9].

Academic qualification standards and teacher competencies are specifically regulated in the Regulation of the Minister of National Education Number 16 of 2007, Teachers in carrying out their duties as educators must have competency standards that include: pedagogical, personality, social, and professional competencies. Teacher competence is the ability of a teacher to master knowledge, skills, values, and attitudes in carrying out their duties and responsibilities. A teacher will be able to carry out his duties properly if he has the ability in accordance with his area of expertise. Teachers in teaching must have teaching competence in order to be able to create an effective and enjoyable learning environment. Professional teacher competence will improve the quality of education in Indonesia [10-11].

Teacher competence greatly influences the quality of education both nationally and within the scope of the education unit. The better the competence of the teacher, the better the quality of education. Within the scope of the educational unit that can be used as an indicator is student learning outcomes. If an educational unit has teachers with good competence, good student learning outcomes will be obtained. Conversely, if the education unit has poor teacher competence, it will get poor learning outcomes [12-15].

Based on the results of observations, in 2022 there will be 44 high school geography teachers in West Pasaman whose educational qualifications are in accordance with the provisions, namely with a composition of 40 teachers (91%) with bachelor's degrees and 4 teachers (9%) with master's degrees. Everything is linear with the subjects taught, there is no miss matching or the teachers who teach geography are all graduates of geography education. However, in terms of employment status there were

only 19 teachers (43%) with ASN status and 25 teachers (57%) with Non ASN status. There were only 17 teachers (39%) who had educator certificates and 27 teachers (61%) did not have educator certificates. The performance of the research conducted by geography teachers was only 2% of all certified geography teachers in West Pasaman, so that it could be classified as a low category, (2) the performance of the training attended by certification geography teachers in West Pasaman was 100% of teachers attended training, so it can be classified as the participation of certification geography teachers in each training in the high category, (3) the performance of scientific publications conducted by West Pasaman certified geography teachers is only 2%, so it can be categorized as low, (4) the performance of activities Seminars and workshops attended by certified geography teachers in West Pasaman only amounted to 10%, so it can be classified as a low category. There are several things that were found related to the competence of geography teachers. In pedagogic competence, most geography teachers often experience difficulties in finding appropriate learning designs according to students' circumstances. In terms of personality competence, some geography teachers are often unable to control their emotions when learning takes place. In terms of the professional competence of geography teachers, they have not been maximized in the use of ICT and self-development, including in terms of being active in participating in the Subject Teacher Consultation (MGMP) activities. In social competence, geography teachers are less than optimal in communicating with parents. Some of the situations above are actually too many to be able to find a solution. There are many webinars and trainings conducted by the government and non-government institutions with materials that are appropriate for developing teacher competencies and are carried out free of charge, but they still cannot increase the competence of geography teachers [15-21].

2. METHOD

This research use descriptive qualitative approach. This is based on the belief that knowledge results from social settings and that understanding social knowledge is a legitimate scientific process (legitimate). A qualitative approach is an approach that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perceptions, interests, motivations, actions, by means of descriptions in the form of words and language. The analysis technique used in this

research is Interpretative Structure Modeling (ISM) and Multidimensional System (MDS) [22-25].

3. RESULTS AND DISCUSSION

3.1 Geography teacher competence

The competency of the West Pasaman Senior High School geography teacher has an assessment score for each competency in pedagogic competence obtaining a score of 66, in professional competence obtaining a value of 70, in social competence obtaining a value of 80 and in personality competence obtaining a value of 82.8. Thus there are many indicators that must be improved on pedagogic competence and professional competence. Whereas in social competence and personality there are only a small number of indicators that need to be improved, the rest have received good indicator scores. Teacher competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or lecturers in carrying out professional tasks [26-30].

In addition, teacher competence is also a combination of personal, scientific, technological, social and spiritual abilities which together will shape the teaching profession. These competencies include mastery of material, understanding of students, educational learning, as well as personal and professional development [31-32].

3.2 Geography teacher potential

Based on the teacher competency indicator assessment diagram above, it can be seen that teacher competency must be improved using a rounding up system if the indicator value is greater than 0.5, and rounding down if the indicator value is less than 0.5 then the indicator needs to be improved there are 16 indicators as follows; on pedagogical competence a) Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects. b) Mastering learning theory and educational learning principles. c) Develop a curriculum related to the field of development being supported. d) Organizing educational development activities. e) Utilizing information and communication technology for the benefit of organizing educational development activities. f) Facilitating the development of the potential of students to actualize the various potentials they have. g) Utilizing the results of assessment and evaluation for the benefit of learning, and h) Performing reflective actions to improve the quality of learning. On personality competence; a) Demonstrate work ethic, high responsibility, pride in being a teacher,

and self-confidence. On social competence, a) Developing public speaking skills. In professional competence, a) Develop learning materials taught creatively. b) Continuously developing professionalism by taking reflective action, c) Utilizing information and communication technology to communicate and develop oneself, d) Keeping up with the latest curriculum developments, e) Participating in teacher mobilization programs and f) Actively participating in digital platforms for educational development.

In addition to the indicators that need to be improved there are also indicators of the competence of the West Pasaman High School geography teacher who are already good and need to be maintained as many as 16 indicators as follows: on pedagogical competence, a) Communicating effectively, empathetically, and politely with students, b) Carrying out assessments and evaluations process and learning outcomes. In personality competence, a) Act in accordance with Indonesian national religious, legal, social and cultural norms, b) Present yourself as an honest, noble, and exemplary person for students and society, c) Present yourself as a stable person, stable, mature, wise, and authoritative, d) Uphold the code of ethics of the teaching profession, e) Participate in personality development activities, f) Be a role model in the school environment as a person with good personality, in social competence, a) Be inclusive, act objectively, and not discriminatory because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status, b) Communicate effectively, empathetically, and politely with fellow educators, education staff, parents, and the community, c) Adapt at the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity, d) Communicating with the professional community itself and other professions orally and in writing or other forms. e) Communicate politely in using social media. f) Have social concern for the surrounding environment. In professional competence, a) Mastering material, structure, concepts, and scientific mindsets that support the subject being taught, b) Mastering competency standards and basic competencies in the subject/development being taught.

Potential is a series of forms of ability possessed by a person against himself, so that in this case it is necessary to optimize it as best as possible. In KBBI, potential is defined as an ability that has various possibilities or hopes for further development, be it in the form of strength, power, or ability that is obtained by the community directly or through a long process [33-36].

3.3 Policies to improve the competence of geography teachers

The results of the Reachability Matrix Final elements of change that are expected are three sub-elements with the highest driver power values, namely: a) Sub-element 4, Training in preparing learning administration such as syllabus, lesson plans and curricula which affect the level of knowledge, attitudes and skills, as well teacher professional competence; b) sub-element 7, Supervising, holding and or assigning teachers to attend training, providing adequate educational facilities, motivating teachers to make scientific work, giving awards, and holding school meetings; and c) sub-element 8. The socialization of the driving teacher program starts with colleagues, within the school environment and involves the PGRI/IGI/MGMP professional organizations for the socialization of the driving teacher program.

4. CONCLUSION

Based on the assessment of teacher competency indicators, it can be seen that the geography teacher's competency in personality and social competence is already good, while in pedagogic competence and professional competence there is still much that needs to be improved. Competency indicators that must be improved are as follows; on pedagogic competence a) Mastering the characteristics of students b) Mastering learning theory and educational principles of learning. c) Develop curriculum d) Organize educational development activities. e) Utilizing information and communication technology, f) Facilitating the development of students' potential, g) Utilizing the results of assessment and evaluation for the benefit of learning, and h) Performing reflective actions. On personality competence; a) Demonstrate high work ethic and responsibility. On social competence, a) Developing public speaking skills. On professional competence, a) Develop learning materials. b) Develop professionalism in a sustainable manner, c) Utilize information and communication technology to communicate and develop oneself, d) Keep up with the latest curriculum developments, e) Participate in a driving teacher program and f) Actively participate in digital platforms.

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