



An Analysis of Teachers' Professional Competences in Teaching English at SMK Negeri 1 Gunungsitoli Alo'oa in 2023/2024

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Abstrak

Kompetensi keprofesionalan guru sangat penting dimiliki oleh seorang pendidik agar kemampuan peserta didik dapat ditingkatkan dengan baik. Penelitian ini bertujuan untuk mengetahui bagaimana kompetensi profesionalitas guru dan faktor-faktor apa saja yang mempengaruhi rendahnya pencapaian kompetensi profesionalitas guru di SMK Negeri 1 Gunungsitoli Alo'oa, khususnya pada dua orang guru bahasa Inggris yang menjadi partisipan dalam penelitian ini. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Untuk memperoleh data, peneliti menggunakan dua teknik pengumpulan data yaitu observasi dan wawancara. Setelah memperoleh data, peneliti menganalisis data dengan menggunakan teori Saputri dalam Huberman (2023:30) yaitu mereduksi data, menampilkan data dan menyimpulkan data. Hasil penelitiannya adalah sebagai berikut. Dari lima indikator kompetensi profesionalitas guru, terdapat dua indikator yang telah tercapai, yaitu indikator penguasaan materi pembelajaran dan penguasaan standar kompetensi, sedangkan indikator yang belum tercapai adalah pengembangan materi pembelajaran secara kreatif, pengembangan media pembelajaran secara kreatif dan pemanfaatan teknologi informasi. Faktor-faktor yang mempengaruhi tidak tercapainya ketiga kompetensi profesional guru adalah Faktor pertama adalah keyakinan dan nilai-nilai yang ada pada diri guru. Kedua guru tidak memiliki kepercayaan diri untuk menciptakan kreativitas dan inovasi baru. karena fasilitas sekolah yang kurang memadai. Faktor kedua adalah karakteristik kepribadian, kurangnya kekompakan antar guru dalam berkolaborasi untuk meningkatkan kompetensi profesional guru. Faktor ketiga adalah motivasi, kedua guru termotivasi dalam menciptakan inovasi baru, kendalanya adalah kurangnya dukungan terhadap inovasi tersebut, misalnya ketika mencari inovasi baru ada kendala dalam referensi karena akses internet yang tidak mendukung. kemudian faktor keempat adalah masalah emosional. Kedua guru tersebut mengakui bahwa mereka takut melakukan kesalahan dalam berkreasi karena akan sakit hati jika hasil kreatifitas yang mereka ciptakan tidak digunakan. Berdasarkan hasil tersebut dapat disimpulkan bahwa kompetensi profesional guru pada kedua guru bahasa Inggris di SMK Negeri 1 Gunungsitoli Alo'oa belum tercapai.

Kata Kunci : Kompetensi Keprofesionalan Guru, Guru Bahasa Inggris, Metode Kualitatif.

Abstract

Teachers' professional competence is very important to be owned by an educator so that students' abilities can be improved properly. This study aims to find out how the professional competence of teachers and what factors influence the low achievement of teacher professional competence at SMK Negeri 1 Gunungsitoli Alo'oa, especially for two English teachers who became participants in this study. The method used in this research is qualitative method. To obtain the data, the researcher used two data collection techniques, namely observation and interview. After obtaining the data, the researcher analysed the data by using Saputri's theory in Huberman (2023: 30), namely reducing data, displaying data and concluding data. The results of the research are as follows. Of the five indicators of teacher professional competence, two indicators have been achieved, namely indicators of mastery of learning materials and mastery of competency standards, while indicators that have not been achieved are creative development of learning materials, creative development of learning media and utilisation

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of information technology. The factors that influence the non-achievement of the three professional competencies of teachers are The first factor is the beliefs and values that exist in the teacher. Both teachers do not have the confidence to create new creativity and innovation due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teachers' professional competence. The third factor is motivation, both teachers are motivated in creating new innovations, the obstacle is the lack of support for these innovations, for example when looking for new innovations there are obstacles in references due to unsupportive internet access. then the fourth factor is emotional problems. Both teachers admitted that they were afraid of making mistakes in creativity because it would hurt if the results of the creativity they created were not used. Based on these results, it can be concluded that the professional competence of teachers in both English teachers at SMK Negeri 1 Gunungsitoli Alo'oa has not been achieved.

Keywords : *Teachers' Professional Competences, English Teachers', Qualitative method.*

Introduction

In carrying out the teachers' duties as educators they should have competence because the main task of a teacher is not only transferring knowledge to students but educating, directing, evaluating, and providing stimulus. So that the existing potential can also be determined from the way of teacher teaches. In other words the way of students learn will be determined from the way the teacher teaches.

Based on the previous explanation of teachers who have professional competences have to prepare everything well before they teach the students. Teachers prepare the lesson plan, material, and media to support the learning process. Teachers also prepare the teaching with appropriate method or techniques they use. Here, a teacher should have extensive knowledge, especially related to the subjects they teach. The teachers also are expected to behave well, be professional, discipline, and responsible because they are models for students. Teachers have to have the ability to build relationship with other teachers, students, and the surrounding community.

Teachers' competences are very important in supporting them to teach the materials professionally. A teacher who is professional in teaching can motivate students to learn within and outside the classroom. In addition, professional teachers must be able to build students' interests, abilities, and potential in the

learning process. Teachers can be considered to be professional if they can become experts in the material & its structure, have scientific concepts & mindsets that support the lessons being taught, and master the competency standards & basic competencies of the subjects being taught. It means that professional competence are teachers' competences in mastering teaching material.

Teachers are required not only to be intelligent but creative, productive and innovative (Syarifah Rahmah in Suci et al., 2022 : 105). Teachers who are qualified and intelligent are the teachers who can provide value and change transformation to students. Many researches have been done on teachers, but there is still very limited research on teacher quality in relation to sustainable professional development. The limitations of the term in this study mean teacher quality refers to aspects of professionalism and pedagogical competence, while professional development is more directed to social competence and personality competence.

According Nurhalima in Rahmawati & Nuryani, (2022:1) Professional teacher has the ability to master in-depth and extensive learning material which can be guiding students to gain the standard competence as set out in The National Education Standards. Simply professional competence means the ability

in mastering the materials to fulfill the standard competency which has been set by the Minister of Education (Nurhalima in Syamsinar & Jabu 2022 :1).

Professional competence is very important for the life of an educator because they can use their expertise to educate students properly and correctly, so that material can be conveyed to students. Teachers' professionalism competences also have several indicators, according to National Education Minister of the Republic of Indonesia in Nurhalimah (2022 :1) Professional competence has five indicators. They are: (1) mastering the materials, structure and concept of the subject taught; (2) mastering standard and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing their own professionalism; and (5) using the information technology.

From the previous explanation, it can be concluded that a teacher who has professional competence must fulfil these five indicators, but from the results of observations on Tuesday 25 October 2023 conducted by researcher at SMK Negeri 1 Gunungsitoli Alo'oa, it was found that there were still indicator that had not been fulfilled. The first and second indicators have been implemented well at SMK Negeri 1 Gunungsitoli Alo'oa. However, the third, fourth and fifth indicators have not been achieved well. The third indicator expects teachers to be able to develop learning materials creatively, in fact researchers found that teachers were less creative in developing learning materials. It can be seen from the examples or materials presented that were still taken from the internet, and still did not show the results of their work. Furthermore, the fourth indicator about developing their own professionalism seemed that teachers and finally the indicator of teacher professionalism about the use of the information technology seemed that teachers did not use technology in teaching and learning process maximally. For

example, in listening material, a professional teacher should be able to introduce technological access to students, namely by providing appropriate media, for example providing their own audio to give to students, so that they are able to understand how audio should be used in listening material.

Method

The method has used by researcher in this research is qualitative. According to Amalia in Creswell (2020:56), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Meanwhile, Amalia in Sugiyono (2020:56) argued that qualitative research is used for researching the object's condition naturally, where the researcher is the key instrument.

This research has been conducted at SMK Negeri 1 Gunungsitoli Alo'oa. It is located in Gunungsitoli Alo'oa, Jl. Umbu Laehuwa Km 12, Nazalou Alo'oa, Kecamatan Gunungsitoli Alo'oa, Kota Gunungsitoli Provinsi Sumatera Utara, at tenth and eleventh grade. This research has been conducted from Oktober 20th 2023 until March 09th 2024.

Data collecting technique

To achieve the research objectives, the researcher collected the data through two techniques, namely: observation and interview.

a. Observation

Observation is one of the data collection techniques in research. In this observation, the researcher observes the field conditions under study. Where this observation is useful to assist researcher in ensuring the data that has been obtained. Through observation, researcher can find out the true condition of the object and field under study without covering anything up.

b. Interview

Interview is a data collection technique to obtain in-depth data. By using interviews, researcher asked respondents several questions related to the research topic. Saputri in Esterberg (2023:28) says there are three kinds of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews.

Data Analysis Technique

In this research, the researcher use data

No	Teachers' Name	Meeting														
		1					2					3				
		M	M	D	D	U	M	M	D	D	U	M	M	D	D	U
M	S	L	M	T	M	S	L	M	T	M	S	L	M	T		
1	S.H	✓	✓	✓	×	×	✓	✓	×	×	✓	✓	✓	×	×	×
2	M.L	✓	✓	✓	×	×	✓	✓	×	×	×	✓	×	×	×	×

analysis technique by Saputri in Miles and Huberman, (2023:30). Based on model Miles and Huberman the activities in MM = Mastering Material MS = Mastering Standar competence analysing the data are data reduction, data display, and drawing conclusion.

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and extracting all types of supporting information research data. Data reduction is intended to reduce data so that the data collected is arranged in an organized, systematic and selected manner. Collecting all the data that has been carried out then looking for any data that is suitable to be published so that everyone knows. Data that is not selected or not suitable for use does not need to be used again.

b. Data Display

Data display are collections of information that can be used by researcher to draw conclusions and take action. In presenting data, researcher report research results by reducing the data to be analyzed in a systematic, easy to understand and

reasonable manner. For example, researcher collected results from research that has been carried out then conclude what the important results are, then analyzed what important data be used in the final results of the research.

c. Drawing Conclusions

Drawing conclusions is an interpretive activity towards analysis results. The conclusion is intended to answer. The formulation of the problem is about teachers' professionalism competences in teaching English at SMK Negeri 1 Gunungsitoli Alo'oa. For example, bringing together all the results of all the data obtained, so that future readers can understand what findings have been made in this research.

Result and discussion

The results of observations of teachers' professionalism competencies at SMK Negeri 1 Gunungsitoli Alo'oa can be seen in the following table.

Table Data Got from Observation Sheets

Explanation :

DL = Developing Learning Material

DM = Developing Media

UT = Using Teknology Communication

Based on the table above, it can be seen that from the three checklist observation meetings, S.H. Not all of them have indicators of teacher professional competence, but only a few of these indicators. Likewise with M.L, on the third checklist observation that the researcher had carried out, they saw that M.L still did not have professional teacher competence. Because they did not have all the indicators of teacher professional competence that have been determined by legislation number 26 of 2007.

The factors that cause the non-achievement of the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa are due to several obstacles that occur. both external and internal factors. it is known that the external

factors that occur are the lack of teacher initiative in developing media and lack of creativity in creating new learning materials to make students interested in learning. then the internal factors come from the school. where many limitations cannot be tolerated. the limitations that occur are sourced from internet factors that cannot be accessed, then lack of facilities and infrastructure and finally limitations in using learning. Then the internal factors come from the school. where there are many limitations that cannot be tolerated. the limitations that occur are sourced from internet factors that cannot be accessed, then facilities and infrastructure that are lacking and finally limitations in using technology. so that in finding learning resources it is difficult. So that with the existence of several factors that become obstacles or limitations of the school are also obstacles for teachers in SMK Negeri 1 Gunungsitoli Alo'oa the results of interview of teachers' professionalism competencies at SMK Negeri 1 Gunungsitoli Alo'oa Based on the results of S.H response, it shows that one of the students' interests in learning is using creative learning media. It's just that this creativity cannot be achieved because of several factors that become obstacles in creating this media. These barriers stem from beliefs and values. S.H is motivated to create creativity but only relies on school facilities and infrastructure without thinking long about creating his own creativity in creative learning media. the reason is fear of making mistakes in making creations and innovations. because it has an impact on oneself, and has a great shame in creating something new.

Thus, the response results for M.L show that the obstacles in creating creativity and innovation for students are suggestions and infrastructure as well as the lack of a good internet network, making it difficult to find new creative references. The next obstacle is a lack of self-confidence in creating new things, so that the efforts made are not achieved. M.L is also sometimes embarrassed to create new

things, because according to M.L it's a waste if something he creates is not used. M.L is also very motivated to create learning media, but the obstacle is the lack of adequate facilities to support the creation of this media.

Based on the results of interviews conducted by researcher for the two teachers, the researcher were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to unsupported internet access. then the fourth factor is emotional issues. The two teachers admitted that they were afraid of making mistakes in creating because they would be hurt if the creative results they had created were not used.

Based on interviews conducted by researchers with students, several students had different answers in responding to the English teacher. However, in the section of the question on whether English teachers improve professionalism. All students answered no, because the teacher was busy teaching and pursuing learning material. Not only that, on how to appreciate English literary works, many students also answered that the teacher only told them to look for references on Google. The researcher concluded that teacher professional competence had not yet been achieved at SMK Negeri 1 Gunungsitoli Alo'oa, which was clearly visible from the students' answers. that the factor why

teachers cannot carry out classroom actions to improve professionalism is because they are busy pursuing learning material.

So, with the presence of several factors, the researcher can conclude that the English teacher at SMK Negeri 1 Gunungsitoli Alo'oa does not have the professional teacher competency that has been determined by government regulation number 16 of 2007.

Conclusion

Professionalism competences refers to a teacher's capacity to master a wide range of learning content in detail and to carry out the tasks and responsibilities of the teaching profession with high abilities. Zakirah in Usman (2022:10) stated that a teacher's professional competence outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

Based on the results of interviews and observation conducted by the researcher for the two teachers, the researcher were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to unsupported internet access. then the fourth factor is emotional issues. The two teachers admitted that they were afraid of making

mistakes in creating because they would be hurt if the creative results they had created were not used.

Based on the research findings, the researcher gives some recommendation, as follows:

1. For English Teachers at SMK Negeri 1 Gunungsitoli Alo'oa.

To support the teaching and learning process teachers must master the material and be able to be creative in creating learning media for students. also possible for facilitate and use technology when teaching English in the classroom. Because it can help teachers make students understand the material easily. Apart from that, it can support teacher skills as professional educators.

2. For the other teacher

After conducting research at SMK Negeri 1 Gunungsitoli Alo'oa, researcher recommended that school facilities be used properly so that they can support a good learning process.

3. For the principal of school

Researcher suggest facilitating technology in the classroom, especially projectors, which can support the teaching and learning process.

4. For further researcher

Researcher suggest conducting the same research to find out more about teachers' professional competence in teaching and use this research as a reference in the same field.

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Biography

Teti Mawati Gulo was born on March 22th, 2000 in Ombolata Village, Kecamatan Lahewa, Kabupaten Nias Utara, Provinsi Sumatera Utara. She is the third of five children of **Mr. Alui Ziduhu Gulo (Father)** and **Mrs. Merina Telaumbanua (Mother)**. She entered primary school at **SD Swasta Kristen BNKP Lahewa** in 2006-2012. Then continued his education to Junior High School at **SMP Negeri 1 Lahewa** in 2012-2015. Then continued his education to Vocational High School at **SMA Negeri 1 Lahewa** in 2015-2018. After that, she continued her education at

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Universitas Nias and choosing **English Education Study Program**. In mid-2023 the author began preparing a thesis as one of the requirements for completing undergraduate studies (S-1) at the Universitas Nias and in the end with the help of the almighty God so that the author in April 2024 was able to account for his

research. Finally, she graduated in 2024 and received a bachelor's degree (S-1). During her education at Universitas Nias, she gained a lot of experience and was involved in various student activities, both in the fields of education and teaching, research, and community service.