

Competition of Asean and Economic Communities Competence Of Mathematical Teacher Professionalism

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Abstract: MEA has been in effect since the end of 2015. Indonesia must inevitably face the implementation of the MEA. In facing the implementation of the MEA not only the economic sector is involved but the world of education is the impact. Even the world of education plays an important role. This condition makes education unable to turn a blind eye because only by advancing education will Indonesia be able to win MEA competition. Education is closely related to the role of the teacher because the teacher is the central figure who determines the direction of education. Technological progress and the development of science cannot be separated from the role of the teacher. For that reason, teacher professionalism is an absolute requirement that must be owned by the teacher so that the learning done shows maximum results. Even the Government has long given high attention to the quality of teachers in Indonesia through various programs, one of which is by providing certification. In addition to providing special training including the MEA Socialization. In the face of MEA, teachers have more ability to compete in employment and are also able to produce students who are able to compete. This task is not easy for the Government, especially the teacher himself. The connection with mathematics is because mathematics is a science that serves all sciences so that mathematics teachers are people who prepare a foundation of thinking for all fields of knowledge that will be used to win the MEA. For this reason this research was conducted so that the teacher has an insight into what, who, why, how, when, and where the MEA is. Especially to face the MEA that has been valid since January 1, 2016, there is no appropriate strategy used by teachers to be able to compete in the MEA so that in this second year research the aim of the research is to determine the level of professionalism of teachers in the face of the implementation of MEA. The study was conducted for 10 months from February to November 2018. The study was conducted on 25 high school / equivalent math teachers in the city of Banda Aceh with research instruments in the form of questionnaires, procedural guidelines, and documentation. Data analysis was carried out qualitatively descriptive and quantitative. The results achieved are that high school / equivalent mathematics teachers in Banda Aceh already have a good level of professionalism, especially in terms of mastering the subject matter that they have been able to, have been able to use ICT as a means of communication, master the standards of competence and basic competencies of the material being taught, and self-development by continuing their education to a higher level.

Keyword: Asean Economic Community, Teacher Professionalism

1 Introduction

The application of AEC cannot be avoided anymore. Indonesia must inevitably accept it even though the preparations made to welcome it are not yet mature. The small effect caused by the application of the AEC became its own thought for the Indonesian people in general and the people of Aceh in particular. Because if it is not immediately addressed correctly it will have fatal consequences for the Indonesian people.

The problem posed by the existence of the MEA will be completed if Indonesia focuses its reformation on education. In welcoming the implementation of the AEC at the end of 2015, which has been going on for a long time, Indonesia as one of the AEC member countries must be prepared to face the MEA competition. Expressly the agreement only affects the economic sector, but actually also has an impact on other sectors including "education" as capital to build competitive human resources.

Speaking of education, the teacher must be demanded to play an active role so that Indonesian human resources are ready to face increasingly tighter competition with other countries. Therefore the role of the teacher determines the defeat of Indonesia in this competition. And the Government must be able to improve the quality, quality of schools and colleges through certification, accreditation, standardization, increasing salaries and the welfare of educators and recruitment of professional educators.

Teacher competency especially teacher professionalism competency is in the spotlight so that the teacher is able to convey the subject matter that is given to students. The way and depth of delivery of the material will make students understand and be able to apply it in their daily lives. This will be very useful, especially in mathematics subjects because mathematics is the science that is the basis of all science. Mathematics as one of the basic sciences and has developed rapidly both the method and its usefulness. Mathematical subjects function to symbolize communication skills by describing numbers and symbols and the sharpness of reasoning that can provide clarity and solve problems in everyday life. It can be said that learning mathematics is transforming mathematical knowledge to students. In line with the above, [1] states that this transformation process occurs through an understanding of new knowledge which is nothing but the formation of a new wider cognitive structure in students' memory. To ensure the transmission of knowledge information to students is needed teacher professional competence. Because professionalism competence is the ability of the teacher to master the subject matter and others related to it.

2 Research Method

This research method uses qualitative and quantitative methods. According to [2] methods as a research procedure that produces descriptive data, namely written or verbal words from people and observed behavior. While the type of descriptive research, according to [3] is defined as research that seeks to tell the current problem solving based on the data. It presents data, analyzes, and interprets. The study was conducted in high school in the same city in Banda Aceh. The subject of the study was a mathematics teacher in high school in the city of Banda Aceh which consisted of 20 high schools / MA / public and private vocational schools, and 25 teachers were chosen. Research instruments in the form of questionnaires, interview guidelines, and documentation.

AEC was formed from the agreement of ASEAN leaders at the Summit in December 1997

in Kuala Lumpur, Malaysia. This agreement aims to improve ASEAN's competitiveness and can compete with China and India to attract foreign investment. With a large amount of foreign capital entering, it is hoped that it can improve the employment and welfare of ASEAN citizens. ASEAN launches the initiative to establish an ASEAN regional integration or the ASEAN community through ASEAN Vision 2020 during the ASEAN Second Informal Summit. This initiative was later realized in the form of a long-term roadmap called the Hanoi Plan of Action agreed upon in 1998. The main objective of the AEC is to improve economic stability in the ASEAN region and is expected to be able to overcome the problems in the economic field between ASEAN countries. MEA is a form of ASEAN economic integration in the form of a free trade system between ASEAN countries. The nine ASEAN member countries have agreed on an ASEAN Economic Community (AEC).

The ASEAN Economic Community (AEC) embodies ASEAN as a single market and production base so that it is more dynamic and competitive with mechanisms and measures to strengthen the implementation of new economic initiatives; accelerate regional integration in priority sectors; facilitate business movements, skilled labor and talent; and strengthen the institutional mechanism of ASEAN. The ASEAN Economic Community (AEC) will overcome the development gap and accelerate integration with Cambodia, Laos, Myanmar and Vietnam through the Initiative for ASEAN Integration and other regional initiatives. The forms of cooperation are: 1) recognition of professional qualifications; 2) human resource development and capacity building; 3) closer consultation on macroeconomic and financial policies; 4) trade finance measures; 5) improving infrastructure; 6) development of electronic transactions through e-ASEAN; 7) integrating industries throughout the region to promote regional resources; and 8) increasing the involvement of the private sector to develop the ASEAN Economic Community (MEA).

2.1 Teacher Competency

Law Number 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) states that "Teacher competency as referred to in Article 8 includes pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education". Teacher competency standards include the core competencies of teachers developed into the competence of PAUD / TK / RA teachers, SD / MI class teachers, and subject teachers in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK *.

The above is supported by Government Regulation Number 19 of 2005 concerning National Education Standards, teachers must have pedagogic, personal, professional, and social competencies, (Depdiknas, 2005 : 24, 90 – 91).

- a. Pedagogic competence is an ability that is related to the understanding of students and managers of learning that is educational and dialogical. Substantially these competencies include the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials.
- b. Personality competence is a personal ability that reflects a personality that is solid, wise, mature, and authoritative, an example for students, and noble.
- c. Professional competence is an ability that deals with mastery of learning material in a broad and in-depth field of study that includes mastery of the substance of curriculum material in school subject matter and scientific substance that covers the curriculum material, as well as increasing knowledge as a teacher.
- d. Social competence deals with the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students, and the surrounding community.

2.2 Teacher Professionalism

Professional Competence is the mastery of learning material widely and in depth, which includes the mastery of curriculum material in the school subject and the scientific substance that covers the material, as well as mastery of the structure and scientific methodology.

- Mastering the material, structure, concepts, and scientific mindset that supports the lessons learned
- Observe competency standards and basic competencies of the subject / field of development being taught
- Develop learning materials that are taught creatively.
- Develop professionalism on an ongoing basis by doing reflective actions
- Use ICTs to communicate and develop themselves.

3. Result and Discussion

This research is a research that is devoted to obtaining information about teacher professional competence in facing MEA. The research data obtained from questionnaires and interviews provides an overview of the level of professionalism of high school / high school / vocational high school mathematics teachers in Banda Aceh in the face of the Asean Economic Community (MEA) competition as follows:

1. Generally the teacher is very mastered in the material, structure, concepts, and scientific mindset of the mathematics subject that he has.
2. The teacher carries out competency standards and basic competencies in the subject / field of development being taught. This mastery can be seen from the syllabus and lesson plans that have been compiled by all the teachers who are the subject of this research.
3. Some teachers who develop learning materials that are taught creatively. The teacher conveys the subject matter based on compulsory subjects only, and this is due to the limited time allocated so that there are teachers who argue, "for what composes a lot of RPP, for the subject matter alone there is often not enough time to teach it to students".
4. Some teachers develop professionalism on an ongoing basis by doing reflective actions. The teacher only does reflective of the student's absorptive capacity without reflecting on the learning process he has done. this symptom can be seen from the teacher's little interest in conducting action research.
5. Almost all teachers use ICT to communicate and develop themselves, but the ICT used is limited to the use of infocus and laptops to present lesson material in power point slides. There are no teachers who have tried to use application programs as the use of ICT in learning. For example an autograph and Geogebra application.

Based on the results obtained in the study, there are several things that can be recommended so that the mathematics teacher has professionalism in the face of MEA competition, as follows:

1. The teacher needs training about the administration of teaching preparation and when teaching and learning. Most teachers prepare teaching administration because of compulsion. The teacher considers that all learning plans have been mastered so that they are reluctant to pour them into planning the quality of their students.
2. The training provided must have the appropriate procedures set by the Government, namely plans, processes, monitoring and evaluation. The training carried out does not have procedures that require the teacher to be responsible for the training he follows. Usually

the teacher after returning home from training is not responsible for conveying the knowledge to his colleagues. With the monitoring and evaluation the teacher will be more responsible for every training he follows.

3. Conducted professional training participants (in accordance with the field of teachers who will take part in the training). The practice in the field is that the principal does not pay attention to the delivery of teachers who take part in training so that there is often a "training specialist teacher".
4. For teachers who take part in the training to be held accountable for the results of the training they follow, if they don't have an impact on their fellow teachers, sanctions will be imposed.
5. Trainers (tutors, resource persons, widyaiswara, facilitators) are selected people who are competent in their fields.
6. Providing opportunities for teachers to continue their education to a higher level. Teachers are not only given the opportunity to continue their education to a higher level but teachers are also required to master other supporting knowledge as foreign languages (minimum English and Arabic) and simple learning media design.
7. Access broader information and facilitate internet connection in the school environment Providing opportunities for teachers in remote areas (on the outskirts of the city) to register directly for training activities held by the Government without waiting for their duties.
8. The government, through school supervisors, comprehensive conducts and routine supervision and guidance on teacher performance. Supervision and guidance can also be carried out by third parties such as mentoring that is carried out to the village by village assistants.

4 Conclusion

From the research that has been done, the following conclusions are obtained

1. Judging from the mastery of the material, the high school mathematics teacher in Banda Aceh already has a good level of professionalism. This is evidenced by their ability to master the subject matter taught. There are even teachers who are able to conclude the material they teach in a fast way so that students can solve the problem so quickly compared to the usual method.
2. In planning the learning administration, the teacher has tried to present it according to the demands given by the principal.
3. Of the 25 teachers who were the subject of the study, there were 10 teachers who continued their education to a higher level.
4. There are 6 teachers who have continued their education to postgraduate. From the knowledge they gained in college, they began using ICT in the form of mathematics learning applications in learning

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