

**COMPETENCY ANALYSIS OF MUSIC ART PAMONG TEACHER CERTIFIED
AND ITS RELATIONSHIP WITH STUDENT COMPETENCE IN PARTNERS
SCHOOL OF STATE UNIVERSITY OF MEDAN (UNIMED), MEDAN, INDONESIA**

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ABSTRACT: *This study aims to find out about the competence of certified music artisan teachers and their relationship to the competence of PPL students in the partner schools of Medan State University. The method used in this study is the preparation and validation of the research instrument consisting of sequences, interviews and documentation. The questionnaire used is closed and uses scalalitics. Interviews are conducted with the researchers to raise the questions of the students about the school to obtain the data of the teacher certification of teacher certification. Documentation should be carried out with the assessment of the certification of the teacher certification committee. The results obtained in this study were that the average level of competency in post-certified teacher performance at PPL UNIMED partner Senior High School was 78.77% which consisted of pedagogic competence on average 87.52% (competency category), 87.35% (categorical competence) competency, 87.60% (categorical competence) and professional competency. 51.08% (category of competency). The lowest level of competency in teacher performance after certification is professional competence, still in the category of less competent (an average of 51.08%).*

KEYWORDS: Music Art, Teacher, Students, Certificate

INTRODUCTION

Teacher certification is the process of educating teachers to teachers who fulfill the requirements. Certification aims to 1) determine teacher worthiness in carrying out the task as a professional educator, 2) improve the learning process and outcomes, 3) improve teacher welfare, and 4) improve teacher dignity in the realization of quality national education (Dikti, Ministry of National Education, Book 2, 2009). Teacher certification is an effort to improve the quality of educators followed by an increase in the welfare of teachers. Through certification, teacher performance is expected to increase which has implications for improving the quality of education in a sustainable manner. Implementation of teacher certification in office is carried out through: Teacher Education and Professional Training (PLPG). In teacher certification through competency testing in the form of a PLPG assessment, teacher competencies assessed include the final PLPG exam, and the National Teacher Competency Test (UKG) / Writing Examination (UTN). Teachers who have a teacher certificate are professional teachers, will receive benefits a one-time profession basic salary from the government can improve its welfare, so that its performance is expected to also increase. Improving teacher performance will improve the learning process in schools which ultimately can improve the quality of education. In connection with the above, the Music Education study program, FBS Unimed as an institution producing educational personnel (Music Art Teachers) who have a mission "to carry out education in order to produce a professional Bachelor of Music Arts Education and able to compete in the job market". It is appropriate to interact and

be relevant to the academic development in the school as a labor market or user. To realize the mission of the Music Arts Study Program and the demands of Law No. 14 of 2005 concerning Teachers and Lecturers, music arts students must attend the Field Experience Program (PPL) in training schools as *Unimed* partners. In the PPL program, students are guided by Field Supervisors and Civil Service Teachers which are useful for: 1) implementing concept theories and learning experiences on campus into teaching and non-teaching practices in training schools and 2) to enable prospective teacher students to have pedagogic, personality, social, and professional. The tutor teacher is a high school / junior high school teacher who is assigned to guide prospective teacher students according to their field of study while attending PPL at school. Material (PPLT Team, 2009).

REVIEW OF LITERATURE

Professional Teacher

According to the Republic of Indonesia Law No. 20 of 2003 concerning the National Education system, Republic of Indonesia Law No. 14 of 2005 concerning National Education Standards, states that teachers are professional professionals. Professional teachers must have academic qualifications minimum (S-1) or diploma (D-IV), mastering competencies (pedagogic, professional, social and personality), possessing educator certificates, healthy physical and psychological, and having the ability to realize national educational goals. (Director General of Higher Education, Ministry of National Education, Book 2, 2017) Professional recognition for teachers is proven through educator certificates. Qualifications for teachers as professionals are S-1 / D-IV evidenced by diploma, which is revised by Ministerial Decision Research, Technology, and Education Higher Number 296 / M / KPT / 2016 concerning Determination of Higher Education Culture of the Republic of Indonesia Number 29 Year 2016 concerning Certification for Teachers Appointed Before 2016, Teachers who can take teacher certification through the PLPG are teachers who meet the following conditions: a. Appointed before December 31, 2005 who have S-1 / D-IV qualifications who are registered at DAPODIK and AP2SG, fulfill administrative requirements, and have participated in the 2015G UKG. Appointed from 31 December 2005 to 30 December 2015 registered with DAPODIK and AP2SG and fulfilled the administrative requirements and UKG requirements with a minimum score of 60 (*Dirjen Dikti*, Ministry of National Education, Book 2, 2017). Meanwhile the requirements for mastering competencies as agents of learning include pedagogic, personal, professional and social competencies, as evidenced by certification as educators. On the teacher's profession, the government rewards in the form of a professional allowance of one basic salary

Teacher Certification

Teacher certification is the process of awarding educator certificates to teachers who have fulfilled the requirements (*Dirjen Dikti*, Ministry of National Education, Book 2 2009). Teacher certification is an effort to improve the quality of education followed by an increase in the welfare of teachers. Through certification, it is expected that teacher performance will increase which has implications for the quality of education in a sustainable manner. Certification aims to: 1) determine the feasibility of teachers in carrying out their duties as professional educators, 2) improve learning processes and outcomes, 3) improve the welfare of teachers, and 4) improve the dignity of teachers in realizing quality national *education Dikti, Depdiknas, Book*

2, 2009) Teacher certification is an effort to improve the quality of educators followed by an increase in the welfare of teachers. This form of welfare improvement is in the form of providing professional allowances for teachers who have an educator certificate and fulfill other requirements in accordance with applicable regulations. The allowance applies to civil servant teachers and private teachers. The implementation of certification activities involves many agencies including: Ministry of Research and Technology, Technology and Higher Education (*Kemenristekdikti*), Ministry of Education and Culture (*Kemdikbud*), Consortium for Teacher Certification (KSG), LPMP, Provincial / District / City Education Offices, and Rayon and *Subrayon* LPTKs (Director General of Higher Education, Ministry of National Education, Buku2, 2017). In 2017, the certification graduation assessment is through the results of the PLPG and UKG examinations.

Field Experience Program (PPL)

The field experience program (PPL) is one of the fields of scholarship for students of Education. Music Arts that are held in the campus, work on educational practices, both teaching and non teaching in training schools. Training schools where prospective teachers carry out PPL are *Unimed* partners in realizing their vision and mission. In the PPL program, students are guided in training schools to: 1) implement theories, concepts and learning insights on campus into teaching and non-teaching practices at school practice sites and 2) to enable prospective teacher students to have pedagogical, personal, social and professional competencies . PPLT student coaching is carried out by Civil Service Teachers and Field Supervisors who fulfill the requirements as mentors and tutors. The tutor teacher is a high school / junior high school teacher who is assigned to guide prospective teacher students according to their field of study while attending PPL at the training school (Team PPL, 2009).

METHODOLOGY OF THE RESEARCH

The research procedure is carried out as follows:

Preparation and Validation of Research Instruments

The variables in this study were post-certification music arts teacher (*pamong*) competencies as independent variables and PPL student competency variables as dependent variables. This variable of review is viewed from the variable 4 competencies (sub variables), each of which consists of indicators. The variables of this study were measured using various instrument variables. The compilation and validation of research instruments are as follows: Questionnaire, **2. Interview and Documentation**

a. Questionnaire

The questionnaire used is closed and uses scalability and consists of 2 types, namely: 1) teacher questionnaire for competency teacher performance after certification is completed with the option selection, 2) student questionnaire for pedagogic learning competency, personality, and social music teacher. This *rikert* scale has a *gradation* from very positive to very negative. Each question item is composed of four choices (A, B, C, D) which have a weight each: that is A with weight 4, B with weight 3, C with weight 2 and D with weight 1.

b. Interview

Urgent research on the discussion of the students of the school to get the competency data of the Music Master certification teacher.

c. Documentation

One of them determines the teacher's willingness to implement the service as a professional educator is through an PLPG assessment. PLPG assessment is a recognition of teacher professionalism. One component of the PLPG assessment is to include planning and learning implementation Minister of National Education Regulation No. 18 of 2007 Teacher certification in the position).

Documentation is used to support the strengthening of the answers that have been given. Researchers love the school curriculum for schools with students and RPPs developed by art of music/tutor teachers in partner schools. Assessment instruments for RPP are used as amusements.

RESULTS AND DISCUSSION**Research Results**

The results of the analysis of competency data on certified certification music teacher performance at PPL Partner High School of Medan State University for each of the two levels in North Sumatra, namely *Karo Regency, Tebing Tinggi, and Serdang Beragai, Deli Serdang, BinjaidanLangkat* from various sources of data (certified music Art teachers and students of lazy schools).

Regional Location of Binjai City

Based on the analysis conducted, it was found that the average percentage of competency level on the performance of teachers in the Pacific certification program in *Binjai, SMAN 4 Binjai, Senior High School 5 Binjai, Senior High School 6 Binjai, Senior High School 7 Binjai, Senior High School 8 Binjai*) competed at 75.20 including in the "competent" category.

Performance competency of certified music art teacher after certification at UNIMED PPL Mitara High School in *Binjai (Binjai Senior High School 2, Binjai Senior High School 3, Senior High School 4 Binjai, Senior High School 5 Binjai, Senior High School 6 Binjai, Senior High School 7 Binjai, Senior High School 8 Binjai)* pedagogic, personality, social and professional competence. From the results of table observations 4.1, it turns out that the average level of competency of the performance of music arts teachers after certification at Mitara PPL UNIMED High School in *Binjai (SMAN 2 Binjai, SMAN 3 Binjai, SMAN 4 Binjai, SMAN 5 Binjai, SMAN 6 Binjai, SMAN 5 Binjai, SMAN 6 Binjai, SMAN 7 Binjai* , The lowest of *SMAN 8 Binjai* is in professional competence, which is 44.29% which is in the category of "less competent". The highest level of competency in the performance of music arts teachers after certification is in personality competency, which is 88.44% which is categorized as "very competent". While pedagogic competence, which is 75.77% is still included in the "competent" category.

Regional Location of Deli Serdang Regency

The results of the data analysis of post-certification music art teacher performance at PPL *Mitra* High School Medan State University in Deli *Serdang* district (*Lubuk Pakam* 1 State High School, *Lubuk Pakam* Senior High School 2, *Galang* High School 1, *Bangun Purba* 1 High School, *Lubuk Pakam* Methodist High School, YP *Karya Lubuk* High School *Pakam*, and YP *Pembangunan Galang* High School) for post certification music art teachers, students and principals. Based on the results of the analysis carried out, the lowest level of competency of post-certification music art teachers was professional competence, which amounted to 49.55% in the category of "less competent." The highest was personality competence, which amounted to 86.82% including the very competent category, and 82.66% social competence is categorized as competent, and pedagogic competence is 82.55% including competent categories.

Competence of performance of certified music art teacher after certification at PPL Partner High School Medan State University in Deli *Serdang* District (*Lubuk Pakam* 1 State High School, *Lubuk Pakam* High School 2, *Galang* 1 High School, *Bangun Purba* 1 High School, *Lubuk Pakam* Methodist High School, *Lubuk Pakam* High School and YP *Pembangunan Galang* High School) consists of 4 competencies namely pedagogic, personality, social and professional competencies. The average level of competency of the performance of music arts teacher at PPL *Mitra* SMA Medan State University in Deli *Serdang* Regency (*Lubuk Pakam* 1 State High School, *Lubuk Pakam* Senior High School 2, 1 *Galang* High School, 1 *Bangun Purba* Senior High School, *Lubuk Pakam* Methodist High School, YP *Karya Lubuk* High School *Pakam*, and YP High School Development *Galang*) are the lowest in professional competence, which is 44.29% which is categorized as less competent. The highest level of competency in the performance of post-certification music art teachers is in personality competency, which is 86.82%, including the highly competent and social competency categories, namely 82.66% including the competent category and pedagogic competency which is 82.55% including the competent categories.

Regional Location of Serdang Bedagai Regency

The results of the analysis were found to be the average percentage of the level of competency in the performance of music arts teachers after the certification of *Serdang Bedagai* Regency (*Perbaungan* Senior High School 1, *P. Cermin* High School 1, *Sei Rampah* High School 1, *D Masihol* Senior High School 1, *Tanjung Beringin* Senior High School 1, *Bintang Bayu* Senior High School 1 *Setia Budi* High School, *Satria Dharma* High School, *Sei Rampah* High School Senior High School is at the 76.97 competency level included in the competent category. The lowest level of competency of post-certification music art teachers is professional competence, which is 52.26% which is categorized as less competent, the highest is social competence 89.54% is very competent and 85.06% personal competence is very competent and competent. pedagogic that is equal to 81.45% including the competent category.

Performance competency of certified music art teacher after certification at UNIMED PPL Partner High School (*Perbaungan* Senior High School 1, *P. Cermin* High School 1, *Sei Rampah* Senior High School 1, Senior High School 1 *D Masihol*, *Tanjung Beringin* Senior High School 1, *Bintang Bayu* Senior High School 1, *Setia Budi* High School, *Satria Dharma* High School, Exemplary High School *Sei Rampah*) consists of 4 competencies namely pedagogic, personality, social and professional competence. From the results of observations in table 4.12 it turns out that the average performance of post-certified music arts teachers at

UNIMED PPL Partner High School (*Perbaungan Senior High School 1, P. Cermin High School 1, Sei Rampah Senior High School, 1 D Senior High School, Tanjung Beringin Senior High School 1, Bintang Bayu Senior High School, Setia Budi High School*), The lowest *Satria Dharma High School*, the *Sei Rampah Exemplary High School* is in the professional competence of 52.26% which is categorized as less competent, the highest level of competency in the performance of post-certification music art teachers is in social competence, which is 89.54% including very competent category and personality competence that is equal to 88.31% including very competent category and pedagogic competence that is equal to 81.45% including competent categories.

Location of Langkat Region

The results of the analysis were found to be the average percentage of the level of competency of the performance of music arts teacher after *Langkat* Regency certification (*Senior High School 1 stabat, Senior High School 1 Gebang, Senior High School 1 Temple, Senior High School Preparation, Darma Putra P. Brandan High School*) are in the rank of competence 79, 90% includes in the competent category. The lowest level of competency in post-certification music art teachers is professional competence, namely 54.22% which is categorized as less competent, the highest is 90.55% social competence including highly competent categories and 89.87% personality competencies including highly competent and competent categories. pedagogic that is 84.96% is categorized as competent.

Performance competency of certified music art teacher after certification at UNIMED PPL Partner High School (*Senior High School 1 stabat, Senior High School 1 Gebang, Senior High School 1 Tj Pura, SMA Stabat preparation, Darma Putra P. Brandan High School*) consists of 4 competencies namely pedagogic, personality, social and professional. From the observation table 4.22 it turns out that the average performance of post-certification music art teachers in PPL Partner High School UNIMED *Langkat* District (*1 stabat Senior High School, 1 Gebang Senior High School, 1 Junior High School, High School Preparation, the lowest Darma Putra P. Brandan High School*) in the professional competency that is 54.22% which is categorized as less competent, the highest level of competency in the performance of music arts teachers after certification is in social competency, which is equal to 90.55% including the very competent and competent personality category which is 89.87% categorized very competent and pedagogic competence that is equal to 84.64% including competent categories.

Location of Karo Regency

The results of the analysis were found to be the average percentage of the level of competency in the performance of music arts teachers after the certification of Karo Regency (*SMAN 1 Kabanjahe, SMAN 2 Kabanjahe, SMAN 1 Tiga arrow, SMAN 1 Brastagi, Santa Maria Kabanjahe High School, Catholic High School Kabnjahe, SMA GBKP Kabanjahe*) in the 92.80% level of competence including in the very competent category. The lowest level of competency in post-certification music art teachers is professional competence, namely 57.08% which is categorized as less competent, the highest is social competence 90.65% including highly competent categories and 87.62% personality competencies including highly competent and competent categories pedagogic is 82.64% including competent category.

Performance competency of certified music arts teacher after certification at UNIMED PPL Partner High School (*SMAN 1 Kabanjahe, SMAN 2 Kabanjahe, SMAN 1 Tiga arrow, SMAN 1 Brastagi, Santa Maria Kabanjahe High School, Kabnjahe Catholic High School, GBKP*

Kabanjahe High School) consists of 4 competencies namely pedagogic, personality, social and professional. From the observation in table 4.17, it turns out that the average performance of music art teachers after certification in PPL UNIMED High School, *Karo* District (SMAN 1 *Kabanjahe*, SMAN 2 *Kabanjahe*, SMAN 1 *Tiga* arrow, SMAN 1 *Brastagi*, Santa Maria *Kabanjahe* High School, Catholic High School *Kabnjahe*, SMA The lowest GBKP *Kabanjahe* is in professional competence, namely 57.08% which is categorized as less competent, the highest level of competency in the performance of post-certification music art teachers is social competence, which is 90.65% including the highly competent category and personality competency, namely 87.62% is categorized as very competent and pedagogic competence is 82.64% including competent categories.

Location of *Tebing Tinggi* Area

The results of the analysis showed that the average percentage of the competency level of the performance of music arts teachers after the certification of *Tebing Tinggi* District (SMAN 2 *Tebing Tinggi*, SMAN 4 *Tebing Tinggi*, SMA student of, *Diponegoro* High School, RA *Kartini* High School) was at the competence level of 72.09% included in the competent category. The lowest level of competence of post-certification music art teachers is professional competence, which is 49.09% which is categorized as less competent, the highest is 87.35% personal competence including highly competent and 83.93% personal competence including competent and pedagogical competence that is 82.54% including the competent category.

Performance competency of certified music art teacher after certification at UNIMED PPL Partner High School (*Tebing Tinggi* Senior High School 2, *Tebing Tinggi* Senior High School 4, Taman student High School, *Diponegoro* High School, RA *Kartini* High School) consists of 4 competencies namely pedagogic, personality, social and professional competence. From the observations of table 4.26 it turns out that the average performance of post-certified music art teachers in the PPIM UNIMED High School of *Tebing Tinggi* District (SMAN 2 *Tebing Tinggi*, SMAN 4 *Tebing Tinggi*, SMA, *Diponegoro* High School, RA *Kartini* High School) is the lowest in competence professionals, 49.09% of which are categorized as less competent, the highest level of competency in the performance of post-certification music arts teachers is in personality competence, which is 87.35%, including the highly competent and social competency categories, namely 83.93% including the competent category and pedagogic competence that is equal to 82.54% including the competent category

CONCLUSIONS

The average competency level of post-certification teacher performance at UNIMED PPL *Mitra* Senior High School is 78.77% consisting of an average pedagogic competence of 87.52% (competent category), 87.35% of personality competence (very competent category) social competence 87.60% (very competent category) and professional competence that is 51.08% (less competent category). The lowest level of competency in teacher performance after certification is professional competence, still in the category of less competent (average 51.08%) The inhibiting factors that led to the low level of competitiveness in the performance of post-certified music arts teachers in *Unimed PPL Mitra* Senior High School were probably low academic qualifications, lack of education and training, low academic achievement, low professional development work, lack of participation in scientific forums, lack of experience organizations in the education and social fields, and lack of respect relevant to the field of

education. Factors supporting the high level of competency in the performance of post-certified music art teachers at *unimed Mitra* PPL High School are post-certification teaching experience in terms of teaching hours, learning planning in terms of the use of RPP and KTSP Syllabus, academic achievement in guiding students, and awards relevant to the teaching profession in education, namely the acceptance of professional allowances.

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