THE INFLUENCE OF CERTIFIED TEACHER OF LEARNING COMPETENCY HISTORY TEACHER'S AT SENIOR HIGH SCHOOL 2 IN PEKANBARU

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Abstrak

Education is very important for the life of the Nation, then as executive education teachers have a very large role in improving the quality of education as well as determining whether the purpose of education attained. Therefore, efforts to improve the quality of education has always done, one of which the Government issued rule of Teacher and Lecturer number 14, 2005 about Teacher Certification. Of these problems after the teacher is certified and passed, then there is its influence on teaching competence and what kind of development. The purpose of this study is the first to know the teaching competence of teachers who have passed the certification of the learning process subjects of history. Second, to determine whether there is influence of certification of competence of teachers to teach subjects of history. The research was carried out to the four teachers of history who have passed the certification by an interview and quest then analyzed by descriptive analysis (percentage). Based on the data that is processed quez, obtained results show that the competence of teachers to teach history that has passed the certification of the learning process of subjects classified as either history or high, namely 65%. This is based on the criteria proposed by Arikunto. Then based on interview results were also obtained results indicating that the certification effect on the competence of teachers to teach subjects in the history of SMA Negeri 2 Pekanbaru Year Study 2010-2011.

Key words : profesionalism, certification

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Introduction

Education is an important part of the national development process that will determine the economic growth of a country. Education is also an investment in human resource development, this is how education should have a development or progress in learning to improve the quality of human resources as a major asset in building the nation's capital of Indonesia. Even the reciprocation of a nation or state is determined by the reciprocation of education in the country.

Government efforts in improving the quality of education is to conduct reforms in education. One way in which the Ministry is implementing teacher competency standards relating to:
1. Components of learning and knowledge management competence education.
2. Components of academic competence in accordance with the professional development of learning materials through certification.

Enhancing the quality of teaching and teacher competence in the teacher certification program launched. This certification is a certification process for teacher educators, teachers aim to produce professionals who have competence in planning, implementing, assessing learning, following up the results of the assessment with coaching, training of students, and be able to conduct research and develop sustainable professionalism.

Certification requirements implemented with minimum education S-1/D-4 competent teaching agent and evidenced by pemilikkan educator certificate after it passed the competency test (pass certification). Teacher competencies include: pedagogical, personal, professional, and social.

Teachers are qualified professional, competent, and teachers who want to bring in academic achievement and be able to influence the learning process of students who will produce good prastasi student learning. Based on the observation, SMA Negeri 2 Pekanbaru is one of the schools that received accreditation A since November 2, 2009 and this school has many teachers who have passed the certification means that according to the theory of this school is worthy of becoming a high quality school. To test the validity of this theory, the writer wants to prove how much the teachers who pass this certification to implement the learning to be a high-quality school.

So the focus of this research is to look at teaching competence of teachers who have passed the certification especially history teachers in the learning process subjects of history and wanted to see whether the effect of certification of competence subject teachers teaching history at SMAN 2 Pekanbaru.

A Literature Review

Conceptual Overview

Until now still seems to be a debate among education experts regarding the professionalism of teachers, the problem is whether the teacher is a profession or not? To understand this we can review the various views about the concept, the approach to analysis.

Webster's New World Dictionary defines a profession as "A job that asks higher education in the liberal art or science, and typically include pekerjan mental, not manual work". Good's Dictionary of education defines as "a job that requested the preparation of a relatively long specialization in college and is controlled by a special code of ethics".

More (1970) mentions the characteristics of professions including;
- A professional use to run a full time job
- He was bound by a vocation, and in this he treats his work as separangkat compliance norms and behaviors
- She is a member of professional organizations a formal
- He mastered the knowledge and skills that are useful on the basis of specialized training or education is very special
- He is bound by the terms of competence, awareness of the special education
- He gained autonomy based on very high technical specialization.

Greewood (in Vollmer, 1966) suggests the profession is essential:
- A systematic theoretical basis
- Authority (autoruty) recognized by clients
- Sanctions in the public recognition of this authority
- Code of Conduct that governs the relationship of professional people with clients and colleagues.
- Culture profession comprising values norms and symbols of other professions.

Educators is one of the authorities dealing with clients (learners), which should have the ability and have a standard, with prinsif independent (autonomous) over discipline. Professional educators as necessary to force a formal recognition through three stages: the registration; certification and licensing. Regristasi refers to an arrangement in which anngota required terdaptar name in an agency or agencies. Certification is a certification that shows the authority of one member as a specific diploma. The license is a setting to assign someone to obtain permission from the authorities to carry out their job.

A person competent in a particular field is the work of someone who mastered the skill, or expertise in tune with the demands of the respective areas of work. And he has the authority in social services in the community. W.R. Houston (1974:7) stated that "workmanship diejawan-tahkan in deed a meaningful, valuable social and economic, as well as meet the standards (criteria) certain recognized and endorsed by the profession or by their communities". It is obvious that people are competent in their field able to do its job effectively and efficiently. Levels of competence not only in quantity but at the same point refers to the quality of work.

Professional Work Itself

Job characteristics, can be seen from the work that faced by someone. Service jobs are structured an educator can be seen from personal tasks, social tasks and professional duties. In the context of a professional should have the following minimum criteria:
- Competence conceptual
- Technical competence
- Competence contextual
- Competence adaptive
- Interpersonal Competence

Teacher Professional Development Program

Here are characteristics of effective teacher professional development that have been identified from the literature that different from others by Borko (2004), Little (1993), Putnam & Borko (1997), Wilson and Berne (1999) and Wiske, Sick, and Wirsig (2001).

Sustainable. In explaining the need for ongoing teacher development programs, Little (1993) says that teacher professional development program should be implemented in a time long enough to ensure the acquisition of knowledge, skills, and confidence. Accordingly, Abdal-Haqq (1996) explains that the program must be sustainable so that it can provide opportunities for teachers to practice, get feedback, and reflection. This is also strengthened by the findings that teachers often take a long time to change (Borko, Mayfield, Marion, Flexer, & Cumbo, 1997; Patahuddin, 2008).

Collaborative. The importance of collaboration in a teacher professional development program has been presented by several experts, among others Abdal-Haqq (1995), Little (1988), and Wilson and Berne (1999). According to Abdal-Haqq implicitly found that the program facilitators should encourage collaboration among teachers. It can be created in a way to give them an opportunity to discuss teaching materials, students and teaching them (Wilson & Berne, 1999). While Little emphasized the importance of collaboration in order to build a common understanding, the development of ideas, and jointly test the clarity or precision of certain ideas. It can be concluded that the aspect of this collaboration should occur between the facilitators and teachers and between teachers involved in the program. Therefore, the professional development program at the school, it is suggested that the researcher, lecturer or assistant professor recruit at least two teachers from one school to enable the collaboration between teachers.

Oriented to student learning. This aspect has been emphasized by Abdal Haqq (1996), that teacher professional development programs should focus on the development of learning and improving student learning outcomes. Improved teacher quality in order for the quality of student learning in the classroom is increasing. This means that the success of teacher professional development program, one can be seen from the success of learning in the classroom. Taking into account the individual and the context of the teacher. The fourth characteristic of an effective teacher development programs is to consider the individual teachers as well as classroom and school context. Putnam and Borko (1997) and Abdal Haqq (1996) says that teachers should be treated as active learners who construct their own understanding as an adult. Teachers should also be treated as professionals (Abdal-Haqq, 1996; Putnam & Borko, 1997). Furthermore, Putnam and Borko (1997) emphasized the importance of treating teachers as teachers are expected to treat students. Putnam and Borko

(1997) and Abdal Haqq (1996) agree that teacher professional development programs must take into consideration the context of the classroom and the school teacher.

Teacher Professional Competency
According to the Ministry of Education decree no. 045/U/2002 competency is defined as a set of intelligent action and full responsibility one has as a requirement to be able to the public in carrying out duties in accordance with the specific job. According to Government Regulation. 19 of 2005 section 28; "educators are learning agent should have four types ; competence, namely pedagogical, personal, professional, and social development."

1. Pedagogic Competence

- Understanding learners. Subkompetensi has essential indicators: memamahami learners by utilizing the principles of cognitive development; understand learners by utilizing the principles of the personality, and identify bekalajar early learners.
- Designing learning, including understanding the educational foundation for the sake of learning. Subkompetensi has essential indicators: applying the theory of teaching and learning; determine instructional strategies based on the characteristics of learners, the competencies to be achieved, and teaching materials, as well as draft based learning strategy chosen.
- Implement learning. Subkompetensi has an essential indicator: set background (setting) learning, and implementing learning conducive.
- Design and implement learning evaluation. Subkompetensi has essential indicators: implement evaluation (assessment) process and the learning outcomes on an ongoing basis by various methods; analyzing the results and learning outcomes assessment process to determine the level of mastery learning (mastery level), and utilize the assessment of learning for the improvement of the quality of learning programs in general .
- Developing learners to actualize different potentials. Subkompetensi has an essential indicator: to facilitate learners to develop a variety of academic potential, and to facilitate learners to develop the potential of nonakademik.

2. Competence Personality

- Having a steady and stable personality. Subkompetensi has an essential indicator: to act in accordance with the rule of law; act in accordance with social norms; proud as an educator, and have consistency in acting according to the norms.
- It has a mature personality. Subkompetensi has an essential indicator: displays the independence to act as an educator and has a work ethic as an educator.
- Has personality wise. Subkompetensi has an essential indicator: displays the action that is based on the benefit of students, schools, and community and demonstrates openness in thinking and acting.
- It has a commanding personality. Subkompetensi has an essential indicator: have a positive effect on the behavior of learners and have a respectable behavior.
- Have good moral values and can be an example. Subkompetensi has essential indicators: act according to religious norms (IMTAQ, honest, sincere, helpful), and has an exemplary behavior of learners.

3. Professional Competence

- Mastering the substance of science-related field of study. Subkompetensi has essential indicators: understanding the teaching materials are in the school curriculum; understand the structure, concepts and methods of science that overshadow or coherent with teaching materials; understand the relationship antarmata concepts related subjects, and apply scientific concepts in everyday life.
- Mastering the steps of critical research and to broaden and deepen the knowledge / field of study material.

4. Social Competence

- Ability to communicate and interact effectively with learners. Subkompetensi has essential indicators: communicate effectively with learners.
- Ability to communicate and interact effectively with fellow teachers and education personnel.
- Ability to communicate and interact effectively with parents / guardians of the students and the surrounding community.

Research Methodology

This study used descriptive research, as Arikunto opinion (2000:95) states that "descriptive research describes a systematic and actual and accurate as is". using data collection tools derived from observation. Interview, questioner. Informants selected are teachers who have passed the certification of high school PEKANBARU STATE 2. Overall population is teachers who have passed the certification of high school STATE 2 PEKANBARU and the sample using Sample Saturated or total sampling. In this case study using in-depth interviews to teachers so as to obtain accurate data in accordance with the competency of the teacher

The operational definition of research: teacher certification program is the preparation, execution, and results of the certification program, followed by teachers of SMAN 2 Pekanbaru views of the purpose and benefits of certification, certification patterns, and certification mechanisms. Teacher professionalism are the views and feelings of teachers to the profession as an educator that is realized in the form of a sense of service to the profession, the application of social obligation, teacher autonomy in making / taking decisions, independence, confidence in the profession, and professional relationships with fellow teachers. Competencies are characteristics inherent kebermutuan learning undertaken by teachers views of the quality of the input, process quality, and quality output.

Results And Discussion

Teaching and Teacher Competency Description Have Certification in Teaching History

Each year teachers who pass competency certification annually peningkatan.hal experience is caused by the sharing of efforts made by the teachers themselves with the principal and supervisor oversight and support of multiple stakeholders.

Table 1.1 Summary of Data Competence Teaching Teachers of the Year 2007 Up In 2011

Year	Percentage of Category
2007	7% less once or very low (0% - 20%)
2008	15% less once or very low (0% - 20%)

2009	39% Less or low (21% - 40%)
2010	50% Quite or moderate (41% - 60%)
2011	65% Good or high (61% - 80%)

Sources: Data Processed Field

This indicates that the teacher was aware of the importance of new breakthroughs in learning. But that does not mean stop here, hopefully for the better in the future.Not only that teachers are also expected to improve the quality of education. But improving the quality of education is not the responsibility of teachers alone, should be looked at from all sides wisely that the responsibility for education is a shared responsibility. Therefore, teachers must have competence in guiding students for real life and be able to give a good example. Therefore, teachers must be ready to be tested periodically to ensure their competence in order to remain eligible professional performance continues to grow. Besides the abilities that had to be mastered teachers will also be required actualization not only in theory but rather real action.

The only way is to learn continuously throughout life by opening up, that are willing and want to hear and see the new developments in their respective fields, have to continue to conduct research, development and continuous innovation. So that will give birth to a stunning competence that makes it still exist. In this case the weakness of the teachers who have been certified by the findings in the field are just new to the pursuit of prestige and dedication feat. And with graduation certification should teachers be able to move teachers to a spectacular individual achievements in advancing education. He should be a role model for other teachers of teachers both in terms of discipline, science, attitude behavior, development theory, active discussion forums, seminars and symposiums. So as to be a figure of change for education in aspects of intellectual, social, moral, and professional.

In any teaching teachers about using technology as a medium of learning, so that in presenting the material teachers just use standard media such as maps and globes, and lack of follow-up in remedial, because the teacher just gave specific tasks and repeat with the old problem. And with the holding of the certification, teachers are expected to make use of learning technologies and more creative in the use of learning media such as computers, infokus and OHP (Overhead Projector) as learning media or with other recent media thus more conducive learning and fun. Trend test results into the category of a good average. This means that the conditions of teachers in understanding the purpose and manfat certification program for the teaching profession, a pattern like what followed the teacher to arrive at stated as professional teachers (graduate certification program), and as the level of understanding and experience of teachers in the procedure or step-by-step implementation of the certification program . The certification program is categorized as a spectacular program for teacher professional teachers take a lot of attention, especially with the well-being that will be accepted by the teacher when he has passed the certification. As for the experience to become certified teachers was found in good condition shows that teachers do all the steps required in the teacher certification program. Thus, it can be logically understood why teachers studied have an understanding and experience of well categorized.

Effect of Data Analysis Teaching Certification Teacher Competency History Lesson

From the interviews and observations, it can be concluded that the certification effect on teachers' teaching competence. This is evident from all these theories gained in teacher certification may affect the competence of teachers in the teaching and learning of history.

The ability of teachers in ethical, accept criticism, honesty and exemplary, in implementing the lessons learned about the mastery of the material and the allocation of time specified, the use of media and methods of learning, managing classroom so as to create a conducive atmosphere, in fostering active participation of students, in focusing students, to provide action against students who disrupt the learning, the use of oral and written language is good and true, to cooperate and to provide counseling to students, as well as in enforcing the rules, this is what affects the teaching competence itself so as to create quality education and quality .

Conditions of high school teachers are examined, they have good views of professionalism inherent sense of devotion to him, which views social responsibility as an important component of the teaching profession in the community, the notion of autonomy in making decisions about what to do, confidence in the profession that entitled to judgment against him and his views on the importance of the organization in the development of services in a professional manner. Categorized the quality of learning are good views of the quality of the input, process quality, and the quality of output learning. Of the three sub variables studied, only three sub-variables (quality of output) in low condition. Quality output consists of academic and non-academic quality. This shows that it is not always a good input and the output will produce good results. Why is that? Quality of learning outcomes has a number of related components, not just the teacher component, i.e the component characteristics of the students themselves, the facilities, the families of students, and school facilities. Quality learning inputs is seen from the quality of syllabi and lesson plans that demonstrate quality in good condition.

This indicates that the teachers surveyed had made a syllabus and lesson plans as part of their duties. Quality of the learning process show the condition of good views of the quality of activities open, core activities and activities close learning. In this case study teachers implement these phases in the implementation of teaching and learning activities. To obtain a good learning outcomes and processes the input current was maintained. An effort to secure the quality of education quality assurance is the responsibility of the principal and school superintendent. The observation and research to explain what experienced teachers in the certification are has a positive impact in terms of both economic and motivation. Just keep in mind the ability of teacher professional learning, especially to improve the quality of both process and output. Even appears some cases unexpected, where teachers become more disciplined and post-certification assumes that the certification is a condition of final teaching profession. When compared, before certifying teachers often follow the development of skills through training, workshops and seminars, but after it passed the certification and they tend not to follow such activities again.

Furthermore, allowance allocations teachers received very little proportion used for professional development, even the tendency is not used to further the professional development of teachers. The teachers more professional allowances allocated for the fulfillment of clothing, food and shelter, such as land purchase, home renovation, purchase of motor vehicles, debt repayment and savings in the bank, and so on. If we traced it, then the impact of the certification program in the professionalism and quality of learning experienced by only a small proportion of teachers surveyed. In this context, the possibility of misperception on the high school teachers who have passed the certification of teachers. Where they consider that the final certification of the teaching profession, so what they do after that not much changed for the better even decreased.

For teachers who will retire or retire (full devotion) within a period of 1-5 years. It certainly affects the dynamic of teachers in developing the skills and maintains motivation and discipline after the certification of teachers. Those teachers who have been certified in the teaching competency improvement are influenced by the theories acquired during their teacher certification. Thus, it can be concluded that the effect on the competency certification to teach high school history teacher at School 2 Pekanbaru. Although in reality there are many aspects that must be considered for the development of professionalism.

Conclusion

Based on the results of research and discussion, it can be drawn a conclusion that:
- General description of the competence of teachers to teach history at SMAN 2 Pekanbaru who pass a certification in learning history courses from the processing of a percentage of the whole teaching competence indicators are choosing alternative answers A 65%, B 25% answer, answer C 8%, and answer D 2%. So thus based on the acquisition of alternative answers of respondents can be concluded that the competence of teachers to teach history at SMAN 2 Pekanbaru in learning history courses included in the category of "good or high" is in a category that is 61% - 80%.
- Competence to teach high school history teacher at School 2 Pekanbaru which consists of understanding the use of the syllabus and lesson plan preparation, preparing students for study, control and delivery of learning materials, managing the classroom, using the media or learning resources, conduct a final assessment in accordance with the competencies (objectives), use of spoken and written in a clear, good and true, to follow the learning, and inform subsequent material.
- Based on interviews by the author with the principal, fellow teachers, and students can be concluded that the certification "Effect," the Competence Teacher Teaching History in SMA Negeri 2 Pekanbaru Academic Year 2010-2011.
- The weakness of the teachers who have been certified by the findings in the field are just new to the pursuit of prestige and dedication feat. In pengajaranpun less teachers use technology as a learning medium, so in presenting the material teachers just use standard media such as maps and globes and lack of follow-up in remedial, because the teacher just gave specific tasks and repeat with the old problem.

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