FOSTERING TEACHERS' PROFESSIONAL COMPETENCE THROUGH INTENSIVE COLLABORATIVE WORKSHOP IN CYCLIC LEARNING SYSTEMS

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Abstract

Competence is one of the absolute requirements that teachers must have. Having adequate competencies, a teacher will be able to perform his duties as a professional educator and an agent of change. Therefore, education is not only aimed to equip children with various sciences and technology but also variety of life skills. Teachers are professional educators who have been trusted by society to educate and guide children. As a professional educator, a teacher must fulfill teaching requirements that has been regulated. Teachers should have four competences, i.e. pedagogy, personality, professional, and social competence. These competences are needed because the duties and tasks of the teachers to develop their students' knowledge and skill as well as to build their students' character. Competent teachers are found to have the ability to develop their students properly as suggested by educational curriculum in order they can survive in facing the global advancement of living.

Keywords: Teachers, Competence, Workshop, Development, Learning

INTRODUCTION

This era is well-known as the era of globalization, formal education institutions have an important task to prepare and create qualified Human Resources. In the world of schooling, professional teachers become the main factor to improve the quality of human resources (Mantra, & Maba, 2018). Teachers as professionals have a role to increase the knowledge, skills and attitude of their students so that later they can be useful for the nation and state. Therefore a teacher is the main pillar in order to realize the goal of education and achieving quality education. Teachers are the educational factors that have the most strategic role, because the teachers are actually the most decisive in the process of teaching and learning (Cahyani, Mantra, &Wirastuti, 2018).

A teacher is a noble figure and glorified many people, the presence of teachers in the midst of human life is very important, without any teacher or someone who can be imitated, imitated by humans to learn and develop, humans will not have culture, norms and religion. Teachers are the first people to educate people, people who provide knowledge, experience, and inculcate the values, culture, and religion of the students (Mantra, 2017). The role of teachers is vital for the formation of the personality, ideals, and vision of the mission that dreams of their future students' life. Behind the success of students, there is always a professional teacher who gives inspiration and great motivation to themselves as a source of stamina and energy to always learn and move to catch up, make progress (Widiastuti, 2016).

Teachers are the key to the success of an educational institution. Both bad behavior and bad teaching procedures greatly affect the image of educational institutions (Widiastuti, 2017). Therefore, these human resources must be developed both through education and training and other activities in order to increase professional skills. One of the

main factors determining the quality of education is the teacher. Teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the skills to realize the goals of national education (Dewi, Surya, & Susanta, 2019). Teacher competence includes pedagogic competence, personality competence, social competence and professional competence gained through professional education (Maba, & Mantra, 2018).

Personality competence is the ability of a steady personality, noble character, wise and authoritative and be a role model of learners. Things in the competence of education, namely: (1) Faithful and devoted to God Almighty, (2) Understand the purpose of education and learning, (3) Self-understanding (knowing its advantages and disadvantages), (4) 5) Demonstrate to learners, (6) Democratic, tolerant, tolerant, honest, fair, responsible, disciplined, polite, wise and creative.

Social competence is the ability of teachers to communicate and interact effectively and efficiently with learners, fellow teachers, parents/guardians of learners and the surrounding community. Included in this ability are (1) tenderness with students, peers and community, (2) Be friendly, friendly and warm to students, peers and community, (3) Be sympathetic and empathic and (4) with the surrounding environment.

Professional competence of teachers, namely: (1) Mastering the materials, structure, concepts and thinking patterns that support Indonesian subjects, (2) Mastering the competency standards and basic competencies of Indonesian subjects, (3) Developing Indonesian language learning materials creatively (4) Develop professionalism in a sustainable manner by doing reflective actions, and (5) Utilizing information and communication technology to communicate

and develop themselves (Maba, & Mantra, 2018).

The demands of these competencies encourage the teacher to obtain information that enriches the ability to develop the professional competence (Stenberg, & Zhang, 2000). All the things mentioned above are things that can support the formation of teacher competence. The professionalism of a teacher is reflected in the learning activities in the classroom. Most of teachers showed that generally learning activities that they carry out are still conventional (Rasana 2012), or still centered on teachers (teacher centered), and tend to be more emphasis on the delivery of subject matter (subject matters oriented). Considering the phenomenon above, therefore this study is considered to be a useful way to improve teachers' competence.

METHOD

This study aimed at improving the ability of teachers' competence through Intensive Collaborative Workshop. It followed a classroom action research as the research design in this study. The study started by administrating the initial reflection or pre-test (IR) which was intended to evaluate the pre-existing teaching competence of the subjects while reflection or post- test (R) meant to reveal the expected increase in the subjects' teaching competence after the subjects have been taught Intensive Collaborative Workshop.

In this classroom action study, the activities of teaching and learning process were divided into two cycles where each cycle consisted of two sessions. Each session consisted of for interconnected activities, namely: planning (P), action (A), observation (O), and reflection(R).

A set of questionnaire was also administered to figure out the changes of teachers' learning behaviors.

FINDINGS AND DISCUSSION

Professional competence of teachers is a set of capabilities that must be possessed by a teacher so that he can carry out his teaching duties successfully. Professional competence of teachers, namely: (1) able to master the material, structure, concept and mindset of scientific subjects, (2) able to master the standards of competence and basic competences, (3) able to develop instructional materials creatively, (4) able to develop professionalism in a sustainable manner, and (5) able to utilize the information and communication technology to communicate and develop themselves.

In order to develop teachers' professional competence, this study was conducted in two cycles to establish significant improvement on the teachers' teaching competence through Intensive Collaborative Workshop. The pre-test was administrated to the subjects under study to collect their pre-existing ability. In pre-test the participants were asked to answer some leading questions related to teachers' competence theories and practices. Furthermore, Post-test was administered at the end of each cycle. This was due to the fact that each cycle was ended with the administration of reflection.

Initial reflection or pre-test was administered to the participants under the study in order to obtain the participants' pre-existing ability. The pre-test was conducted by asking the participants to answer the questions orally in order to determine their ability. The collected data showed that the mean score of the pre-test in this present classroom present study pointed out figure of the teachers 'ability was still low which was only 4.50. The result of pre-test indicated that the students had some problems. The researcher then conducted cycle I to solve the problem. Based on the result of the pre-test, the researcher proposes alternative teaching strategy by using Intensive Collaborative Workshop.

The result of data analysis of the reflection scores in the first cycle showed the increasing mean figure of 70.25. The mean figure obtained by the participants in the first cycle was obviously higher than the man figure of Initial Reflection scores. This grand mean of the first cycle showed the obvious improvement of the participants' competence.

The points of revision were planned for conducting further teaching-learning process and post-test for the second cycle. The revisions were made to make the participants more motivated in following the learning process

The result of the data analysis of the reflection or post-test scores obtained by the participants in second cycle pointed out then increasing mean figures of 8.50. The mean figure obtained by the participants was convincingly much higher than the initial reflection . The grand mean figure of the reflection or post-test scores obtained by the participants in the first cycle was 70.25 and in the second cycle was 8.50. The increasing amount of the mean figures suggested that the intensive collaborative workshop in the second cycle was more effective than in the first cycle. Consequently, the grand mean of the reflection scores in the second cycle was much higher than in the first cycle.

The result of the score in the first cycle were collected through post test on session two, which was after the student received treatment how to improve their ability through Intensive Collaborative Workshop. In accordance with the success indicators as described for the purpose of this study that the action research cycle can be terminated if at least 80% of subjects have achieved minimum criterion achievement score, otherwise the cycle would be continued for the third cyclic system.

The result of the score in the second cycle were collected through post test, which was after the subjects received treatment how to improve their ability through Intensive Collaborative Workshop. The material in this cycle was about more intensive teaching material. Based on these data analysis, the percentage of the teachers' mastery in the second cycle was equal to 86.50 %. In accordance with the success indicators that mentioned in section II that the action research cycle can be terminated if at least 80% of participants have achieved minimum criterion score, then this action research would be ended on the second cycle.

To make this finding more significantly vivid, therefore the additional data required for the present class action study were collected through administering questionnaires to all the participants at the end of second cycle. The answers of the questionnaires were quantitatively scored using the rating scale 0-3. The scores gathered from administering questionnaires showed the subjects' changing attitude and motivation through Intensive Collaborative Workshop. The comparative percentage figures of total response of the questionnaire for items A, B, C and D were 69.8 %, 29.3 %, 1.9 % and 0 %. The difference amount of percentages of each option proved that the subjects' learning behaviour changed positively, that is their attitudes and motivation heightened significantly. This is also indicates that mostly participants were motivated in joining the workshop. The comparative percentages of the items of questionnaire showed the subjects' positive changing attitudes and motivation proved the implementation of Intensive Collaborative Workshop in improving school teacher' teaching competence.

CONCLUSION

At the end of all process of the final project of this study, some conclusions were described based on the results of the data analysis. The main data required for the present classroom action study were gathered through administering IR and reflection or post- test under study. Some supplementary data were collected by means of administering questionnaires by the end of cycle I based on the students' problems, because the subjects still have low teaching competence.

Based on the problems indicated above, the researcher made use of Intensive Collaborative Workshop to solve the problem in this study. It can be seen in the comparing average score of pre- test, cycle I and cycle II which was the average score of pre-test improved significantly. The questionnaire also became a successful record of the strategy. It was clearly seen that the subjects posted positive response toward the implementation of Intensive Collaborative Workshop. The application of Intensive Collaborative Workshop could certainly improve the subjects' achievement in teaching competence.

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