A CLOSER LOOK AT TEACHERS’ PROFESSIONAL COMPETENCIES

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ABSTRACT

Preparing students for 21st century life should be started by preparing the teachers since they have a great influence in shaping the education outcomes. Besides, the quality of English teachers also influences on teaching English as a Foreign Language (EFL) in Indonesia. This study was aimed at finding out the professional competencies of teachers of English. This study involved three teachers of English, 36 students, the vice-principal of curriculum, and the school principal. The data were collected through observation, questionnaire, interview, and review of documents. The results of the study revealed that the teachers of English at SMKN 3 Palembang were in criteria “competent enough” (73.77%) in completing all aspects of teacher’s professional competencies based on the Ministerial Regulation of National Education Number 16 Year 2007 on the Academic Standards and Competency Qualifications. The findings could contribute some benefits for the teachers of English, the school, and the government in order to gain better quality of teaching and learning English, particularly teachers’ professional competencies.

Keywords: professional competencies, teachers of English.

INTRODUCTION

Preparing students for 21st century life should be started by preparing the teachers. The motivated, well-trained, and professionally qualified teachers can help students in mastering 21st century skills. The Partnership for 21st Century Skills and American Association of Colleges of Teacher Education (AACTE) (2010) describe a framework of specific skills such as critical thinking, problem-solving, communication and collaboration that students must also learn as well as knowledge and expertise to succeed in today’s world. In this context,

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teachers as subject and object of demands of education reforms have more responsibilities in making them capable and qualified, before ensuring 21st century readiness of students. Thus, the role of teachers in this globalization era is a key to educational improvement.

Being a teacher is not an easy job unlike public assumes. Teaching is not merely the responsibility of teachers. They play a major role to determine either students’ improvement or educational improvement. Though they are not entirely a factor that needs to be changed in determining the success of the reforms, they are the most significant agent of change in the reforms. Some studies indicate that teachers are positively related to student achievement and have great influence in shaping the education outcomes (Hanushek, 2009; Hirsch & Emerick, 2006; Cochran-Smith & Fries, 2005; Sembiring, 2002; Richards & Renandya, 2002). Consequently, to improve the quality of education they must fulfill the world needed, regional/national regulations and standards of education, even parents’ expectations who ensure their children are well-educated.

One of the factors which influences the quality of education is the teacher’s competencies. Teacher’s competencies include professional knowledge, understanding, skills, abilities, and values for fruitful fulfillment of education program. They have been investigated by many scholars either nationally or internationally to make the betterment of education, notably the teachers. Some scholars manifest the concept of teacher’s competencies in many aspects. Selvi (2010) clarifies the general framework of teacher’s competencies into nine different aspects as follows: field, research, curriculum, lifelong learning, social-cultural, emotional, communication, ICT, and environmental competencies. In a study conducted by Demirel (1990) explores the ideas of teachers concerning ideal and real teacher competencies in terms of pedagogical knowledge, content knowledge, and cultural knowledge. He also found that teachers, generally countries all over the world, presented similar competencies in real teaching situations and teacher education programs aimed at equipping teachers with similar competencies. Further, as stated on the Indonesian Law Number 14 Year 2005 on Teachers and Lecturers article 10 and Ministerial Regulation of National Education Number 16 Year 2007, there are four teacher’s competencies that should be mastered by teachers: pedagogical, personal, social, and professional competency.

Pedagogical competency is the knowledge, abilities, and skills of the teacher to manage the teaching and learning process which includes planning, implementing, actualizing students’ intelligence, and
evaluating the outcomes. Personal competency is related to good characters of a teacher. This competency is also a tool for molding students’ characteristics. Then, it is social competency which includes knowledge, abilities, and skills in social interaction life either inside or outside the educational environment. The last, professional competency of teachers is the knowledge, abilities, and skills to master the subject matter broadly and deeply to meet standards of educational competencies for students. Those four competencies are integrated with teacher performance and indeed it will affect students’ achievement.

In spite of having good qualifications and educational certificates, teachers of English must master those four teacher’s competencies (Standards of National Education on Indonesian Government Regulation Number 19 Year 2005). Professional competencies of Indonesian teachers of English are one of the crucial things to be examined since some facts and studies reveal its influences and contributions in the teaching-learning process, students’ achievement, and educational outcomes. In a study conducted by Lodang et al. (2013), it is concluded that professional competency has a very significant influence on the teachers’ performance and directly affects students when learning activities take place. Regarding one of the aspects of professional competencies in mastering subject-matter broadly and deeply, Lengkenawati (2005) found that most Indonesian teachers are lack of competency in some of the English skills they teach. Another study conducted by Syamsinar and Jobu (2015) also reveals that teachers’ problems dealing with professional competencies in teaching English at vocational high school include mastering materials and curriculum, using the information technology, and developing teacher professionalism continuously.

Furthermore, the EF English Proficiency Index (2017) reports that Indonesia has low proficiency in English skills. Over the past 4 years, Indonesia ranking has been decreasing and now it is in 39th place out of 80 registered countries. While from 8 countries in ASEAN that have registered, Indonesia position is on 5th defeated by Vietnam. In this regard, Directorate General of Teachers and Education Personnel (2015) also reports that the result of competency examination indicates that the teachers’ quality in Indonesia is still low and do not reach the required minimum standard. The average score of the teacher competency test on November 2015 was 53.02 while the passing grade was 55. The average score of teacher’s professional competency itself is 54.77 (Portal Pendidikan, 2016). Unfortunately, South Sumatera is categorized as one
of the provinces which obtains the score below the national average. On the other hand, the Teacher Competency Test in every year targets the minimum competency standards of national level about 70-80 more. Based on data mentioned, it can be said that there are too many teachers who lack competencies, especially in professional competencies.

From those reasons, the researcher was interested in conducting research and formulating problem of this study into a question with the objective: What is the nature of professional competencies of teachers at SMKN 3 Palembang? This research question is to describe professional competencies of teachers of English at SMKN 3 Palembang. Lastly, the results of this study could contribute some benefits for the teachers, school principal, government, and other researchers.

LITERATURE REVIEW

Teacher’s Competencies

There are many factors contribute to the quality of education. One of them is a teacher’s competencies. Teacher’s competencies deal with knowledge, skills, capabilities, abilities, attitudes, and values which a teacher should achieve since those become part of his or her being (Law Number 14 Year 2005, article 8). Moreover, those are also reflected in the habit of thinking and acting of the profession.

Many educational researchers have done studies to find out the competencies of professional and qualified teachers. Fathivajargah (2003) believes that teachers must have three competencies, such as cognitive competency (self-cognition, learners-cognition, and cognition of teaching-learning process), emotional competency (based on interests, values, and attitudes), and practical competency (competency dealing with the students, classrooms, schools and the society). Meanwhile, Aghaie (2006) states that the most important competencies of a teacher are: 1) Familiarity with different thinking skills and applying them, 2) Familiarity with new learning and teaching methods and using them, 3) Class management and specific skills of communicating with the students, 4) Familiarity with communication and information technologies, and is capable of employing them in teaching, 5) Research skills, and 6) Skillful in evaluating academic achievements.

Further, other concepts of teacher’s competencies have been developed in Teacher Education Development Project or Proyek Pembinaan Pendidikan Guru/P3G proposed by the Ministry of Education and Culture (Cristine, 2008). They consist of 10 teacher’s competencies.
such as 1) Mastering material, 2) Mastering educational foundation, 3) Preparing teaching program, 4) Implementing the teaching program, 5) Assessing process and learning outcomes, 6) Carrying out the process of guidance and counseling, 7) Carrying out the school administrations, 8) Developing personality, 9) Interacting with peers and the community, and 10) Conducting simple research for the benefit of teaching. To reach those competencies, Mulyasa (2007) puts forward six aspects to support teacher’s competencies are as follows:

1. Knowledge, a teacher should aware of the cognitive aspect by identifying learners’ need and knowing which knowledge suitable for the learners.

2. Understanding, a teacher knows how to understand and manage learners’ characteristics and condition.

3. Skill, an ability that a teacher should have to conduct teaching and learning process in the classroom, for example; a teacher can create from complex material to be simpler material, so there will be easier to understand by learners.

4. Value, a teacher must have standard values, or behavior according to their activities in the classroom, for example, honesty, openness, democratic, and so on).

5. Attitude, related to feeling (happy, unhappy, like, or dislike), a reaction from any circumstance deals with his/her works.

6. Interest, a tendency to do something. An interest to do or learn something for developing his/her teaching experience.

In this regard, Indonesian Ministerial Regulation of National Education Number 16 Year 2007 about Teacher’s Competencies and Academic Qualification Standards states that teacher’s competency includes 4 competencies, namely: 1) pedagogical competency, 2) personal competency, 3) social competency, and 4) professional competency, through professional education.

**Professional Competencies**

A professional is competent when he or she acts responsibly and effectively according to given standards of performance (Mulder, 2014). The Indonesian Law Number 14 Year 2005 on Teachers and Lecturers also stipulates definition of professional, it is a job or activity undertaken by an individual and become a source of income of life which requires skills and professional education to meet a certain quality or norm. Meanwhile, competency is a rational performance with satisfaction
meets the objectives for the desired condition (Hornby & Thomas, 1989). Thus, professional competency is seen as the generic, integrated and internalized capability to deliver sustainable effective (worthy) performance (including problem-solving, realizing innovation, and creating transformation) in a certain professional domain, job, role, organizational context, and task situation.

The term of professional competency is also used to describe the personal prerequisites that are necessary for teachers to successfully master the requirements of the profession (Kunter et al., 2013). Based on COACTIV model proposed by Baumert and Kunter (2013), professional competency also embraces professional knowledge as well as motivational and affective aspects. The domains of professional knowledge itself include Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and Pedagogical-Psychological Knowledge (PK/PPK). Content knowledge means factual knowledge, that is, the knowledge of the relevant concepts, the principles, and the structure of the subject-matter. Pedagogical content knowledge is the knowledge needed to make subject-matter comprehensible to students. Shulman (1986, 1987) is first introduced and defined pedagogical content knowledge (PCK) as ways of teachers in representing and formulating the subject-matter knowledge in the context of facilitating student learning. Meanwhile, Pedagogical-psychological knowledge (PK/PKK) is knowledge required to create and optimize teaching-learning situations across subjects, including declarative and procedural knowledge of classroom management, teaching methods, classroom assessment, and student heterogeneity (Kunter et al, 2013).

In the Indonesian context, Ministerial Regulation of National Education Number 16 Year 2007 states that professional competency of a teacher is the ability to master the subject matter broadly and deeply which enables teachers to guide learners to meet the competency standards set out in the education standards. The following aspects are based on the regulation:

1. The mastery of materials, structures, concepts, and mind scientific paradigm supporting the subject taught.
2. The mastery of standards competencies and basic competencies of the subject taught.
   a. Possessing standard competencies of the subject taught.
   b. Possessing basic competencies of the subject taught.
   c. Possessing learning objectives.
3. The ability to develop learning materials creatively.
a. Choosing learning materials in accordance with learner’s development levels.
b. Developing learning materials creatively in accordance with learner’s development levels.

4. The ability to maintain continual professional development by conducting reflective activities.
   a. Reflecting on own performance continuously.
   b. Utilizing the results of reflection to improve professionalism.
   c. Conducting classroom action research for professional enhancement.

5. The use of information and communication technology for self-development.
   a. Using information and communication technology for communication.
   b. Using information and communication technology for self-development.

**English teacher’s competencies**

English is one of the international languages used in many countries throughout the world, including Indonesia. As a foreign language, English is taught starting from the elementary school, however, it is not as a compulsory subject (Ministerial Regulation of National Education Number 22 Year 2006). Margono (2010) says English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, arts, cultures, and to develop the relationships among nations in the world.

In Indonesia, English is as one of the compulsory subjects taught in junior and senior high schools. It also becomes the final achievement of which is measured in the national examination, as officially stipulated in Ministerial Regulation of National Education Number 22 Year 2006. The result of English in National Examination is still used as one of the bases to determine students’ graduation from schools and to consider for selection purposes at the higher levels of education (Furaidah et al., 2015).

According to the Partnership for 21st Century Skills and AACTE (2010), the job of teachers in the future is getting complicated. It is because they must perform tasks of teaching, educating, and guiding their students. It is very hard to underestimate the teacher’s existence
because the existence, role, and function of teachers are undeniable necessities. Further, teachers are determinations of the direction and learning system including the curriculum, facilities, forms and patterns, and effort to help how students learn optimally and correctly to grab the knowledge and life values (Sembiring, 2002). Thinking of the importance of studying English in the classroom, English teachers need to have qualifications and qualities appropriate for different level (Patel & Jain, 2008). A good teacher of English must possess some qualities, they are:

1. Having sound of knowledge of the English language as well as literature,
2. Knowing different methods of teaching English,
3. Having an ability and skill to teach methodically and systematically, and
4. Having an ability to understand his/her students.

In the study by Harper and de Jong (2009) states four general concepts dominated the responses of the teacher candidates regarding the knowledge, skills, and dispositions of English language teachers: (1) understanding different English language proficiency levels, (2) knowing how to make instruction comprehensible through a range of strategies (e.g., using visuals, gestures, graphic organizers), (3) knowing students’ cultural backgrounds and (4) ensuring a welcoming classroom environment. Thus, for language teachers, being aware of students’ diversity in terms of their levels, learning styles and cultural background seems to note becoming effective English teachers and creating effective language teaching and learning classes.

Furthermore, the requirement of Ministerial Regulation of National Education Number 16 Year 2007 describes that the teacher of English should: (1) possess the knowledge of the various linguistic aspects of the English language (linguistics, discourse, sociolinguistics, and strategy); and (2) have a good command of spoken, written, receptive, and productive English in all its communicative aspects (linguistics, discourse, sociolinguistics, and strategic).

Include the current knowledge including substantive findings, as well as theoretical and methodological contributions to your topic. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated.
RESEARCH METHODOLOGY

This study was conducted at SMKN 3 Palembang. This public school has been accredited ‘A (very good)’ by the Accreditation Board of National Educational Ministerial in 2015. There are 5 expertise programs: Accounting, Marketing and Business, Tourist Industry, Automaticity and Office Administration, and Hotel Accommodation. The study involved one principal (SP), one vice-principal of curriculum (VPC), three teachers of English (TC1, TC2, and TC3), and thirty-six students of eleventh grade who have ever been taught by three teachers of English (participants) at SMKN 3 Palembang. The data were collected through (a) observations both inside and outside the classroom, (b) two kinds of questionnaires given to 3 teachers of English and 36 students from 12 classes, (c) interviews with the teachers of English, the vice-principal of curriculum, and the school principal, and (d) review of the documents. The researcher observed the teachers of English activities both inside and outside the classroom, particularly in the teaching-learning activities. It took 11-13 times for each teacher of English.

The results of the observations were video-recording and fieldnotes in a checklist of what found during the observation. The data collection through questionnaires for teachers as well as students were adapted from 5 core competencies of teacher’s professional competencies as stated in Ministerial Regulation of National Education Number 16 Year 2007 and guideline for the implementation of teacher performance appraisal by Indonesian Ministry of Education in a study conducted by Ningsih, Inderawati, and Vianty (2014), and also Sari (2014).

In interviews, there were 10 questions for the teachers of English, 7 questions for vice-principal of curriculum and school principal. The results of interview were audio recording and its transcription.

Lastly, the documents collected in the study included policy documents, syllabi, lesson plans, and certificates from teachers’ professional activities such as from seminars, workshops, training, and competitions. The methods of analysis employed in the study were both quantitative and qualitative. The quantitative method of analysis was first used for assessing the responses obtained from the observation and questionnaires; and secondly, the qualitative analysis provided the evaluation and interpretation of the figures and insights obtained from the interviews and review of the documents.
RESULTS AND DISCUSSIONS

The mastery of materials, structures, concepts, and mind scientific paradigm supporting the subject taught

Based on the results of questionnaire, interview, and document review, it was found that the three teachers of English were competent in mastering materials, structures, concepts, and mind scientific paradigm supporting the subject taught. The teachers of English were possessing the knowledge of the various linguistics, discourse, sociolinguistics, and strategy during the process of teaching and learning in the classroom. They also had a good command of spoken, written, receptive, and productive English in all the communicative aspects. This was in line with the Ministerial Regulation of National Number 16 Year 2007 about Standard Competencies for Subject Teachers in the point of 18.1 states teacher competency in foreign language subject consists of those two indicators. Moreover, based on the interview results, the vice-principal curriculum (VPC) and the school principal (SP) stated that the teachers of English were good in mastering the materials and no doubt related to this competency since they had certified as a professional teacher. They answered:

“.... So if from the teaching competency of learning materials, I don’t think there is any doubt” (VPC).

“The competency of mastery in learning material for the teachers of English is good. This can be seen because they had been tested and passed as professional and certified teachers” (SP).

It could be assumed that the teachers of English mastered materials as well as all aspects which supported teaching English, including possessing the knowledge of the various linguistics aspects. The use of linguistics in teaching a foreign language is very essential to a language teacher in helping students better comprehend the language (McQuerrey, 2018; Patel & Jain, 2008). Further, Khansir (2013) also examined that applied linguistics in English language teaching can figure out the language problems both generally and particularly. Therefore, the teachers of English revealed that they were competent in the first core competency.
On the contrary, the result of observation showed that the teachers of English were competent enough in the first core competency of teacher’s professional competency. To be specific, TC1 and TC3 obtained score 75 (competent) and TC2 obtained 50 (less competent). During the observation, TC1 possessed the two indicators (Obs. #2, #7, #8, #9, #14, #15, #16, #20, #21, #22, #36, #37 January – April 2018). However, the use of Indonesian and Palembang language was sometimes (around 25-30%) exposed by her to make students understand what she explained. She also made mistakes in pronunciation the words ‘question’ and ‘being’ (Obs. #7, #8 January 2018). Next, TC2 used more often Indonesian and Palembang language (around 50-70%) rather than English in the process of teaching and learning (Obs. #3, #4, #5, #6, #10, #11, #12, #13, #17, #18, #19, #33, #34 January – April 2018). Inappropriate terms in responding to students’ question were also exposed by him in teaching procedure texts (Obs. #3, #4, January 2018). In this case, he did not consider communication aspects of the English language, especially sociolinguistics aspect. The opposite way, TC3 was using English language more actively in the teaching and learning process. Al-Zoubi (2018) on his study investigated the impact of exposure to English language on language acquisition found that there was a great impact of exposure to English language on language acquisition as well as in developing the four language skills.

In summary, the researcher trusted the results of observation more than the results of questionnaire, interview, and document review. The teachers of English were competent enough in mastering materials, structures, concepts, and mind scientific paradigm supporting the subject taught. They did not meet the overall indicators such as possessing the knowledge of various linguistics aspects (linguistics and sociolinguistics) and also the way of giving the command to students in spoken and written.

The mastery of standard competencies and basic competencies of the subject taught

From observation, questionnaire, interview, and document review, it was found that the teachers of English were competent. They comprehended the standard competencies, basic competencies, and learning objectives of the English subject. In implementing the teaching and learning process, they planned and created the activities, tools, even the learning objectives following standard competencies and basic competencies. They were also able to develop the standard competencies
and basic competencies into measurable indicators. Based on the interview results, the vice-principal of curriculum and school principal said:

“As I have already explained in the first question, all of them have got profession certificates which means in academic competency side they have the mastery. Concerning the mastery of standard competencies and basic competencies, I believe they understand the concept well” (VPC).

“I think most teachers here are competent and have the mastery of standard competencies and basic competencies of the subject taught. Moreover, they have also become certified teachers definitely through a long process” (SP).

Fundamentally, the teachers of English should master standard competencies and basic competencies of the subject taught as the basic knowledge in conducting the process of teaching and learning. This knowledge is in line with one of the aspects proposed by Ministerial Regulation of National Education Number 16 Year 2007 and Slavik (2009) on teacher’s professional competencies. Besides, Shulman (1986) states content knowledge is essential as reflected in the basic knowledge of teachers. Comprehending the subject matter what they teach is very principal to teacher’s competency since “teachers who do not themselves know a subject well are not likely to have the knowledge they need to help students this content” (Ball, Thames & Phelps, 2008). The teachers of English indicated that they were able to implement suitable materials into teaching activities clearly and orderly according to the lesson plan. Therefore, the subject-matters were also current, update, and significant activity.

It can be inferred from the information above that the teachers of English were able to perform the second core competency of teachers’ professional competencies well. Their mastery of standard competencies and basic competencies were stated in their lesson plan and also the application. The teachers of English had already met the three indicators; possessing standard competencies, basic competencies, and learning objectives of English subject.

The ability to develop learning materials creatively
Based on the results of observation, questionnaire, and interview, it was found that the teachers of English were competent. The teachers of English could make more interesting and meaningful teaching and learning process (Harper & de Jong, 2009; Directorate of General Quality Improvement of Teacher and Education Personnel, 2008). They chose and developed learning materials which were not only relevant to their perception of creativity but also relevant to learners’ development levels. According to Howard and Major (2004) convey preparing materials based on exactly the right level of learners can guarantee suitable challenge and learners’ success level. In addition, a variety of learning sources, media, methods, and strategies became their concerns. Based on the interview results, the teachers of English stated:

“Oh yeah, that's why I said earlier that I prefer to use the role play method in teaching-learning process due it is more creative” (TC1).

“…after that determining what material will be taught, including the methods and strategies that will be used. I also try to engage students to be more active by giving stimulus questions and interestingly build their creativity, for instance, by utilizing nearby objects” (TC2).

“...I told the students to prepare or make something about the material and it will be used as a media of learning” (TC3).

Besides, in developing learning material creatively, the teacher should engage students being more active as well as creative. Burnage (2018) says “Creativity is highly sought-after skills in today’s world”. Further, he also argues that it should be focused on the process of teaching and learning to prepare students for increasingly complex life and work environments in the 21st century. The materials should be following the context of life as well as science and technology. Unfortunately, from the results of observation, questionnaire, and interview revealed that all the teachers had not yet developed learning materials following science and technology. Consequently, it was like what the vice-principal curriculum said in the interview with the vice-principal of curriculum “…the results have not been maximized yet, especially in the national examination.”
From the document review, it was found only TC1 was competent. She had ever joined one of the seminar “Joyful and Creative Teaching and Teacher’s Professionalism” held by Palembang English High School Teacher Forum in collaboration with Cinta Baca Foundation South Sumatera. Meanwhile, on this occasion, TC2 and TC3 were not able to show related document as evidence to support their ability on this competency for some reasons.

From the information above, it can be concluded that the teachers of English could develop learning materials creatively. They provided the materials which were in accordance with learners’ development levels. Additionally, they prepared a variety of learning sources, media, methods, and strategy to ease learners’ understanding. They also concern about the width and depth of teaching materials, learner’s potential, and context of life.

The ability to maintain continual professional development by conducting reflective activities

Based on the results of interview, questionnaire, and document review, it was found that the teachers of English were competent. They maintained continual professional development by conducting reflective activities. The teachers of English conducted self-evaluation, peer-observation (academic supervision), and got feedback from students as well. Besides, they utilized the result of reflection to develop the planning and implementing of subsequent learning in the program of continuing professional development. Mathew, Mathew, and Pechattu (2015) state reflective practices, as a means to teacher development, plays a pivotal role in teachers’ professional development. Similarly, Jacobs, Vakalisa, and Gawe (2011) agree that by conducting reflective activities, it provides great opportunities for teachers in renewing their practice and comprehending the effects of their teaching. These were promoted by the interviewees in the interview.

“….I reflect on my performance whether I misrepresent how to convey it. Reflections that I usually do after teaching and learning” (TC1).

“….I usually conduct reflective activity after teaching and learning process. I write some notes…. The notes could be a reminder for me myself in developing and improving my performance...” (TC2).
“I sometimes ask my students to assess me about my teaching technique and also what they want related to the lessons” (TC3).

“But, maybe the teacher has own journal. To overcome this problem, we carry out supervision in each semester. The results can be utilized by the teachers to improve their performance” (VPC).

“Yes, all teachers here reflect on their performance. They do it by themselves, self-evaluation as well as academic supervision which implement among fellow subject teachers” (SP).

On the other hand, the researcher found dissimilarity from the result of observation. The teachers of English were competent enough. They were quite often conducting the reflective activities in the classroom; it was only once or twice during the observation. They ever showed in using the result of students’ assessment to get completeness of the lesson, and then arranged it for enhancement and remedial program, too. Besides, none of the teachers at SMKN 3 Palembang conducted classroom action research. This was also confirmed by them in answering the interview questions “Do you conduct classroom action research?” Three of them admitted that they never did classroom action research.

To sum up, the researcher counted on the results of observation than the results of questionnaire, interview, and document review. The teachers of English were competent enough to conduct reflective activities continuously to develop teachers’ professional competencies. Moreover, professional teachers not only have to be able to teach but also have to be able to do research (Nussbaum, 2017; Suharsimi, Suhardjono, & Supardi, 2006). By conducting action research, both teachers and students can identify common problems in the teaching-learning, speculate about possible causes as well as the solutions, and attempt to apply them in the action plan (Griffiths, 2000).

The use of information and communication technology for self-development

There was a difference among the four results of instruments. Based on the results of observation, interview, and student’s questionnaire, it was found that the teachers of English were moderate. While the result of teachers’ questionnaires revealed that the teachers of
English were competent. As stated in Ministerial Education Number 16 Year 2007, the fourth core competency has two indicators: using ICT for communication and using ICT for self-development. Those two indicators should be achieved by the teachers so that they can in criteria competent. Unfortunately, the teachers of English could not fulfill all indicators. The use of ICT for communication was more often than for self-development. Handphone and internet, as media of the technology, were used by the teachers in communicating with colleagues, occasionally students and students’ parents. In an effort to self-development, it also used them to get current information related to their profession or today’s news.

Although the school regulation had determined the use of ICT for all teachers, the teachers of English just used ICT in the process of assessments, for instances making students’ report and completing their instructional administration. The use of ICT integrating into the teaching and learning process at the classroom activities was very limited even none at all. The teachers of English rarely used ICT as teaching media. They admitted the lack of motivation, time, insufficient knowledge of ICT, inadequate facilities, infrastructures, and physical problem were reasons not integrating ICT in their teaching.

“... I am not very good at ICT” (TC1).

“.... But if using ICT as teaching media in delivering material, it is a bit troublesome because of inadequate place, time and facilities” (TC2).

“I’m already old and there are many obstacles when using ICT. If I use laptop or handphone too long, it can cause intense pain in my head and eyes” (TC3).

This was in line with studies conducted by Kuswadi (2010), Law, Pelgrum, and Plomp (2008) and Pelgrum (2001). They found that the level of teacher’s use of ICT is quite low. Moreover, they mention several factors both internal and external caused it to happen.

As a conclusion, the teachers of English were moderate in the use of information and communication technology for self-development. Particularly, they were moderate in the integration of ICT as media in teaching and learning process. This would not happen if the internal and external factors were addressed immediately. Because the main role of
information and communication technology in education is to improve the quality of teaching and learning by facilitating access to resources and services as well as remote exchange and collaboration (Sangra & Sanmamed, 2010; UNESCO, 2008; Commission of the European Communities, 2001).

From the whole information above, it can be summarized that the professional competencies of teachers of English at SMKN 3 Palembang were in criteria ‘competent enough’. The three teachers of English obtained 73.77% based on the total average score of the five core competencies of professional competencies. To be specific, TC1 was in criteria ‘competent’ since she obtained score 76.67% from the five core competencies of teacher’s professional competencies. TC1 showed that she was ‘competent’ in the core competencies number 2 (89.07%) and 3 (83.19%), but in the core competencies number 1 (75%), 4 (66.66%) and 5 (69.44%), she was in criteria ‘competent enough’. TC2 was in criteria ‘competent enough’ because he just got the score 67.17% based on the total average score of all core competencies. As with TC1’s results in the core competencies number 2 (85.15%) and 3 (80.09%), TC2 showed that he was ‘competent’ in achieving those things.

![Figure 1. Summary of Professional Competencies of Teachers of English at SMKN 3 Palembang](image)

<table>
<thead>
<tr>
<th>Participants</th>
<th>Core Competencies of Teacher's Professional Competencies</th>
<th>Average Score and Criteria</th>
</tr>
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<tbody>
<tr>
<td>TC1</td>
<td>Competent Enough</td>
<td>Competent</td>
</tr>
<tr>
<td>TC2</td>
<td>Competent Enough</td>
<td>Competent Enough</td>
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<tr>
<td>TC3</td>
<td>Competent Enough</td>
<td>Competent</td>
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<tr>
<td>Total</td>
<td></td>
<td>73.77% (Competent Enough)</td>
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</table>

Figure 1. Summary of Professional Competencies of Teachers of English at SMKN 3 Palembang
Unfortunately, TC2 obtained scores: 50% (less competent) in the core competency number 1, 63.88% (competent enough) in the core competency number 4, and 56.71% (moderate) in the last core competency. Furthermore, TC3 showed that she was ‘competent’ by obtaining the highest average score of 77.48% from the five core competencies of teacher’s professional competencies. The TC3’s results revealed that she was ‘competent enough’ in the core competencies number 1 (75%), 4 (69.44%), and 5 (68.05%), instead ‘competent’ in the core competencies number 2 (88.01%) and 3 (86.90%). The figure above gives information in detail the obtained score of the teachers of English.

CONCLUSION AND SUGGESTION

According to the Regulation of the Ministerial of Education Number 16 Year 2007 on the Academic Standard and Competence Qualifications, professional competencies of teacher involve five core competencies, they are (1) the mastery of materials, structures, concepts, and mind scientific paradigm supporting the subject taught, (2) the mastery of standard competencies and basic competencies, (3) the ability to develop learning materials creatively, (4) the ability to maintain continual professional competencies by conducting reflective activities, and (5) the use of information and communication technology for self-development. The teachers of English at SMKN 3 Palembang were in criteria ‘competent enough’. They obtained 73.77% based on the total average score of the five core competencies of professional competencies. To be specific, in the core competency number 1, TC1 and TC3 obtained score 75% (competent enough) and TC 2 obtained score 50% (less competent). In the core competency number 2, all the teachers of English were in criteria ‘competent’ (TC1 obtained score 89.07%, TC 2 obtained score 85.18%, and TC3 obtained score 88.01%). Similarly, in the core competency number 3, all the teachers were in criteria ‘competent’ (TC1 obtained score 83.19%, TC2 obtained score 80.09%, and TC3 obtained score 86.90%). In the core competency number 4, they were in criteria ‘competent enough’ because the score obtained by the three teachers as follows: 66.66% (TC1), 63.88% (TC2), and 69.44% (TC3). In the last core competency, TC1 and TC3 obtained scores 69.44% and 68.05% (competent enough), and TC 2 obtained score 56.71% (moderate).
Lastly, the researcher suggests that for the teachers of English, they should care about the improvement of their skills and professional competencies, particularly in the core competencies number 1 (the mastery of materials, structures, concepts, and mind scientific paradigm supporting the subject taught), number 4 (the ability to maintain continual professional competencies by conducting reflective activities), and number 5 (the use of information and communication technology for self-development). Moreover, the teachers should be more creative, effective, and efficient in managing their time both in teaching and attending professional activities. The professional activities such as seminars, workshops, or teachers’ forum (MGMP) could contribute some benefits for their performance and upgrade their competencies. They should also increase their motivation and be adaptable in the progress of time as well as the prevailing system, particularly in the integration of ICT in the teaching and learning process. Thus, the teaching and learning process will be more adequate and teaching goals can be achieved.

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