

Analysis of Elementary School Teacher Competency Based on Education Background

Deitje Katuuk, Sjamsi Pasandaran, Recky H. E.Sendouw

Abstract: *This study investigated the competence of elementary school teachers by examining the background of the diversity of education that the teacher obtained. The study was conducted on 60 elementary school teachers in North Minahasa Regency using analytical descriptive methods, questionnaires and teacher competency test documents. The data were proceeded and analyzed using qualitative statistics, and analysis of competency structure to explain determinant factors in teacher competency mastery. The findings of this study indicated that pedagogic competence and professional competence of teachers are still low at all levels of education possessed by teachers, and the structure of teacher competence is still low as well. Nevertheless it was found that teachers with a background of Elementary School Teacher Education (PGSD) had better competencies than teachers who were not. Important implications of the findings of this study indicated that teacher education in the field of study, and strengthening the process of forming and mastering teacher competencies are very important. This study recommends the teacher education paradigm to be based on the development and strengthening of teacher competency structures.*

Index Terms: *Pedagogic Competence, Professional Competence, Competency Structure*

I. INTRODUCTION

Teacher competency is one of the crucial issues for Indonesia's education attempt. The main issue is teacher's competence that remains low and below the quality standard. The data of teacher's competence test which conducted by Minister of Education and Culture in 2012 showed that at the national level, the average of pedagogic competence and teacher professionalism is 45.82. The highest value was 53.60 and the lowest one was 38.2, meanwhile the average value of UKG North Sulawesi province is 41.3 still below the national average value.

This issue effected on the quality of learning process, quality of learning result, and quality of education result wholly, some researchers had conducted research, and found that teacher's competence may effect the learning process. Sjamsi Pasandaran and Deitje Katuuk found that teacher's competence affected the development of social studies learning at schools. Teacher's competence that being investigate included teacher's competence level which is obviously implicated on teacher's attempt to develop social studies' learning models (2018)(1)(2) Ikhsan Abdul Latif

found that teacher's competence effected on teacher's attempt in developing classroom action research (2017)(3); (4). Students' low result can be seen from assessment results of UN. PISA, TIMSS, and INAP 2015(5) which shown that three subjects which are Math, Science, and Reading, Indonesia's students are less competitive from countries like Vietnam, Thailand, Brazil and Peru. Even with the average value which obtained showed a raise from 2012, yet that average value still below that standard value of good and superior achievements.

There are some factors which affected teacher's low competence. The factors can be in the form of pedagogic fundamental mastery, and subject or matter of content mastery even learning strategy. Faisal Matriadi found psychological aspects which related to teacher's competence. Faisal Matriadi found the role of motivation in developing teacher's competence (2018)(6) on the other hand, Said Saggaf found the role of teacher's competence in strengthening teaching motivation (2017)(7). The effect of teacher's competence towards learning result found by Ramli Bakar (2018)(8); (9). It was also found factors that effecting teacher's competence which are motivation, attitude, teacher's creativity (10) factor of personal characteristic(11).

Many researches had been conducted, however there are only few that studied teacher's background factor. This research studies teacher's educational background which is so diverse, due to the presumption that it effects teacher's competence. The research about teacher's competence generally had not learned teacher's education background yet, whereas teacher's competence was formed through educational process which received by the teacher. The learning focuses are the teacher with teaching background and the non-teaching ones. Therefore, this article will expand the inspection concerns with the factors which effecting teacher's competence, and expand the knowledge regard with teacher's competence and factors that effecting them.

II. LITERATURE REVIEW

Dave Bartram dan Robert Roe mentioned the adequately comprehensive competency pattern as the guideline in studying the competency. Competency was defined as (1) the ability to adequately perform a task, duty or role., (2) competence integrates knowledge, skills, personal values and attitudes, (3) competence builds on knowledge and skills and is acquired through work

Revised Manuscript Received on June 8, 2019.

Deitje Katuuk, Universitas Negeri Manado, deitjekatuuk@unima.ac.id

Sjamsi Pasandaran, Universitas Negeri Manado

Recky H. E.Sendouw, Universitas Negeri Manado



experience and learning by doing(12). It is apparently the competency has main components which pointing the skill and qualification to be able to run the duties of the profession. The competencies consist of knowledge, skill, and attitude, and shaped through an educational process and experience. Therefore competency requires academic education and profession education that shall be through by ones that conducting duty of any professions.

Teacher is a profession, which requires competency, and that competency recognized as teacher's competence. Teacher's competence had became topic of discussions which is broad enough, and covered issues such as: assumptions about learning, the purposes of education, society's expectations of, and demand on, the teacher; available resources, priorities and political will, the status of profession, perceived external or international pressures,) existing tradition and culture, the broader societal context and environment in which teaching and teacher education occur(13). From the diverse review of literatures concerns with teacher's competence as explained by Maria Liakopoulou(14), Andreia Irina and Suciu(15), or Esteve M.H. (16) could be explained that teacher's competence covers professional competence, pedagogical competence, and social competence especially communication competence.

Act law No 14 2005 about teacher and lecturer determined 4 competencies which must be mastery and possessed by teachers, which are pedagogic, professional, sosial, and personality competencies. Pedagogic refers to the ability and mastery of scientific bases and educational knowledge and learning, meanwhile kompetensi professional competence refers to the ability and study field mastery and skill in implementing and developing learning. Social competence refers to the ability and capability of teacher's social in interacting and communicating with student, teacher, and her school's environment. Personality competence refers to personality traits which appear in attitude and integrity of teacher's personality.

Competency always formed through process of academic education and or profession education. The research of this article was based on model of competency which were stated by Dave Bartram dan Robert A. Roe in picture 1.

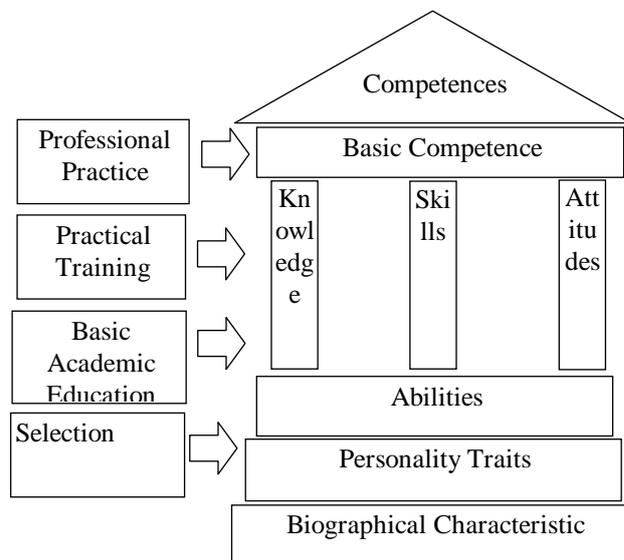


Fig 1. A Model of Competence(12)

That model gave a comprehensive depiction about competency. Knowledge, skill, and attitude were domains which forming basic competence. Competence shall be seen fully and shaped integrated through selection process, academic education, training, and personality traits, personality characters, capability, and professional practice. Competence is an integrated from knowledge, skill, values, and personal attitude of oneself. Knowledge and skill specialized skill and knowledge which obtained through education whether it is academic or profession aducation, even shaped continually through training and experience processes and empirical experience (17). KiymetSelvi seen a coverage of competence in the broader perspective since it covers knowledge elements, skills, attitude, value, and even motivation that needed for oneself to succeed in any job (18). Nevertheless, from diverse coverage about competence as mentioned above, shown three main elements which shaped competence which are special knowledge, attitude, and, skill which needed in running a profession job.

Model of competence which stated by Dave and Robert giving a theoretical based to explain that background of teacher's education is the crucial one for teacher competence's shaping. Quality and innovation of teacher will be very influential in shaping teacher's competence. This also thing shown by Cheng and Tsui who stated that the shaping of teacher's competence not merely through teacher's education, but also through professional activities for teachers (19).¹ Andreia Irina even put the social change such as characteristic of life 21st century as the factors which shall be the content of teacher's education and professional development activities now and then (15) Therefore to answer teacher's educational challenges in 21st century, diverse attempts were committed to develop innovation of teacher's education (20), (21) (22). Singapore had developed teacher's education model of 21st century (22). That innovation centered in 21st century learner as the heart or center of teacher educational development. Which means teacher's education that being developed shall be centered on 21st century's learning necessity, so that it can



produce teacher's competence which is relevant with the learning demands of 21st century. In Europe, teacher's competence developed with the global identity strengthening which featured by competing ability and global competence (16). Asossiation of Indonesia's Education Staff Institution developed diverse models of teacher's education such as integrated model between Academic Education and Profession education, Integrated Model between academic education with the additional authority and profession education, and layered model between academic education and profession education (23). Through diverse model of teacher's education above, there are four teacher's competencies which will be shaped which are: pedagogic competence, professional competence, social competence, and personality competence.

Although in the law of teacher and lecturer four teacher's competencies had been determined which are pedagogic, professional competence, social competence, and personality competence, however the experts formulated especially the structure of elementary teacher's professional competence. This structure of competence possesses different features with higher education teachers. Raka Joni formulated structure of elementary teacher's professional competence in learning model which educating that covers mastery of and skill of character building and life skill, study field mastery, and memorization of fact(24). Ranija specifically formulated elementary teacher's professional competence which is structural in components which professional and personal components, professional and informative component, professional-active component, and motivational component(25). Raka Joni and Ranija thought were based on theoretical assumptions about children cognitive development, social environment development, science and technology development, and offering of thought concerning multi disciplinary learning which based on pluralistic intelligence theory.

The mastery of this competence structure has a crucial role. Jerome Bruner(26) was an education expert who stated the urgency of structure in the process of education. In the perspective of Jerome Bruner, can be explained that the mastery of teacher's competence not merely facts or learning technique, but structure of competence mastery will give base on developing and implementing teacher's competence. By mastering structure, teacher has the transferable ability of diverse aspects of teacher's competence in the practice and process of learning. The importance of mastery the structure which stated by Jerome Bruner ini, trengthened the view of Dave Bartram and Robert A. Roe concerned with structure of competence. The mastery of teacher's competence structure, shall be the main part and essence in the teacher's educational process whether it is pre-service or in-service. RakijaZakinova and Raka Joni's thought that stated above, gave a framework of structure competence in the process of teacher's education whether it is pre-service or in-service.

III. METHODOLOGY/MATERIALS

Research method in this study is analytical descriptive method, were based on consideration that process of

teacher's competence shaping will be really influenced by many factors. Analysis towards those factors were done by using systemic approach. The data of this study were based on two main data sources. First is data of result of Teacher Competence Test (UKG) in 2015 North Minahasa Regency. That UKG consists of Pedagogic competence, professional competence, and the blend of pedagogic competence and professional competence. Second is data of interview with 60 elementary teachers in North Minahasa regency. Data of interview was used in order to find description concerning factors related with the teacher's competence. Aspects of issues that were studied covering aspects of teacher's knowledge regard with competence, teacher's knowledge source concerning competence, and attempt of professional development. Data were analyzed based on teacher's education background which classified into two groups which are teacher with teaching education background and non teaching education background. Data collection were done through (1) document data result of UKG in 2015 North Minahasa regency that were obtained from Teacher Directorate and Educational Staff Minister of Education and Culture, and (2) interview towards elementary teacher in North Minahasa Regency. Data were proceed by using statistic descriptive analysis, and presented in the form of table and graph.

IV. RESULTS AND FINDINGS

Description of pedagogic competence of elementary teachers in North Minahasa regency can be seen in the average value distribution result of UKG. Graph 1.1. showed that most of it which is mostly 68.14% value that obtained by teachers were below the number or value 50. Meanwhile teachers that obtained value that is bigger than 50 are 31.35%. teachers who obtained value above 70 only 2,67%. There are the far lowest value 9,26 and the highest 87, 26, with the standard deviation 12,83, and average value 44.13. the average value result of UKG were mentioned above strengthen and more emphasizing that teachers' pedagogic competence still remain low. The average low score in fact were below the national average value. Standard deviation of value that high showed also that there are value disparity, disparity of ability, and disparity of pedagogic competence.

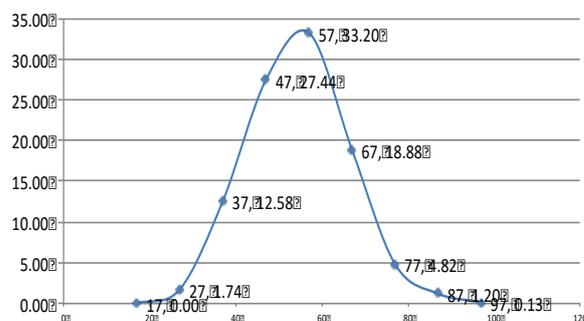


Fig. 1. Value Distribution of UKG pedagogic competence of teachers in North Minahasa



Regency

Description about elementary teachers professional competence of North Minahasa Regency, presented in graph 1.2. showed that 41.78% value result of competence test were below 50 and only dan 22% teachers that obtained value above 50, with the detail of teachers that obtained value between 60-70 are 23.7%, and those who obtained value > 80 are 1.33%. Even the average value of pedagogic

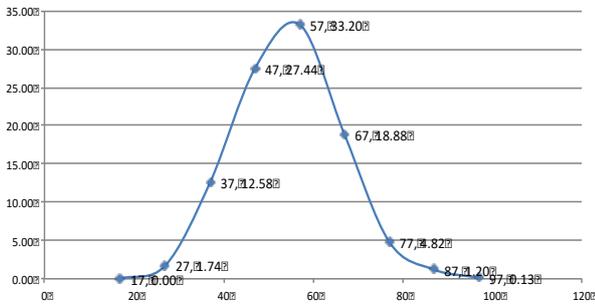


Fig. 2. Elementary Teachers Professional Competence of North Minahasa Regency

If value of both competences were combined, it showed a tendency of consistent value which depicting pedagogic competence and professional competence of teacher still remain low occur at 63.59% with the lowest value 9.84. Teachers that obtained value > from 50 are 36.41% with the distribution teachers that obtained value 60-70 are 35.34%, and those who obtained value > 80 are 0.9%, with the highest value 80.56. This result showed a disparity of competence among teachers in a regency. Graphically, profile of pedagogic competence and professional competence were depicting in graph 1.3.

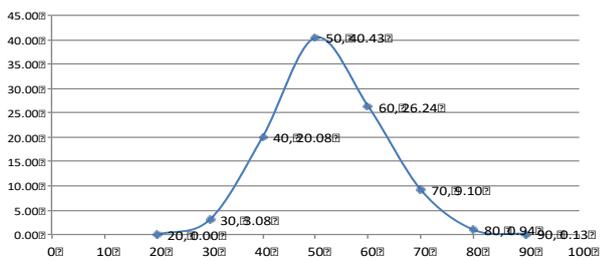


Fig. 3. Value Distribution of UKG Value Pedagogic Competence and professional competence of teachers in North Minahasa regency.

In this research, teachers which being investigated had education background that consist of teachers with magister degree (S2) found 3%, Associate's degree 4 (D4) and or Bachelor degree (S1) are 73%, Associate's degree 2 (D2) are, 5%, meanwhile those who graduated from senior high school or at the same level are 19%. Seen from the level of education apparently that several that are mostly 76.% elementary teacher in North Minahasa Regency had been sufficed the education qualification standard which are D4/S1 and even had S2 degree qualification. Nevertheless few teachers that had not sufficed the education qualification or those who less qualified who are those that graduated

from Senior High School (SMA) or a level, or those that still Associate's degree D1, D2, and D3. This data showed something interesting to be learned which is why teachers with educational background which is mostly had been qualified, had not being a guarantee that they have pedagogic competence and a good professional competence

Data in graph 1.4. present a description about elementary teacher's profile of competency in North Minahasa Regency which shown a different tendency. Teachers with bachelor degree have average competence value that is higher than teachers with below bachelor degree educational background or Associate's degree 4 (D4). Pedagogic competence of teachers inclined to be higher than professional competence. Teacher's pedagogic competence with bachelor degree background have the tendency that is higher than teachers that had magister degree educational background, and teachers with educational background that is below bachelor degree. The same thing depicted on teachers' professional competence and or if pedagogic competence and professional competence been evaluated altogether.

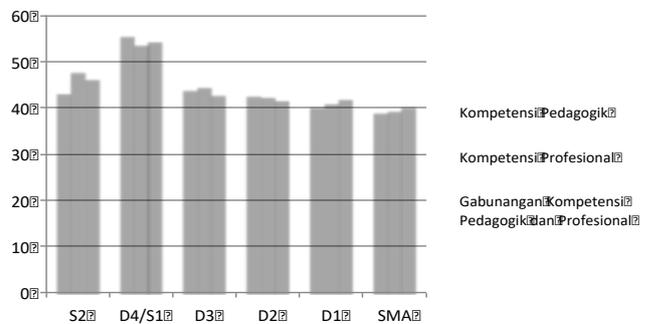


Fig. 4. Profile of Teacher Competence Test value view from Educational Background of Teachers in Minahasa Regency

Background of science field education categorized as follow (1) teachers with science of teaching education field background, (2) education of Elementary, (3) study field education, and (4) non teaching. The findings (graph 1.5) showed that the four groups, professional competence still remain high than pedagogic competence. Teachers who had elementary teaching educational background (PGSD) has professional competence and pedagogic competence that is higher, then followed by teachers from group of study field education, group of education, and teachers with science of teaching background which are non teaching ones.

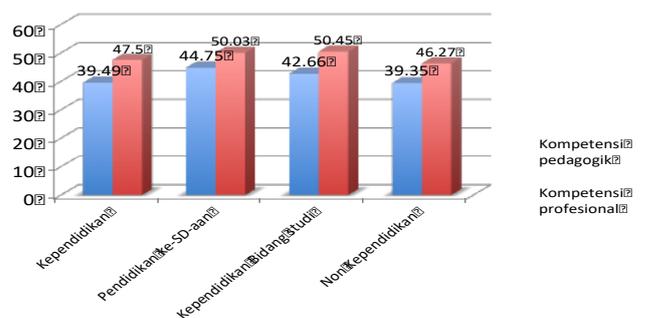


Fig. 5. Profile of Teacher Competence Test value viewed from education's



linierity.

This research showed important findings the first is pedagogic competence and professional competence of teachers still remain low. This condition can be explained from the level of education that owned by the teachers. Mostly teachers that were qualified are minimum bachelor degree. However still found that several teachers in the significant amount which is around 24% had not sufficed the bachelor degree's qualification yet. The existence of teachers that had not sufficed the education qualification had substantial weaknesses which can effect the teachers' performance themselves. That weaknesses are mainly academic either in case of mastery of science's basis, content of study field, nor learning methodology mastery. These academic weaknesses became the weak point of teacher's competence whether it is pedagogic competence or professional competence. This research findings strengthened the thesis of Yin Cheong Cheng and Tsui about the importance of teacher's education and profession development in pedagogic competence and teacher's professional competence(19).

Pedagogic competence gave basis or foundation concerning science of teaching education which can strengthen a teacher's ability in running her instructional duties. The science basis knowledge of them are as follow: knowledge about children development, basis and learning theories, theory about motivation, knowledge about curriculum, strategy and method of learning. Irina AdreiaSuciu(15) even stated that pedagogic competence is a minimum professional standard which required by a teacher to be able to conduct activities of teaching well. Professional competence gave a knowledge and professional skills basis, that can be in the form of knowledge and mastery of learning content, knowledge and skill in conducting diverse models and syntax of learning, skill in conducting the lesson in and out class.

Professional competence is an ability that is dynamic, and always develops following the development of science knowledge and technology and society's..in this persepective can be said that the development of modern society currently can take or give new dimension towards teacher's professional competence. Those new dimensions related with the demands of preparation for life, preparation for education, skill refreshment and improvement of professional mobility; development of global and critical thinking, development of a democratic and civic culture, and readiness for intercultural dialog on the basis of tolerance and cooperation(27). New dimensions of professional competence strengthening the findings of this research that pedagogic competence and teacher's professional competence required academic knowledge not merely covers knowledge and skill of pedagogic but also knowledge and mastery of global education dimmension mastery. The second findings is the background of education level still less relevant or less likely suit with the field skill as elementary teacher. Elementary teachers mostly have magister academic degree and bachelor, nevertheless they have very diverse

disciplinary background and diverse skills. Diciplinary field and skill can be categorized are science of teaching field, field study education, elementary teacher education, and non-teaching as doctor, social science, and science. This skill field is very important since it is a line with the Law regard with teachers and lecturer that were required about linearity of science field and skill. Elementary teachers should be bachelor of elementary teacher education or psychology bachelor. This requirements was an academic requirement since the education model of elementary school in Indonesia developed classroom teacher model, not study field teacher. Classroom teachers shall have professional competence for five study field which are math, social science, science, Indonesian, and Citizenship Education.

The findings of this research strengthening the thesis that the incompatibility of study field and skill will implicate on pedagogic competence and teacher professionalism which may cause pedagogic competence and professional competences of teacher turned weak. That weaknesses were caused by incompatibility of teacher's educational background with the structure of elementary teacher's professional competence. This thing clearly stated by Ranija which exolained about the elementary teacher's competence structure. There are some components that shall be mastery as elementary teacher's competence which is professional components and personal which covering professional aspects and teacher's personality such as study field mastery, motivation, sympathy dan empathy, care of the development and condistion of student. Professional and informative compenents which covering mastery and skills in applying diverse teaching methods included taking banefit of diverse information and communication technology. Professional-active components which can be in the form of organization skill, social skill, communication skill, skill of analysis process and interpretation, and intellectual skills such as analytical thinking skill, critical, and thinking in higher order thinking (25). So does, Raka Joni in the thoughts concerning learning that is educating strengthening this finding that thoughts regarded with learning that elementary teachers should have had educating learning competence which covers component of character and life skills, elementary field study mastery, and introduction of environment and fact so that learning happened in a contextual learning process with life of the students environment' (24).

This finding were favored by the thoughts concerning elementary teacher's professional competence, more affirming that study field mastery and skill of elementary shall be the main part of professional competence and elementary teacher's pedagogic competence. That competence can be build in the structure of components of elementary knowledge such as knowledge and recognizing concerned with aims, range, and paradigm of elementary education; component of pedagogic skill and professional learning of elementary especially mastery of study fields whether it is substantial content or learning practice.



Social component as social skill in interacting with student, student's parents, and school environment and student's environment starts from the closest environment till the global society's life. Personality component in order to shape character and life skill. there are pillars of character that shall be shaped such as honesty, devotion, faith, caring, responsible, fair, smart and critical, objective, and respect of the others, the advancement and achievement having a high development motive.

The third finding that is teachers with elementary education background (PGSD) obviously had a low pedagogic competence and professional competence, and this finding also indicates the lowness of effectivity and quality of elementary teacher. There are two crucial aspects as well in strengthening and elevating effectivity and educational quality of elementary teacher. The first aspect is strengthening of elementary educational basis mastery, and the second aspect is increasing skill of developing diverse elementary's innovative learning model. Zakirova stated three teachers' professional competence of elementary teacher that must be shaped through program of elementary teacher's education. Those three components consist of professional informative component, professional-active component, and motivational component (25). Model of learning that is educating as stated by Raka Joni showed some important components that shall be mastered by Elementary teacher which is mastery of children psychology aspects, mastery of disciplinary field, and skills in implementing learning.

The finding of this research and competence aspects that stated by those experts above, confirmed about the importance of shaping and strengthening aspects of competence in elementary teacher's education. Pedagogic competence should cover mastery of aspects (1) student psychology such as psychological development, intellectual, social, emotional. (2) mastery the bases and learning theories. Teacher must know and mastery the concepts, approaches, learning principles, and theories of learning which become the bases of learning models which developed. (3) mastery the theories concern with curriculum such as concept of curriculum, structure of curriculum, principles of developing curriculum, foundation of curriculum development, models of curriculum that implemented and mastery components of curriculum, and management of curriculum. (4) mastery of learning material whether it is concept, principles of choosing media, benefit taking and media development, diverse media whether it is conventional or modern informational and communication technology. (5) mastery and able to do assessment, which are concepts of learning result, characteristic of a good assessment, principles of assessment, and grinding of test and measurement construction.

Strengthening of professional competence refers to (1) mastery of field study's substantial mastery. In elementary school, substance of field study consists of Math, Social Science (IPS), Science (IPA), Pancasila education and Citizenship Education (PPKn), and Indonesia Language, (2) mastery of learning methodologies aspects and skill in

developing and implementing those five subjects, (3) mastery and skill of choosing and using learning medias whether it is conventional or informational and communicational technology based media, (4) mastery and skill in conducting assessment of study result by using diverse ways of assessment.

The fourth finding related with effectivity of education and profession program training (PLPG) which were given to the teachers all these times. This finding confirmed the teachers' competence aspects and the process of education and profession program training (PLPG) which apparently still remain weak. Whereas PLPG is the part of profession's education attempt that were aimed to develop, shape, and strengthen teacher's competence. The important finding from this research is the finding that process of competence shaping is inadequate if merely through a short program such as PLPG. There are still some aspects which became the weakness point of PLPG process that had been done all these. The finding of this research strengthen the thesis and the finding from the experts that process of shaping the competence shall be through a particular process of profession education which committed systemic and systematic. In shaping the competences of pedagogic, professional, social, and personality requires an education process which conducted professionally and qualified. Education and training remain constant and need to be done to develop the professionalism sustainably. The rapid development of science and technology and society's development produced diverse new paradigms and causing a paradigm shifting in the process of learning. The change and the shifting of paradigm shall be followed by teacher's education whether it is pre-service or in-service which conducted sustainably.

The finding of the research and discussion which had been done shown that the structure of teacher's competence were important aspects in the process of teachers' education whether it is pre-service or in-service. The structure of competence were a framework of competence that shall cover the foundations of scientific, psychology aspects and theory of learning, the substantial essence and curriculum of study field, methodology of learning, the development of science, technology of information and communication, and shaping of professional attitude of teacher's profession. Mastery of competence's structure will give a strong foundation for development and and implementation process of learning. Teacher can develop aspects of knowledge, creativity in the process and implementation of learning.

Linirity of study field became important factor in shaping the professional competence especially in mastering materials of study field or teaching materials, and creative models of learning. Classroom teacher's competence, became a weakness even though it was assumed with theory of pluralistic intelligence that oneself posses an intelligence ability that can mastery diverse study field materials. This research showed that not all teachers mastery the study field neither learning materias nor strategy and method of learning for every study

fields.

V. CONCLUSION

From the findings of this research it is deduced that background of education implicated to the teacher's competence shaping. Academic education and teacher's profession education will give a scientific foundation and profession for the shaping of teacher's competence. Sustainable education and training are required as well for the development of professionalism continually. The mastery of teacher's competence structure has been given whether through academic process education, teacher's profession education or sustainable education and training. The strengthening of competence's structure will give foundation, strengthen, and encourage creativity and innovation of teachers in developing learning. Teachers' education is supposed to guarantee linierity of study field and teaching that shall be mastery by elementary teacher.

ACKNOWLEDGEMENT

The writer would like to give appreciation and gratitude to the researcher team, institutions that had been facilitated the conduction of research activity, and all friends that were prepared this article altogether.

REFERENCES

- [1] 1. Sjamsi Pasandaran. Teacher Competence in the Application of Social Science Learning Models. 2018;226(Icscs):794-6.
- [2] 2. Kunter M, Klusmann U, Richter D. Professional Competence of Teachers : Effects on Instructional Quality and Student Development. J Educ Psychol © 2013 Am Psychol Assoc 2013, Vol 105, No 3, 805-82. 2013;(April 2015).
- [3] 3. Ikhsan Abdul Latif. Teachers' Competence in Creating Classroom Action Research (CAR) Proposal. 2017;158(Iette):372-80.
- [4] 4. Ningtiyas FA. Mathematics Teachers ' Pedagogical Competence : How is the Attitude of the Mathematics Teachers in Teaching? 2018;157(Miseic):227-30.
- [5] 5. Nisam. Ringkasan Hasil-hasil Asesmen: Belajar dari Hasil UN, PISA, TIMSS, INAP.
- [6] 6. Matriadi F. Senior High Schools Teacher ' s Performance through the Mediating Role of Job Motivation. 2018;46(Ebic 2017):612-9.
- [7] 7. Saggaf MS, Salam R, Wirawan H, Ülger M. The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office. 2018;127(Icaaip 2017):111-4.
- [8] 8. Bakar R. The influence of professional teachers on Padang vocational school students ' achievement. 2018;39(19).
- [9] 9. Ramli. The Effect of Teacher Performance on Student ' s Productive Competencies in Vocational High School. 3rd UPI Int Conf Tech Vocat Educ Train. 2015;162-6.
- [10] 10. Wenno IH, Pd S, Pd M. Analysis of Factors Affecting Teacher Competence Physics Science SMP in the District of West Seram Maluku Province. Int J Sci Res (IJSR), Vol 5 Issue 6, June 2016. 2016;5(6):1061-7.
- [11] 11. Ahmed M, Ahmed M, Ahmed S. A STUDY OF THE FACTORS AFFECTING THE PROFESSIONAL PERFORMANCE OF TEACHERS AT HIGHER EDUCATION LEVEL IN KHYBER PAKHTUNKHWA. Acad Res Int Vol 2, No 2, March 2012. 2012;2(2):336-41.
- [12] 12. Bartram D, Roe RA. Definition and Assessment of Competences in the Context of the European Diploma in Psychology. Eur Psychol 2005; Vol 10(2):93-102. 2005;10(2):93-102.
- [13] 13. Koster D. Discover the world ' s research European Journal of Teacher Education. Eur J Teach Educ Vol 31, No 2, May 2008, 135-149.
- [14] 14. Liakopoulou M. The Professional Competence of Teachers : Which qualities , attitudes , skills and knowledge contribute to a teacher ' s effectiveness ? Int J Humanit Soc Sci. 2011;1(21):66-78.

- [15] 15. Suci A. Pedagogical Competences – The Key to Efficient Education Pedagogical Competences – The Key to Efficient Education. Int Online J Educ Sci 2011, 3(2), 411-423. 2011;(March 2015).
- [16] 16. Esteve MH. Initial Teacher Education in Europe: Shaping teachers for the 21st century. Educ Res J Vol 6(11) 203 – 208, Novemb 2016.
- [17] 17. Klieme E, Hartig J, Rauch DP. The Concept of Competence in Educational. Zeitschrift für Psychol / J Psychol 216, 60-72. 2008;(May 2014).
- [18] 18. Kiymet Selvi. Teachers ' Competencies. nternational J Philos Cult Axiolog · January 2010. 2016;(January 2010).
- [19] 19. Cheng YC. Total teacher effectiveness: new conception and improvement. Int J Educ Manag. 2016;10(6):7-17.
- [20] 20. Low WLE. Editorial: teacher education for the 21st century. 2015;189-91.
- [21] 21. Darling-hammond L. CONSTRUCTING 21st-CENTURY TEACHER EDUCATION. J Teach Educ Vol 57, No X, Mon 2006 1-15. 2006;57(Xx):1-15.
- [22] 22. National Institute of Education. A Teacher Education Model for the 21. Natl Inst Educ Singapore.
- [23] 23. Sjamsi Pasandaran. Model Kurikulum dan Pengembangan Standar Isi Pembelajaran. Manado; 2015.
- [24] 24. Joni TR. Pembelajaran yang Mendidik : Artikulasi Konseptual , Terapan Kontekstual dan Verifikasi Empirik. J ILMU PENDIDIKAN, JUNI 2005, JILID 12, NOMOR 2. :1-37.
- [25] 25. Zakirova RR. The Structure of Primary School Teachers ' Professional Competence. Int J Environ Sci Educ 2016, 11(6), 1167-1173. 2016;11(6):1167-73.
- [26] 26. Bruner J. Jerome Bruner and The Process of Education. 1996.
- [27] 27. Orazbayeva KO. Professional Competence of Teachers in the Age of Globalization. Int J Environ Sci Educ 2016, VOL 11, NO 9, 2659-2672. 2016;11(9):2659-72.

AUTHORS'S PROFILE



Deitje Katuuk is a professor at the Education School Primary Education Study Program, Manado State University and also teaches in the Unima Postgraduate Program in the field of Primary School Education Management. She currently serves as the vice rector of the academic field. She has published several books and articles published in proceedings and journals.



Sjamsi Pasandaran currently works at Manado State University (Unima) as a Professor in the Pancasila and Civics Education Study Program. He is also a lecturer in the Postgraduate Program with expertise in Social Sciences Education and Civics Education. He had been involved in the Project for Establishing a Campus Integrity Zone carried out with the Corruption Eradication Commission; The Portfolio Learning Project "became a good citizen" by the Center for Civics Education, USA. He is also involved in human rights projects for refugee protection with the Indonesian National Police and UNHCR. Currently also serves as a Quality Assurance at National Higher Education Accreditation Agency. He has published several books and articles published in proceedings and journals.



Recky H. E. Sendouw, currently working as a lecturer at the Public Administration Study Program at the Faculty of Social Sciences, Manado State University (Unima). He is a PhD graduating from Okayama University Japan in Regional Economics. Currently active in research in Economics; and Community Service in the field of Entrepreneurship. He received several Research and Community Service Grants from within and outside the country. He has published several books and is also active in publishing research results in proceedings and journals.

