



STUDY OF THE FACTORS AFFECTING THE PROFESSIONALISM OF EDUCATORS: PEDAGOGIC COMPETENCE, PROFESSIONAL COMPETENCE, AND SOCIAL COMPETENCE

Pirmanuddin¹

UIN Sulthan Thaha Saifuddin Jambi, Indonesia

e-mail: pirmanuddin1019@gmail.com

Hapzi Ali²

UIN Sulthan Thaha Saifuddin Jambi, Indonesia

e-mail: hapzi.ali@gmail.com

Kemas Imron Rosadi³

UIN Sulthan Thaha Saifuddin Jambi, Indonesia

e-mail: kemasimronrosadi@uinjambi.ac.id

Abstract

Previous research or relevant research is very important in a research or scientific article. Previous research or relevant research serves to strengthen the theory and influence of relationships or influences between variables. This article reviews the factors that influence the professionalism of educators, namely: pedagogical competence, professional competence and social competence, a literature study of Human Resource Management. The purpose of writing this article is to build a hypothesis of influence between variables to be used in future research. The results of *this literature review* article are: 1) pedagogic competence affects the professionalism of educators; 2) Professional competence affects the professionalism of educators; and 3) social competence affects the professionalism of educators.

Keywords: *Professionalism of Educators, Pedagogic Competence, Professional Competence and Social Competence*

A. Introduction

Every student, both Strata 1, Strata 2 and Strata 3, must conduct research in the form of theses, theses and dissertations. Likewise, lecturers, researchers and other functional personnel are actively conducting research and making scientific articles for

publication in scientific journals. Scientific work is one of the requirements for students to complete their studies at most universities in Indonesia. This provision applies to all levels of education, namely strata one thesis (S1), strata two thesis (S2) Dissertation strata three (S3).

Based on empirical experience, many students and authors have difficulty in finding supporting articles for their scientific work as previous research or as relevant research. Relevant articles are needed to reinforce the theory under scrutiny, to see the relationships or influences between variables and build hypotheses. This article discusses the influence of pedagogical competence, professional competence, and social competence on the professionalism of educators, a literature review study in the field of Human Resource Management

The basic definition of *competence (competency)* is ability or proficiency. In addition to meaning ability, competence also means: ... the state of being legally competent or qualified (McLeod, 1989), i.e. "a state of authority or eligibility under the provisions of the law". The teacher competency according to Barlow (1985), is The ability of a teacher to responsibly perform his or her duties appropriately. This means that "teacher competence is the ability of a teacher to carry out his obligations responsibly and appropriately". So, the competence of teacher professionalism can be interpreted as the ability and authority of teachers in carrying out their teaching profession. That is, teachers who are skilled in carrying out their profession can be called competent and professional teachers.

According to Poerwadar, educators or teachers are people whose work is teaching. By this definition, the teacher is equated with the teacher. Thus, this understanding of teachers only mentions one side, namely as a teacher, excluding the understanding of teachers as educators and coaches. Meanwhile, Zakiyah Daradjat quoted from the book "Becoming an Effective Teacher" stated that teachers are professional educators because teachers have accepted and carried the burden of parents to participate in educating children. In this case, parents should remain as educators first and foremost for their children. Meanwhile, teachers are professionals who help parents to educate children at the school education level.

As for the tasks that must be done by an educator, according to Roestiyah N.K. Teachers in educating their students are tasked with Preparing a generation of humans who can live and play an active role in society, Handing over culture to students in the form of personality, skills and experiences, Forming a harmonious child personality,

Preparing children to become good citizens, As a planner in learning: As a mentor to bring. Delivering lesson materials to students through communication interactions and Preparing curriculum planning. However, the most important task of teachers in the learning process is learning planning and curriculum planning. Because, if these two things are successfully applied, the learning activities run smoothly (N.K., 2012).

With reference to the roles and duties above, of course, teachers are expected to carry out these points, because the various demands above are not light and require an interest from the heart to be carried out properly.

B. Method

The method of writing this scientific article is by qualitative method and literature review (*Library Research*). Examine the theory and relationship or influence between variables from books and journals both *off line* in libraries and *online* sourced from Mendeley, Google Scholars and other online media. In qualitative research, literature review should be used consistently with methodological assumptions. This means that it must be used inductively so as not to direct the questions asked by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory, (Ali & Limakrisna, 2013).

C. Discussion

In the study of the issue of professionalism, we will get acquainted with a number of definitions of the "profession". One of them is the definition put forward by Dr. Sikun Pribadi quoted by Prof. Dr. Oemar Hamalik in his book "teacher education based on a competency approach", namely: the profession is essentially a turnaround or an open promise, that a person will devote himself to a position or job in the usual sense, because the person feels called to take office in that job. This short formulation contains a number of meanings, including the nature of the profession is a statement or an open promise, the profession contains elements of service, the profession is a position or job. So, it can be concluded that professionalism is the traits(ability, proficiency, way of execution of things and others) carried out by a person (Hamalik, 2004)

There are many definitions of the definition of teacher, one of which is the understanding of teachers contained in the book Islamic Education That teachers are professional workers who are specifically prepared to educate children who have been mandated by parents to be able to educate their children in school. The above expression

can be interpreted as a willingness to carry out to the best of the task entrusted to him, with a willingness to accept all the consequences. Almost the same definition of teachers is contained in Law Number 14 of 2005 concerning teachers and lecturers that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, basic education, and secondary education (Wiyani & Barnawi, 2019).

According to Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that the professionalism of teachers must be supported by the competencies that must be possessed by the teacher. The competence that must be possessed by teachers is teacher competence as referred to in Article 8 including pedagogical competence, personality competence, social competence and professional competence obtained through professional education. Meanwhile, according to Government Regulation number 74 of 2008 concerning teachers in article 2, it is stated that teachers are required to have academic qualifications, competencies, educator certificates, be physically and spiritually healthy, and have the ability to realize national education goals. Meanwhile, the definition of competence in question is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered and actualized by teachers in carrying out professional duties (Sholeh, 2006)

Pedagogic Competencies include understanding students, planning, and implementing learning activities, evaluating learning outcomes, and developing students to actualize the various potentials of students. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum based on the level of his respective educational units that are adapted to local needs. In addition, teachers must apply ICT in their learning, namely using various media and learning resources that are relevant and attract students' attention so that learning objectives are achieved optimally (Syah, 2004)

Meanwhile, according to the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, pedagogic competence as referred to in paragraph (2) is the ability of teachers in managing student learning which at least includes: understanding insights or educational foundations, understanding of students, developing curriculum or syllabus, designing learning, implementing educational and dialogical learning, utilizing learning technology, evaluating results learning and development of learners to actualize the different potentials they have. (Suparlan, 2005)

As Allah Almighty said in QS Ali Imran verse 29:

قُلْ إِنْ تَخْفُوا مَا فِي صُدُورِكُمْ أَوْ تُبْدُوهُ يُعَلِّمَهُ اللَّهُ ۖ وَيَعْلَمُ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ ۗ وَاللَّهُ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

"Say: "If you Hide what is in your heart or you give birth to it, surely God knows". God knows what is in the heavens and what is on the earth. and Allah Almighty over all things". (QS. Ali Imran: 29).

Based on the study of relevant theories and previous research, the discussion of *this literature review* article in the concentration of Human Resource Management is:

1. The Effect of Pedagogic Competence on the Professionalism of Educators

Pedagogic competence affects the professionalism of educators, where the dimension or indicator of pedagogic competence is the implementation of the curriculum, a teacher must be able to develop a curriculum, it affects the dimensions or indicators of the professionalism of educators To improve the professionalism of educators by paying attention to pedagogic competence, then what must be done by curriculum management management. Pedagogic competence affects the professionalism of educators, if pedagogic competence is perceived well by customers / consumers, this will be able to improve the quality of professionalism of educators. A) Yes, pedagogic competence affects the professionalism of educators . (Syah, 2004)

2. The Effect of Professional Competence on the Professionalism of Educators

Professional competence affects the professionalism of educators, where the dimensions or indicators of professional competence, namely determining in the learning process , affect the dimensions or indicators of the professionalism of educators. To improve the professionalism of educators by paying attention to professional competence, what must be done by learning management. Professional competence affects the professionalism of educators, if professional competence is perceived well by customers / consumers, this will be able to improve the quality of professionalism of educators. So, professional competence affects the professionalism of educators. (Bahri, 2000)

3. The Effect of Social Competence on the Professionalism of Educators

Social competence affects the professionalism of educators, where the dimensions or indicators of social competence are communicating verbally, writing, and / or gestures politely, Using communication and information technology functionally, associating effectively with students, fellow educators, education personnel, leaders of educational units, parents or guardians of students, Associating politely with the

surrounding community by heeding norms and value systems that apply and Apply the principle of true brotherhood and the spirit of togetherness. This affects the dimensions or indicators of the professionalism of educators. To improve the professionalism of educators by paying attention to social competence, what must be done by school output management. Social competence affects the professionalism of educators, if pedagogic competence is perceived well by customers/consumers, this will be able to improve the quality of professionalism of educators. A) Yes, social competence has an effect on the professionalism of educators. (Bahri, 2000)

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the process of thinking about this article is as below.

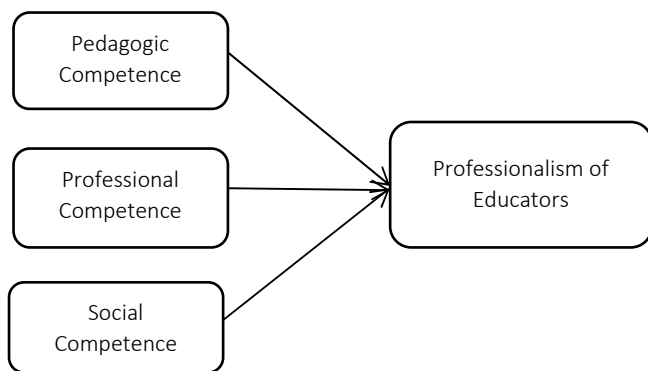


Figure 1: Conceptual Framework

Based on the *conceptual framework* image above, then: pedagogical competence, professional competence, and social competence affect the professionalism of educators. Apart from these three exogen variables that affect the professionalism of educators, there are many other variables that affect it including:

- a) Personality Competence (Agung, 2014).
- b) Socioeconomic Status (Febrianto, 2013).
- c) Education Level (Febrianto, 2013).
- d) Incentives (Febrianto, 2013).

D. Conclusion

Based on the theory, relevant articles and discussions, a hypothesis can be formulated for further research: pedagogic competence affects the professionalism of

educators. Professional competence affects the professionalism of educators. Social competence affects the professionalism of educators. The success of the teacher in carrying out his role in the field of education largely lies in his ability to carry out various roles of a special nature in special situations. Because by having a competent teacher, it will also affect the learning outcomes of the students. the three competencies mentioned above are holistic and integrative in teacher performance. Therefore, as a whole, the figure of teacher competence includes (a) in-depth recognition of learners; (b) mastery of the field of study both *disciplines (disciplinary content)* and teaching materials in the school curriculum (c) implementation of educational learning which includes planning and implementing learning, evaluating learning processes and outcomes, as well as follow-up for improvement and enrichment; and (d) continuous development of personality and professionalism. Teachers who have competence will be able to carry out their duties professionally.

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