

PROCEEDING OF RESEARCH AND CIVIL SOCIETY DESEMINATION (MANAGEMENT & BUSINESS CHALLENGES IN DIGITAL ERA)

ISSN 3024-8426, Volume 2, No. 1, Pages 362-368

DOI: <https://doi.org/10.37476/presed.v2i1.60>

Description Of Competencies And Training Needs For High School Teachers In Maros Regency, South Sulawesi Province

Mustamin

Institute of Technology and Business (ITB) Nobel Indonesia

Correspondence: mustaminbpsdmsulsel@gmail.com

Abstract: This article is the result of descriptive research which aims to provide an overview of teachers' competency stages and the type of training they need to develop their competencies. A total of 129 teachers spread across levels in Maros Regency were asked to fill out a questionnaire with 13 competency indicators. Based on the results of the analysis carried out, it was found that the Competency Description of SMA/SMK/SLB Teachers in Maros Regency is generally still at the medium stage, although it is still in the low category and is also in the high category. The type of competency that still needs attention, especially for teachers, is the ability to understand the characteristics of students and the teacher's ability to develop the curriculum for effective learning preparation. So, based on data analysis, the necessary training needs are Pedagogical Competency and Professional Competency.

Keywords: Training Needs Analysis, Teacher Competency

A. Introduction

Efforts to improve the quality of training program management, previously known as Education and Training (Diklat), one of the prerequisites that need to be guided by is implementing training principles by applying a systems approach through the implementation of effective and efficient training management, starting from planning, organizing, administering, financing to monitoring and evaluation. Implementation of *Diagnostics Need Assessment (DNA)*, hereinafter referred to as DNA, is the initial stage of identifying and measuring gaps in competencies or abilities that are actually owned or mastered and have not yet been mastered. by a teacher. The results of the DNA analysis then become a reference in preparing the training program design. In the implementation of training

programs starting from determining training objectives, determining curriculum or syllabi, determining methods, determining participants and teaching staff, strategies, evaluation, as well as the necessary facilities and infrastructure.

Thus, it can be hoped that the training program held is truly a transformation process to develop teacher competence to become professional, having the knowledge, attitudes or values - teacher ethics along with the skills needed to improve teacher and school performance. For this reason, it is important to carry out evaluation activities on programs and training so that the process of achievement and results of the objectives/implementation of a training program can be known. The results of this evaluation then obtain the actual



Copyright © 2024 The Author

This is an open access article Under the Creative Commons Attribution (CC BY) 4.0 International License

conditions compared to the expected conditions as explained in the following image,

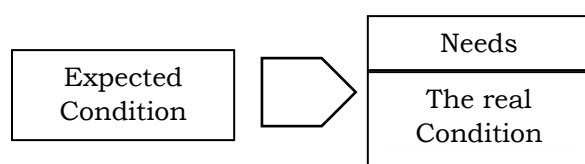


Figure 1. Needs gap map

On the other hand, currently training needs analysis activities are generally carried out through estimates and referring to previous training plans, so that the training planning carried out is still simply oriented towards habits rather than the needs of training participants. Meanwhile, the training evaluation activities carried out are only process evaluations carried out during the training, so it seems that it is just a formality. The implementation of effective and efficient training program management is not yet optimal due to a lack of coordination among training program managers. Apart from this, DNA activities and evaluation activities have not been optimal. In addition, the executor of

management Training still does not support each other, there is a lack of coordination between working groups in managing training, and budget allocations are completely absorbed in the implementation aspect. Therefore, to realize the implementation of an effective and efficient training program, DNA activities are very necessary as a strategy to identify current conditions and determine training needs according to teacher needs.

B. Materials and Methods

This type of research is survey research using the main instrument, a questionnaire, which has been prepared by the Special Team for Teacher Development and Facilitation for PAUD, Dikdas, Dikti and Dikmas, South Sulawesi Provincial Education Office. The number of respondents involved in this survey activity was 129 teachers in Maros Regency spread across 3 types and levels, namely SMA, SMK and SLB. The time for carrying out this research was at the end of the Even Semester of the 2020/2021 Academic Year. The indicators used in the instruments in this research are as shown in table 1 below:

Table 1. Indicators Description of Teacher Competency

No	Indicator	The Scale used
1	Mastery of Student Characteristics	Likert Scale
2	Mastery of learning theories and educational learning principles.	
3	Ability to develop curriculum	
4	Ability in effective learning activities	
5	Ability to communicate with students	
6	Ability to assess and evaluate learning processes and outcomes	
7	Ability to act in accordance with religious, legal and socio-cultural norms.	
8	Ability to show a person who can be emulated	
9	Ability in work ethic, high responsibility, and a sense of pride in being a teacher	
10	Ability to be inclusive, act objectively and not be discriminatory	
11	Ability to communicate with fellow teachers, education staff, parents, students and the community	
12	Mastery of material, structure, concepts and scientific mindset that supports the subjects being taught	
13	Ability to increase professionalism through reflective action	
Average Mean		

Meanwhile, the data obtained is converted using categorization into three categories as shown in table 2 below;

The data that has been collected is analyzed descriptively as explained in table 2 below;

Table 2. Categorization of Teacher Competencies

<i>Low</i>	<i>Currently</i>	<i>Tall</i>
$X < M - SD$	$M - SD \leq X < M + SD$	$X \geq M + SD$

source: Creswell (2002)

Information:
 X : Total Score of Competency
 M : Mean
 SD : Standard Deviation

C. Result and Discussion

1. Descriptive Analysis

Descriptive analysis is intended to describe the teacher competency categories obtained through research instruments. The description of competency based on the analysis results of each indicator is described in the following table:

Table 3. Description of Teacher Competencies

No	Indicator	Low	Currently	Tall	Amount	Average
1	Mastery of Student Characteristics	13	29	87	129	67%
2	Mastery of learning theories and educational learning principles.	13	27	89	129	69%
3	Ability to develop curriculum	11	46	72	129	56%
4	Ability in effective learning activities	12	33	84	129	65%
5	Ability to communicate with students	3	15	111	129	86%
6	Ability to assess and evaluate learning processes and outcomes	4	41	84	129	65%
7	Ability to act in accordance with religious, legal and socio-cultural norms.	1	23	105	129	81%
8	Ability to show a person who can be emulated	2	23	104	129	81%
9	Ability in work ethic, high responsibility, and a sense of pride in being a teacher	6	13	110	129	85%
10	Ability to be inclusive, act objectively and not be discriminatory	1	12	116	129	90%
11	Ability to communicate with fellow teachers, education staff, parents, students and the community	3	15	111	129	86%
12	Mastery of material, structure, concepts and scientific mindset that supports the subjects being taught	1	28	100	129	78%
13	Ability to increase professionalism through reflective action	7	41	81	129	63%
Average						75%

Based on table 3 above, the description of each indicator is explained simply as follows; (1) Description of Mastery of Student Characteristics obtained an average result of 67. This means that teachers need assistance regarding material on how to understand student characteristics. (2) Mastery of Learning Theory and Learning Principles obtained an

average result of 69 with a distribution of each in each category, this means that the pedagogical competency component is still needed for teachers to improve their abilities in the learning process. (3) description of the teacher's ability to develop the curriculum with an average result of 56. This means that teachers still really need assistance in carrying

out curriculum development independently. What is meant by curriculum development is the teacher's ability to plan and design their own preparation based on the needs of students. Since the independent curriculum is implemented by the Ministry of Education and Culture in 2022, all teachers must be able to compose and develop independently. (4) The description of the teacher's ability to carry out effective learning obtained an average result of 65 which also means that effective learning is the result of the implementation process carried out by the teacher, so that this indicator of the teacher's ability to carry out effective learning is one of the requirements in training activities. (5) Description of the teacher's ability to communicate with students. The average result was 86. This means that in general teachers have good communication competence with students in educational interactions in the classroom. (6) Description of the teacher's ability to assess and evaluate learning processes and outcomes obtained an average of 65, which also means that there is still a need for training related to techniques for evaluating learning processes and outcomes in the classroom. (7) Description of the Teacher's Ability to act in accordance with Religious, Legal and Socio-Cultural Norms, with an average result of 81. This means that teachers in carrying out their professional duties as educators have implemented the rules in attitude and behavior, this is also related to Personality Competence and Social Competence of a Teacher. (8) Description of the teacher's ability to show a person who can be emulated. The average result was 81, which also means that in general the teacher has been able to show the person of an educator who can be imitated and admired. (9) Description of the teacher's ability to show a work ethic, high level of responsibility and a sense of pride in being a teacher. An average result of 85 also means that the teacher's competency in showing a work ethic and responsibility in general is in the good category. (10) description of the teacher's ability to be inclusive, act objectively and not be discriminatory, obtained an average result of 90 with a distribution of each in each category, namely there is 1 teacher who is still in the ability to master the characteristics of students in the Low category. A total of 12 teachers are in the Medium category, and 116 teachers are in the High Category. This means that in general the teacher's competence meets expectations in acting inclusively and not discriminating in carrying out the educational process for

students. (11) Description of the teacher's ability to communicate with fellow educators, educational staff, parents of students and the community, with an average result of 86 with a distribution of each in each category, namely there are 3 teachers who are still in the ability to master the characteristics of students in Low category. A total of 15 teachers are in the Medium category, and 111 teachers are in the High Category. This indicator is also proof that teachers have good competence in communicating with educational stakeholders. (12) Description of the teacher's mastery of the material, structure, concepts and scientific mindset that supports the subject being taught. The average result obtained was 78 with a respective distribution in each category, namely there was 1 teacher who was still in the ability to master the characteristics of students in the Low category. A total of 28 teachers are in the Medium category, and as many as 100 teachers are already in the High Category, and (13) Description of the teacher's ability to improve professionalism through reflective action obtained an average result of 63 with a respective distribution in each category, namely There are 7 teachers who are still in the low category of mastering the characteristics of students. A total of 41 teachers are in the Medium category, and 81 teachers are in the High Category. This means that teachers still need assistance and training regarding how to improve their professionalism.

Based on the results of the description of Teacher Competency as measured by 13 Indicators as described above, it can be concluded that in general the Description of Teacher Competency in terms of Pedagogical Competency and Professional Competency still really needs assistance and training, however Personal Competency and Social Competency in general teachers have apply it in the educational process in each school. This result is interesting, because for further decision making regarding what types of competencies still need to be developed in a teacher, especially teachers at the SMA/SMK/SLB level in Maros Regency, it can easily be identified as a result of research or TNA conducted by the Department South Sulawesi Province Education.

2. Competency Needs

Based on the results of the description in the section above, it shows that although there are four types of competency needs for a teacher, namely; (1) Personality Competence, (2) Social Competency, (3) Pedagogical Competency

and (4) Professional Competency. However, the results of this research, which was designed in the form of TNA, have provided data regarding the types of training needed by SMA/SMK/SLB

teachers, especially in Maros Regency, as shown in table 4 below;

Table 4. Types of Competency Needs

Competency Type	Number of Teachers
Personality Competencies	1
Social Competence	0
Professional Competency	42
Pedagogical Competence	43
Pedagogical and Professional Competencies	25
Social, Professional and Pedagogical Competencies	18
Amount	129

Source: Processed data, 2021

Based on table 4, it is found that in preparing competency development programs, especially for SMA/SMK/SLB teachers in Maros Regency, the focus should be on mentoring and training in order to increase Pedagogical competence and Professional competence with the indicators as described in Table 1.

3. Need for Training Implementation Techniques

The type of training implementation required by teachers in the digital 4.0 era and the current society 5.0 era is to use technology as a strategy in the process of delivering material to training participants. Based on the results of the descriptive analysis carried out in this TNA research activity, it is contained in table 5 below;

Table 5. Need for training strategies for teachers

Training Strategy	Number of Teachers
In-on-in service learning	8
Combination of online and classical (<i>Blended Learning</i>)	62
Distance Learning	8
Classical	41
All Techniques	10

Source: Processed data, 2021

Based on table 5, it shows that the strategy needed for teachers in participating in training in general is the Blended Learning system. This means that training using the Blended Learning mode has a positive side in terms of time management which coincides with the main tasks at school and the requirement to attend training. Therefore, the Blended Learning training system uses a *Corporate University approach* with the 10:20:70 principle, which means that face-to-face activities only use 10 percent of the time allocation, then 20 percent for independent

assignments and 70 percent for field or practical assignments.

D. Conclusion

Based on the results and discussion as described in the previous section, the results of the research in the form of TNA in this article can be concluded as follows;

1. The description of competency as measured by 13 indicators shows that the teacher's ability to understand the characteristics of students, the teacher's ability to develop the curriculum and the teacher's ability to carry out an effective learning process still need assistance and training, in addition to several other

indicators which also still need training. This means that the types of competencies that still need to be improved for SMA/SMK/SLB teachers in Maros Regency are Pedagogical Competencies and Professional Competencies. However, this does not mean that Personality Competence and Social Competency are not necessary, but this remains a concern in the development process in the future.

2. The strategy for implementing the training required by SMA/SMK/SLB teachers in Maros Regency generally chooses the Bleaned Learning strategy, which aims to ensure that the training activities they participate in do not interfere with their main duties as teachers at school. So the recommended training pattern is the Corporate University training pattern with a 10:20:70 implementation system, and
3. The training techniques needed by teachers in general are a combination of online and classical systems.

References

- Ahmed, Saifuddin (2009). *Methods in Sample Surveys: Cluster Sampling*. Department of Biostatistics, School of Hygiene and Public Health Johns Hopkins University
- Barrie, J. and Pace, R. W. (2000). Competence, Efficiency and Organizational Learning. *Human Resource Development Quarterly*. 8, 335-342.
- Creswell, J.W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Merrill Prentice Hall
- Daggett, W.R. (2009). *Successful Schools: From Research to Action Plans*. *International Center for Leadership in Education* at June 2005 Model Schools Conference Presented.
- Daniel, Johnnie (2012). *Sampling Essentials: Practical Guidelines for Making Sample Choices*. Howard University: Sage publication Inc.
- Darmadi, Hamid. 2014. *Metode Penelitian Pendidikan dan Sosial*, Bandung: Alfabeta
- Davies, S., Hammond, L.D., LaPointe, M. and Meyerson, D. (2005). *School Leadership Study Developing Successful Principals*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute (SELI).
- Dezentralized Basic Education 1 (2011). *Desentralisasi Manajemen dan Tatalayanan Pendidikan Dasar yang lebih Efektif*. DBE 1 Pemerintah Provinsi Sulawesi Selatan
- Duhou, Ibtisam Abu (2003). *School Based Management*. Jakarta: Proyek Perluasan dan Peningkatan Mutu SMU Jakarta
- Elmore, R. F. (2000). *Building a New Structure for School Leadership*. Winter the Albert Shanker Institute
- Goleman, D., Boyatzis, R.E and McKee, A. (2002). *Primary Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Publishing.
- Hay Group (2003). *Using Competencies to Identify High Performers: an Overview of the Basics*. Working Paper
- Institut for Educational Leadership (2010a). *Leadership for Student Learning: Reinventing the Principalship*. Washington, DC: Author
- Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi (2017). *Strategi dan Kebijakan Pengembangan Kompetensi Aparatur Sipil Negara*. RPJPN 2005 – 2025.
- Kerlinger, Fred N. (2002). *Azas-Azas Penelitian Behavioral (edisi ketiga)*. Gadjah Mada University Press.
- Mulyasa (2014). *Kepimpinan Kepala Sekolah*. Jakarta: PT. Gramedia
- Peraturan Daerah Provinsi Sulawesi Selatan Nomor 1 Tahun 2019 tentang Rencana Pembangunan Jangka Menengah Daerah (RPJMD) Provinsi Sulawesi Selatan Tahun 2018 - 2023
- Peraturan Pemerintah Indonesia Nomor 13 (2015). *Standar Nasional Pendidikan*. Jakarta: Depdiknas
- Peraturan Menteri Pendidikan Nasional Indonesia Nomor 16 (2007). *Standar Pendidik dan Tenaga Kependidikan*. Jakarta: Kementerian Pendidikan Nasional Indonesia.
- Setiawan, Nugraha (2005). *Metodologi Penelitian Sosial*. Diklat 25-28 Mei 2005 Parung Bogor. Universitas Padjajaran.
- Sergiovanni, T.J. (2006). *Rethinking Leadership*, Thousand Oaks, CA: Crowin Press.

- Siswandari (2010). *Kompetensi Sosial Paling Rendah dari Hasil Pemetaan*. Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS).
- Tilaar, H.A.R. (2006). *Standarisasi Pendidikan Nasional (suatu tinjauan kritis)*. Jakarta: PT. Rineka Cipta
- Topping, Peter A. (2002). *Managerial Leadership*. New York: McGraw-Hill
- Townsend, T. and MacBeath, John. (2011). *International Handbook of Leadership for Learning (part 1)*. Volume 25. London New York: Springer International Handbook of Education.
- Undang-Undang Republik Indonesia (2003). *Sistem Pendidikan Nasional* No. 20 Tahun 2003. Bandung: Citra Umbara.
- Undang-Undang Republik Indonesia (2014). *Pemerintahan Daerah* No. 32 Tahun 2014.
- Undang-Undang No. 5 Tahun 2014 tentang Aparatur Sipil Negara