

Study of Impact of Improving Professional Competence Programs for Participants in Academic Qualification Improvement

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Abstract. This study aims to describe the data on improving professional competence of participants in the academic qualification improvement program who received S1 / DIV courses at the nine tertiary institutions funded by the Directorate General of Teachers and Education Personnel of the Ministry of Education. Participants in the Academic qualification improvement program for educators on non-formal education. The research method used by the survey was through distributing questionnaires to participants in the academic qualification improvement program in the nine provinces. The research findings show that the impact of increasing the professional competence of educators is greatly increased by 35.7%, increasing by 52.2%, increasing enough by 11.0%, less increasing by 0.6%, and not increasing by 0.5%. Aspects of professional impact include understanding of the philosophical foundations of the teaching profession, the management of learning, the development of instructional media, the strategy of establishing partnerships, and the willingness to improve knowledge. Thus in general that the academic qualification improvement program organized by the Directorate General of Teachers and Education Personnel in collaboration with the Educational Personnel Education Institution has succeeded in increasing the professional competence of educators in the non-formal education pathway.

Keywords: professional competence, academic qualifications

1. Introduction

One of the government regulations in the field of education regarding the standard of academic qualifications of educators is to have a S1 / DIV diploma that teaches all educational units, from early childhood education to high school / equivalent [1]. In the formal education pathway, this regulation is not too difficult, but in the non-formal education pathway there are many obstacles, because there are still many educators who do not yet have the required academic qualification requirements (S1 / D4). This is because educators in the non-formal education pathway for recruitment processes are not too strict, motivation to become educators is more based on voluntary elements, their status as educators is less protected by labor regulations, and the provision of incentives is generally relatively low, below regional minimum wage standards. But on the other hand the professional demands of an educator cannot be ignored, because it affects the quality of learning, and the quality of graduates [2,3,4].

In this connection the Directorate of Teacher Development and Education Personnel for Early Childhood Education and Community Education implements an education qualification

improvement program for educators in the non-formal education pathway to attend S1 / D4 education in collaboration with several universities in Indonesia [5].

2. Research Method

This study aims to evaluate the impact of increasing professional competence on participants in the academic qualification improvement program carried out by the Directorate of Teacher Development and Education Personnel for Early Childhood Education and Community Education. The study locations were carried out in seven provinces, namely North Sumatra, West Sumatra, West Java, Central Java, East Kalimantan, North Sulawesi and West Nusa Tenggara.

The research method used was a survey by distributing questionnaires to participants in the academic qualification improvement program equivalent to S1 / D4 in seven provinces. Besides that, observation, interview and documentation study are used as material for confirmation, validation, and data triangulation.

Professional competencies studied include: increasing understanding of the philosophical and theoretical foundations of the teaching profession, increasing learning planning, increasing building partners in program implementation, increasing learning media development, improving learning processes, improving learning assessment, improving managing learning administration, increasing trust self, an increase in the willingness to learn independently, and an increase in the willingness to improve his knowledge [6].

3. Results and Discussion

In the following, we present the results of an evaluation of the impact of increasing the professional competence of educators on participants in the qualification improvement program equivalent to S1 / D4 at seven universities as partners of the Directorate of Teachers and Education Personnel.

The impact of increasing the professional competence of educators in North Sumatra shows that less than half (35%) are very suitable, half (54%) are appropriate, (10%) normal, and (0%) who declare less appropriate, and not appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in North Sumatra Province stated that the majority (89%) were very suitable and suitable to improve the professional competence of educators. The impact of increasing the professional competence of educators in West Sumatra shows that less than half (50%) are very suitable, half (46%) are appropriate, (4%) mediocre, and (0%) which states are less appropriate, and not appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in West Sumatra Province stated that the majority (96%) were very suitable and suitable to improve the professional competence of educators.

The impact of increasing the professional competence of educators in West Java shows that less than half (27%) are very appropriate, half (54%) are appropriate, a small portion (17%) are ordinary, and (2%) who declare less appropriate, and not appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in West Java stated that the majority (81%) were very suitable and suitable to improve the professional competence of educators. The impact of increasing the professional competence of educators in Central Java shows that less than half (23%) are very suitable, half (54%) are appropriate, a small proportion (19%) are ordinary, and (4%) who declare less appropriate, and not

appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in Central Java stated that the majority (77%) were very suitable and suitable to improve the professional competence of educators.

The impact of increasing the professional competence of educators in East Kalimantan shows that less than half (17%) are very suitable, half (57%) are appropriate, a small proportion (26%) are ordinary, and (0%) who declare less appropriate, and not appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in East Kalimantan stated that the majority (72%) were very suitable and suitable to improve the professional competence of educators. The impact of increasing the professional competence of educators in North Sulawesi shows that less than half (39%) are very suitable, half (58%) are appropriate, a small portion (3%) are ordinary, and (0%) who declare less appropriate, and not appropriate. Thus, participants in the S1 / D4 equivalent qualification improvement program in North Sulawesi stated that the majority (97%) were very suitable and suitable to improve the professional competence of educators. The impact of increasing the professional competence of educators in West Nusa Tenggara shows that less than half (0%) are very appropriate, half (33%) are appropriate, some are small (45%) are ordinary, some are small (15%) who declare less appropriate, and (5%) stated it was not appropriate. Thus participants in the S1 / D4 equivalent qualification improvement program in West Nusa Tenggara stated that the majority (35%) was suitable for increasing the professional competence of educators. Based on these data shows that in general the participants of the S1 / D4 equivalent qualification improvement program at the seven tertiary institutions studied have an impact on improving the professional competence of educators pendidik [7,8]. This program is very useful for educators who do not yet have the academic qualifications required by government regulations, and at the same time improve their professional competence, which ultimately leads to improving the quality of learning and the quality of graduates in the non-formal education pathway [1,9,10]. Professional competence as an important pillar in improving the quality of learning and the quality of graduates in the path of non-formal education, in addition to improving the academic qualifications of educators by attending S1 / D4 education levels, but also needs to be fostered and training more specifically in accordance with the education unit and students in non-formal education. This is because education units and students in non-formal education vary, including early childhood education, equality education, literacy education, courses, internships, and training [11,12,13].

4. Conclusion

Professional competence is one of the competencies required by an educator, in addition to pedagogical, personal, and social competencies. There are still many educators in the non-formal education pathway who have not met the academic qualification requirements so that the impact on professional competence is low. This study found that the policy of the Directorate of Teachers and Education Personnel in collaboration with tertiary institutions to provide opportunities for educators to undertake education equivalent to S1 / D4 had an impact on increasing professional competence.

5. References

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