

CHAPTER 1

INTRODUCTION

A. Background

The stronger the competitions in the perspective of social, economy, technology and humanitarianism, the higher the conditions of ability needed by people to do their work. Knowledge, skills and attitude gained at school are not sufficient enough compared with the need of the conditions to work, and the subjects taught at school are slow enough to be renewed. Knowledge and skills taught by the teachers are limited by their working- time and their skills, in the globalization era which is so strong and extensive, and if it is not supported by qualified human resources especially in the field of politics, education, technology and economy, a country will be left behind. Any countries in the world need human resources that master sciences, technology and arts (Ipteks), and faith and piety (Imtaq). The human resources that master sciences, technology and arts and (Imtaq) prepared through the process of broad education. It is meant to improve the quality of the education.

There are 8 National Education standards stated in Act of PP no 19 year 2005:

1. Content standard, as stated in the Permendiknas no 22 tahun 2006, the content standard covers materials and level of competency that must be fulfilled by the learners in the levels and kinds of specific education.

2. Graduation Competence Standard, as stated in the Permendiknas No 23 tahun 2006, contains the ability of graduate qualifications that covers knowledge, attitude and skills.
3. Management Standard, as stated in the Permendiknas No 19 tahun 2007, refers to planning, implementation and controlling. And it is controlled by the government either in the level of regency, province or national to get efficient and effective implementation of education.
4. Assessment Standard, stated in the Permendiknas no 27 tahun 2007, refers to the mechanism, procedure, and instrument of assessment of the students' achievement tests.
5. Facilities and Infrastructure Standard, as stated in the Permendiknas no 24 tahun 2007, needed to support the learning process, including to use Information and Communication Technology.
6. Process Standard, as stated in the Permendiknas no 41 tahun 2007, related to the implementation of learning process to gain the standard of graduate competence.
7. Educator and Teacher Standard refer to criteria of educational pre-service teachers and has good attitude either physically and mentally in addition to the educational service teachers.
8. Financing Standard is the standard that controls the budget of education during one year.

The eight standards is the minimum standard that must be reached by common schools.

To reach the aim needs strategies; facilities and infrastructures, curriculum development, and especially human resources. The human resources that play an important role to run the school effectively are teachers. They are professional teachers.

Teachers are the components that influence the process and results of qualified education. Hence it needs professional teachers who have competencies to do their tasks and functions in the education.

According to National Education Standard, professional teachers should have 4 competencies:

1. Pedagogical competence that is meant to understand the ability of teachers, especially in carrying out the teaching-learning process.
2. Personal competence refers to form a good personality of the teachers.
3. Social competence is to develop the intrapersonal and interpersonal competence
4. Professional competence is a kind of competence that refers to the mastery of broadly subject-matters and the teachers are able to guide the students to reach the national standards of education

It was said that the teacher's competence is still low. It is because many teachers haven't got chances to join trainings to support their competence. It is the picture that professional teachers are also low enough to carry out their teaching-learning process as their responsibilities. How about the teachers' competence at the State Senior High School 2 Kebumen? The teachers' competence is a problem that must be paid more attention. The teachers' competence should be improved to

reach the level of leading schools in any developed countries, especially the teaching-learning process (Dikdasmen; 2009: 8) It means that the teachers at the State Senior High School 2 Kebumen should develop their competence.

How about the development of teacher's competence at the State Senior High School 2 Kebumen? Based on the students' achievements tests and competitions at the school, their scores are very good and there are many kinds of medals they got. The question is " How much do the teachers play an important role in achieving the students'prestige? What activities do the teachers carry out so that they are able to encourage the students to get the results?

To gain the information about the development of teacher's competence and its indicators, the researcher chooses the teachers at the State Senior High School 2 Kebumen as the data resources. One of the reasons is based on the students' prestiges.It makes the researcher easy to get the information about the development of the teacher's competence at the school.

B. Focus of Research

Based on the problems mentioned in the background above, the focus of the research is on how the development of competencies outlined into four sub-focuses.They are:

1. How is the development of pedagogical competence of teachers at the State Senior High School 2 Kebumen?
2. How is the development of personal competence of teachers at the State Senior High School 2 Kebumen?
3. How is the development of social competence of teachers at the State Senior High School 2 Kebumen?

4. How is the development of professional competence of teachers at the State Senior High School 2 Kebumen?

C. Objectives of Research

In general, this research is to describe the development of teacher's competence at the State Senior High School 2 Kebumen. And there are four special objectives.

1. To describe the development of pedagogical competence of teachers at the State Senior High School 2 Kebumen.
2. To describe the development of personal competence of teachers at the State Senior High School 2 Kebumen.
3. To describe the development of social competence of teachers at the State Senior High School 2 Kebumen.
4. To describe the development of professional competence of at the State Senior High School 2 Kebumen.

D. The Benefit of Research

1. Theoretical

Results of this research are expected to be able to give thoughts of the development of professional teachers, especially in developing the pedagogy competence, professional competence, personal competence and social competence. It also explains the strategy to develop the teachers' competence at the State Senior High School 2 Kebumen.

2. Practical

Results of this research are hoped to be able to give positive efforts to develop the teachers' professionalism.

- a. For the school master, it will help him/her to increase the ability of the management of human resources.
- b. For teachers, it refers to the study in arranging programs of the development of teachers' profession at the State Senior High School 2 Kebumen, especially in the management of human resources.
- c. For teachers, it can be used to evaluate their professionalism.
- d. For the educational institution, it is a kind of input about teachers' professionalism at the State Senior High School 2 Kebumen so that it is expected to be able to decide the policy that helps the development of teachers' professionalism and to support the school programs.
- e. For the researcher, it can be a reference to understand more about the development of teacher's professionalism.

E. Glossary

1. Development : The act of developing or disclosing that which is unknown; a gradual unfolding process by which anything is developed, as a plan or method, or an image upon a photographic plate; gradual advancement or growth through a series of progressive changes; also, the result of developing, or a developed state.

2. Teacher competence :it refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content.

3.Senior High School : or “SMA” (Sekolah Menengah Atas) is the name used in some parts of Indonesian to describe an institution that provides all or part of “senior high school” education. The term “high school” refers to secondary and third school from years 7 to 12 for the young age 12 to 15. Some of country define high school as secondary schools begin at Year 8 instead.