THE NEEDS OF MANAGEMENT MODEL FOR PROFESSIONAL COMPETENCE TRAINING OF BASIC SCHOOL TEACHERS

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Abstract—This study aims to: (1) To determine the needs form of professional competence training management model required in working groups of teachers (KKG); group5, region3in the district ofGowa (2) To obtain initial design model of professional competence training management of teachers work group (KKG) group5, region3in the district of Gowa. This study uses the design R & D, research and development by Borg and Gall (1983) and by Sukmadinata is modified into 3 steps of research and development, the research stage developed, namely: (1) the preliminary study stage as needs and contens analysis, (2) the development stage as the design, development, and evaluation, (3) the stage of testing the effectiveness of the product as a semi-sumative evaluation. Results of the study: (1) Based on the questionnaire the training needs it is known that the condition of the training needs of professional competence in elementary school teacher of high category with a mean score of 3.42. (2) The need for professional competence training management model that is expected of teachers in elementary schools need to start from: (1) planning (needs analysis, designing); (2) the implementation of the (developing and implementing); and (3) evaluation.

Keywords—model, management training, professional competence, the teachers working group.

I. INTRODUCTION

Professional teachers should have four competencies, namely pedagogical, cognitive, personal, and social competencies (Fitrianur, 2012: 73), therefore, in addition to being skilled in teaching, a teacher also has extensive knowledge, wisdom, and good socialization. The profession of teachers and lecturers is a special field of work that requires professional principles. They must: (1) have talents, interests, vocations, and idealism, (2) have educational qualifications and educational backgrounds that are in accordance with their field of duty, (3) have the necessary competencies in accordance with their field of duty. In addition, they must also (4) comply with the professional code of ethics, (5) have the right and obligation to carry out duties, (6) obtain income determined in accordance with his work performance, (7) have the opportunity to develop his profession on an ongoing basis, (8) obtain legal protection in carrying out their professional duties; and (9) having legal entities (SISDIKNAS about Teachers and Lecturers).

Professional development competency in the realm of teacher professionalism is not different from professional development in the requirements for the proposed determination of teacher credit figures within the framework of promotion. In general teachers immediately assume that professional development means composing written work. Furthermore, writing papers means compiling a book or compiling papers that must conduct a seminar. This is a mistake. As a professional staff, the teacher is expected not only to have academic qualifications, but must also have competencies and certifications that meet the requirements implemented based on principles, including having academic qualifications, educational background in accordance with the field of duties and having the necessary competencies to carry out the task area.

Management as an art is reflected in the difference in one's style in using or empowering people to achieve goals. Many definitions of management are presented by management experts, some of whom can be cited as Stoner (1994: 8) saying management is the process of planning, organizing, directing and supervise the efforts of members of the organization and the use of other organizational resources to achieve the organization's stated goals. Harsey and Blanchard (1988) "management is a process of how to achieve organizational goals through leadership". Sudjana (2000) Management is a series of various activities carried out by a person based on the norms that have been established and in its implementation has a relationship and interrelation with others. It is carried out by people or several people in the organization and given the task to carry out these activities.

The formulation of the research problem is: (1) What is the form of the need for professional competency training management model needed in the teacher working group (KKG) cluster 5 region 3 in Gowa district? (KKG) cluster 5 region 3 in Gowa district.

The objectives of this study are: (1) To determine the form of management model needed for professional competency training in the teacher working group (KKG) cluster 5 region 3 in Gowa district. (2) To get the initial design form of professional competency training management model in the teacher working group (KKG) cluster 5 region 3 in Gowa district.

Management is a system and has components. According to Terry (1977) "management is a distinct process consisting of planning, organizing, actuating,

and controlling, performed to determine and accomplished stated objective by the use of human beings and other resources." (Management is a typical process, which consists from actions: planning, organizing, activating and supervising, which is carried out to determine and achieve predetermined goals through the use of human resources and other sources Mulyono (2009: 18) states "management is a typical process which consists of planning, organizing, mobilizing and supervising and evaluating carried out by the organization's management to achieve common goals by empowering other resources ".

Fattah (2009) stated "management is defined as the process of planning, organizing, leading and controlling the organization's efforts in all its aspects so that organizational goals are achieved effectively and efficiently". Kamil (2010) "managerially, the training organizer functions are planning, implementing, and evaluating training". To achieve the objectives of training management, facilities or elements of management are needed. According to Terry (1977). "Basic resources the 6 M's are men and women, materials, machines, methods, money and markets".

Based on the management definition put forward by several experts, the authors adopted the management proposed by Terry (1977) where "the functions of the four components in management are as follows: planning, actuating, organizing, and controlling". Management training that is held requires planning, implementation and evaluation of the four elements mentioned above.

Education and training is an effort to develop human resources. Notoatmodjo (2009) states that: "Education is a process of developing skills in the direction desired by the organization concerned. Training is part of an educational process, the purpose of which is to improve the abilities or special skills of a person or group organizations ".

Training as a short-term education process utilizes systematic and organized procedures, where non-managerial personnel learn technical skills and knowledge for specific purposes. Every school / organization needs to hold a training program for teachers, employees for the advancement of schools or organizations.

Viewed from the implementation period, training as part of the development task can be divided into three, namely:
1. Pre-service training is a training given to prospective employees who will start working, or new hiring employees, so that they can perform tasks that will be charged to them.
2. In service training is training in tasks carried out for employees who are on duty in the organization with the aim of increasing the ability to carry out work.
3. Post service training is the training carried out by the organization to help and prepare employees in the face of retirement. (Moenir, 2000)

Soekidjo (1992) training is "part of the educational process that aims to improve the ability or special skills

of a person or group of people". Meanwhile William in (Moekijat, 1991) "training is an activity of team and staff whose goal is to develop leaders to obtain greater effectiveness in individual work, relationships between individuals in better organizations".

Flippo (1984) suggests that there are five reasons for training: (1) The need for increased production that meets quality and quantity, (2) Reduces accidents in the work environment, (3) Reduces supervision, because well-trained employees will be able supervise yourself in work both in terms of quantity and in terms of work safety, (4) Improve organizational stability and flexibility, (5) Increase employee morale.

Irianto (2001) states that there are 3 (three) stages that must be implemented in each training activity, namely: the stages of training needs analysis (assessment phase), the implementation phase of the implementation program, and the evaluation phase of the training program (evaluation phase). Wahjosumidjo (2001) suggests that training can be interpreted as a process of staff improvement through various approaches that suppress self-realization (awareness), personal growth and self-development.

The general purpose of the training program must be directed at increasing the productivity of the school or organization. This general goal can be achieved if specific objectives can be realized first. The general purpose of training is to increase one's productivity in the organization through various activities including: (1) Developing knowledge, so that work can be done in a ratio, (2) Developing skills / expertise, so that work can be completed more quickly and effectively, (3) Developing / change attitudes, so that it creates a willingness to cooperate with fellow employees and management (leaders). Thus in principle the training objectives are: (1) Adding knowledge, (2) Adding skills, and (3) Changing attitudes.

Based on the description above, it can be said that training is a process of human resource development carried out with the aim of leading to an increase in mindset, behavior, knowledge, intelligence, skills, so that trainees are able to adjust to the environment in which they work dynamically. So that training is an effort that is done to increase the ability to reduce or eliminate the gap between the ability of employees and those desired by the organization.

Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, implies that teachers are professional educators 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. Professionalism in education needs to be interpreted that teachers must be people who have instincts as educators, understand and understand students.

Professionals are jobs or activities carried out by a person and become a source of life income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.

Lecturers as professionals mean that the teacher's work can only be done by someone who has academic qualifications, competencies, and educator certificates in accordance with the requirements for each particular type and level of education. In carrying out professional duties, the teacher is obliged to: (1) plan learning, carry out quality learning processes, and assess and evaluate learning outcomes; (2) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art; (3) act objectively and are not discriminatory on the basis of consideration of gender, religion, ethnicity, race, and certain physical conditions, or family background, and the socioeconomic status of students in learning; (4) uphold the laws and regulations, the law and the code of ethics of teachers, as well as religious and ethical values; and maintain and foster national unity.

The Teacher and Lecturer Law (article 1 paragraph 1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education, basic education, and secondary education. While the teacher's function is to improve the dignity and role of teachers as learning agents to improve the quality of national education. In addition to carrying out the duties and functions of the teacher, requirements that must be met by professional teachers include: (1) academic qualifications of four or diploma graduates (SI or D-IV), (2) Pedagogical, personal, social, and professional competencies, (3) Educator certificate, (4) Physical and spiritual health, (5) Ability to realize national education goals. (UUGD article 3-12).

II. METHOD

This research uses R & D with Borg and Gall (1983) research and development designs and a procedure model design developed by McKenny (2001). Borg and Gall (1983) design, there are 10 steps the implementation of Research and Development, namely: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preminary fiel testing, 5) Mein product revision, (6) Mein fiel testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dominition and implementation.

Based on these ten steps by Sukmadinata (2006: 176) modified into 3 steps of research and development, the research phase developed is: (1) the preliminary study phase as a needs and content analysis, (2) development stage as design, development, and evaluation, (3) the stage of testing the effectiveness of products as semi-summative evaluation.

The development procedures that are followed include the stages (1) preliminary study, (2) the development stage, a complete description of this procedure can be followed in the following explanation: This stage is carried out an assessment of the literature and needs analysis management model of professional competency training Reviewing the literature is carried out with activities (1) analyze the training model that has been carried out; (2) analyze the main sub-material for the development of the training model; (3) analyzing the source book to find the conceptual basis of the training model.

The instruments used to collect data were Likert scale questionnaire, open questionnaire, score format / rubric of training results, observation format and focus discussion format.

1. An open questionnaire is used to collect data about: (1) analysis of training needs. Questionnaire responses of participants to the training model in the form of answer choices both closed answers and open answer descriptions.
2. The recording record format is used to collect data from the researchers' research through focused discussion (FGD).

The instrument developed was validated using two methods, namely:

1. Predictive validity by consulting the concept of a training model.
2. Content Validity by consulting instruments that have been made by researchers to experts / experts in fields that are in line with the objectives of the researcher. For this study, the instrument will be validated to experts, namely:
   1) Discussion with experts to determine the representativeness of the instrument items of the variable under study.
   2) The trial was carried out by two Raters by using instruments that had been designed to examine the training tools developed, judging by the degree of agreement between Rater, identified problems that might appear in the trial process, which were used as input for improvement.

Data analysis techniques in this study consisted of quantitative data and qualitative data which included: (1) Reducing data. The answers obtained varied were analyzed by reducing the data which summarizes all the data and then selecting, sorting and taking the main points that were focused on the problems examined based on the indicators developed in the interview guidelines. (2) Data presentation (Display Data) is carried out to provide an understanding of the phenomena that occur, after this has been carried out, the researcher plans what subsequent actions should be taken based on the meaning of these phenomena. (3) Verification of data. It attracts preliminary conclusions that are temporary and can change if strong and supportive evidence is found at the next stage of data collection. If the data that has been submitted has been supported by valid and consistent evidence, conclusions can be drawn.

Data in the form of comments and suggestions are described qualitatively, while about the accuracy, clarity and usefulness of training models used percentage descriptive statistical analysis. Quantitative data obtained from the percentage of answers to the needs analysis questionnaire and the evaluator's answer score

in a Likert scale questionnaire on the product draft in the form of a number score. Data regarding the condition and needs of the training model system were analyzed by percentage techniques, evaluating through a Likert scale questionnaire. Closed questionnaires will be analyzed using average analysis techniques.

Data analysis techniques in this study consisted of quantitative data and qualitative data which included: Data regarding the conditions and needs of the training model system were analyzed by percentage techniques, evaluation through Likert scale questionnaires. Closed questionnaire will be analyzed using the average analysis technique Criteria for the average value of the evaluation of the development product draft, namely: (1) 3.20-, 5.00 very good, (2) 2.20, -3.19 good, (3) 1.20-2.19 is not good, (4) 0.00-1.19 is not good.

III. RESULTS AND DISCUSSION

The results of this study found two main findings: (1) the need for professional competency training models that are currently expected by teachers in elementary schools; (2) the initial design model for the management of professional competency training for elementary school teachers. Each finding can be followed in the following description.

Forms of Need for Management Models for Professional Competency Training in Teacher Working Groups (KKG) in Gowa Regency.

The results of the training needs study found an overview of the need for professional competency training in the teacher worksheets (KKG) cluster 5 in the area of 3 teachers needed by elementary school teachers, which can be seen in the following table:

Table 1. Mean Score Aspect Needs Management Model Professional Competency Training Needed in Teacher Working Groups in Gowa Regency.

Indicators needed	Average (n=30)	Category
Training instructor competence	3,40	Very Important
Training facilities	3,02	Important
Training plan	4,00	Very Important
Organizing training	3,10	Important
Training evaluation	3,60	Very Important
Average	3,42	Very Important

In the training instructor competency indicator a mean score of 3.40, it can be said that in general 30 respondents are very important. On the average training facility indicator score of 3.02, it can be said that in general the formulation of training facilities in 30 respondents is important. In the average education planning indicator score of 4.00 it can be said that in general, 30 respondents are very important. In the organizing indicator of training 3.10, it can be said that in general 30 important respondents. On the average training evaluation indicator a score of 3.60 can be said that in general, 30 respondents are very important. From this description it can be said that the professional competence of primary school teachers has been in the low category so it is very important to conduct professional competency training for elementary school teachers.
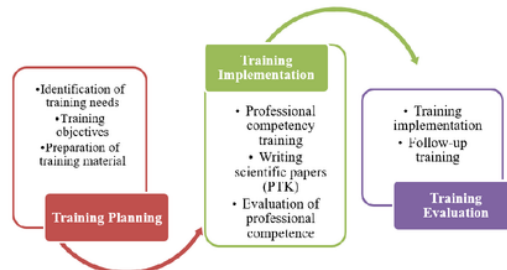

Figure 1. Initial Design Management Model for Professional Competency Training.

Professional competence developed based on; (1) training components as a system, (2) theoretical studies on thinking skills and reflective attitudes, and (3) conditions for the initial survey results. The focus of the competency training model lies in the implementation function with the freedom of the participants to practice writing scientific papers in the form of classroom action research. Matters that need to be explained in the function of implementing professional competency training models in the teacher working group are as follows:

1. Professional Competency Training

Competency training is material input that must be mastered by the training participants in accordance with the training objectives. This activity is the training of key professional competencies according to the training program to understand the writing of scientific papers.

2. Writing Scientific Writing

CAR is a research conducted by the teacher in his own class through self-reflection, with the aim of improving his performance as a teacher, so that student learning outcomes increase. From the above statement, there are 3 PTK principles, namely: (1) There is participation from researchers in a program or activity; (2) There are objectives to improve the quality of learning; (3) There are actions to carry out programs or activities.

3. Evaluation of Professional Competencies

Each participant must take part in an evaluation in an effort to find out the final ability of mastering professional competencies after the end of the training. The initial ability of the participants was compared to the final ability test results.

Discussion Forms of Need for Management Models for Professional Competency Training in Teacher Working Groups (KKG) in Gowa Regency.

The results of the analysis of the need for professional competency training for elementary school teachers illustrate that most elementary school teachers in Gowa district are looking forward to a special training model of professional competence for scientific writing. Although various aspects have not been planned and performed well in elementary school, the teacher's need for professional competency training models for primary school teachers is very high.

Some elementary school teachers are very eager for the professional competency training model for primary school teachers be taught and trained in elementary school teachers. Training is an important component in the development of human resources (HR) at an institution, training needs can improve knowledge, skills and attitudes which are important assets in the institution. Increased knowledge, skills and attitudes can improve institutional performance in the face of change and competition external.

The description above is in line with the research of Christine Bieri and Patricia Schuler (2011). This study reveals that to get professional teachers, qualifications and competencies and good results are needed to pass several examinations and tests, which are recognized as an "assessment center". The above description is in accordance with the opinion of Simamora (2006), and Mujiman (2009), that education and training is needed in increasing knowledge, ability, motivation, and learning satisfaction so that it can produce changes in abilities in accordance with the personal and environmental characteristics of the participants so that learning / training provides benefits to: (1) increase the quantity and quality of productivity; (2) reduce learning time required by employees to achieve acceptable standards; (3) creating more favorable attitudes, loyalty and cooperation; (4) meet human resource planning needs; (5) reduce work accidents; (6) help employees develop personality.

Helen Bound (2011), that teacher learning occurs not only through formal sessions, but also through formal training activities. The training given to the teacher must be seen in the condition of the structure of the workplace, culture and history of the organization so that it is likely to create teacher professionals and development. The pedagogical practices adopted in various training now need to adopt information communication technology (ICT). Planning for teacher professional development must be highly contextualized. In order to do this planning, analysis is treated, namely: (1) identification of learning needs of the teachers themselves; (2) analysis of teacher activity deficiencies; (3) contextual social, political and economic relations influenced by professional teachers.

Zarife Seçer (2010), in his research revealed that it is very important to do training to improve the professional teachers who teach so as to show that teachers who often get training have a professional

attitude in their profession as a teacher in making learning more positive. Therefore, the development of various competency education and training models is needed in improving teacher skills.

The tendency of professional competency training models conducted by teacher working groups (KKG) departs from conventional models. From the analysis of the weaknesses of the old model used in the training that was once followed by the teacher, there was never a follow-up process from the results of the training that had been obtained, so that it was expected to be improved from the existing model so that the objectives and needs expected in the training could be achieved.

Professional competency training for elementary school teachers is to improve the ability of the teaching profession, especially writing scientific papers. This is in accordance with Soekidjo's (1998) opinion that the training and development process consists of several stages: (1) the stage of determining needs; (2) the implementation stage and; (3) the evaluation phase is the final stage of the training process.

Training This is in accordance with the research of Helen Bound (2011), that teacher learning occurs not only through formal sessions, but also through formal training activities. The training given to the teacher must be seen in the condition of the structure of the workplace, culture and history of the organization so that it is likely to create teacher professionals and development. The pedagogical practices adopted in various training now need to adopt information communication technology (ICT). Planning for teacher professional development must be highly contextualized. In order to do this planning, analysis is treated, namely: (1) identification of learning needs of the teachers themselves; (2) analysis of teacher activity deficiencies; (3) contextual social, political and economic relations influenced by professional teachers.

Form of Initial Design Management Model of Professional Competency Training in Teacher Working Groups (KKG) Kab. Gowa

A model that is produced from a research must have the advantage of being beneficial to the user. Researchers see that the professional competency training model for elementary school teachers provides real experience to elementary school teachers in understanding, the procedures for writing scientific papers in the form of classroom action research (PTK) so that they can achieve the main competencies in improving professional competence and the teaching profession; Professional competency training models for elementary school teachers explain the implementation of planning, implementation and evaluation functions.

The model for developing professional competency training for elementary school teachers, this has fulfilled the principles in training management, so that the training model can help elementary school teachers in improving their professional competency skills, and is very possible to be tested and applied to

professional competency training for school teachers another basis.

IV. CONCLUSION

Based on the results of the above studies, the conclusions of this study are:

1. Based on the training needs questionnaire, it is known that the condition of the need for professional competency training for elementary school teachers is high with a mean score of 3.42.
2. The management model of professional competence training that is expected by teachers in elementary schools needs to start from: (a) three-step planning; (b) the implementation of three steps; and (c) a two-step evaluation.

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