

Jurnal Ilmiah Iqra'

2541-2108 [Online] 1693-5705 [Print]

Tersedia online di: <http://journal.iain-manado.ac.id/index.php/JII>

The Teachers' Necessity in Developing Their Competences Through Learning Process in University

Fadhlan Saini

State Insitute of Islamic Studies in Manado

fadhlsaini@gmail.com

Maryam Lughu

Nusantara University, Manado City

meryamhellen81@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan alasan keharusan bagi guru-guru honor melanjutkan kuliah dan mengungkapkan implikasi proses pembelajaran dari guru-guru honor dari universitas / perguruan tinggi di kelas. Metode penelitian yang digunakan adalah kualitatif deskriptif melalui dua teknik pengumpulan data yaitu wawancara dan dokumentasi. Dalam penelitian ini, peneliti menggunakan hasil dari wawancara dari pendidik-pendidik terpilih di sebagai sumber data utama. Sumber data pendukung diambil dari artikel atau buku yang berkaitan dengan penelitian. Hasil penelitian menjelaskan bahwa ada 5 alasan keharusan yaitu : (1). berdasarkan pada UU no 14 tahun 2005 bab 4 pasal 8 – 13 dan PP Republik Indonesia no 49 tahun 2018 pasal 8, (2). Untuk meningkatkan kompetensi guru, (3). menaikkan posisi ke jenjang sarjana, (4). mendapatkan gaji yang lebih baik (yang setaran dengan upah minimum daerah atau lebih), dan (5). mendapatkan NUPTK. Sedangkan, implikasi terhadap apa yang mereka dapatkan di Universitas dijelaskan dengan kebutuhan untuk meningkatkan kompetensi guru honorer. Selanjutnya, guru-guru honorer perlu memiliki banyak pengetahuan terkait bidangnya ataupun bidang lain, perlu tahu bagaimana mengelola kelas beserta siswanya, berkomunikasi dan bekerjasama dengan baik dan memiliki hubungan yang baik dengan para siswa secara emosional atau bahkan rohani.

Kata kunci: Kompetensi; Guru Honor

Abstract

The aim of this study was to figure out the reasons about the necessity of honorer teachers to continue their study and to reveal the implication of honorer teachers' teaching and learning process at university into their classroom. Descriptive Qualitative Method was applied through interview and documentation. In this study, the researchers synthesized the results of interview from selected Islamic honorer teachers as the primary source. The secondary source was accomplished by related articles and books or documentations of the research. The results showed that there were five reasons of the necessity such as (1). Based on the law number 14 of 2005 chapter 4 verse 8 – 13 and The Indonesian Republic Government Regulation No 49 of 2018 chapter 8, (2). To improve their teachers' competences, (3). To raise their position to the next level such as bachelor degree (4). To get better salary, and (5). To get Educator Identity Number. Meanwhile, the implication was studied and needed for further improvement for their competences. Furthermore, the honorer teachers required to have lots knowledge, apprehend to manage the classroom, understand to communicate, cooperate and have a good relationship with students emotionally or even spiritually.

Keywords: Competences; Honorer Teachers

Pendahuluan

Having said as the role of everything, education shows a great impact to people theoretically and practically. A process of education seems as the facilitation of delivering, reviewing, and revealing the knowledge into practice. Harlan and Johan (2014) described that nowadays, human beings need to be educated. They considered that the human beings should have the same opportunity to possess education. Hence, education requires to be handed by every human beings. The term of education is normally divided in two different types such as formal and informal category and other things acquired from experiences. Education is a rule of systematic and scientific view on the needs of stake holders (A. M. V. D. Pawero, 2016). Studies require to explore more about the related phenomenon of education regarding to meet the objectives and prosperity of a nation. One question may arises about the importance of education in world life. Kafoumba, from Teachers College Columbia University elaborated that education gives people understanding or ability to be able to change into something better. Recalling on a general perspective, education takes place on good impacts to someone who seriously work on it. Basically, education can affect to establish a good career, be occupied among society, and have a better self-confidence (Dolumbia, 2013). These points of view can be the reasons for the educators in this case teachers out there to gain

more knowledge than they have now and be the reasons to continue the study to get more understanding about specific things related to education whether it is more knowledge, skills and competences socially, politically and culturally and to get the better degree. Besides, being a great role model without mastering the skills and competences needed, that is just creating the huge mess in teaching learning process. That is why teachers need to study more in the University. Being teachers, there are lots things to be paid attention. It is not only knowledge, skills, the methodology of teaching which is called pedagogy but also the competences for the teachers (Daeng Pawero, 2018). It is needed to not only to understand but also to apply these competences in the classroom to make the teaching learning process runs very well. Consequently, having seen the unstable situation through educational system in Indonesia, remarked the visual perception that competences can be affected in it. In relation to the development, a sector of education development requires teachers' competences to be able to follow the recent period. The improvement expands to enhance the quality of teachers' training also about the primary and secondary education. To follow the situation, it is required a proper approach from traditional to modern learning activity (A. M. Pawero, 2017). Teachers' competences, in this case, is forced to be able to utilize the integrated methods to release the independent thinking of the students without decreasing the morality. New issue revealed in Indonesia on January 2020 about a new policy in Education that Indonesian schools will hold online teaching learning. This issue presents new problem that not only crashing the teacher's competences in the classroom but also other things related to not having electricity, internet, gadget and no knowledge in using it in villages. Online teaching learning is planned to be implied in Indonesian schools so that the teachers and students do not need to go to schools to have teaching learning process. This issue makes lots teachers argue because not all of them agree with that idea. Some agree to have teaching learning process at schools in the classrooms because in teaching, it is not only explanation but there are more to approach, method or even technique in educating or sharing the knowledge. That is why teachers need to improve the competences and skills and not only knowledge. If it just about the knowledge, the students can get that from other relevant people such as parents or friends or even by watching television, reading the books and articles. On the one hand, if they want to know the things and if those things happened, then teachers will not improve the skills and competence they have. Other reasons that make this will not work out because the electricity power and internet do not reach all places in Indonesia. The case is

happened for elderly who do not know how to use gadget or phone in having online communication, hence it would make the method of online teaching learning be mess. There are many reasons found as the lack of teaching learning process. It makes the reason for the teachers to continue their study in the University to improve more knowledge, skills and competence so that they can teach better. By all the previous reasons, the researchers interested in doing analysis about (1). What is the necessity for the honorer teachers to continue their study in the university? and (2) How does the honorer teachers implied what they have in the teaching learning process from that university into their classroom?. Therefore the purpose of this research are to find out the reason of necessity for honorer teachers to continue their study and to reveal the honorer teachers' teaching learning process implication at the classroom.

Theoretical Bases

Teachers' competences have been discussed frequently. Generally, teachers' competences are divided into four types such as pedagogical, personality, professional and social competence. The competences in which teachers should hand are influenced by different ways as long as it is understood to be applied. Sometime, they seem to become manager, a care person, an expert, and being a cultural and civic person. Therefore, it is clearly stated by Caena, that the process in not as easy as pie. The teachers need to improve all that they have as a model in front of the class. They need to be smart, creative, fun, caring in sharing the knowledge without leaving the attention to each head in the classroom (Caena, 2011). Gupta strengthened with his opinions that competences thrown upon the factors of knowledge, skills, behavior, moral value, motivation and belief to pursue a better quality in having a job (Gupta, 1999). From the quotations above, it can be informed in other understanding that someone can be said has the competences when he has knowledge, skill and experience related to his major and also has good attitudes, values, motivations and is own belief for his future to get success.

According to Suparno, the pedagogical competence was pictured to uncover students' characteristics and its' development, to understand kinds of notions in assisting and supporting the students, methodologies, materials as well as to comprehend the proper evaluation categories in which to use for students' ability . From the words, it can be described that if the teachers can understand the characteristic or attitudes of each student, it can help the teachers to improve

which method personally when they come to teach the students personally besides teaching them generally using the best method for all characteristics.

Besides pedagogy, Teacher's personality is certainly applicable. Teachers are emphasized on possessing the capacity to establish the quality of students' personal competence during learning improvement. Of the sentences, teachers' personality have been encountered to be a good impact in learning and allocate students' enjoyable and comfortable in having the learning in a classroom. In other sentences, being nice person as a role model for the students is a nice effort to make the students to pay attention to the lesson given (Ellong & Pawero, 2018). A good personality can support the teaching learning process condition in the classroom especially when there is a good chemistry as a good teacher and students. Ridwan put forward that the term of performance should be initiated by comprehending a lot of aspects in which one of them is applying and helping to create the correlation and the effective interaction with students (Ridwan, 2004). Therefore, it can be concluded that when teachers can apply all things above, it means they have great performance and personality. To support pedagogy and personality, Professional competence is needed. It is comprehensively utilized to support teachers in managing students' standard competency in accordance with national standard rule. Suyanto pictured that professionalism has kinds of factors. They could be stated as sturdy individual and knowledge base, a proof of certified letter and selected system, a good relationship to do such competition among students, good awareness, work ethics and others (Suyanto, 2005). From Suyanto explanation, It can be stated that to fulfill the Professional competences, the teachers need to implement those several characteristics in teaching learning process. Having lots knowledge should be balanced by having the competences to manage all things, healthy and have good personality. Maria in her article, explained that a professional teacher should acquire a wide qualification as follows: beliefs, attitudes and personality traits and pedagogical skills and knowledge (Maria, 2011). This statement can be said that professionalism of teachers integrate with other competences. Then, the last competence should have by the teachers is social competence. It turns to be an applicable competence that relates with communication and social interaction. This following competence corresponds with the social-intercultural activity of the teachers to the students. Anugerahwati and Saukah added that school communities (including colleagues and principals) said that teachers are an ideal people who can afford to be the closer people to the students. Generally, few social competences are being a must to do by the teachers

in everywhere they are (Anugerahwati & Saukah, 2010). These statements can be said as having a good relationship with their customs, religions, traditions, aesthetics, social awareness and a proper attitude to carry out the works. Moreover, teachers required to do an extra attitude. It simply can be clarified that the teachers should have great personalities or characteristics such as empathy, tolerate another positive side in having great cooperation socially. In order to improve this particular competence, LP3 Unnes Semarang (2007) stated some several activities can be applied effectively. They are: applying a better team work, looking for better chances, have a certain attitude by having a good role in group, handling responsibilities, training and gaining leadership, volunteering some social activities, increasing maturity and tolerance and reducing egoism to cooperate together. In short, it can be indicated that good personalities or characteristics build a good cooperation (LP3 Unnes Smarang, 2007).

The other supporting theoretical base that demand the honorer teachers to continue their study in the University is because of the law no 14 of 2005 about the teacher and lecturer related to qualification, competence and certification chapter 4 verse 8 till 13 and The Indonesian Republic Government Regulation No 49 of 2018 about Management of government Staff with work agreement as it is stated in Chapter 8.

Methodology

In implementing this research, descriptive qualitative method was applied to answer the following research questions. The aims of descriptive are to explain, classify and analyze the data from some instruments or events. Qualitative method was used based upon qualitative judgment instead of numerical form. It was also used to investigate the social phenomenon. Based on the quotation above, it could be explained that the data collected were in form of words instead of numerical data. There were two sources used in this research such as primary and secondary source. Primary source was a source that describe the information carefully. In this part, the researchers used the results of interview from selected Manado teachers. The participants work in different level of schools from playgroup till high school in which they are registered in LPMP or education quality assurance institution with foundation and official certificate. The participants in this study were the honorer teachers. Secondary source was about the supporting data. It was collected to compliment the deficiency of the first data by different objective from other

researchers. In other words, secondary source was beneficial in collecting data from another references by different purpose in conducting this research. Accordingly, this research used articles, books, and regulation that support the research. The subject relied on qualitative method accomplished by the researchers were in the form of collecting information in the field, having direct observation, doing in depth-interview and documentation. By doing data collection, the researchers used two techniques to support the research that was interview as well as documentation. Interview is activity that engages interviewer and interviewee in which occurred the interaction by delivering questions and stating answers. Creswell (2008) classified the interview into four type as follows: (1). One on one interview, (2). Focus group interview, (3). Telephone interview, (4). Electronic email interview. In keeping with that information, the researchers utilized one on one interview in which the researchers asked questions and recorded the answers (Creswell, 2008). Miles and Huberman stated that the data analysis is composed by three flows of sequences and they are data reduction, data display, drawing conclusion (Milles & Huberman, 1984). Based on the statement, there were four steps required in this research:

Collecting the Data Through Interview and Documentation

In collecting the data, the researchers executed some procedures, those were preparing the drafts to be asked and finishing the transcript results of interview. On the other hand, documentation was pictured by someone that can be used to obtain information to make credible the result of observation or interview. At the same time, some supporting photos or pictures taken from electronic media were collected.

Reducing the Data by Selecting and Focusing to the Formulation of the Research Problems

Focusing on this second stage, the researchers reduced the data by classifying the aspects related to the formulation of the problems. Meanwhile, the researchers identified the strong and weak answers/reasons from the interviewee to answer the research questions. Nevertheless, the answers are written down chronologically.

Analyzing and Describing the Data

When collecting and reducing was finished, the researchers combined and pointed to describe which recorded answers are going to be described into a final

data. In this step, the researchers analyzed the necessary data in order to be fixed as a final data.

Drawing the Conclusion

In this final step of qualitative analysis, the researchers concluded which data should be posted into words systematically. The data were explained detail in linking to research questions.

Findings

The Necessity of the Honorer Teachers to Continue Their Study in the University

Having discussed about the results from the interview, the necessity for the teachers to develop their competences through learning process in the university was based on the Indonesian law number 14 of 2005 about teachers and lecturer should improve their competences because it is correlated to the level of prosperity. Then, the academic standard should be reached was Bachelor (S1) or D4 degree and The Indonesian Republic Government Regulation No 49 of 2018 about management of government staff with work agreement as it is stated in chapter 8. One of the interviewee said, for instance:

“Saya harus lanjut kuliah karena tuntutan dan standar pekerjaan saya sebagai guru”

(I have to continue studying in university due to the demands and my job standards of being a teacher).

The previous answer was then suggested to determine the academic standard for each teacher. Unfortunately, to reach that following standard might not be easy. Teachers, in this case, should elaborate and train themselves prospectively. In line with other problems, prosperity has been talked as the main factor by the teachers. It needs to be discussed seriously by the government to take into account about their salary. As it is said by the government that the competences improvement is needed to make the prosperity better. Teachers will get certification fund based on the competences and get incentive based on its salary in a month. The statements in line with one of the results that:

“saya disuruh kepala sekolah saya agar sekolah di tingkat perguruan tinggi agar mendapatkan gelar sarjana dan guna mencapai kesejahteraan gaji oleh pemerintah”

(I have been ordered by my principal to study at university to cope my bachelor degree and to obtain a safety salary by the government)

From three million teachers in Indonesia, there are about one million teachers are under the level of prosperity. To make it happen, they need to move their degree up to the higher level. Nowadays, there are many teachers complained for government staffs with work agreement especially for those who are 35 years old above. In this case, regional government support is needed because the regional fund is the main fund for those government staffs. Meanwhile, the head of commission X of the people’s representative council of Indonesia, Syaiful Huda in Kompas news 2019 said that the Indonesian teachers’ management has the obstacle because of having low competences. As what he said that based on teachers’ competences test in pedagogy and professional sections, the result was about 53,02 while it has not reached the standard of minimal competences that is 55. Seeing this current news, one of the participants linked with her experience that:

“saya juga pernah mengikuti ujian kompetensi di wilayah saya tapi saya tidak lulus karena terbatasnya informasi dan pengetahuan yang saya miliki”

“(I once followed the examination in my working place but I did not pass it due to the limited information and knowledge I had”

Based on the data found through the interview with selected honorer teachers in North Sulawesi, they said that to fulfill all the teachers’ competences (pedagogy, personality, social and professional) to be implied in the teaching learning process in the classroom, they need to continue their study in the University. Of that situation, they can gain more knowledge and information from the lecturers. By having more experiences in University, they get more knowledge and information than they have not known before although some teachers have done the implication without knowing the exact theory of the subject. More statements delivered by the teachers that:

“Belajar di kampus sangat berguna untuk saya. Banyak pengetahuan saya peroleh untuk kebutuhan saya mengembangkan kompetensi saya sebagai guru. Saya juga mendapatkan pengalaman belajar dan mengajar yang baru yang belum saya tahu sebelum saya melanjutkan studi dikampus”

“(studying at campus is really useful for me. Lots of knowledge I gained to my needs to develop my competences as a teacher. I was also obtained a new experience about teaching and learning which I did not have before I continue studying at campus”

From the statement, it can be said that teachers need to improve knowledge, enhance the skills and explore their teaching practices. It gives a reason why do they need to continue their study. It is also because of the limitation of their knowledge, skills, competences because they have not studied yet. Furthermore, the situation stated based on their experiences that theories in the school were not expected as what stated in university. The experience in the classroom was pictured through some activities such as teaching and sharing the knowledge. As one said that:

“Saya merasa senang belajar dikampus. Pengalaman tentang teori mengajar saya sangat sedikit sebelumnya, akan tetapi, setelah saya melewati proses pembelajaran terutama mengenai aktivitas seperti focus group discussion sangat membantu saya dalam mempraktekkannya disekolah”

“I am feeling excited studying at campus. I had a small experience about my teaching theories previously, but, after I went through the process of learning like focus group discussion, was really helped me practicing at school”

Moreover, the more reason to study for further was to get a higher degree. Hence, they will not be moved to the position as administrator, to acquire a higher salary as followed by the funding regulation from Upah Minimum Kabupaten/Kota (Regional Minimum Salary). In this case, teachers often emphasized on their less salary, otherwise, their working activities were not equal to what should they have obtained. Getting NUPTK or Nomor Unik Pendidik dan Tenaga Pendidik (Educator Identity Number) was also a reason for the teachers to continue their study to make their position stronger. Like they said:

“Selain harus belajar, kuliah dalam hal ini melanjutkan studi pada jenjang sarjana S1 sangat diperlukan untuk mencapai tingkat kesejahteraan keuangan kami sebagai guru, dikarenakan gaji yang kami peroleh sebagai guru honorer yang belum sarjana tergolong rendah sekali. Selain itu, kalau kami tidak kuliah (melanjutkan studi) kami akan dialihkan sebagai tenaga administrasi bukan sebagai guru lagi”.

“Instead of learning, studying at college to pursue a bachelor degree is clearly needed to reach a maximum salary standard as a teacher. It was because of our salary was very minimum as the honorer teachers. In addition, if we do not study for further, we will be substituted as administration staff”.

The Way of Honorer Teachers Implied What They Have in the Teaching Learning Process at the University in to Their Classroom

Based on the analysis related to the case study, it was found that many honorer teachers had been done their job in teaching for several years. It was not only for about 2 years but also even more than 10 years. Mrs. A expressed that:

“Saya sudah menjalani sebagai guru honorer selama 10 tahun di sekolah”

“I have been a honorer teacher for 10 years at school”

Unfortunately, facts expressed that their status was admitted by government and still productive for their age. The data delivered an explanation about a huge homework in developing and improving Indonesian teachers' quality. In relation to teacher's competences improvement, the people's representative council of Indonesia, Syaiful Huda, suggested to send the teachers abroad to follow short course to some countries which is known as great countries with great modern education management such as Finland, China, Canada and South Korea. Having this program, can help Indonesian teachers to learn other things from other countries. As what of one of the participants said that:

“Alhamdulillah, saya pernah diutus untuk mengikuti pelatihan guru diluar sekolah yang dilaksanakan oleh pemerintah. Hal tersebut membuat saya termotivasi menjadi guru walaupun sebagai guru honorer”

“Alhamdulillah, I am once delivered to follow teachers' traning outside of the school held by the government. Those things made me motivated even as a honorer teachers”.

The reason she had the chance to follow teachers training in Jakarta, Indonesia was due to her position who are now continue studying to pursue her bachelor degree. From that training, she could acquire what she had not gotten before and it was really useful because she could imply that on her teaching and learning. The activities from that training also brought a good impact on the teacher herself and her reliance with local school principal in building her character education as a young teacher. Meanwhile, being one of the honorer teachers in her school who has been sent to that training, motivated the rest honorer teachers to

keep working and studying to improve their competences.

In addition, teachers should commit to improve their competences higher to cope the challenges and obstacles by providing things and fund needed to improve the teachers' competences. One of the participants argued that:

“Guru juga harus berkomitment untuk mengembangkan kompetensinya, saya juga pun merasa hal itu perlu”

“A teacher should commit to develop his or her competency, I also felt the same too”

Great teachers did not only teaching but also learning. Hence, getting inspirations and sharing the experiences from the others in the university could enrich the teaching learning ideas and creativities. The examples displayed when they could work in group to identify problems like they executed in their classroom.

Through the interview, the participants explained that improving their competences as teachers in pedagogy (the students, knowledge model of learning), personality (individual appearance and impression), social (ownership, control, skills and abilities required of one's position) and professional (ability in mastering the learning and students), in this case, was still studied but helpful in encountering their working (teaching, supervising, and other related things that commanded by their principal/headmaster). As recorded from their answers that:

“Di mata masyarakat disekolah saya, saya selalu dianggap guru yang bisa dikatakan profesional karena status saya akan berubah dengan gelar yang akan saya dapatkan setelah nama saya. Akan tetapi, kompetensi guru yang saya miliki masih perlu dipelajari dengan proses agar saya lebih baik lagi dalam menjalakkannya”

“In society, I was considered as professional teachers because of my upcoming degree after my name that I am now pursuing for. But, the competences I had, still need to be studied with a process to be better”

During the years of studying in university, their creativity increased to make the class fun and to be functional honorer teachers on their institution. The implication of teaching and learning process during their study stated some advantages for the following honorer teachers along their work. Instantly, it was explained that their knowledge was improved by having more readings, writings and analyzing some knowledge from university. From those activities, some of the honorer teachers who dedicated their service for about 3 to 12 years could apply

and enhance their materials better than before. At the same time, the younger honorer teachers also could turn to account and practice their public speaking in front of their students. Teaching and learning process from the university that they are studying (IAIN Manado) embraced their pedagogical ability, especially in understanding and elaborating sentences in writing a lesson plan.

After going through the years, whether an online strategy or things that should be done by technology which is now familiar to the current teachers were also become a best input they obtained during a learning process in university for the honorer teachers to teach at their own classroom situation. However, a real situation pictured might not be best as considered. Most of the interviewed participants said that they have been forced to not only be more creative in expressing and managing their teaching. Also, some of interviewed participants (the Islamic honorer teachers), were not clear enough to master the activities including theories due to their age, teaching time, a proper communication, collaboration and approach to handle students emotionally or even spiritually at their classroom. Moreover, most of them obtained extra classes, extra works, and other responsibilities that have been pointed by their school principal. Considering about this problem, the all efforts established by the participants in this study revealed to be more appreciated. For those who synthesized as younger teachers would get better opportunity in enhancing their ability and capacity, otherwise, for those who considered as older teachers would only get a limit time in delivering and improving their ability as well as capacity in the school.

Discussion

Observing and documenting things happened nowadays to the honorer teachers for what they have been coped in their daily life teaching in which they have implemented their effort through the competences in teaching learning process were full of lack and excess. Comparing all honorer teachers one by one for everyone had his own capability, approach and method that definitely was different to each other. Finding other findings related to the analysis done, the researchers took the notes that there were actually many things should have by the honorer teachers to imply not only the Government rule in the law no 14 of 2005 about the teacher and lecturer related to qualification, competence and certification chapter 4 verse 8 till 13 and The Indonesian Republic Government Regulation No 49 of 2018 about Management of government staff with work agreement as it is stated in

Chapter 8 but also improved their competences (pedagogy, personality, social and professional) in teaching learning process in the classroom.

According to Siti Aimah, Muhimatul Ifadah and Dwi Anggani Linggar Bharati on their article Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study, Teachers' competence in controlling the classroom was a better factor in the students' comprehension, and further, in enhancing their competence. The improvement of teachers' pedagogical competence was based on their decision in adjusting the material and approach to implement a meaningful learning. It proved that students' motivation could be optimally stimulated in following the classroom. However, the students' perception of teachers' pedagogical competence was also increasing. Therefore, it is recommended to implement lesson study to establish the quality of learning especially for its process. Similarly, as it was also said by one of participants that a teacher should commit to develop his or her competence (Ifadah & Bharati, 2017). In this case, he or she needed to choose the right way to manage the lesson and class to be a creative learning so that the students could be excited in receiving the lesson given. Here, the competence appealed in real teaching learning process but what happened in the real situation sometimes was not exactly as theory said. This was because of some lacks in the process such as the lesson plan had been made was not always applied in that period. There were not all students could understand the lesson properly in the same time, several students just could understand the lesson by using media assistant in the class. Also, the student' setting were not proper because of playing while the lesson explained by the teacher and material covered was not exactly based on the time given from what it was written on lesson plan due to lots of chaos occurred. Shashi Shukla formulated that a committed teacher was focused and more involved in her/his profession (Shukla, 2014). Along with commitment towards the profession, teachers also needed to be competent in their skills of teaching that include the acquisition and demonstration of the integrated skills required for students' teaching like introducing a lesson, fluency in asking a question, digging out questions, describing, pace of lesson, reinforcement, knowing child psychology, recognizing behavior, classroom management and distributing assignment. Professional commitment and teaching competency could be seen mostly in relation to job satisfaction acquired by the teachers in the result of various attitudes possessed by an employee towards his job with specific factors such as salary, service condition, opportunity, working condition and colleague. It was concluded on the writing that three main aspects of teaching for teachers were

Professional Commitment, Job Satisfaction and Teaching Competency (Shukla, 2014). Observing the writing, the researchers took a note that commitment was needed for being professional teachers in improving their teaching competency and also getting job satisfaction in having well condition, opportunity, working and salary. The competences could be gotten through the study in the university to put the commitment to be professional teacher (getting higher degree for D4 or Bachelor, more knowledge and knowing more about teacher's competences) but for job satisfaction in reality condition, not all honorer teachers deserved good salary and service. If it was compared with the working time, the payment had not still fitted to the salary given. Documenting the result of the interview from some participants of honorer teachers in North Sulawesi, they were paid less even some got under from the Regional minimum salary. Researcher from Greece, Maria verified that the particular findings contributed to a systematic and analytical description of the content of professional knowledge and to an indicative classification of the tools required for the successful performance of a teacher's pedagogical and didactic work, based on his needs (Maria, 2011). From this report, it could be synthesized that the effectiveness of professional teacher was supported both with professional knowledge and traits. These two things led the teacher to get successful achievement in pedagogical and didactic work. Knowledge and traits should walk together in implementing the teaching process because if one lost, the process would not run well. The professional teacher was not only having the degree and knowledge, but also he or she must understand how to communicate the lesson through good traits so that the students can enjoy in receiving the lesson and could apprehend the teacher's words. Practically, not all teachers could really master these things. Sometimes feeling of patients lost when meeting naughty and stubborn students even though he or she had made the very creative teaching process through games or fun explanation. In other cases, some teachers could be so patients because they had good traits even though they had less competence of pedagogy. Kiyemet Selvi stated on her article about Teachers' Competencies that having teacher competencies really determined the teacher itself because it affected significant things related to the teacher's achievement in the school included values, traits, the way the teacher behaved in communicating and practicing the teaching learning process. A good education could change anyone; a good teacher could change everything (Selvi, 2010). This research gave another understanding for the teachers out there to try to improve the best effort they could do even though practically there were so many obstacles need to be passed in

the teaching learning process at the classroom. As it was discussed before that teacher put effort in implementing their competences but little thing such as facing naughty students sometimes destroyed their achievement for not being inpatients in facing that situation which affected their values as professional teacher. Comparing other explanation from Dr. Jimmi that the level of competency in all aspects of designing, planning, implementing and evaluating of practical training was at the moderate level because of the weakness in planning that affected the characteristics of teaching and learning (Jimmy, 2014). Planned and strategic attempts needed to be done to increase teachers' competency. Teachers must be able to design and develop experiments to perform better practical in teaching. Along with that, teachers needed to have a complete detail of an experiment preparation covering all of the subject identities, competency standards, learning objectives, learning materials, time allocation, teaching methods, learning activities, assessments and learning resources, Implementation of exercises, practical programs and workshops. Although the initial setup was particularly important in preparing for an experiment or scientific practice, but the lack of materials and apparatus undermined the efforts to provide a good practical or experiment. From the description above, it could be described that the material and apparatus were significant media to support pedagogy. Besides, the teacher's experience time determined all because the more he or she had experience time in teaching, the more he or she could manage the class well. Of this theory, teachers could learn how to organize all things related to teaching learning process practically.

Understanding the case study in this research, it is suggested for honorer teachers in North Sulawesi as well as all the honorer teachers in Indonesia to continue their study in the University for better future related to position or status, competences, qualification, skill and salary. Age will not be a problem in studying as long as the teachers themselves have their passion to gain more knowledge and improve their competences to be professional teachers who master many things needed in the teaching learning process in the classroom. The teachers should improve their pedagogical, personal, professional, and social competences continuously and the schools should encourage the development of teachers' performance to become qualified schools.

Conclusion

The reasons of a necessity for the Islamic honorer teachers to continue their study based on the data found through the interview are concluded as below :

1. Based on the Government Regulation on Law no 14 of 2005 chapter 4 verse 8 – 13 and The Indonesian Republic Government Regulation No 49 of 2018 chapter 8
2. To improve their teachers' competences
3. To raise their position to the next level (Diploma 4 or Bachelor)
4. To get better salary (equal to Regional Minimum Salary or even more)
5. To get NUPTK or Nomor Unik Pendidik dan Tenaga Pendidik (Educator Identity Number)

While the ways that the teachers need to imply their competences in school in improving their competences as teachers in pedagogy (the students, knowledge model of learning), personality (individual appearance and impression), social (ownership, control, skills and abilities required of one's position) and professional (ability in mastering the learning and students) was still studied but helpful. They need to have lots knowledge related to their major or even others, apprehend how to manage the class and the students, understand how to communicate and cooperate properly and they need to have good relation with the students emotionally or even spiritually.

Reference

- Anugerahwati, M., & Saukah, A. (2010). Professional competence of English teachers in Indonesia; A profile of exemplary teachers. *Indonesian Journal of English Language Teaching*, 6(2), 107–119.
- Caena, F. (2011). *Teachers' core competences: requirements and development*.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. 3rd: Pearson Education, Inc.
- Daeng Pawero, A. M. V. (2018). Analisis Kritis Kebijakan Kurikulum Antara KBK, KTSP, dan K-13. *Jurnal Ilmiah Iqra'*, 12(1), 42. <https://doi.org/10.30984/jii.v12i1.889>
- Dolumbia, K. (2013). *Edlab – why is education so important in our life*. New York: Teachers College Columbia University.
- Elong, T. D. E., & Pawero, A. M. D. (2018). Islamic Education Management for Millennial Generation; Quality and Competitiveness. In *The 1st Annual Conference on Islamic Education Management (ACIEM)*. Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga.
- Gupta, K. (1999). *A Practical Guide for Need Assessment*. San Francisco: John Wiley &

Sons Inc.

- Ifadah, A. S., & Bharati, D. A. M. (2017). Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study. *Arab World English Journal*, 8(1), 6. <https://doi.org/https://dx.doi.org/10.24093/awej/>
- Jimmy, C. (2014). Teachers Competency in the Teaching and earning of Chemistry Practical. *Mediterranean Journal of Social Sciences*, 5(8). <https://doi.org/10.5901/mjss.2014.v5n8p312>
- LP3 Unnes Semarang. (2007). *Bahan Ajar Pengembangan Profesionalitas Guru*. Semarang: LP3 UNNES Semarang.
- Maria, L. (2011). The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness? *International Journal of Humanities and Social Science*, 21(1).
- Milles, M. B., & Huberman, M. A. (1984). *Qualitative Data Analysis*. London: Sage Publication.
- Pawero, A. M. (2017). Analisis Kritis Kebijakan Standar Kompetensi Lulusan (SKL) Dan Standar Isi Kurikulum Pendidikan Agama Islam. *Journal of Islamic Education Policy*, 2(2). <https://doi.org/10.30984/j.v2i2.700>
- Pawero, A. M. V. D. (2016). *Internasionalisasi di Perguruan Tinggi Swasta*. Maulana Malik Ibrahim State Islamic University of Malang.
- Ridwan. (2004). *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta.
- Selvi, K. (2010). Teachers' Competencies. *International Journal of Philosophy of Culture and Axiology*. <https://doi.org/10.5840/cultura20107133>
- Shukla, S. (2014). Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4(3), 44-64. Retrieved from www.iosrjournals.org
- Suyanto. (2005). *Profesionalisasi dan Sertifikasi Guru*. Purwokerto.