

The Professionalism of Economic/Accounting Teachers at Senior High School in Malang Based on Local Wisdom

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Abstract: *The professionalism of teachers can be reflected in the four competencies possessed by the teacher which consist of: pedagogical, personality, social, and professional competence. The level of professionalism of teachers is not only determined by the length of service, level education and experience, but also determined by the carrying capacity of the teachers institute in holding their career in form of local wisdom. Several similar studies have been done even to the concluding stage of teacher performance; some things are forgotten in the study that is the identification of some deficiencies in the respective competence which is rarely done. Some of the shortcomings that have been identified as important improvements in order that the professionalism of teachers increased as foreseen in the legislation. This research describes the level of professionalism of teachers of economic/accounting subject at senior high schools in Malang. The total population is 152 teachers, samples is taken as many as 60 teachers. To obtain data about the professionalism of teachers, questioner is used as data collection technique; The analysis technique used is the average technique. Score of each item on the competencies that are below the average score is stated as low competency, so it needs to be improved. The findings shows that the four professional competence of teachers of economic/accounting subject in senior high schools in Malang is generally good. The order by rank is Batu City, Malang Regency and Malang City. From the analysis of the items, there are 18 indicators that have not been maximized. The eighteenth indicators spread on as many as nine indicators pedagogical competence, personal competence as many as four indicators, social competence as much as 3 indicators and 2 indicators on professional competence.*

Keywords: *Teacher Professionalism, Economic/Accounting Subject, Local Wisdom*

I. Introduction

Teachers are acknowledged as one of education components who plays an important role in achieving the educational goals. Teacher job cannot be replaced by people who do not have the expertise to carry out activities or work as a teacher. A teacher is required to have expertise, capabilities and high professionalism to the task in hand. The position of teachers as professionals serves to enhance the dignity of teachers and realize their role as agents of learning to improve the quality of national education. In line with the function, the position of teachers as professionals aim to implement the national education system and achieve national education goals, namely the development of students' potentials to become a man who has faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizen.

The quality of student learning is very dependent on the professional abilities of teachers, especially in providing ease of learning for learners effectively and efficiently. As a supervisor, teachers also have a very important role for the development of learning as it is said by Sergiovani (1982:183) "the future of supervision as well as the future of teaching will depend largely on the willingness and ability of the personal involved to join forces and to learn from and alongside each other".

Usman (2005) stated that teacher competence is the ability and authority of teachers in implementing their teacher profession. Further, he said that a professional job requires some science that intentionally to be learned and applied to the public interest. Professional competence is one of them are: the ability to develop personally learners, particularly intellectual ability. If professionalism can be packaged well, the teacher's performance will be as expected. Competence is also determined by the organization of teachers working in management science referred to the climate of the organization as stated by Owens (1981:194): "there are four factors that describe the teacher's perceptions of the teachers as a human group, that is intimacy, disengagement, esprit, and hindrance".

In conjunction with teachers as educators, the importance of professional teachers who meet the qualification standards is set forth in article 8 of Law No.14 of 2005 on Teachers and Lecturers, which states that the teacher must have academic qualifications, competence, teaching certificate, physically and spiritually healthy and, as well as having the ability to achieve national education goals. Article 10 paragraph (1) of the Teacher and Lecture Law, and Article 28 paragraph (3) of Law No. 19 of 2005 on the Education National Standard explained that the competency of teachers include: pedagogical competence; personal competence; professional competence; and social competence.

Joni (2008:226) stated that personal competence deserve special attention, because personality is largely formed through direct learning in the context of formal education, but most of the capabilities personality is formed as a result of the accumulation accompaniment learning experience gained during pre-qualification and previous education formed even within the family.

The competencies can be grouped into two factors, namely internal and external. Personal competence are internal factors for describing the characteristics or special character that is inherent in a person. While the pedagogical, social and professional are the external factors, because the competencies is more determined by factors outside one's self, these two factors will determine the quality of teachers' work as is described in the form of teacher performance.

The desire to reveal more about the professionalism and performance of teachers is an effort to get a description of quality as disclosed by Mangkunagara (2005), Sastrohadiwiryo (2000). They says that a person's performance can be seen from the factors: 1) devotion, 2) performance, 3) responsibility , 4) honesty, 5) cooperation, 7) initiative, 8) leadership. Likewise Bernaddin and Russel (1993) says that the criteria of good performance can be seen from several dimensions such as: 1) quality, 2) the quantity, 3) timeliness, 4) Cost-effectiveness, 5) the need for supervision, 6) interpersonal influence.

Selection of subject teachers of senior high school for economics-accounting basis that theoretically should understand economic principles in everyday behavior reflects those principles which in turn determines its performance. Selection of Malang Raya which consists of the Malang city, Malang regency, and Batucityis based on consideration these three cities have a good development in the field of education, industry and tourism.

II. Problem

The research problem is stated as how is the pedagogical, personality, social, and professional competency level of economics/accounting teachers in senior high schools in Malang?

Teacher Performance and Measurement

Rue and Byars (1997: 385) suggested that "Performance refers to the degree of accomplishment of the tasks that make up an employee job. It reflects how well an employee is fulfilling the requirements of the job ". While Bernardian and Russel (1993: 379) stated that, "performance is defined as the record of the outcomes produced or a specific job function or activity during, a specific time period". Dessler (2009) defined performance as the job performance comparison between the works significantly with labor standards set. Based on the definition, it can be concluded that performance is the level of achievement in completing the various fields of work required, both in the field of business, and non-business with attention to quality, quantity, and the completion period.

Strauss and Sayles (1981) explained that the achievement of one's work can be measured from: a) working knowledge, b) consideration, c) Ability to organize, d) attitude, e) trustworthy, f) creativity, g) dealing with people, h) delegation , i) personal efficiency. Bernardian and Russel (1993: 383) stated that performance can be measured from six things which are: a) Quality, b) Quantity, c) Timeliness, d) Cost Effectiveness, e) Need for Supervision, f) Interpersonal Import.

A teacher task in the learning process can be grouped into three main activities: compile learning program, implement the teaching and evaluate the learning. The three major activities serve as indicators to measure teacher performance. Therefore, in assessing the performance of the teacher in this study is based on these indicators because it is directly related to the teacher tasks. The indicators are described as follow.

In compiling teaching program, a teacher prepare programs: 1) the annual program of curriculum implementation, 2) the semester program, 3) program unit of lessons, 4) planning the teaching program. Teacher task in presenting/carry out teaching includes: 1) delivering the material, 2) using the methods of teaching, 3) using the media / source, 4) managing the class / manage teaching and learning interactions. The last of teacher activity is carry out an evaluation study which include: 1) analyzing the results of the evaluation study, 2) report the results of the evaluation study, 3) implement the program of improvement and enrichment. In relation to learning programs, Kemp (1985: 10) stated that the "key elements of the instructional design process are: 1) for whom the program is developed, 2) what do you want to learner or trainees, 3) how is the subject content or skill best learned, 4) how do you determine the extent to which the learning has been achieved ".

Basic Concept of Professionalism

Examining professionalism cannot be separated from the word of profession which mean: "... a vocation in which professed knowledge of some department of learning or science is used in its application to the affairs of others Tor the actual practice of an art founded upon it" Mc Cully (in Joni, 2008). the definition imply that the profession contains two elements:their intellectual techniques and procedures that must be learned intentionally and then used for the benefit of society. However, a professional should be characterized by his/her

informed responsiveness, meaning that he/she has the philosophy as well as carrying out his job in addressing the societal implications of career being hold.

The professionalism of teachers is not only determined by the ability of the teachers themselves to absorb science and technology both in school and community organizations, but also by the professional accreditation of teacher education. Stinnet (1968: 453) stated that "accrediting, for teacher education as well as for all professions, is of great importance. It is the mean by which the teaching profession attempts to enforce a quality floor for the preparation of its members".

Law No. 14 of 2005 on Teachers and Lecturers professionalism is a job or activity carried out by a person and a source of livelihood that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Professionalism contains four competencies: 1) pedagogical, 2) personal competence, 3) social competence, and 4) professional competence.

Teacher Professionalism Components

Education based on competence should be directed to the mastery of the professional competence of teachers called "profile basic capability teacher" which contains: a) mastery of the material, b) the management of teaching and learning program, c) manage the classroom, d) using instructional media, e) manage interactions learning, f) assessing student achievement, g) program know counseling services to students, h) the administration of education, i) understand the results of educational research for the benefit of teaching. Law No. 14 of 2005 on Teachers and teacher professional include: 1) pedagogical, 2) personal competence, 3) social competence, and 4) professional competence.

Kalbers and Fogarty (1995) stated that the five elements of individual professionalism are: 1) believe that their jobs have an interest, 2) committed to the service of public, 3) the need for autonomy on the job requirements, 4) supports self-regulation for their work, 5) affiliated with member profession. Professionalism is the work or activity carried out by a person and a source of livelihood that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education (Law No. 14 on Teachers and Lecturers).

Pedagogic Competence and Measurement

According to the Directorate General of Higher Education (2007) pedagogic competence is the ability to manage the education of students, including: a) understanding of the learners, b) design and implementation of learning, c) evaluation of learning outcomes, and d) the potential development of learners. The definition above can be grouped into two parts: firstly, how teachers have the ability to manage learners; secondly, how teachers have the ability to manage learning well.

Pedagogical competence is competence in the field of teaching that must be owned and controlled by the teacher. The Regulation of the National Education Minister No. 16 of 2007 concerning the standard of academic qualifications and competence standards of teacher state that the teacher competency standards consist of teacher core standards and subjectteacher standard which is each described in detail and depth. Pedagogical competence includes 10 core competency. This competency is used as the measurement of pedagogical competence of a teacher, who has been described in the previous section.

Competence of Personality and Measurement

Personal competence is the ability of personality that includes: a) steady, b) stable, c) adult, d) wisely, e) authoritative, f) noble, g) be an example (Directorate General of Higher Education 2007). The formation of the personality of a teacher requires a long process not only through education that prints prospective teachers, but previous education both in the formal and family environment can shape one's personality.

National Education Minister Regulation No. 16 of 2007, personal competence covers five core competencies, namely: a) act in accordance with religious norms, legal, social, and cultural Indonesia, b) the appearance of himself as a person who is honest, noble, and be an example for learners and communities, c) present themselves as a person who is steady, stable, mature, wise and dignified, d) shows the work ethic, high level of responsibility, a sense of pride to be a teacher, and self-confidence, e) upholding the code of professional conduct teacher.

Personal competence is a competence that is formed not only through formal education, but at family environment also adds to the personality of a person. Measurement of these competencies using two ways, first by using a questionnaire filled out by the teacher and both with in-depth interviews with principals, supervisors, chief of teachers group in economics/accounting and with teachers. The measurement of the competence is based on the personality competence derived from the Minister of National Education Regulation No. 16 of 2007. The personal competence covers five core competencies as outlined in the previous section.

Social Competence and Measurement

National Education Minister Regulation No. 16 Year 2007 outlines social competence includes four core competencies, namely: a) be inclusive, act in an objective and non-discriminatory, b) communicating effectively, empathetic and polite with fellow educators, staff, parents and society, c) Adapt duty in place in all regions of the Republic of Indonesia which have a social and cultural diversity, d) Communicating with the community's own profession and other professions orally and in writing or other forms.

Social competence is the ability of teachers to communicate with citizens, citizens of the school effectively. Measurement of this competence is based on the social competence of the Minister of National Education Regulation No. 16 of 2007. The social competence includes four core competencies that have been described in the previous section.

Professional Competence and Measurement

Professional competence is derived from one of the education pillars issued by UNESCO, namely learning to know, as the ability of lifelong learning are primed to dominate and enlarge and update knowledge, regardless of the context of real-life person (Joni, 2008: 404). The ability of mastering learning materials widely and deeply both in terms of content material as well as specifically in the context of professional education of teachers; so the knowledge that must be mastered and should continue to be developed in a professional teacher is the teacher full academic knowledge and scientific knowledge.

Professional competence is competence related to the mastery of subject material and packing into a lesson plan that is ready for the learning activity. Measurement of professional competence is based on National Education Minister Regulation No. 16 Year 2007, professional competence includes five competency is: a) mastering the material, structure, concept and mindset of science that supports the subjects of teaching, b) master of standards of competence and basic competences subjects of teaching, c) develop subject matter of teaching creatively, d) developing professionalism in a sustainable manner by taking action reflective, and e) utilizing the information and communication technology to develop themselves.

III. Method

Population of this research is 152 teachers of economic/accounting subjects in Malang, and the sample was 67 teachers (50% of the population). The sample was taken without distinguishing between senior and junior teacher. The teachers' competence data were collected by using a questionnaire which is a list of written questions developed in advance and would be answered by the respondents. Johnsen & Christensen (2004) explained data collection methods used in the study include 1) test, 2) questionnaire, 3) interviews, 4) focus groups, 5) observations, and 6) secondary data. In this study, the method used is a questionnaire and in-depth interviews. A questionnaire is used to reveal the professionalism variables (pedagogical competence, personal competence, social competence, professional competence), and teacher performance.

The questionnaires were distributed to 67 respondents. Respondents who returned the questionnaire is of 63 people, and 60 questionnaires were eligible for analysis. Therefore the number of samples used for the analysis of 60 respondents and the number is still meet to draw conclusions on the population. The analysis technique used is the description, which is to describe the professional (pedagogical, personality, social, and professional) teacher of economics high schools in Malang.

Criteria for evaluating the quality of teacher professionalism in economic/ accounting subject in high schools in Malang Raya are grouped into four levels of quality. The range of each level is presented in table 1 below.

Table 1 Criteria for evaluation

Percentage(%)	Mean	Criteria of Teacher Competence
80-100	3,2-4,0	Good
60-79	2,2-3,1	Good Enough
50-59	1,2-2,1	Bad
0-49	0-1,1	Very Bad

Source: Sudjana (1990: 45)

IV. Results

Teacher Professionalism

National Education Ministry Regulation No. 16 of 2007 stated that teacher competence is developed on four core competencies that are pedagogical competence, personal competence, social competence and professional competence. Table 2 describes the professional competence of teachers on economics/accounting in Malang city, Malang Regency and Batu city.

Table 2: Description of Teachers' Professional Competence

Type of Competence	City			Mean
	Malang	Malang Regency	Batu	
Pedagogic	104.81	108.95	108.11	107.29
Personality	55.25	58.12	58.44	57.27
Social	51.44	50.66	49.77	50.62
Professional	46	46.33	47.55	46.62

Pedagogic Competence

Pedagogic competence in this study is measured into 25 indicators in accordance with National Education Ministry Regulation No. 16 of 2007. The 25 indicators that have not reached the maximum score are indicators: a) the competence to identify previous learners ability, b) curriculum development principles, c) educated learning design principles, d) accustomed to update the contents and learning activities in accordance with the evolving situation, e) accustomed to assess and evaluate the learning process and results, f) design a remedial and enrichment program based on the information on the results assessment and evaluation, g) communicate the results of the assessment and evaluation to stakeholders, h) accustomed to utilizing the results of the assessment and evaluation for the sake of learning, and i) easy to formulate learning objectives of the course of teaching.

Overview of pedagogical competence of economic/accounting subject teachers in senior high schools in Malang Raya is shown in Figure 3 below. From Figure 3, it appears that ranked pedagogical competence of teachers of economic / accounting subjects Malang is the highest position, followed by Batu and Malang; Teachers' pedagogical competence of Malang city is below average need attention.

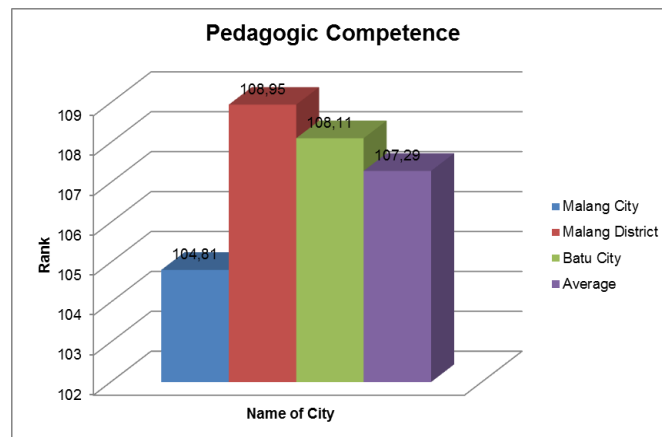


Figure 3: The Ranking of Teachers Pedagogic Competence in 3 Cities

Personality Competence

Personality competence in this research is measured into 13 indicators in accordance with Annex National Education Ministry Regulation No. 16 of 2007. The 13 indicators that have not reached the maximum score are indicators: a) behave as an honest person for students and the community, b) proud of be a teacher, c) confident, d) act as a person who is mature, wise and dignified.

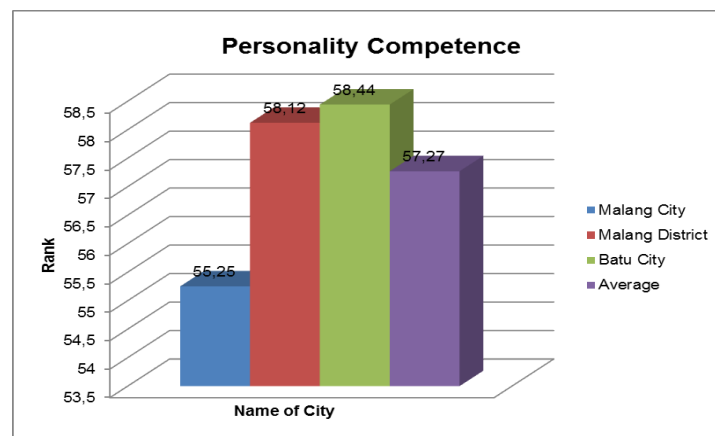


Figure 4: The Ranking of Teachers Pedagogic Competence in 3 Cities

Overview pedagogical competence of teachers of economic/accountingsubjects in senior high schools in Malang is shown in Figure 4 below. From Figure 3, it appears that pedagogical competence of teachers of economic/accounting subject in Batu is the highest position, followed Malang Regency and Malang City, indeed, Malang City is below the average.

Social Competence

In accordance with the Ministerial Regulation No. 16 of 2007, indicators of social competence in this research are translated into 12 indicators. The indicators that have not yet reached the maximum scoreare: a) accustomed to communicate effectively and politely with people in schools, b) implement various programs in the work environment to develop and improve the quality of education in the areas of teaching, c) communicate the learning programs and learners' progress to their parents.

Overview social competence of economic/accounting subject teacher in high schools in Malang shown in Figure 5 below. From Figure 3, it appears that teachers social competence who teach economic/accounting subjects in Malang city rank in the highest position, followed by Malang Regency and Batu City. Teachers Batu city position is below average.

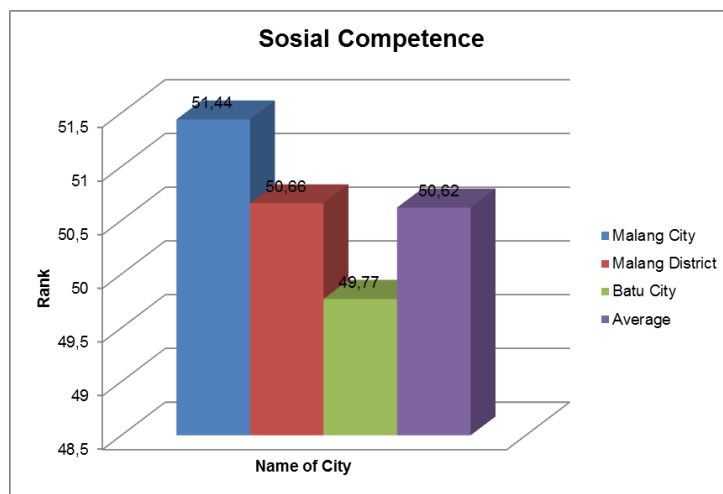


Figure 5:The Ranking of Teachers Social Competence in 3 Cities

Professional Competence

Professional competence in this research is measured in 11 indicators (The National Education Ministry Regulation No. 16 of 2007). Indicators that had not reached maximum score are: a) reflect on their own performance continuously, b) follow the progress of time by learning from the various sources available.

Overview of pedagogical competence of economic/accounting subject teacher in senior high schools in Malang is shown in Figure 6 below. From Figure 3, it appears that professional competence of teachers in economic/accounting subjects in Batu city is in the highest position, followed Malang city and Malang regency. Malang Regency and Malang Cityare below average.

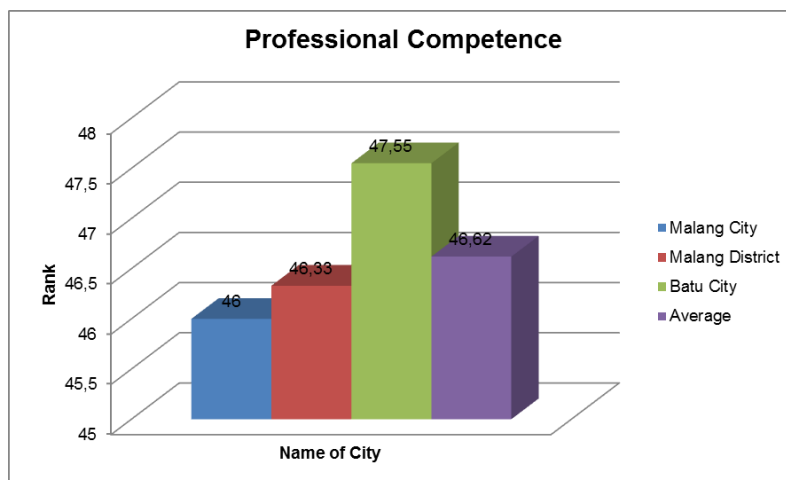


Figure 6:The Ranking of Teachers Professional Competence in 3 Cities

V. Discussion

Pedagogic Competence

The analysis showed that the pedagogic competence, measured with 25 indicators, prove that there are nine indicators that have not reached the maximum score. The indicators are: a) the competence to identify initial learners ability, b) the principles of curriculum development, c) educated learning principles, d) the abilities to update the contents and learning activities in accordance with the evolving situation, e) the ability to assess and evaluate the learning process and results, f) the ability design a program of remedial and enrichment based on the information the assessment and evaluation, g) communicate the results of the assessment and evaluation to stakeholders, h) not accustomed to using the results of the assessment and evaluation for the sake of learning, and i) the ability to formulate learning objectives of the subject taught.

The study's findings related to pedagogical competence shows there are many indicators that need to be improved optimally. The indicators are related to preparation, implementation and evaluation of learning. Mulyasa (2008:75) stated that the pedagogical competence is the ability of teachers to manage the education of students; learning management has several components from preparing, implementing, and evaluating learning. In order to learning can be run properly, the desired result can be maximized, then the learning management needs to be designed optimally according to the conditions of learners, and the teacher needs to pay attention to the learning and learning evaluation instruments.

There are some weaknesses in the teachers' pedagogical competence that need attention of the government, particularly the teachers' college who prepare the teacher. This finding could be used as a self-evaluation in the process of preparing student teachers who are professional. In the future, to be a certified teacher, the teacher require to study in professional education of teachers. Considering this requirement, the learning model designed by the management of institution need to accommodate these findings. Collaboration between teachers college and management of the professional education of teachers in preparing prospective professional teachers are meaningful. The learning process conducted in the teachers college should be linked to the learning process in professional education of teachers.

Personal Competence

The result of the analysis showed that, of the 13 indicators in personal competence, there are several indicator score that has not yet been maximized, ie a) behave as an honest person for students and the community, b) is proud to be a teacher, c) self-reliant, d) behave as a mature person, wise and dignified. Personal competence is more related to their interests, talents, aspirations and desires that arise from the outset; even a child has had the talent since the child is still in the mother's womb. The talent will produce good performance when it was well developed.

Related to personal competence, Joni (2008: 226) says that the ability or personal competence is a companion of the accumulated impact learning experiences built precisely in pre service training. Mulyasa (2008: 117) stated that personality has a great influence on the growth and personal development of students, because teacher personality play important role in shaping child personality and develop it into a better direction.

The study's findings about the personal competence, when it is associated with the two educators' opinion in the previous paragraph, indicates that the personal competence of a teacher does not suddenly appear but through a long process. If someone already has a personality as a teacher and in the journey of his or her education, the teacher can accommodate, develop, and nurture existing talent, the personality will be improved. Therefore, in the relation to the finding of personal competence, it is required selection system that can capture the interest of students in the field of the appropriate job. With this selection system, it will be produced a qualified teacher candidates according to their talents and interests. And, finally it will be created a person who has a personality as a professional educator.

Social Competence

Social competence is measured by 12 indicators. There are indicators that have not reached the maximum score, that is: a) used to communicating effectively and politely with people in schools, b) implement various programs in the work environment to develop and improve the quality of education in the areas of teaching, c) communicate the program learning and learners' progress to the parents of learners.

Social competence is a further elaboration of one of the pillars of education issued by UNESCO that is learning to live together. Anytime, anywhere, and for any purposes teachers should have the social skills, this means social capabilities have common sense (Joni, 2008: 226). The ability to live in a society is one of the competencies that must be owned by the teacher; both in the public schools, and society in general.

The findings of research on social competence shows that there are teachers who are not optimally able to communicate some things to school and society. Therefore we need an adequate understanding for teachers that social skills are not just speaking skills both oral and written, but also the ability to communicate the results

of learning to parents and the community. The teacher should have the ability to deliver a program that deals with efforts to improve the quality of education.

Professional Competence

Professional competence is measured by 11 indicators as stipulated in The Education Ministry Regulation. There are indicators that have not reached maximum score, that is: a) reflect on their own performance continuously, b) follow the progress of time by learning from the various sources available. As explained previously that the professional competence of this variable is derived from one of the pillars of education issued by UNESCO, that is learning to know. This is described as the ability of lifelong learning to comprehend, broaden, and update knowledge, regardless of the context of a person's real life (Joni 2008 : 404).

Learning to know is not only how teachers should know something but also how to follow the development of science and technology so as to keep up with teachers of other countries. As a human being who has to communicate science to the public, the teachers are required to continually update their knowledge, as science and technology are constantly evolving. This is consistent with what is stated by Joni (2008) that lifelong learning are primed to dominate and enlarge and update knowledge, regardless of a person's real life context

VI. Conclusion

Based on the research findings previously described, we can summarize some issues related to the competence of teachers of economic/accounting subject on senior high school in Malang as follows:

1. In general, pedagogical competence of economic /accounting subject teachers in senior high school in Malang is already quite good, although there are still some competencies that need to improve: a) the competence to identify initial learners' ability, b) the principles of curriculum development, c) design principles of educated learning, d) used to update the contents and learning activities in accordance with the evolving situation, e) used to assess and evaluate the learning process and results, f) design a program of remedial and enrichment based on the information collected from the assessment and evaluation, g) communicate the results of the assessment and evaluation to stakeholders, h) used to use the results of the assessment and evaluation for the sake of learning, and i) ability to formulate learning objectives of the subject.
2. In general, personal competence of economic / accounting subject teachers at senior high schools in Malang is already quite good. Some teachers' competence which still need attention are: a) behave as an honest person for students and the community, b) proud to be a teacher, c) confident, d) act as a person who is mature, wise and dignified.
3. The social competence of economic/accounting subject teachers at senior high schools in Malang is already quite good, although there are still some lacking things such as: a) used to communicating effectively and politely with people in schools, b) implement various programs in the working environment to develop and improve the quality of education in the areas of teaching, c) communicate the learning programs and learners' progress to parents of learners.
4. The professional competence of economic/ accounting subject teachers in senior high schools in Malang is already quite good, although there are still some weaknesses in their competence, such as: a) reflect on their own performance continuously, b) follow the progress of time by learning from the various sources available.

Suggestion

Based on the research findings, there are some things that need to be done as an effort to improve professionalism of economic/accounting subject teachers of senior high school in Malang. The efforts to enhance professionalism can be conducted by improving indicators that are not maximized by implementing Critical Events Model (CEM) Nadler, L. And Zease, L. 1994 as described in the previous section.

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