

THE WEAKNESS OF CIVIC EDUCATION TEACHER'S COMPETENCY IN CURRICULUM AT SENIOR HIGH SCHOOL, STABAT, MEDAN, INDONESIA**Irfan Dahnial¹, Deny Setiawan² and Daulat Saragi²**¹Master Student at State University of Medan (Unimed), Medan, Indonesia²Lecturer at State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *Curriculum 2013 is developed as comprehensive, integrative, dynamic, accommodations, and anticipation toward various obstacles in the future. Curriculum is designed based on culture and nation characteristic, civilization and competency. The teacher's competency is as tool functioning to give the best service, so the students feel great in learning process. The teacher competency is divided into four kinds and has many difference according the experts but it has the same core. the low of teacher's social competency because some teachers have no competency social indicator with good and the best criteria. on indicator 1 (acting objective and not discriminative because the consideration of gender, religion, ethnic, economic social status, and family background) 43, 75 % teacher is not bad and 37, 5 % teacher is not good. On indicator 2 (communicating effectively with students, colleagues, student's parent and society) 25% teacher is not bad and 12.5% is not good. On indicator 3 (communicating with self profession community and other profession orally and in written or the other form) 31.25% teacher is not bad and 18.75% teacher is not good.*

KEYWORDS: Weakness; Civic Education; Teacher's Competency; Curriculum

INTRODUCTION

The change school-based curriculum to curriculum 2013 is implemented by decreasing academic subject in elementary school and senior high school level. In curriculum 2013, Science and Social in elementary school is made integration. The other change is curriculum competency like text and guidance book prepared directly by government. The rule of national education ministry (2013:2) states that curriculum 2013 development is implemented because there are internal and external obstacle. Internal obstacle is related to education demanded referring to eight education national standards and development factor of Indonesia people. External obstacle is related to future, needed competency in the future, people perception, development of knowledge and pedagogic and various negative phenomena. According to the rule of national education ministry (2013:3) curriculum 2013 is developed as comprehensive, integrative, dynamic, accommodations, and anticipation toward various obstacles in the future. Curriculum 2013 is designed based on culture and nation characteristic, civilization and competency. then, curriculum 2013 is considered to be able to create prestigious, polite, cultured, character, belief, and pious to Lord, good attitude, healthy, bookish, capable, creative, independent, and become democratic, responsible human being and be able to face various future obstacles.

The application of curriculum 2013 is curriculum in learning and forming competency and student's character. Those things demand teacher's effectiveness in creating and making various activities with planned program. Saylor (Mulyasa, 2009:99) says that "*Instruction is thus the implementation of curriculum plan, usually, but not necessarily, involving teaching in the sense of student, teacher interaction in an educational setting*". the aim of the sentences is that the

teacher should be able to take decision when the students do not achieve basic competency, whether the learning activity is stopped, the method is changed, or the previous lesson is repeated. A teacher is demanded to comprehend learning principles, media learning election, skill in assessing student's score, choosing and using strategy and approach of learning. The competencies are part of an integral teacher as professional man.

METHODOLOGY

The definition of Teacher Competency

Teacher is one of main factors for creating quality generation, not only intellectual side but also behavior in society. The teacher has important role in deciding implemented quantity and quality teaching in the class. The assimilation concept of Jean Piaget (Idi, 2014:204) says that “ the new something should be learnt based on what is owned by the student.” In the class, conveying knowledge is not pressure, but it is motivated for finding the knowledge through spontaneous interation in their environment by themselves. Therefore, the teacher is demanded to prepare various activities directly. In preparing that thing, the needed teacher has criteria of professional teachers such as having competency of pedagogic, personality, professional, good social, so the preparation and implementation can obtain planned result and aim. According to the law number 11 2015 about teacher and lecturer “professional eductator with the main duty such as educating, teaching, guiding, instruction, training, assessing and evaluating the student on early education, formal education, elementary education and junior education.” The teacher is professional man that has function, role, and important position in achieving vission of education 2025, creating smart and competitive Indonesian. The role of a teacher is not only teaching but also as a facilitator, motivator and evaluator, either knowledge or the attitude of student. The teacher's duty and responsibility do not only transfer knowledge to students but also create characteristic student such as devout, good behaviour, capable, useful for religion and nation. Bafadal (2004:88) proposes about the teacher's duty and responsibility that:

“In implementing his daily duty either as teacher (*instructional function*) or as educator (*educational function*), he will face various problems. Problem that appears before teaching activity is how to plan a good system teaching, the problem that appears while teaching is how to create a system planned teaching, while the problem that appears after teaching is how to determine the success of implemented teaching.”

Some of teacher's duty and role can be implemented if the teacher has competency as a teacher in article 2 law number 14 2005 about teacher and lecturer “the teacher is professional educator both has academic qualification (S1) and has four competencies such as pedagogic competency, social competency, professional competency and personality competency”. According to Balqis and friends (2014:27) “ a professional teacher is someone having ability and skill in teaching field or the other word he has been educated and trained well.” The comprehension of trained and educated is to comprehend various strategies and techniques in learning teaching activity and to understand education bases as included in teacher competency. Competency comes from the word competence that means capability and efficiency. Competency based on the paragraph 1 article 10 law number 13 2003 about manpower “is working ability of everyone including aspect of science, skill, and working attitude appropriating dicided standard.” According to big dictionary of Bahasa Indonesia by Santosa (2015:405) the definition “competency is the power

to determine and decide something". The decision of national education ministry of Indonesia republic Number 045/U/2002 about the core curriculum of high education states "competency is a set of smart action, responsibility owned by someone as a requirement to be considered to be able by people in implimenting the duties in certain field. Santosa (2015:343) says that competence is authority, capable, dominant to decide, while competency is the authorization to decide or determine something.

On teaching system, competency is used to describe the professional ability, the ability shows the science and conceptual on higher level. This competency can be obtained through education, training and other experience based on competency level. Sudjana (2004:17) says "teacher competency is basic ability that should be owned by teacher". According to Sudrajat (2007:11) "teacher competency is view about what should be done by a teacher in implementing the duty, either the activity in behaviour or the result that is refered." Based on the explanation above, it can be concluded that teacher competencies are the abilities as science, skill, and attitude that are involved and matered teacher in running professional duty.

The Characteristic of Competent Teacher

The competent teacher is the teacher implementing the function and the aim of school and having the competences that are demanded, so the teacher is able to implement the duty as good as possible. The other word, the competent teacher is professional teacher. According to Bafadal (2004:6) "professional teacher is the teacher having exact vission and various inovative actions", while the teacher assessed competent professionally according to Hamalik (2009:38-48) is:

"(1) responsibility and teacher competency. teacher as educator must be responsible in giving morals and norms to young generation, so it happens value conservation, through processing, education functions to create, to modify, and to construct the new values. (2) function, the role of teacher and teacher competency. the function and the role of teacher as educator, teacher, society people, leader and administrator can be implemented if the teacher has the certain requirements and has needed science. (3) the purpose of school education and teacher competency. to determine the competencies that must be owned by teacher can be seen from the purposes that want to be obtained by the education institution. (4) the role and teacher competency in teaching learning process. the success of teacher implemening his role in education field put on his ability in implementing various roles that is special in teaching and learning situation. the teacher role in the class is as educator, class leader, guide, participant, planner, environment arranger, supervisor, motivator, evaluator, conselor, asker and rewarder."

Kinds of Teacher's Competency

The teacher's competency is as tool functioning to give the best service, so the students feel great in learning process. The teacher competency is devided into four kinds and has many difference according the experts but it has the same core. Sudjana (2004:17) quotes the Cooper's opinion that there are four competencies that should be owned by teacher, they are:

"(1) the science about learning of behaviour; (2) science and compherending the study that he teaches; (3) the exact attitude about himself, school, colleague and the study thought by him; and (4) the ability about teaching technique."

The paragraph 10 law 14 2005 about the teacher and lecturer “the teacher competency includes pedagogic competency, personality competency, social competency, and professional competency that are obtained through profession education. The indicator of four competencies has 24 ideal abilities of a professional teacher. The pedagogic competency has 10 indicators; personality competency has 5 indicators, social competency has 4 indicators and professional competency has 5 indicators. the rule of national education ministry of indonesia republic number 16 2007 “standard of teacher competency is developed totally of main four competencies, they are pedagogic competency, personality competency, social competency, and professional competency. the four competencies are integrated in teacher’s duty.”

Location and Research Time

This research is implemeted in state junior high school Stabat subdistrict Langkat regency. Based on the consideration that curriculum 2013 is not applied yet totally for North Sumatra province, especially on state junior high school level in Langkat regency, all state junior high school apply curriculum 2013. The research has implemented for two mouths and it is presented detailed on table.1.

Table. 1: Research Schedule

Number	Activities	First Month				Second Month				Third Month			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Furnishing research license	█											
2	Survey the field (getting the information about the school characteristic).		█										
3	Developing the instrument			█									
4	The instrument validation by expert team (analyzing and revising the instrument)				█								
5	Distributing questionnaire to the teacher and observation paper to the headmaster					█							
6	Analyzing questionnaire result and observation paper						█						
7	Compiling temporary report							█					
8	Guiding								█				
9	Revisiving and compiling last report									█			
10	Instrument revision										█		
11	Last examination											█	

Population dan Research Sample

The population in this research is all civic education teachers in state junior high school Stabat subdistrict as many as 16 teachers. The sample election in this research uses *purposive sampling* technique. According to Sugiyono (2013:218) “*purposive sampling* technique is the technique taking data source sample with certain consideration. The certain consideration as example, the

man considered is most known about what we hope.” Therefore, the sample in this research is decided based on the consideration named civic education teacher in state junior high school Stabat regency because the teacher directly with the research aim is to analysis the weakness of teacher competency in applying curriculum 2013. The number of civic education teacher in state junior high school is 16 teacher contributing in each school as many as 4 teachers. This reserch uses qualitative research. According to Moleong (2005:6) “ the qualitative research is the research amied to understand the phenomena about what is happened to the research subject, for examples: behaviour, perception, motivation, action, etc descriptively and holistically in form of words and language, on a special nature context and by functioning various nature methods.” The subject in this research is the civic education in state junior high school Stabat regency, while the heppened phenomena is the weakness of civic education teacher competency in applying curriculum 2013 obtained from teacher competency examination. Therefore, this research is qualitative research because this research aims to understand the phenomena (the weakness of teacher competency in applying curriculum 2013) happened on research subject (civiv education teacher).

Research Procedures

Implemented procedures in this research are:

1. Preparation and plan stage:

- a. Surveying (first observasion) to each state junior high school in Stabat regency to get the data of the school applying curriculum 2013, the total teacher in each school, the total of teacher who has ever joined teacher competency test.
- b. Developing reseach instrument. developed instrument is the questionnaire for the competency of personality and social, and paper for observing pedagogic competency and professional competency.
- c. Validating the research instrument to validator expert.

2. Implementation stage

Researcher gives questionnaire instrument to state junior high school teacher in Stabat regency, gives the observation paper about teacher’s professional competency to each headmaster and the researcher fill directly the observation paper about pedagogic competency of teacher when the teacher implements learning process in the class.

3. Data report and process stage

- a. Processing the data obtained from research instrument
- b. Analyzing the data.
- c. Compiling research result
- d. Compiling the conclusiona and suggestion.
- e. Compiling th last report or thesis

Collecting data technique

Sugiyono (2013:2224) states that “ The technique of collecting data is the most strategy step in the research because the main purpose of the research is to get the data”. the data in this research are obtained by using questionnaire, observation, and interview.

Questionnaire

Questionnaire is used to know teacher personality competency, the questionnaire of teacher social competency and teacher's opinion about curriculum 2013, the effort in applying curriculum 2013 and the way of improving teacher competency in applying it. observed indicator for teacher's personality competency are: (1) action based on norm of religion, law, social and national culture; (2) show self as personality of honest, good behaviour, and model for students and society; (3) show self as personality of adult, science and authority; and (4) respecting the work ethic, high responsibility, proud to be teacher and confident. the grille of personality competency questionnaire in detail presented on the table.2.

Table.2: The questionnaire grille of teacher's personality competency

Number.	Indicators	questionnaire	total
1.	action based on norm of religion, law, social and national culture.	11, 12, 18,	3
2.	show self as personality of honest, good behaviour, and model for students and society.	5, 9, 20	3
3.	show self as personality of adult, science and authority.	6, 8, 13, 14, 16	5
4.	respecting the work ethic, high responsibility, proud to be teacher and confident	1, 2, 3, 4, 7, 10, 15, 17, 19	9
Total			20

Table.3: Criteria of inclination level

Number.	Interval Score	Criteria
1.	$(Mi + 1,5 SDi) < X \leq$ the highest score	Very good
2.	$Mi < X \leq (Mi + 1,5 SDi)$	Good
3.	$(Mi - 1,5 SDi) < X \leq Mi$	Not bad
4.	The lowest score $< X \leq (Mi - 1,5 SDi)$	Not good

Source: Rezeki (2015:46)

Note:

X : teacher score

Mi : the average obtained by instrument

$$Mi = \frac{\text{The highest score} + \text{the lowest score}}{2}$$

SDi : deviation standard obtained by instrument

$$SDi = \frac{\text{the highest score} + \text{the lowest score}}{6}$$

DISCUSSION

The rule of national education ministry of Indonesia republik number 16 2007 states that “standard of teacher competency is developed fully of main four competencies, namely: competency of pedagogic, personality, social, and professional. the four competencies are integrated in teacher work”. Questionnaire result in this research shows that the civic education teacher’s competency of personality and social are still classified low because 9 teachers or 56,25% teacher has not good criteria on personality competency and 8 persons or 50% teacher has no good criteria on social competency. Observation result shows that pedagogic competency and teacher’s professional are classified low because 9 persons or 56,25% teacher has no good criteria on both competencies, pedagogic and professional. based on questionnaire result and observation , it is concluded that the low of civic education teacher competency because the teacher has not good criteria yet on all indicators in each competency.

The interview result shows that the low of teacher competency because the teacher faces obstacles in applying curriculum 2013, so that thing effects their competency. The interview result of first question: *What do you think about facilities and infrastucture in applying curriculum 2013 in the school?*, there 7 persons or 43,75% teacher argues that facilitaties and infrastructure in applying curriculum 2013 in the school are not adequate yet. facilitaties and infrastructure that is not adequate yet is also included the cause of the law of teacher competency because facilitaties and infrastructure are related with lesson purpose that has detemined in curriculum 2013. Even the usage of facilitaties and infrastructure in the form of near media or in the students’ around is the second indicator of pedagogic competency, and the fifth indicator of professional competency. The observation result about pedagogic competency and professiona competency of civic education teacher shows that 6 persons or 37,5% teacher has no good criteria on the second indicator of pedagogic competency and 7 persons or 43,75% teacher has no good criteria on fifth indicator of professional competency, so it is proven that the low of teacher competency is caused by facilitaties and infrastructure in applying curriculum 2013 in the school that is not adequate yet. The interview result on the second question: *“what obstacles do you face in applying curriculum 2013?”*, there 6 persons or 37,5 has opinion that the obstacles faced in applying curriculum 2013 are that the set of lesson must have criteri and it is difficult to be done. the teacher complains because criteria of making set of lesson are too much, such as developing lesson plan that must have graduation standard, the core competency, basic competency, having evaluation tool that includes three fields and the clear heading, based on the material and teacher book, and implementing the lesson plan. the development of lesson plan is the first indicator and the third indicator of pedagogic competency, while the implementation of lesson plan and evaluation of the lesson are the first indicator, third indicator,, fouth indicator, and sixth indicator of professional competency. the observation result about pedagogic competency of civic education teacher shows that there three persons or 18,75% teacher has no good criteria on the first indicator and there nine persons or 56,25% teacher has no good criteria on the third indicator of pedagogic competency. The observation result about professional competency of civic education teacher shows that there 8 persons or 50% teacher has no good criteria on the indicator of first, third and sixth of professional competency, so it is proven that the low of teacher competency is also caused by many criteria that must be had in making set of lesson.

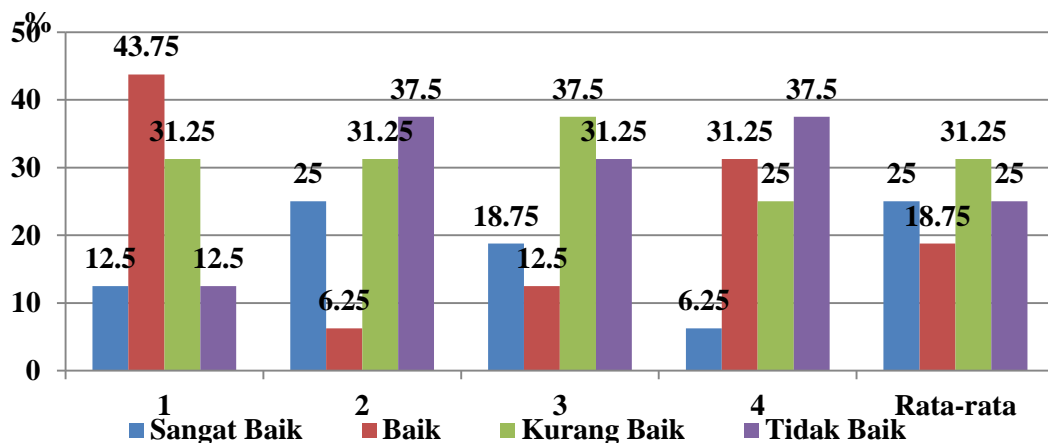
Based on questionnaire result, the data are obtained by competency of personality and social of civic education teacher. the data of civic education teacher’s competency of personality and social are as supporter data to answer the research question about the cause of the law of civic education teacher’s competency in state junior high school in Stabat regency in applying

curriculum 2013 and the competency that is needed by teacher in applying curriculum 2013. the data of teacher's competency are presented on the table 4 and picture 1.

Table. 4: Questionnaire Data of Teacher's personality Competency

Number	Indicators	The percentage of teacher number (%)			
		Very Good	Good	Not Bad	Not Good
1	action based on norm of religion, law, social and national culture.	12.5	43.75	31.25	12.5
2	show self as personality of honest, good behaviour, and model for students and society.	25	6.25	31.25	37.5
3	show self as personality of adult, science and authority.	18.75	12.5	37.5	31.25
4	respecting the work ethic, high responsibility, proud to be teacher and confident	6.25	31.25	25	37.5
Personality Competency		25	18.75	31.25	25

Picture. 1: Questionnaire Data of Teacher's personality Competency



The table 4 and picture 1 shows that the junior high school teachers having personality competency personality with the best criteria are 4 persons or 25%, good criteria are 3 persons or 18,75%, the less criteria are 5 persons or 31,25%, and not good criteria are 4 persons or 25%. the things are proved that the personality competency of civic education teacher in state junior high school in Stabat regency is classified law because there 9 teachers or 56,25% teacher has no good criteria. It also shows that the low of teacher's personality competency because some teachers has no good criteria or very good criteria. On the indicator 1 (action based on norm of religion, law, social and national culture) 31,25% teacher obtains not bad criteria and 12,5% teacher is not good criteria. On the indicator 2 (show self as personality of honest, good behaviour, and model for students and society) 31,25% teacher obtains not bad criteria and

37,5% teacher is not good. On indicator 3 (show self as personality of adult, science and authority) 37,% teacher obtains not bad criteria and 31.25% is not good. On indicator 4 (respecting the work ethic, high responsibility, proud to be teacher and confident) 25% teacher obtain not bad criteria and 37.5% is not good. Then, the low of teacher's personality competency because 43,8% teacher has no good criteria in filling first indicator on the personality competency and more than 50% teacher has no good criteria on the third indicator.

Table. 5: The Questionnaire of Teacher's Social Competency

Number	Indicators	Percentage of Teacher number (%)			
		Very Good	Good	Not Bad	Not Good
1	Acting objective and not discriminative because the consideration of gender, religion, ethnic, economic social status, and family background	12.5	6.25	43.75	37.5
2	Communicating effectively with students, colleagues, student's parent and society	18.75	43.75	25	12.5
3	Communicating with self profession community and other profession orally and in written or the other form	12.5	37.5	31.25	18.75
4	Adapting in duty place in Indonseia republic having diversity	31.25	0	56.25	12.5
Social Competency		6.25	43.75	25	25

Picture. 2: Questionnaire Data of Teacher's Social Competency

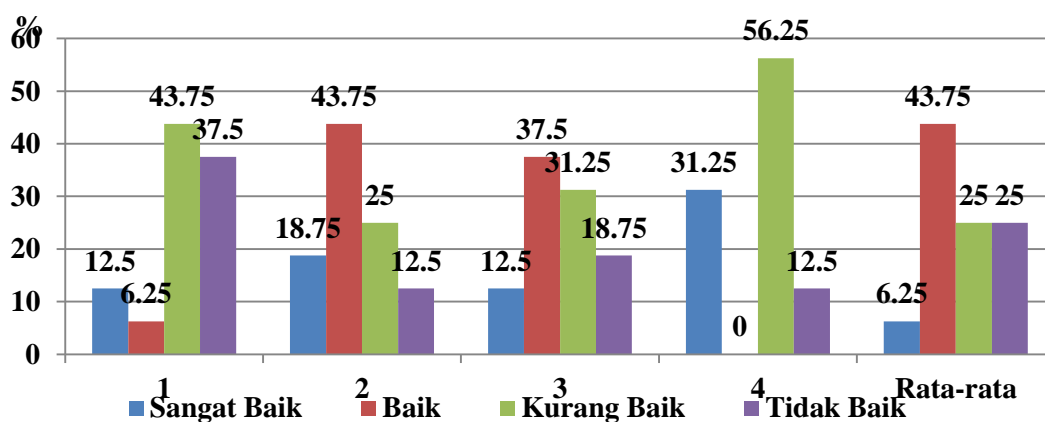


Table 4 and picture 2 show that there junior high school teacher having social competency with the best criteria is 1 person or 6.25%, 7 persons are the good criteria or 43,75%, there 4 person

or 25% are not bad criteria, and 4 persons is not good or 25%. those things prove that social competency of civic education teacher in junior high school in Stabat is still low because 8 persons or 50% teacher has no good criteria. It also shows that the low of teacher's social competency because some teachers have no competency social indicator with good and the best criteria. on indicator 1 (acting objective and not discriminative because the consideration of gender, religion, ethnic, economic social status, and family background) 43, 75 % teacher is not bad and 37, 5 % teacher is not good. On indicator 2 (communicating effectively with students, colleagues, student's parent and society) 25% teacher is not bad and 12.5% is not good. On indicator 3 (communicating with self profession community and other profession orally and in written or the other form) 31.25% teacher is not bad and 18.75% teacher is not good. On indicator 4 (adapting in duty place in Indonseia republic having diversity) 56.25 teacher gets not bad criteria and 12.5% is not good. then, teacher's social competency is low because 37.5% teacher has no the second indicator on social competency with good criteria or more than 50% teacher has no the other three indicators with good criteria.

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