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**ANALYSIS OF IMPLEMENTATION OF ELEMENTARY SCHOOL TEACHERS
COMPETENCE IN SUNGAI RAYA**

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Abstract

This study aims to determine the analysis of the implementation of the competence of public elementary school teachers in Sungai Raya subdistrict, Kubu Regency. The study was conducted in Sungai Raya Subdistrict with 29 elementary school teachers. Data collected are pedagogical, personal, social, and professional competencies using data collection tools in the form of interview sheets, non-participant observation sheets, and documentation. Data analysis uses a checklist matrix technique with several stages, namely: data collection, data reduction, data display, drawing conclusions. The results showed that: First, the implementation of pedagogical competencies by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya District, was interpreted that the teacher's ability to educate reached an average of 3.37 with a good category. Second, the personality competency of public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya Regency, averaged 3.30 in the good category. Third, the social competency of public elementary school teachers in Sungai Raya District is an average of 3.37 with a good category. The four professional competencies of public elementary school teachers in Sungai Raya District reach an average of 3.30 in the good category. The results of this study, it is suggested to be a reference for similar research related to teacher competencies, which should be part of the teacher to dedicate himself to serve especially elementary school teachers in Sungai Raya District Kubu Raya District.

Keywords: Teacher Competency, Elementary Education

Introduction

The rise of recent news about the world of education both in print and in social media is so alarming from various circles, for example, the case of a teacher in the field who was imprisoned by a student's parents for pinching his child, the teacher in an outstretched who was shaved by his parents because the teacher cut out his son's long hair, even the case of a female lecturer killed by a student himself that occurred in North Sumatra.

Recent events that have occurred in this country have raised questions from most of our society, especially those concerned with education. What is happening to the nation's education world? Where is the error so that such terrible things can happen? Is the education system, educators, students, or parents? Blaming each other is not a solution, all parties must realize their roles and responsibilities so that together they can work together and improve their quality to advance the country, not the other way around.

It is so beautiful when we see how the previous educators were so respected and loved by their students, where the educators held fast to the educational philosophy of Ki Hajar Dewantoro with 3 philosophies, namely 1) Ing Ngarso Sung Tulodho, a leader if at the front

must be able to set an example or role models of students; 2) Ing Madyo Mangun Karso, a leader / teacher when in the midst of students must be able to inspire or motivate members to be better; 3) Tut Wuri Handayani, a leader when behind must be able to encourage students to always be more advanced.

It is very different from the current conditions of the age difference that erodes the personality of our nation's children, where the advancement of knowledge and knowledge that should facilitate and advance human life but have a negative impact on individuals who cannot control themselves, especially in today's young generation. Make educators have to work extra in educating the nation's children with a variety of creativity that educators have to always update themselves in accordance with the progress and change of the times.

The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education. As stipulated in the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers article 1, namely: The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students.

Educational goals cannot be achieved optimally without professional educators. Good educators, in this case, are competent teachers, have professional, social, pedagogical, and personality characteristics. The world of education is a tool that is expected to be able to build the desired young generation.

Teacher professionalism is very closely related to and influences each other in the process of achieving educational goals. If teachers have high professionalism in education, automatically, the quality of education will also be high. So this will affect the future of students themselves and the Nation and the State. Of course, with various development strategies that must be strived for in enhancing the professionalism of the teacher.

The teacher with professionalism must have four competencies, namely pedagogical, professional, personality, and social competencies. In this case, Deny Surya Saputra (2011: 1) states:

A teacher's profession is professional. This means that a teacher is required to have professional competence. This competency will be proven when the teacher teaches in class. Competence is an ability to carry out or carry out a job or task based on skills and knowledge and is supported by the work attitude required by the job.

But in reality today, the condition of teachers in Indonesia still has a weak point, especially elementary school teachers. First, the qualifications and educational background of teachers who are not in accordance with their field of work, of course, this raises a problem because the educator is not from people who have a qualified background. Second, the external problems of education today, this is due to the fact that the complexity of external dimensions includes: social, political, economic, cultural, and even global dimensions. Third, the problem of social change; is marked that in this world, nothing is eternal; the only thing that is eternal is changing itself. So the consequence educators must be prepared for all changes by always making innovations in current learning.

Based on the results of researchers' observations for educators in the elementary school education unit in Sungai Raya sub-district, Kubu Raya District, it was found that educators who were not prepared to prepare themselves to face the era of globalization and social change, lack of awareness to uphold basic competencies that became the main reference in educating, the enthusiasm that fades because their time of service only counts time, lack of awareness to always update themselves in learning let alone to create learning innovations and many other factors.

So on this occasion, the researcher tried to analyze from the aspects of four basic competencies of teachers that must be well understood, namely by conducting research with

the title "Analysis of Implementation of Competency in the Implementation of Public Elementary School Teachers in Sungai Raya District, Kubu Raya Regency." Considering educators are the main actors in learning activities that interact directly with students in the learning process activities.

Method

This type of research is descriptive research. According to Jamal Ma'mur Asmani (2011: 192) descriptive method that is research that seeks to describe a phenomenon, event, event that occurs at the present time. Meanwhile according to Hadari Nawawi (2007: 67) said that "descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the state of the subject / object of research (a person, institution, community, etc.) at the present time based on the facts that appear, or as is. "

The research approach uses qualitative research, according to Bogdan and Taylor quoted by Moleong (2009: 3) states that qualitative research is a research procedure that can produce descriptive data in the form of written and oral words from people and honesty that can be observed, and therefore this form of research is more likely to examine the events carried out by the principal in instilling professionalism of teachers as they are so that the picture of the problems that can be traced and found in a complete understanding.

The location of the research of the Elementary School in Sungai Raya Subdistrict, Kubu Raya Regency, was chosen as the setting in this study with the following considerations.

1. Researchers have collaborated with a number of various activities at the public elementary school in Sungai Raya Kubu Raya sub-district so that they are very supportive of researchers conducting research in this place.
2. Researchers know well the location of the study or elementary school environment in Sungai Raya Kubu Raya District so that it can facilitate data collection.

The main data sources are the principal, teachers, and students in public elementary schools in Sungai Raya Kubu Raya District. But as a key informant, the researchers chose the principal because at the Elementary School in Sungai Raya Kubu Raya sub-district, who knew the condition of each school.

Data collection techniques are ways and tools used to obtain data in accordance with the problems studied, and the researchers used several research data collection techniques as follows.

1. Interview a communication that is characterized as a process of interaction and communication in which a number of variables play an important role because it can influence and determine the results of the interview, Zuriah (2006: 179). In the study, researchers used structured interviews where this interview is a formal conversation.
2. Non-participant observation, observation is a systematic experience and recording of symptoms that appear on the research object. According to John W. Creswell (2003: 185), "observations in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or frustrations, unanticipated surprises, and challenges ". One of the data collection techniques used in this study is a non-participant observation that is observation in which the researcher is outside the subject that the researcher is careful of and does not participate in the activities that they do. In other words, researchers are only observers of the situation and conditions regarding teacher competence.
3. Documentation Techniques in this study, researchers collected data through documentation techniques in the form of photographs of the implementation of teacher professionalism education.

Data analysis in this research was carried out during direct interactive data collection namely the technique used was the analysis used by Miles and Huberman (2007: 20) components of the data analysis through the following activity steps:

- a. Data collection
- b. Data reduction
- c. Data display
- d. Withdrawal of Conclusions and Verification

More details can be seen in the picture below:

Sources: Miles and Huberman (2007: 20)

Fig. 1 Interactive Model Data

Result and Discussion

There are four main problems formulated in this study, namely how the implementation of pedagogical competence, personal competence, social competence, and professional competence in elementary schools by state teachers in Sungai Raya District, Kubu Raya Regency. These three problems developed throughout the study and became the initial material for the formation of theories built from data, in the context of this study called grounded theory.

The approach used in this study is a qualitative approach. The method the researcher uses is in accordance with most studies using descriptive-analytic methods. The location of the research is at Sungai Raya Elementary School. The research subjects were school principals and elementary school teachers in Sungai Raya, Kubu Raya Regency. Besides that, various official supporting documents are also used, such as lesson plans, teacher learning tools, sourcebooks, student database, and school profiles.

The instrument in this study was the researcher himself. In collecting data, researchers used four techniques, namely observation, interviews, documentation, and literature study. The research found several things, namely the values of teacher competence implemented through the development of two main approaches. First, the integration approach in the formal curriculum. Second, through a self-development approach. The results of the study can be described by the authors as follows.

Table 1. Observation Results of Research on the Implementation of Teacher Competencies in Elementary Schools in Sungai Raya District, Kubu Raya District

No	Teachers' Name Code	Pedagogic Competence	Professional Competence	Personality Competence	Social Competence
1	EW	3,72	4	4	3,87
2	PA	3,76	4	4	3,9
3	YH	3,60	3,96	3,8	3,79
4	IA	3,80	3,51	3,8	3,7
5	TH	3,84	3,78	3,6	3,7
6	IP	3,52	3,96	3,9	3,7
7.	ES	3,20	3,07	3,0	3,0
8.	ST	3,36	3,78	3,7	3,58
9.	AM	3,40	3,47	3,60	3,42
10	SY	3,24	3,78	3,70	3,55
11.	NW	3,40	3,51	3,20	3,17
12.	MY	3,36	3,33	3,10	3,00
13.	MD	3,36	3,11	3,00	3,00
14	TST	3,24	3,16	3,20	3,16
15	WD	3,67	3,56	3,20	3,20
16	YS	3,40	3,38	2,50	3,03
17	SR	3,56	3,25	3,00	3,53
18	MS	3,12	3,64	4,00	3,75
19	JD	3,12	3,29	3,00	3,03
20	SA	2,92	3,25	3,70	3,16
21	FT	2,96	3,20	3,70	3,03
22	NA	3,48	3,42	3,00	3,24
23	NL	3,36	3,78	3,70	3,58
24	NJ	2,84	2,56	3,70	3,20
25	MS	3,56	3,47	3,30	3,70
26	ZL	3,64	3,25	3,00	3,45
27	UM	3,32	3,07	2,60	3,25
28	EJ	2,88	3,20	3,70	3,25
29	SY	3,28	3,07	3,00	3,00
Average Score		3,37	3,43	3,30	3,37

First, the implementation of pedagogical competencies by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya District based on the observation sheet with aspects of understanding the characteristics of students, mastering the class, facilitating the potential abilities of students, providing reward that educates, striving to do varied learning , evaluating learning on average reached 3, 37 with a good category.

Second, the implementation of personality competencies by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya District based on the observation sheet with aspects: leadership, responsibility, emotional maturity, self-socialization, discipline, cooperation, creativity and innovation, appearance in dress, cleanliness and tidiness and karma system reaches an average of 3.30 in the good category.

Third, the implementation of social competence by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya Regency with the aspects described in the observation sheet, namely: Communicating effectively, empathically, and politely with fellow educators,

education personnel, parents and the community, able put the etiquette in talking to the other person, and others reached an average of 3.37 in the good category.

Fourth, the implementation of professional competence by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya District based on the observation sheet with aspects related to the learning process that includes aspects of opening, core activities, and learning steps on average reach 3.43 with the category well.

These findings contribute to implementing teacher competencies by always upholding the code of ethics of the teaching profession that is implemented in every aspect of teacher competence in fulfilling noble tasks, especially for teachers in Sungai Raya District, Kubu Raya District.

Conclusions

Based on the findings from the research results, the following conclusions can be drawn.

1. The implementation of pedagogical competencies by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya Regency, is interpreted that the teacher's ability to educate reaches an average of 3.37 with a good category.
2. Implementation of personality competencies by public elementary school teachers in Sungai Raya District, Kubu Raya Regency, means that the ability related to the personality of a teacher both within the school environment and outside the school environment on average reaches 3.30 with a good category.
3. Implementation of Social competence by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya District interpreted as a good social ability of teachers with students, co-workers, community users, an average of 3.37 with a good category.
4. The implementation of professional competence by public elementary school teachers in Sungai Raya Subdistrict, Kubu Raya Regency, is interpreted by the ability of teachers in the learning process an average of 3.30 with a good category.

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