

PRINCIPALS' PERFORMANCE IN SOUTH SUMATERA PROVINCE, INDONESIA

Dwi Priyono

Lecturer of Postgraduate Programme Muhammadiyah Prof. Dr. Hamka University
dwipriyohantoro@gmail.com

ABSTRACT

The objective of this research is to study the extent of correlation between self-concept, empathy, and emotional intelligence with the principals' performance. The research relied on survey method by using correlation technique. The population is the principals of the public Senior High Schools in the South Sumatera Province. The result shows: 1) there is a positive correlation between self-concept and the principals' performance by correlation coefficient $r_{y1} = 0,451$ and the equation of simple linear regression $Y = 8,188 + 0,970X_1$; 2) there is a positive correlation between empathy and the principal's performance by correlation coefficient $r_{y2} = 0,685$ accounted variance $r^2_{y1} = 0,469$ and the equation of simple linear regression $Y = 36,352 + 0,695x_2$; 3) there is positive correlation between emotional intelligence and the principals' performance by correlation coefficient $r_{y3} = 0,685$ accounted variance $r^2_{y3} = 0,469$ and the equation of simple linear regression $Y = 30,752 + 0,775x_3$; 4) there is a positive correlation between there predictor variables and the principals' performance by correlation coefficient $r_{y,123} = 0,748$ accounted variance $r^2_{y,123} = 0,560$ and the equation of simple linear regression $Y = 33,172 + 0,003X_1 + 0,297X_2 + 0,441X_3$. All the testing were at $\alpha = 0,001$ level of significance.

Keywords: principals' performance, self- concept, empathy, and emotional intelligence

The distribution of authority changes in very construction sector; especially in education from centralization to decentralization become an opportunity as well as challenge in education. One of them is the opening of greater opportunity for the region to innovate and develop an education system which is relevant for the situation and the real potential of the region. Decentralization needs community support, particularly in developing education programs. Moreover, decentralized system has mutual giving, supporting and prospering between educational institutions and the community.

Alignment towards education for a nation will have an impact on the birth of the various policies in the field of education. The constitution of National Education System No 20 year 2003 is one of policies which describe that the objectives and functions of the national education are to develop the skill and from the character as well as to dignify the civilization in order to educate the nation so it can develop student's potential to become faith and devoted to the Almighty, noble, healthy, knowledgeable, skilled, creative, independent and be a democratic and responsible person. To achieve the aims and functions of national education, one of the program developed by the government is improving the quality of education include the quality of principals through training and increasing the qualification, certification, construction and improving educational facilities, the quality of school management, and other professional education programs which today are in the final preparation.

The principal is a teacher who is temporarily given additional duties because it is deemed to have certain excess compared to other teachers. This view was reinforced by Black cited in Samsudin (2006:287) that the principal as a leader of an institution that becomes a learning process. The concept shows the principal is a leader/leadership who has legality to implement the school management in accordance with the management standards that have been assigned. Thus, a principal should have foresight in order to create innovative, creative ideas and have awareness of the importance of the quality of teaching and learning activities. The principal must be able to optimize available resources in accordance with its function as a facilitator, motivator, and dynamist both as teachers and learners, either directly or indirectly.

Therefore, in Implementing is duty and function principal should have a good performance which is known from performance result measurement each period. The terms of performance is taken from "to perform" which mean: (1) to insert, to run, to implement; (2) to fulfill or to do an obligation; (3) to describe a character in the game; (4) to describe it by using tone or musical instruments; (5) to implement or complete responsibility; (6) to conduct as activity; (7) to play a music instrument; (8) to do things that is expected by a person or machine. According to Robbin (1989: 349), performance is size of the work done by using criteria which have been agreed each other.

This concept shows that performance is seen as work result based on predetermined criteria. Mathis & Jackson (2006: 113) said that person performance in organization is important factor. Individual performance, motivation and retention are main factor for organization to make human quality be effective. Futher he added, that there are 3 main factors that influence the individual performance : (1) Individual ability in doing the duty or job, (2) Loyalty, and (3) Organization support. Wheelen (2002: 243) defined that performance is as the last result from some activities, Wibowo (2008: 280) defined that performance is what we do and how we do it. From these view, showed that principals who has good performance is one who has good visionary thinking and he can manage his organization that become his/her duty and responsibility. Therefore, performance is the individual ability to reach the main purposes through the process, the right job and discipline as like target, with indicators from leader support, client, challenge of work discipline and attitude. Principals who have good performance is as important aspect to establish the success of education institution.

METHODS

This research used survey method by using correlational approach. The target of population is principals of state senior High Schools in South Sumatera Province. The populations reached all principals of state Senior High Schools in South Sumatera Province as samples. To determine the sample the degree of mistakes (5%), and degree of Confidence 95% from the population were used. For data collection, closed questionnaire was employed to know the information about self-concept, empathy, emotional intelligence and the principals' performance. The data was analyzed by descriptive statistic and inferential statistic.

Four hypotheseses were tested by using regression and correlation analysis technique. First, second, and third hypothesis were tested using regression and simple correlation analysis technique whereas the fourth analysis was tested using multiple regression and correlation analysis technique.

1. First Research Hypothesis Testing (X_1)

The research Hypothesis formulation testing was there has been a positive correlation between self-concept and principals' performance. The calculation result showed that the regression equation between principals (Y) and self-concept (X_1) was $Y = 18.322 + 0.866 X_1$ linearity testing and significant coefficient regression used F distribution as the result form analysis of variance (ANOVA) in the following table.

Table- 2. ANOVA analysis for simple linear equation $Y = 8.188 + 0.970 X_1$

Varian's Source	Db	JK	RJK	F_{Count}	F_{table}	
					$\alpha : 0.05$	$\alpha : 0.01$
Total	237	2289202.556				
Reg (a)	1	2268379.972	2268.380			
Reg b/a	1	8636.238629	8636.239	166.5402**	3.8	6,76
Rest	235	12186.34459	5185679			
TC	16	2.792	174.5104	4.065366 ^{ns}	4.41	8.28
Balac	219	4.401	42.92611			

Table-3. Analysis for simple linear equation $Y = 36.352 + 0.695 X_2$

Source of Varian's	Db	JK	RJK	F_{obtain}	F_{table}	
					$\alpha : 0.05$	$\alpha : 0.01$
Total	237	2289202.556				
Reg (a)	1	2268379.972	2268.380			
Reg b/a	1	9771.425436	9771.425	207.7868	3.89	6,76
Rest	235	11051.15778	47.0262			
TC	16	1.857	80.73465	1.861569	4.41	8.28
Galat	212	9.194	43.36915			

- Note :
- dk : Degree of Freedom
 - α : Significance Level
 - JK : Total / Sum Of Quadrate
 - JKT : Total Of Quadrate Average
 - ** : Significant in $\alpha = 0,01$ ($F_h = 4.688 > F_t = 4.02$)
 - ^{NS} : Non Significant in $\alpha = 0,05$ ($F_h = 3.0484 < F_t = 8,28$)

Based on the result of significance and linearity testing showing in table 3 above, it could be concluded that regression equation $Y = 36.352 + 0.692 X_2$ is significance and linear. The regression equation shows that every increasing of 1 (one) score of self concept about self concept will cause 0.611 increasing in principals' performance score with constant 36.352.

2. The third testing hypothesis (X_3)

The formulation of research hypothesis was there has been correlation between emotional intelligence and principals' performance. The calculation result showed that the regression equation between Y and X_3 was $Y = 30.752 + 0.775 X_3$. The linearity and significant coefficient testing, direction of regression showed F distribution, as the result of analysis of variance (ANOVA) in the following table.

Table 4. The analysis for simple linear equation $Y = 30.752 + 0.775 X_3$

Varian's Source	db	JK	RJK	F _{obtain}	F _{table}	
					α : 0.05	α : 0.01
Total	237	2289202.556				
Reg (a)	1	2268379.972	2268379.972			
Reg b/a	1	9763.327	9763.327	207.463**	3.89	6,76
Rest	235	11059.26	47.061			
TC	23	2.135	92.847	2.206 ^{ns}	4.41	8.28
Galat	212	8.924	42.09332			

Note :

dk : Degree of Freedom

α : Significance Level

JK : Total / Sum of Quadrate

JKT : Total of Quadrate Average

** : Significant in α = 0,05 (Fh = 4.688 > Ft = 4.02)

^{ns} : Non Significant in α = 0,01 (Fh = 5.116 < Ft = 8,28)

Based in the result of significance and linearity testing that could be seen in table 4 above, it could be concluded that the equation of regression $Y = 30.752 + 0.775 X_3$ was significance and linear. The regression equation shows that for each 1 (one) increasing/ improvement of emotional intelligence score cause 0.775 increasing/ improvement toward principals performance at constant 30.752

3. The fourth hypothesis testing (X_1, X_2 and X_3)

The formulation of research hypothesis tested there has been correlation self-concept, emotional intelligence simultaneously toward principals' performance. The result of the calculation showed that the regression equation between Y toward X_1, X_2 and X_3 was $Y = 46.09 + 1.507 X_1 - 0.127 X_2$, significant coefficient testing regression used F distribution, as the result of analysis of variance (ANOVA) in table below:

Table 5. ANOVA Result for Significance of Multiple Regression Testing

Varian's Source	db	JK	RJK	F _{obtain}	F _{table}	
					α : 0.05	α : 0.01
Total	237	2.289.202.556				
Reg(a)	1	2.268.379.972	2.268.379.97			
Reg b/a	1	11.657.774	11.657.774	131.513**	1.960	2.326
Rest	235	20.831.255	88.644			

Note

dk : Degree of Freedom

α : Significant Level

JK : Total / Sum Of Quadrate

JKT : Total Of Quadrate Average

** : Significant in α = 0,05 (Fh = 3.484 > Ft = 3.17)

Based on the result of testing in analysis table5 above, it could be inferred that regression equation $Y = 33.172 + 0.7003 X_1 + 0.297 X_2 + 0.441 X_3$ was significant in α = 0.0. Based on this equation

it can be predicated / estimated that principals' performance (X_1), empathy (X_2), and emotional intelligence (X_3).

Based on the hypothesis analysis testing result about the significance of linearity of the correlation between self-concept Variable (X_1), empathy (X_2) and emotional intelligence (X_3) toward principals performance (Y) was summarized in table below.

Table 6. The Resume of the Result of the Significance of Coefficient Correlation Test X_1 , X_2 & X_3 and Simultaneously toward Principals' Performance.

No	Hypothesis	Decision	Coefficient	Conclusion
1	First	H_0 rejected H_1 accepted	0,644	Self-concept has significant Correlation toward Principals' performance was 45,10%
2	Second	H_0 rejected H_1 accepted	0,685	Empathy has significant correlation toward principals performance was 46,90%
3	Third	H_0 rejected H_1 accepted	0,685	Emotional intelligence has significant correlation toward principals performance was 46,90%
4	Fourth	H_0 rejected H_1 accepted	0,748	Self- concept, empathy and emotional intelligence simultaneously has a significant correlation toward principal was 56 %

4. The finding of research result

The result of analysis and hypothesis test showed that the four of hypothesis that proposed by the researcher were all accepted. It means that generally there has been positive correlation between self concept, empathy and emotional intelligence toward principals performance both individually and simultaneously in detail, the finding of analysis and research hypothesis testing result will be described below.

First, related to the correlation analysis result between self-concept (X_1) and principals' performance (Y), There has been positive correlation between two variables it means that the more the principals have self-concept the higher his/her performance, and the degree of correlation strength was 0,451 % performance variants could be explained by self-concept variants. After controlling toward the two other dependent variable (empathy and emotional intelligence) simultaneously the partial coefficient correlation was 0,072. This finding showed that the reduction was 0,072. This finding showed that the reduction coefficient correlation was 0,542, and this was also followed by the reduction of performance contribution. The reduction of coefficient correlation indicated that empathy variable and emotional intelligence was dependent variable must be considered in explaining the principals' performance.

Although there has been reduction in coefficient correlation, after testing significant of partial coefficient correlation, evidently, the partial coefficient correlation did not show the significant result. It means that self-concept empirically was not one of the predictor variables for principals' performance Variance score. Aside from small or big coefficient correction and the contribution given by self-concept toward the principals' performance, the finding of this research showed that self-concept was not one of the important elements in increasing performance. To improve the performance quality, principals need self-concept by having interview done by him/her self before giving interview to his/ her subordinate,. This could be done by:

1. Identifying generally to get the positive description about his / her self.
2. Seeing the correlation through the closeness him / her with his / her mates.
3. Having endurance to face some challenge, obstacle and failure.
4. Having life planning and optimism.

Secondly, related to hypothesis testing result, it was stated that there has been positive and negative correlation between empathy and principals' performance. Therefore, in connecting to the effort to increase performance, a school principal needs to know his / her mate's feeling, responding other wish, and also have to love his / her co. workers or colleague. Empathy is very needed in increasing the principals' performance, especially related to impersonal correlation. In accordance with the result of this research, it was stated that empathy gave great contribution about 46,90% toward the increasing of principals' performance at 99% confidence level. After controlling the two other dependent variables' (self-concept and emotional intelligence), simultaneously, eventually it got 0,113 partial coefficient correlation. This finding showed 0,572 coefficient correlation followed by reduction from the two variables that must be concerned in explaining the performance. There has

been coefficient correlation reduction after testing the significant correlation. It means that empathy was not one of the predictor variables in school principal variant score. Aside from high or low the coefficient correlation and the contribution given by empathy toward principals' performance, this finding obviously showed that empathy was not one of the important elements in increasing the principals' performance. Therefore, it was said that dependent variable must be paid attention in explaining the performance. Thirdly, related to the hypothesis testing result, it was stated that there had been a positive significant correlation between emotional intelligence and principals' performance. Therefore, in connecting to the effort of performance increasing, it has capability of private problem, persistence, solidarity, friendliness, open and respect feeling to others. Based on the result of this research, it was stated that emotional intelligence gave contribution around 46,90% of confidence level. Nevertheless, after controlling the two after variables, such as self-concept variable and empathy, coefficient correlation was 0,055 by testing the result of significant significance. The result showed that emotional intelligence was not one of the important determinant variables in improving or increasing the principals' performance.

Fourth, related to the correlation between the three dependent variables and performance simultaneously. This finding showed that there had been a positive correlation between self-concept, empathy, emotional intelligence and principals' performance. It means that the position of the three variables variants predictor score was not doubttable. Accordance with the result, the multiple coefficient correlation was 0,748, and based on the significant testing, the multiple coefficient correlation was greatly significant. This finding proved simultaneously that self-concept, empathy and emotional intelligence gave contribution 56% toward principals' performance or work.

DISCUSSION

Principals' Performance

The principals' performance of education is an important thing in implementation of education institution purposes. On other words, that the optimal programme of purposes reachment that had been planned will rely on the principals' performance. A school will be dynamic and effective to get the purposes, if the leadership process run well, it can be showed how the principals have good self concept, good empathy, and good emotional intelligence as well. So, the principals' performance is activities, attitudes, and the productivities of the principals in managing the school that has a good quality in management and learning services and quality of learning service.

Physically, Wirawan said the performance has causal relationship toward competence. Performance should have skill, attitude, aptitude, and action. competence describes knowledge characteristic, skill and experience in doing a job. Knowledge describes someone's comprehension toward something. Skill describes the capability that can be measured and developed through practice, training, and experience. Attitude describes feeling about something, for example, feeling of happiness and unhappiness about something. Competence and attitude don't have meaning without act (Wirawan, 2009).

Thus, person's activities in doing his/her duty, has performance whenever in working process, has measured competence, has clear attitude and appropriate action. However, it must be also realized that the conflict that happen in organization according to Ivancevich can give positive and negative effect. This depends on how they solve the problem. When organization has lucky maximum and minimum conflict stage, its function is improving the positive performance. But, when the conflict stage is low the performance will be disturbed (Ivancevich, Konopaske and Mettesson 2007). If it is viewed in economy discipline, Garvin said that performance has relationship with functional aspect from a product and become the primary characteristic that must be considered by customers when they want to buy a product (Gaspersz, 2002). In this context, there are 3 stages of customer expectation (1) base expectation is minimum expectations that always be assumed implicitly, so if this character of product lost, the customer will not feel satisfied, (2) the second expectation that encompasses specification and needs that consist of choices that are available for customer to choose. In this stage, the specification is determined and diagnosed by consumer, seller and product makers (3) the expectation in high level is additional value from characterization, so the customer will be pleased.

The quality of principals' performance will be affected by their education which its contribution is the biggest. That is why, the increasing or improvement will become the requirement to get the quality of the principals' performance. It means that the quality of principals' performance will be achieved if the quality of education is done well. Some of important instruments, which can improve the education quality are such as development and improvement of curriculum, evaluating system,

improvement of education facility, development training for principals and other components. In such perspective, a principal has an important and strategic role, especially things associated to school management. To achieve the success of the programmed, not only a figure of a professional principal must be placed who has managerial/ability and self-integrity to bring the vision and mission into action. But also he/she must be democratic and transparent in some decision making (Mulyasa, 2004: 42), Principals are leaders at their school, thus, they must be able to manage others to live and grow as a whole according to their potentials. As leader, principals must be able to encourage the teacher, staffs and students to have the strong willingness with high motivation and confidence in doing their own task. In addition, principals must give guidance, directions, and motivation to inspire and stand in the front line for the development and give the school inspiration to reach its goals. So the performance quality of principals is reflected by their work results, attitude and personality in doing their job fitted with the aims to be achieved in learning organization. The principals' performance is also very affected by self-concept from the principals themselves. Basically self-concept must be owned by every person. Some one who has self-concept will be able to prepare attitude and action based on their pluses and minus. Self-concept is one's image. A principal must be able to know about him/herself. He/she has to lead the organization with the whole understanding of the self-concept instead of being compulsive. A self-concept can be directed to create a believe in his confidence. Confidence is more pictured the quality of someone personality, which source is from his/her self-concept. (Surya, 2003: 259). Someone who has a good self-concept can get steady readiness to face any challenges and problem of the job. He will understand and realize the possibility to get success or experience failure.

Self-Concept

Elizabeth in Tjiharyadi (2007:66) stated that self-concept is someone's point of view to themselves. So that he said, that a leader needs to know self-concept to know/understand his/her potential and can be developed. One's weaknesses needs to be improved as well. To make sure his/her weaknesses, every individual has to have a self-standard. So Mukhtar, Aryani and Sulistiyah Ningsih (2001:30) stated that the degree of someone who has self-concept can be seen through an interview. For instance: (1) a general introduction to get a positive description, (2) observe the relationship through the closeness to friends (3) observe his/her care to word the subject that he or she faces, how far he/she could recognize the subject, and (4) Get respect and recognition from one's surrounding.

According to Owen cited by Sudibyo (1993: 41), self-concept as the total view one has of one's self a unique set of perception ideas and attitude that differ to varying degree from the view that other people have. One's perception toward oneself is something really important because of factor design of someone's personality and attitude. There, Sudibyo (2001: 56) stated that self-concept will be formed after an individual has: (1) positive and constructive self-image, (2) has a whole point of view about oneself and understand one's pluses and minus, (3) has self-defense to face any possibility of challenges obstacles and failure, (4) has a steady life and optimistic. Empathy factor also plays a role in creating principals' performance. One who has empathy will be able to understand other. A leader who has empathy not only understand and know other feelings, but also could place them at the position someone should be, even could find solution to the problems.

Emotional Intelligence

Emotional intelligence would be able to increase principals' performance. Emotional intelligence is the ability to feel, understand, and effectively apply energy and emotional sensitivity of the energy sources, information, correction, and humanity effect. In this context, emotional intelligence heart plays a role to activate our deepest values, change them from something we think to something we do. Heart is the energy source and deep feeling which demands us to create corporation, lead and serve by doing so. A principal who has a good emotional intelligence will be able to be advisor, director to that should be done. Playing careful attention to the condition above with all knowledge and experience both as academic and educational bureaucracy, the researcher is motivated to do research about self-concept correlation, empathy and emotional intelligence and improvement principals' performance in South Sumatera. The problems focus on:

- 1) Is there any correlation between self-concept and principals' performance.
- 2) Is there any correlation between emotional intelligence and principals' performance.
- 3) Is there any correlation among self-concept, empathy and emotional intelligence and principals' performance

CONCLUSION

First, there was a positive correlation between self-concept and principals' performance. The strength of correlation level was 0,644 and the determination coefficient was 0,451. It means that around 45,10% principals' performance variance was determined by self-concept variance after conducting a controlling toward the two other variables: empathy and emotional intelligence simultaneously. Slanting obtained partial correlation coefficient of 0.072. It has a meaning that self-concept is empirically not the only predictor variable for the performance of the principal variances scores. Second, there was a positive correlation between empathy and the principals' performance, with the degree of strength of association of 0685, and amounted to 49.90 % coefficient terminated. This means that approximately 49.90 % of principals' performance variance determined by the variance of empathy. After doing a second control of the other independent variables (self-concept and emotional intelligence) simultaneously, the partial correlation coefficient of 0.113 was obtained. It means that empathy is empirically not the only predictor variable for the principal's performance score variance. Third, there was a positive correlation between emotional intelligence and principals' performance with the degree of strength of the relationship of 0.085, and the coefficient is terminated at 46.90%. This means that approximately 46.90 % of variance of principals' performance is determined by the variance of emotional intelligence. After doing a second control of the other independent variables (self-concept and empathy) simultaneously, partial correlation coefficient of 0.055 was obtained. It means emotional intelligence is empirically not the only predictor variable for the performance of the principal variances scores. Fourth, there was a positive correlation between empathy and emotional intelligence and principals' performance with the strength of the relationship (multiple correlation coefficient) of 0748 and terminated multiple coefficients of 0.560. This means that 56% of the variance that occurs in the principals' performance is determined by the variance of self-concept, empathy and emotional intelligence.

REFERENCES

- E. Mulyasa. *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan MBS dan KBK*. Bandung : PT. Remaja Rosda Karya. 2004
- Gaspersz., Vincent. *Total Quality Management*. Jakarta: Gramedia Pustaka Utama. 2002.
- Ivancevich, Jhon M. Robert Konopaske dan Micahel T. Matteson. *Perilaku dan Manajemen Organisasi*, Edisi Ketujuh Jilid 2, alih bahasa Dharma Yuwono. Jakarta: Erlangga. 2007.
- Mathis. Robert L, dan John H. Jackson. *Human Resource Management*, alih bahasa Diana Angelica. Jakarta: Salemba Empat. 2006.
- Mukhtar, Niken Aryani dan Erna Sulistyaningsih. *Konsep Diri Remaja Menuju Pribadi Mandiri*. Jakarta: Rakasta Samasta. 2001.
- Robbins. Stephen, P. *Organization Behavior: Concept, Controversies, and Applications*, Englewood Cliffts: Prentice Hall. 1989.
- Samsudin. S., *Manajemen: a Guide to Executive Command*. Bandung: Pustaka Setia. 2006.
- Sudibyo Setyobroto. *Psikologi Kepelatihan*. Jakarta: Jaya Sakti. 1993.
- _____. *Mental Training*. Jakarta: Jaya Sakti. 2001.
- Surya, Muhammad. *Percikan Perjuangan Guru*. Semarang: Aneka Ilmu. 2003.
- Tjiharjadi, Semuil. *To be a Great Leader*. Yogyakarta: Andi Offset, 2007.
- Wheelen. Thomas L., dan J. David Hunger, *Strategic Manajement and Business Policy*. New Jersey: Pretice Hall. 2002.
- Wibowo. *Manajemen Kinerja*. Jakarta: Raja Grafindo Persada. 2008.
- Wirawan. *Evaluasi Kinerja SDM, Teori, Aplikasi dan Penelitian*. Jakarta: Salemba Empat. 2009.

TEACHER PROFESSIONALISM: A STUDY ON TEACHER'S PROFESSIONAL AND PEDAGOGIC COMPETENCE AT VOCATIONAL HIGH SCHOOLS IN THE NORTHERN COASTAL OF JAKARTA

Bunyamin

Lecturer of Postgraduate Programme Muhammadiyah Prof. Dr. Hamka University
mazben@gmail.com

ABSTRACT

This paper discusses teachers' professionalism. These teachers' competences are summarized in four competences, namely professional competence, pedagogic competence, personal competence, and social competence. This study focused on both teachers' professional and pedagogic competences. This study was carried out on teachers of Vocational High Schools in The Northern Coastal of Jakarta. The questionnaire, observation, interview, and document were used in this study. The result was analyzed in the percentage through quantitative data analysis. The percentage result was scaled to determine the teachers' professional and pedagogic competences. It was revealed that 81.6% of 358 teachers, or 292 teachers, had a good professionalism. Moreover, 222 teachers (62.3%) have mastered the material for teaching well. Teachers' professional competence belonged to low category (43.2%). And finally, from pedagogic side, their professional belonged to medium level (69.7%). Based on the research result, it is important to be stated again here that the teachers' position, as professional element, should be improved and enhanced their role as the agent of teaching-learning process in the schools. This role will also focus on improving the quality of education in national level as well as the human resources of Indonesia in general.

Key words: *Teacher's competences, profesionalism, teaching-learning process.*

Introduction

Nowadays, Indonesian government makes some significant improvements for insuring the quality of teacher to support the educational autonomy. Government, then, launches the Regulation of Education in 2003 about the National Standard Education (*Undang-Undang No. 20*) and the Role of Teacher and Lecturer (*Undang-Undang No. 14*) in 2005. Government also makes some revisions of curriculum in every level of school. This effort is due to the importance of education for this country. Our country will be able to achieve technology and science if our educational quality is better than before (Ohmae, 1995; and Hatten & Rosenthal, 2001). Through the better education, consequently, it will lead us to a success. National Education Department, as the representative of government, also makes some new reformation in education. It can be seen from the recent vision of DEPDIKNAS (*Departemen Pendidikan Nasional* or Ministry of National Education) that education will make Indonesian people smart and able to survive in global competition. This vision is, then, developed in the mission of DEPDIKNAS that education is addressed to build national foundation and give significant contribution for global society (Depdiknas RI, 2008:2).

The implication of this regulation can be seen in every field of education, especially for teachers as the subject of education. Teachers should have a standardized-competence as stated by the UU (*Undang-Undang* or Regulation). They have to be professional in school activities. Moreover, it is a must for them to have a good understanding on how to handle the class; treat the students well; implement suitable methods and techniques; and evaluate their students using an appropriate measurement. As a social component, professional teachers should also be involved in social life to create a good relationship among themselves, the education, and the social environment. These competences are summarized in four competences of teachers. They are professional competence, pedagogic competence, personal competence, and social competence (Hasan, 2004). Among all competences, pedagogic and professional competences become the main ones. The DEPDIKNAS RI (*Departemen Pendidikan Nasional Republik Indonesia* or Ministry of National Education the Republic of Indonesia) states that professional teacher should fulfill at least the pedagogic and professional competences (Depdiknas RI, 2006:4-5). In other hands, personal and social competences are only the complement of professionalism. Hence, in this study, the writers will give some information focus on teacher's pedagogic and professional competences at Vocational schools in Northern Coastal of Jakarta.

Specifically, this study focuses on the following three research questions: (1) What is the extent of teacher's professionalism?; (2) What is the level of teacher's professional competence?; and (3) What is the level of teacher's pedagogic competence?

METHODS

On the Design. The study is a qualitative as well as quantitative based research. The steps, in conducting this research, were choosing the topic, formulating the problems, making the instruments, and collecting and analyzing the data. The last step was making report in analytical and holistic descriptive (Bogdan & Biklen, 1982:174). The design of this research can be seen in following figure:

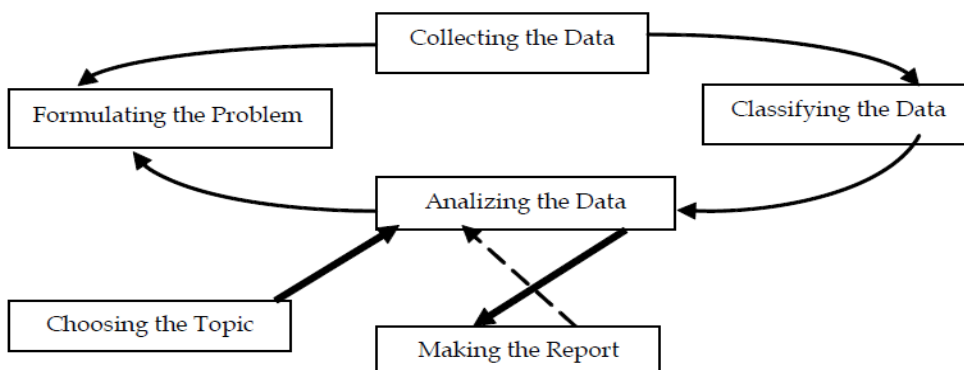


Figure 1.
The Steps of the Research

On the Subject of Study. The subject of this research was the teachers from Vocational High Schools in Northern Coastal of Jakarta. The sample of this research was teachers who joined the Teacher Professionalism Education and Training Program (PLPG, *Pendidikan dan Latihan Profesional Guru*) which consisted of 358 teachers from 11 groups.

On the Data Collection Technique. In collecting the data, the following instruments were used: (1) *Open Questionnaire*. It was used to know the respondents knowledge about professionalism; (2) *Un-participatory Observation*. This instrument aimed at observing teacher's activity at school such as teaching and learning process in the class, discussing some cases in the meeting, etc.; (3) *Documentary*. The sources of documentary for this research were teachers' file, agenda, report, announcement, photo, etc. which supported the teachers' competence; and (4) *Open-ended Interview*. It is conducted to get some information about teachers' professionalism. Informants were selected based on their characteristic (Spardley, 1980; and Goetz & Comte, 1984).

On the Data Analysis. Both quantitative and qualitative methods were used in analyzing the teachers' professionalism. Specifically, qualitative data analysis was conducted in the series of activity, such as data reduction, data display, and conclusion drawing (Bogdan & Biklen, 1982:174). The steps of analysis can be seen in following figure:

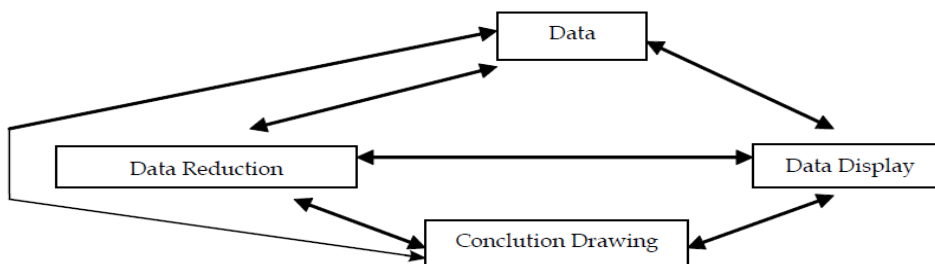


Figure 2.
The Steps of Data Analysis

While in quantitative analysis, the formula which was used is $F/N \times 100\%$ (where F = frequency of each variable; and N = number of sample) was used. The result was, then, scaled into four categories: very high, high, medium, and low.

RESULT

The result of data analysis using questionnaire gave some information about teachers. The complete result can be seen in following chart:

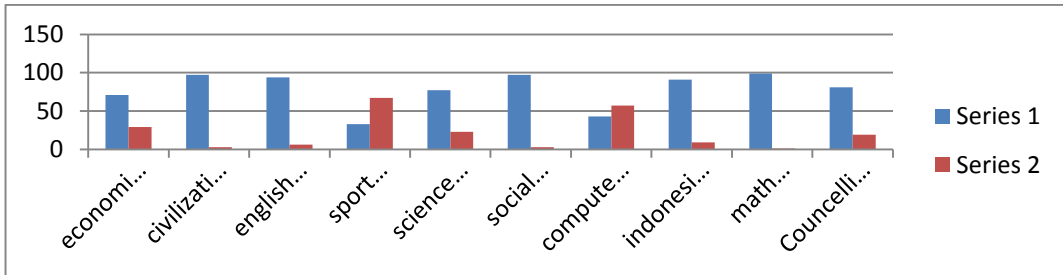


Figure 3.
Teachers' Professionalism in Northern Coastal of Jakarta

From the figure 3, above we know that all teachers from Vocational High Schools assumed that professionalism is very important for them. From all the samples, 292 teachers (81.6%) have a good professionalism, while 66 teachers (18.4%) haven't exposed their own. Specifically, Mathematic teachers (100%) have shown their professionalism. The lowest professionalism belonged to Sports teacher. Only 33.3% of them have explored their professionalism, while 66.7% haven't shown theirs.

In detail, the first rank of teachers' professionalism belonged to Mathematic and Javanese Language teachers. Both of them have 100% professionalism. The second rank was PKN (*Pendidikan Kewargaan Negara* or Civics Education) and PIPS (*Pendidikan Ilmu Pengetahuan Sosial* or Social Studies Education) teachers; they could reach 97% of professionalism. It means that only 3% of them don't have a good one. Third and fourth rank belonged to the English and Indonesian Languages teachers with 94% and 91% professionalism. The next rank was Counseling, IPA (*Ilmu Pengetahuan Alam* or Science Education), and Economic teachers. They achieved 82.5%, 77%, and 71% professionalism. Finally, the Computer and Sport teachers were in the lowest level with 42.8% and 33.3% professionalism.

On the Mastering Material in Teaching. From the result of computation, the writers got the result of teachers' competence in material for teaching. The result is as follows:

From the figure 4 above, we know the highest rank of mastering the material for teaching is from IPA (*Ilmu Pengetahuan Alam* or Science Education) teachers with 90.3%. The second rank was Math teachers, they could master 87.5% of material in teaching. It means that only 12.5% of them don't have a good one. Third and fourth rank belonged to the English and Indonesian Languages teachers with 94% and 91% professionalism. They achieved 75% to 75.5%. Teachers who have a medium level in mastering material in teaching were Computer teachers (67.9%), Indonesian Language teachers (66.7%), and Civics or Civilization Education teachers (65.7%).

On the Doing Classroom Action Research. Teachers' performance in doing CAR (Classroom Action Research) can be seen in following chart:

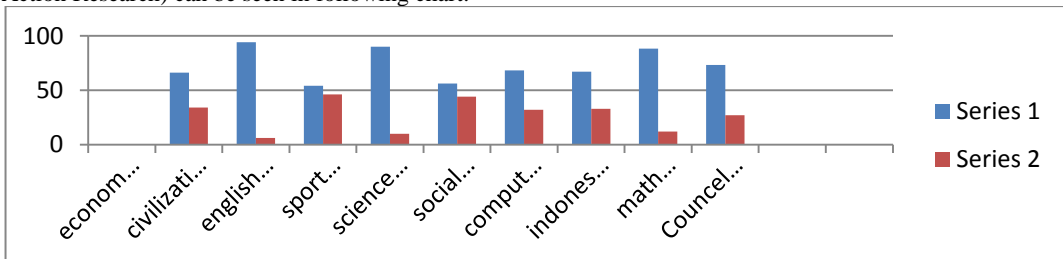


Figure 4
Teachers' Competence in Mastering Material in Teaching

From the figure 5 above, we know that almost all teachers from all subjects were rarely doing CAR (Classroom Action Research). Only the teachers from two subjects who have the highest

rank in doing CAR, those are Economic and Civics Education teachers. Counseling teachers were in the lowest level with only 19% teachers who did CAR, 79% of them never did CAR. It is indicated that teachers' performance in doing CAR was low.

On the Writing Article for Journal. Teachers' performance in writing article for journal can be seen in following chart:

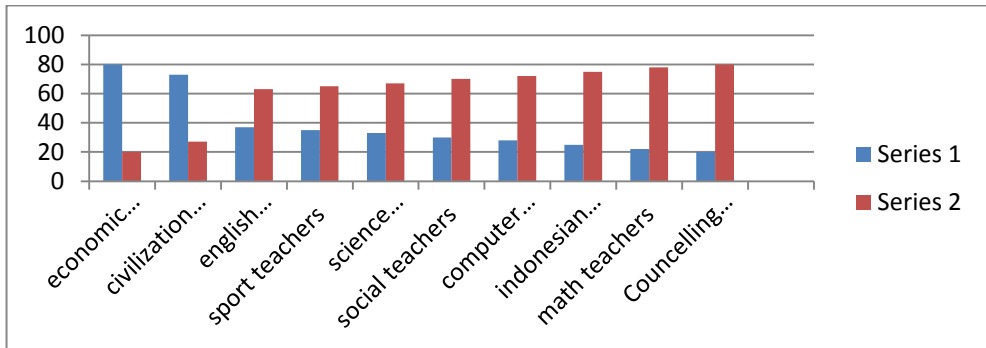


Figure 5
Teachers' Performance in Doing Classroom Action Research

The figure 6 above show that teachers' performance in writing article for journal were low. Only Economic, English Language, and Science Education teachers who always wrote the articles for journal with 90%, 93%, and 100%. The worst thing is PKN (*Pendidikan Kewargaan Negara* or Civics Education), Computer, and Indonesian Language teachers never wrote the articles for journal. It is indicated that the teachers' performance in writing the article for journal was low.

On the Using Media in Teaching. Teachers' performance in using media for teaching can be seen in following chart:

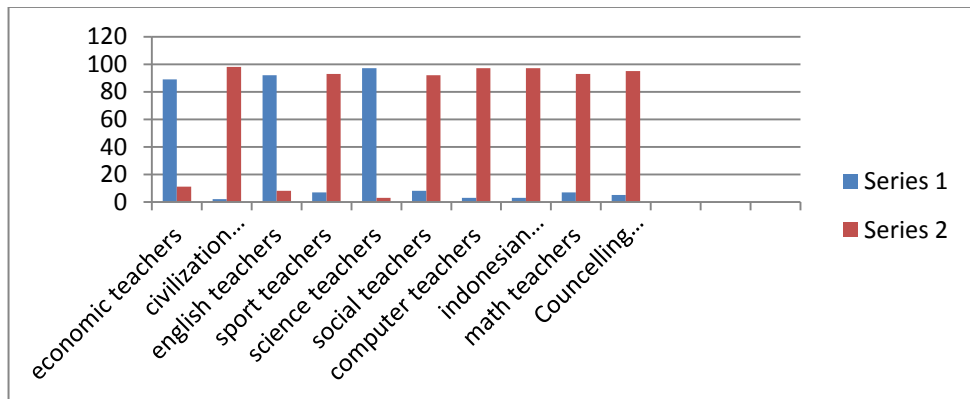


Figure 6
Teachers' Performance in Writing the Article for Journal

From the figure 7 above we know that all teachers from 11 subjects have used media in teaching. Their performance was more than 80%. The first rank of teachers' performance in using media belonged to English Language, Sport, Computer, and Javanese Language teachers with 100% performance.

On the Using Innovative Teaching. The result of teachers' performance in using innovative teaching can be seen in following chart

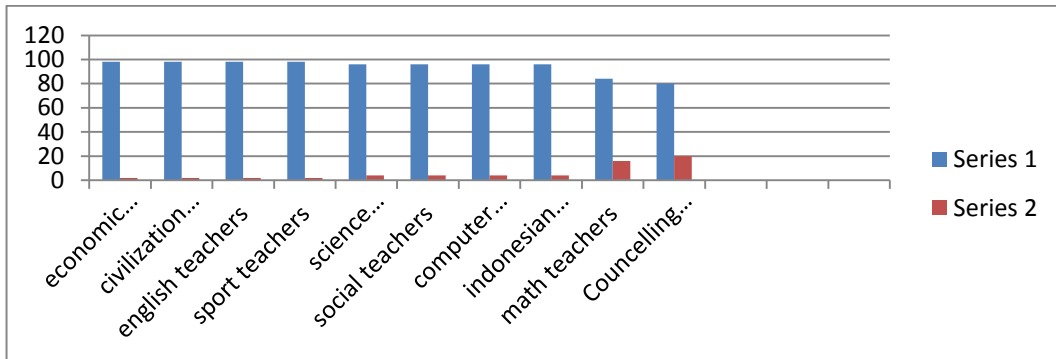


Figure 7
Teachers' Performance in Using Media for Teaching

From the figure 8 above, it can be concluded that teachers' performance in using Innovative model of teaching was low. From 358 samples, only 169 teachers who have used the innovative teachings. Economic, Computer, and Counseling teachers have used innovative teaching well with 94%, 92.9%, and 98%. The lowest one was Science Education teachers with only 16.1% who used innovative teaching.

On the Making Evaluation. Teachers used two ways of evaluation, those are norm based evaluation and passing grade evaluation. The result of teachers' performance in using those evaluation is as follow:

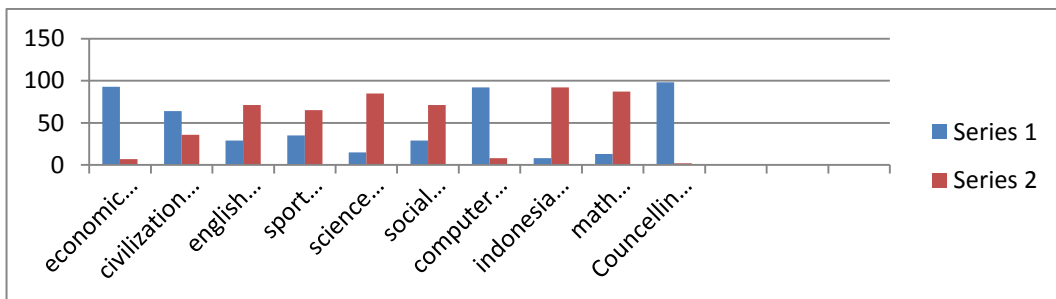


Figure 8
Teachers' Performance in Using Innovative Teaching

From the figure 9 above, we know that most of teachers used PAP (*Penilaian Acuan Patokan* or Passing Grade Evaluation) are 194 teachers. It means that the teachers (54.1%) have done an evaluation using PAP models, meanwhile 164 teachers (45.9%) used PAN (*Penilaian Acuan Norma* or Norm Based Evaluation) ones. So, the use of PAP models of evaluation was higher than PAN.

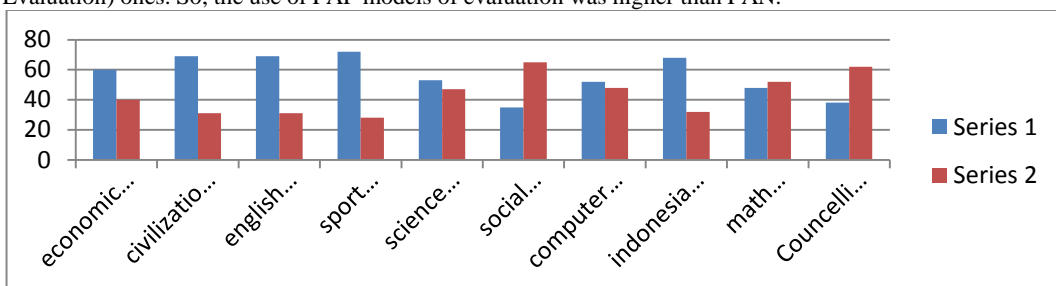


Figure 9
Teachers' Performance in Using Evaluation

From the result of the analysis, it can be concluded that most of Vocational High Schools' Teachers in Northern Coastal of Jakarta have realized that becoming professional educators is very important. From 358 teachers, 292 of them, or 81.6% teachers, have shown their professionalism; while the rest of them or 66 teachers (18.4%) haven't exposed their own. Thus, it can be said that teachers in Northern Coastal of Jakarta have a good professionalism.

In detail, the teachers who can master their material in teaching are 222 teachers (62.3%) and 136 teachers (37.7%) still haven't mastered it optimally. One of many professional competences is conducting a research by the teachers. There were only 138 teachers, or 38% of them, who have done CAR (Classroom Action Research). The rest of the whole sample or 220 teachers (61.4%) haven't done it. Moreover, in writing the article for journal, there were only 103 teachers (28.8%) who have done it. Most of them, or 255 teachers (71.2%), haven't written article for journal. It is indicated that teachers' professional competence in writing article for journal hasn't been explored well. Overall, teachers' professional competence in Northern Coastal of Jakarta, Indonesia was still low, since it only reached 43.2%. From the pedagogic side, which is due to the use of media in teaching-learning process, there were only 17 teachers (7.8%) who have used it. In contrast, teachers rarely implemented innovative methods in their teaching. There were only 169 teachers, or 47% of them, used innovative methods and 189 teachers (52.8%) haven't used it. In summary, pedagogic competence of teachers in Northern Coastal of Jakarta is 69.7% and it is categorized into medium level. In addition, from 359 teachers being researched, 194 teachers (54.1%) have done an evaluation using PAP (*Penilaian Acuan Patokan* or Passing Grade Evaluation) models, meanwhile 164 teachers (45.9%) used PAN (*Penilaian Acuan Norma* or Norm Based Evaluation) ones. So, the use of PAP model of evaluation was higher than PAN model.

DISCUSSION

Education is purposed to create a high quality of human resources. Good human resources will support the national foundation. As stated in Indonesian regulation or UU (*Undang-Undang*) number 20 year 2003 about National Education System that the function of education is to develop national character and good civilization. Having good character and civilization is created from the value of religion in our students. It is, then, implemented in their behavior as a good citizen (Depdiknas RI, 2003). Here, the role of school, as a place to educate students, is very important. One of the main education keys at the school is teacher. In order to reach the goal of education, teachers must be competent. Teachers must be able to give a good service for their students; and teachers are also required to master the material, apply a good strategy, and guide the students, so that the students can be success in every aspect of their life (Sukardi, 2008).

Meanwhile, in *Learning: Treasure Within*, UNESCO (United Nations for Education, Scientific, and Cultural Organization) states four education foundations which should be had by all education practitioners, especially the teachers. *First*, "learning to know": teachers do not only know the content of lesson, but teacher should be able to deliver it. *Second*, "learning to do": teachers should build their students' creativity and productivity, so they can face all situations. *Third*, "learning to be": teachers should be able to dig up their students' independence and wisdom, so they can be a good person. The last, *fourth*, "learning to live together": students are expected to be able to appreciate one another and live together in one society through cooperative learning (UNESCO, 1996:85-89).

Applying the four pillars of education, Indonesian government tries to regulate some new regulations. Through national regulation number 14 about the role of teacher and lecturer, the government forces the teachers to have a good competence in order to make their students able to learn those four pillars. According to S. Widayati (2002:29), the characteristics that should be in a teacher are: (1) understand the profession of teacher as *genuineness* that teachers are the prestigious profession in society; (2) give a *positive reward* during teaching and learning process, so their students will do *self-reward*; (3) do not only show their sympathy but merely they have to show their emphatic; and (4) realize that teacher should have *ability to be a learner or long life learning* and don't only keep in hand.

H.A.R. Tilaar (1999) said also that, in social transformation era, the role of teacher is to prepare a high quality of human resources. A good human resource can follow all developments in the worlds. Furthermore, there are at least three duties of teachers: *First*, teachers as the agent of changing. In the transformational era, teachers play an important role as the agent of a changing. With 1.5 million people, teachers can help the young generations to face that transformation process. *Second*, teacher as the developer of attitude and understanding. The feeling of understanding one another is very important. This feeling is developed from smallest scopes, family, to the biggest one, school and environment. It can be concluded that teachers have an important sense in growing up the feeling of

understanding among their students which moreover building up their tolerance in regional, national even, and in international level. *Third*, teacher as professional educator. School is pointed as the center of learning experiences. Since this role must be developed optimally, the school needs a teacher who is good at comprehending the material, using technology during the teaching-learning process, and understanding the modern educational methodology. Those are the reasons why the teachers have to improve their professional competence (Tilaar, 1999:312-314).

From those descriptions, it can be stated that, in educational process, teachers are an important element. This vision leads the government to have a great effort to settle the teachers' position in the educational process. Chapter XI, point 39, sub point 2 in UU (*Undang-Undang* or Regulation) number 20 year 2003 about the National Education System states that an educator is a professional doer who plans and does the teaching-learning process, treats, supervises, and evaluates the students' learning process as well. This point is supported by point 39 sub-points 3 which states that a teacher is an educator who teaches in elementary to secondary level (Depdiknas RI, 2003). Considering those points above, the teachers' position is stated in UU (*Undang-Undang* or Regulation) number 14 year 2005 about teacher and lecturer, chapter II, point 2 that both teacher and lecturer have responsibility as a professional educator at elementary to university level and at kindergarten one in formal setting. Moreover, in point 4 of UU, it is stated that the teachers' position, as professional element, aims at improving their role as the agent of teaching-learning. This role will also focus on improving the quality of national education (Depdiknas RI, 2005).

CONCLUSION

Teachers of Junior, Senior, and Vocational High Schools have realized that being professional educator is very important and they have showed their professionalism. It is revealed that, from the result of their professionalism computation, 81.6% of 358 teachers, or 292 teachers, had a good professionalism. Moreover, 222 teachers (62.3%) have mastered the material for teaching well. And finally, from pedagogic side, their professional belonged to medium level (69.7%). Based on the summary above, it is important to be stated again here that the teachers' position, as professional element, should be improved and enhanced their role as the agent of teaching-learning process in the schools. This role will also focus on improving the quality of education in national level as well as the human resources of Indonesia in general.

REFERENCES

- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2001. *Kurikulum Sekolah Dasar*. Jakarta: Depdiknas RI.
- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2003. *Undang-Undang Republik Indonesia Nomor 20 tentang Sistem Pendidikan Nasional*. Bandung: Citra mbara.
- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2004. *Pola Pembinaan Sistem Pendidikan Tenaga Kependidikan PGSD*. Jakarta: Depdiknas RI.
- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2005. *Undang-Undang Republik Indonesia Nomor 14 tentang Guru dan Dosen*. Bandung: Citra Umbara.
- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2006. *Standar Kompetensi Guru Kelas SD/MI Lulusan S-1 PGSD*. Jakarta: Depdiknas RI.
- Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia]. 2008. *Standar Pembangunan Pendidkan Nasional*. Jakarta: Depdiknas RI.
- Goetz, J.P. & L.M.D. Comte. 1984. *Ethnography, Qualitative Design, and Educational Research*. New York: Academy Press Inc.
- Hasan, Said Hamid. 2004. *Kurikulum dan Tujuan Pendidikan*. Bandung: Pasca Sarjana UPI [Universitas Pendidikan Indonesia].
- Hatten, K.J. & S.R. Rosenthal. 2001. *Reaching for the Knowledge Edge*. New York: American Management Association.
- Ohmae, K. 1995. *The End of the Nation State: The Rise of Regional Economics*.
- Spartley, J.P. 1980. *Participant Observation*. New York: Halt Rinehart & Wiston Inc.
- Sukardi, Tanto. 2008. "Peningkatan Profesionalisme Guru: Mencermati Kualitas Sumber Daya Khas Guru Sekolah Dasar di Eks Karesidenan Banyumas" in *Khasanah Pendidikan*, Vol.1 No.1 [September].

- Tilaar, H.A.R. 1999. *Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21*. Magelang: Indonesia Tera.
- UNESCO [United Nations for Education, Scientific, and Cultural Organization]. 1996. *Learning: Treasure Within*. New York: UNESCO Publishing.
- Widayati, S. (2002). *Reformasi Pendidikan Dasar*. Jakarta: Grasindo.