
ANALYSE THE PEDAGOGIK COMPETANCY OF SCIENCE'S TEACHER POST CERTIFICATION AT SMP NEGERI 1 BERINGIN REGENCY DELISERDANG STUDY YEAR 2012/2013

Fitriana Siregar, Tri Harsono^{1,2}

¹Biology Department, State University of Medan, Jln. Wiliem Iskandar, Pasar V Medan Estate, Medan, Indonesia

²Biology Department, Post Graduate UNIMED, Jl. Willem Iskandar, Pasar V Medan Estate, Medan, 20221, Indonesia

E-mail: ficusbenjamina5@gmail.com

Abstract

This research aim to know how pedagogik compatancty of science's teacher after sertification and which not yet sertification. Research done to Science's teachers who teaching in SMP Negeri 1 Beringin Regency of Deli Serdang of Study Year 2012 / 2013 by preparing assessment enquette to their performance so far, what is passed to by a headmaster, the science's teacher, other teacher , and their student. Others, conducted assessment of RPP and observation at the time of the Science's teacher teach the class. The Result is teacher MS (have sertification) getting value 71,81%±5,92% (competence), teacer IL get the value 77,34%±5,92% (competence), and teacher M (not sertification) getting value 83,66%±5,92% (competence). Pursuant to result of test hypotesis with $\alpha = 0,5$, sciece's teacher pasca sertification not better than sciesce's teacher pra sertification.

Keywords : Pedagogik Competancy, Sertification

A. INTRODUCTION

Basically there are various factors that influence the success of education, among others: teachers, students, facilities, and infrastructure, education environment, curriculum. One important element in education is the ability and professionalism of teachers in the classroom teaching.

The teaching profession is the expertise and special authority in the field of education, teaching, and training to become a livelihood occupied in meeting the needs of life are concerned. Certification is the process of granting certificates to the teacher educators who have met certain requirements, which have academic qualifications, competence, physical and spiritual health, as well as having the ability to achieve national education goals, coupled with increased prosperity it deserves.

J. B. Chandler in Sahertian (1990) insists on the teaching profession. He said that the teaching profession is a position that has specificity. Specificity it requires completion of teaching and / or skills that illustrates that one task of teaching, namely human guide.

Based on the above explanation, the teacher is categorized into a profession, not just a job. To become a teacher then had to run through a certain level of education. But in fact, many teachers do not have the above-mentioned fourth competence. So that the objectives were not performing well.

Based on, the government to make efforts so that teachers achieve these outcomes. Improving the quality of teaching and teacher competency certification program launched by the teacher, the teacher is expected to become professional educators. After passing through the process of PPG and pass national examinations and local examinations, and examination workshops. Teacher competencies include: pedagogical, personality, professional, and social.

Mastery of teacher competence is a set of capabilities that must exist within the teacher in order to realize the performance appropriately and effectively. Competence of teachers there are four (4), namely pedagogic competence, professional competence, personal competence and social competence.

There needs to be awareness and understanding of all parties that the certification is a means to achieve quality. This awareness and understanding. childbirth activity that is true, that whatever is done is to achieve quality.

If a teacher follows the certification, the main goal is not to get professional allowance, but to be able to show that the person concerned has had *sebagaimana* required in teacher competency standards.

Teacher certification aims to (1) determine the feasibility of teachers in carrying out duties as agents of learning and achieve national education goals; (2) improvement of the process and the quality of education outcomes; and (3) an increase in the professionalism of teachers. Meanwhile, the benefits of certification are: (1) protect the teaching profession from practices that are not competent, which can damage the image of the teaching profession; (2) protect the public from practices that are not qualified educational and professional; and (3) keeping the education provider institutions educators (LPTK) of internal desires and external pressure to deviate from the provisions in force. (Kunandar: 2007).

Based on this, the teacher will not find another way to obtain professional certification except prepare to learn the right to face the certification. Based on this, the certification will have a positive impact of improving the quality of teachers. With the certification program, expected quality or performance of teachers in particular Integrated Science teacher who has passed the certification will increase.

Based on observations in junior N.1 Banyan result that there is no laboratory schools, teachers are also less use of instructional media, besides teachers also sometimes bring school administrative work in the classroom during school hours in the classroom, and teachers do not always carry RPP at the time of teaching in the classroom so that learning is done even less than the maximum.

B. METHODS

The sample consisted of three science teachers, which one of them do not yet have a teacher's certificate. Instruments used in the form of documentation, assessment scales and observation sheet. RPP documentation in the form of every teacher. Grading scale was obtained from principals, peers, and students each sample. And observations done by researchers when the sample was teaching in the classroom. The data obtained were analyzed using the formula:

$$P = \frac{F}{N} \times 100\%$$

Interpretation answers are categorized as follows:

0.00% - 20.99%	= very incompetent
21.00% - 40.99%	= incompetent
41.00% - 55.99%	= less competent
56.00% - 70.99%	= quite competent
71.00% - 85.99%	= competent
86.00% - 100.00%	= verycompetent

C. RESULT

Based on the data obtained from the questionnaire assessing teacher competence Pedagogic Integrated Science Learning SMPN. 1 Beringin study year 2012/2013, in the form percent obtained a description and assessment categories as in Table 1 below

Table 1. Percentage of Average Value Aspects of Science Teachers Pedagogic Competenceat SMP N.1 Beringin Study Year 2012/2013 Regency Deliserdang

NO	Status Guru	PARAMETER			
		1	2	3	4
1	Pasca Sertifikasi	88,57%	72,72%	77,33%	74,28%
2	Pasca Sertifikasi	87,14%	77,26%	78,67%	77,14%
3	Pra Sertifikasi	74,33%	71,81%	84%	68,57%

Specification parameters:

1. Understanding of the learners
2. Development of learners
3. RPP
4. Evaluation of the results of learning

Based on table 1 above can be seen that every science teacher in junior N 1 Beringin either already certified and who have not been certified to have a good competence in the field of pedagogy because in every aspect of the pedagogic value percentages above seventyone percent, unless the mother Mardiyah (not yet certified) on aspects of the evaluation of learning outcomes has a value of 68.57 (competent enough).

D. DISCUSS

In general, the average level of pedagogical competence Integrated Science teacher performance in SMP N.1 Beringin Regency. Deliserdang study year 2012/2013 is at the level of $77.6 \pm 5.92\%$, which is included in the category of competent. Where the highest percentage in the can by the teacher M (not yet certified) and the lowest is a teacher MS (certified).

It can be described as follows: 1) Each teacher understands the students in depth, but better than third are teachers MS (post-certification). 2) The three teachers are very competent in designing learning, including understanding the educational foundation for the sake of learning. It can be seen from penialaian document RPP three teachers get the value of 90% to the category of very competent but when viewed from all instruments, the most good is the teacher who pre-certification 3) in terms of implementing the learning can be seen during the observation, then there are teachers who post certification incompetent. This is because the mother was teaching in class IX which is already not teach as usual. But the class is conducive to discuss the UN. 4) In terms of designing and implementing learning evaluation, the teacher who has the status of pre-certification has the lowest value of the teacher who has the status of post-certification, this is probably because the teacher has no experience quite a lot compared with teachers who have the status of post-certification, which post-certification teachers have a longer experience of being a teacher of the teachers who pre-certification. 5) in terms of developing students, teachers, post-certification has a higher value than the pre-certification, but all three are included in the category kompeten.

Nurdiansyah (2010) this is because: (1) there is no regular scheduling of supervision so that supervision is done not well ordered. Only seen as routine and no pembimbingan and on going supervision. (2) Lack of recognition and appreciation to

teachers. Misalny with gratitude and special incentives for teachers who perform extraduties outside of teaching, so that teachers feel value dand comfortable in performing their duties.

E. CONCLUTION

From the research that has been done, it can be concluded that:

1. The average level of pedagogical competence Integrated Science teacher who has not been certified in junior N.1 Beringin Regency Deliserdang Study Year 2012/2013 was $83.66\% \pm 5.92\%$
2. The average level of pedagogical competence of Integrated Science teacher certified at SMP N.1 Beringin Regency Deliserdang study year 2012/2013 was $74.57\% \pm 5.92\%$
3. The level of pedagogical competence science teacher Integrated at SMPN.1 Beringin Regency Deliserdang post-certification is not better than those not certified. Because there was no significant difference between the two.

Based on the results of research to maintain the performance of teachers pedagogical competence Integrated Science, researchers suggest:

1. Teachers should be trained on the use of learning technology
2. Teachers are expected to play an active role in increasing knowledge and competence to teach, so that the ability of teachers in the learning process can be improved.
3. Teachers should always work diligently and always trying to improve the knowledge, insight, skills to support educational background.

F. REFERENCES

- Alnoor, A. M., Ma H., Instrumen of Primary School Teacher Compatancy. *Journal of Social Sciences* 7 (4): 586-589 ISSN 1549-3652, 2011.
- Arikunto, S.. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2002.
- Aziz, M. A.,. Effects Of Demographic Factors & Teachers' Competencies On The Achievement Of Secondary School Students In The Punjab. Gomal University *Journal of Research*. Hal 18 – 42, 2012.
- Dalimunthe, Z.. Analisis Kompetensi Kinerja Guru Kimia Pasca Sertifikasi Di SMA Mitra PPL Universitas Negeri Medan Di Kabupaten Langkat Dan Kota Binjai. *Skripsi*. Medan Universitas Negeri Medan, 2010.
- Dirjen Dikti Depdiknas.. *Sertifikasi Guru Dalam Jabatan*, 2009.
- Fathurrahman, P., Aa S.. *Guru Profesional*, Bandung: Rafika Aditama, 2012.
- Harun, C. . Sertifikasi Guru Dalam Jabatan. *Jurnal Pendidikan dan Kebudayaan*, Vol. 15, No . 1 Hal: 93-107, 2009.

- Hasanuddin, Cut Nurmaliah.. Kompetensi Pedagogik Guru Biologi Yang Telah Lulus Sertifikasi Di SMA Negeri Kota Banda Aceh. *Skripsi*. Darussalam Banda Aceh : Universitas Syiah Kuala, 2011.
- Jumani, N. B, Muhammad A, Samina M., Saeed-ul-Hassan C,. Tahir H. B., . A Comparison On The Professional Competencies Of Mathematics Teachers Trained Through Conventional And Distance System Of Education In Pakistan. *International Journal Of Academic Research* Vol. 2. No. 5. Hal 365-378, 2010.
- Kunandar.. *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Dan Sukses Dalam Sertifikasi Guru*. Jakarta : Raja Grafindo Persada, 2007.
- Mengsuriwati.. Persepsi Guru MAN Terhadap Program Sertifikasi Guru Di Kecamatan XIII Koto Kampar. *Skripsi*. Pekanbaru :Universitas Riau, 2012.
- Muslich, M.. *Sertifikasi Guru Menuju Profesionalisme Pendidik*. Malang : Bumi Aksara, 2007.
- Nurdiansyah. Kompetensi Pedagogik Guru MAN Malang Pasca Sertifikasi. *Jurnal Pendidikan*. Vol. 1. No. 1. Hal. 1-10 , 2010.
- Riduwan.. *Skala Pengantar Variabel-variabel Penelitian*. Bandung :Alfabeta, 2007.
- Sagala, S.. *Kemampuan Profesional Guru Dan Tenaga Kependidikan*. Bandung: Alfabeta, 2009.
- Sahertian, P., Ida A.. *Supervisi Pendidikan Dalam Rangka Program Inserve Education*. Jakarta : Rineka Cipta, 1990.
- Saniyah. Motivasi Guru Dalam Mengikuti Program Sertifikasi Guru Di Madrasah Aliyah Negeri (MAN) Model Bangkalan. *Skripsi*. Malang : Universitas Islam Negeri Malang, 2008.
- Sarimaya, F.. *Sertifikasi Guru: Apa, Mengapa dan Bagaimana?*. Bandung : Yrama Widya, 2008.
- Situmorang, M.. *Pedoman Penulisan Proposal Dan Skripsi Mahasiswa Program Studi Pendidikan FMIPA Unimed*. Medan : Universitas Negeri Medan, 2009.
- Sudjana,. *Metode Statistika*. Bandung :Tarsito, 1989.
- Supranto, J.,. *Statistika: Teori dan Aplikasi*, Jakarta :Erlangga, 2001.
- Tim Redaksi Fokusmedia,. *Himpunan Peraturan Perundang-undangan Tentang Guru Dan Dosen*. Bandung :Fokusmedia, 2006.
- Usman, H., Purnomo S. A., *Pengantar Statistika*. Jakarta: Bumi Aksara 2006.