

Measuring The Contribution of Educational Science to The Profession of Teacher

Oong Komar

Department of Non Formal Education, Universitas Pendidikan Indonesia, Bandung, Indonesia
prof.oongkomar@upi.edu

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Abstract: This study is entitled “The Correlation between Academic Performance and Job Competence at the Department of Non Formal Education.” The background of this study is the sharp different expert perceptions about the expectation of pedagogy. The aim was to study the correlation between academic performance and job performance. To this end, this study employed a survey research approach. Data were collected through interviews and questionnaires. The result revealed that the pedagogic academics had yet to integrate their affective domain (attitudes) with cognitive domain (knowledge) and with psychomotor domain (skills). It seems that the affective domain was conditioned to shape a teacher’s character, the cognitive domain is oriented for professions other than teacher, and the skills are limited but encouraged to be self-reliant. The service quality of integrated pedagogic academics is recommended to be improved.

1 INTRODUCTION

When education becomes a leading sector in a country’s development, teachers become the most important part of the national education system change. A teacher becomes a prima donna when education is considered as an instrument of human quality empowerment and improvement. Without teachers, education is merely an unrealistic slogan since the success of every policy and program will inevitably be determined by the performance of the teachers as the parties in the forefront (Surya, 2003).

A teacher can be viewed from four perspectives:

- In the perspective of administration and management, educational support staff will see teachers at least in terms of four aspects: teacher procurement, recruitment, assignment, and mentoring;
- In the perspective of profession, we find it hard to clearly define what, who, and how a teacher is as a profession. Although a teacher is considered a profession according to definition and a certain predetermined criterion, the reality is not the case;
- In the bureaucratic perspective, a teacher is seen as part of a school bureaucratic machine. A teacher is considered as the bureaucratic

representative who should conform to the bureaucratic rules.

- In the perspective of national schooling system, a teacher becomes the center of all educational activities and an agent of change in education (Supriadi, 1998).

Many studies revealed that teacher certification does not correspond to a teacher’s competence (Rohman, 2016). A teacher’s unprofessionalism affects the educational products. Therefore, educational products can tell you how professional a teacher is. Teacher professionalism is a symbol of education and how the educational system accommodates all aspirations and inspiration of the teachers.

The name, role, model, and form of professional teacher training have been constantly changing since 1980 and remain the academic discussion among educational experts (Wahyudin, 2013).

However, since the annulment of Act IV-Teaching License (Akta IV), there have been no teaching license for the preservice teacher and the so-called professional teacher training (PPG) has not been massively organized. Consequently, alternative preservice teacher training models emerge to strengthen the teacher competence as PPG has not been definitive yet.

The annulment of Akta IV is supposed to be followed up by the provision of a definitive professional teacher training so as to overcome two issues in educational development. The first is encouraging and strengthening the economic growth achievement by the provision of educated manpower's with the ability to:

- Create jobs or entrepreneurial ability;
- Address the challenge of labor needs.

The second is facilitating the teacher certification. A study shows that many of 3 million teachers have been found unprofessional and that certified teachers cannot be made sure of being professional (Rohman, 2016). According to the Ministry of Education and Culture, out of 3,015,315 teachers, 2,294,191 are certified, and the other 721,124 are not.

Therefore, this study was conducted to answer the following questions: (1) How is the graduates' academic performance in relation to pedagogic competence? (2) How is the graduates' job performance in relation to pedagogic competence? (3) Do the users find any difficulties in describing the professional teachers?

2 RESEARCH METHOD

This study used a survey approach. Findings indicated that most directors perceive they are implementing the indicators of program quality support in all of the areas surveyed. Qualitative analysis provides an accessible and theoretically flexible approach to analyzing data. The depth and flexibility of qualitative methods contribute towards the creation of an in-depth understanding of the participant's social world. In addition, considering the research objectives and its instruments, this includes cross sectional studies and exploratory research approach.

The survey was carried out by the surveyor: first, by inviting students enrolled in the 2011 and 2010 academic year who are working on their undergraduate thesis. The interview questions represented various aspects of academic performance of certain working behavior; second, by visiting the alumni working in various institutions. While working, they were questioned about job performance, how they do their jobs, and their impression about their jobs; and third, by interviewing the users to figure out their assessment of the performance of the alumni and their assignment. The users were 4 people including Section Head of Bandung Non Formal and Informal

Education (PNFI), Section Head of Bandung Barat Non Formal and Informal Education (PNFI), Head of Ash-Shoddiq Community Learning Center, and Head of House of Learning. The study began in April and ended in November 2016 in Bandung and Bandung Barat, Jawa Barat.

3 RESULTS AND DISCUSSION

3.1 Research Results

The result revealed that the pedagogic academics had yet to integrate their affective domain (attitudes) with cognitive domain (knowledge) and with psychomotor domain (skills). It seems that the affective domain was conditioned to shape a teacher's character, the cognitive domain is oriented for professions other than teacher, and the skills are limited but encouraged to be self-reliant. The service quality of integrated pedagogic academics is recommended to be improved.

The alumni work for public and private sectors. Most alumni work for public sectors although there has been no indication that their knowledge and academic title has a positive effect on their career development. In addition, they demonstrated the competence of motivating the community, initiating the anticipation of environmental change, identifying opportunities and problem solving, negotiating-consulting-directing/coordinating activities with others and following up on policy with implementation and monitoring to assess effectiveness. They also demonstrated organizational management skills, management identification and interpretation skills, sensitivity to environmental issues, skills to resolve conflicts by developing consensus, skills to provide advice and required inputs and skills to create networks by maximizing information technology. It was also revealed that there are different problems in different workplaces.

3.2 Discussion

The study found that sufficient academic performance in professional academic context but less sufficient in the context of national and international development. The job performance was found to be sufficient for the practitioner-users but not sufficient for the governmental users. It can be concluded that there is a mismatch between the study program qualifications and the competence of graduates. The users also found it difficult to describe their work placements.

When on duty, teachers often use educational sciences. These come in three forms: instruction, traditional pedagogy, and andragogy. Instruction is characterized by the application of guided study systems that guide students to finish their study and are oriented to the graduate competence and qualification. Pedagogy is characterized by the application of reasoning study systems; i.e., a teaching process that encourage critical thinking, reasoning development, self-reliance, and academic honesty. Andragogy is an educational process that helps students acquire knowledge by learning from their prior and problem solving experience.

Pedagogy can be viewed from two perspectives. First, it is viewed as the science of art of being a teacher, so it is deemed to refer to the teaching strategies or styles and to the proper use of teaching strategies. Every teaching strategy has a philosophy and is influenced by the teacher's background knowledge experience, personal situation, and environment and by learning objectives.

Second, pedagogy should not be confused with pedagogics. Pedagogic is a thorough, critical and objective study of the nature of human, the nature of children, the nature of educational objectives and the nature of educational process. Even so, there are many terrae incognita in the field of education

because the question of the nature of life and the nature of human beings are still a mystery (Langeveld, 1980).

The expectation of educational science is also not yet agreed upon. First, some experts say that education science as a discipline cannot possibly be taught intentionally and systematically (Arbi, 1988). Second, some experts say that education science cannot determine the teaching practice (Arbi, 1988). Third, some other experts say that education science professional practices that show excellent service (Arbi, 1988).

According to Arbi (1988): I would like to suggest that a truly professional teacher is one who has a broad and deep educational knowledge, has a strong commitment to the children and his educational tasks, has a great sense of responsibility for the welfare and development of the children, the elderly and people who believe in him, has high competence and implements it according to the best of his knowledge, taking into account the children and the existing situation and condition.

There are four main elements of teacher qualification; namely authority, responsibility, commitment and competence.

Table 1: Science directly contributing to the teacher qualification.

NO	Science Directly Contributing to the Teacher Qualification			
	Authority	Responsibility	Commitment	Competence
1	Ethics	Philosophy of Education	Comparative Education	Didactics
2	Educational Psychology	Pedagogy	History of education	General Methodology
3	Personality	Pedagogics	National Education	Special Methodology
4	Social Psychology	Orthopedagogy	Global Education	Teaching model/strategy
5	Teaching License	Andragogy	Sociology of Education	Microteaching
6	Professional Organization of Teachers	Social Philosophy	National Culture	Professional Basic Skills

A teacher is a profession that provides service expertise and demand adequate academic and pedagogical skills. As a profession, a teacher should be provided with a relatively long training program designed according to teacher competency standards. It takes time and expertise to equip students with the theory of educational activities and the strategy of applying it professionally.

Given the high demand of teachers, the state is responsible for providing quality teachers. In terms of quantity, quality, and technical provision in Indonesia, it is difficult to provide teachers by only relying on teacher training schools. Akta IV is meant

to be an alternative fulfillment of the demand of teacher by recruiting non-education faculty graduates. On the other hand, we still have to further review their talents, interests, and sincerity to be teachers. Otherwise, the aim to ensure the quality of teacher cannot be achieved (Hardianto, 2014)

The professional teacher training (PPG) is the last resort to ensure the quality of teachers generated by the teacher training institution (LPTK). Upon completion of the PPG, a teacher is certified to have teaching license at a given educational level. The better the quality of the teachers, the better the quality of national education.

Thus, PPG plays a very strategic role in Indonesia's national education. Teacher certification is the process of awarding certificates to teachers who are stated to have met the prescribed requirements. The aims are to:

- determine a teacher's eligibility to be a professional educator;
- Improve the teaching process and outcomes;
- Improve the welfare of teachers;
- Improve their dignity in order to realize a quality national education.

4 CONCLUSIONS AND RECOMMENDATION

The result revealed that the pedagogic academics had yet to integrate their affective domain (attitudes) with cognitive domain (knowledge) and with psychomotor domain (skills). It seems that the affective domain was conditioned to shape a teacher's character, the cognitive domain is oriented for professions other than teacher, and the skills are limited but encouraged to be self-reliant. This study is significant to be a reference for the development of a study program in the future.

It is recommended to obtain feedbacks from the users when modifying the curriculum. In addition, the service quality of integrated pedagogic academics should be improved. It is also necessary to observe the graduates' innovation in developing his knowledge at the workplace.

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