

# TRANSFORMATION ON TEACHING AS A COMPETENCE DEVELOPMENT OPPORTUNITIES OF PROFESSIONAL TEACHERS

**Nazla Maharani Umayu**

*Universitas PGRI Semarang, jalan Sidodadi Timur nomor 24, Kota Semarang*

*nazla.tyaga@gmail.com, nazlamaharani@upgris.ac.id*

## **Abstract**

This article discusses the research results of the action transformation in teaching which are performed as one of the active processes of the teachers' competence development. The practice concept of action transformation become the main topic. The contents cover the results analysis of the exploratory research findings on previous experiments on the learning development in the device for the first levels school in the city of Semarang, on teaching texts that have been used in the document, the result teaching, result documentation close to the teaching and performance of teachers. The Introduction based on the fact and the existence of environmental students elements. That could be the great support for the action of teachers and professional knowledge to transforms the teaching way, product performance certification, as well as knowledge of learning. The purpose of the discussion is the concept of transformative teaching practices that are effective in the professional development of teachers from the perspective of competence. The study used methods are a mix, i.e. exploratory descriptive literature based descriptive qualitative approach. Results obtained are transformation on teaching in teacher action could be inserted in four competency standard is a new aspect in the development of an effective competence.

**Keywords:** *Transformative Teaching, professional development, teacher.*

## **Introduction**

A fundamental understanding of the process of teaching in this discussion related to competence, achievement of goals, and utilization of the environmental aspects of the students to the maximum. The equitable utilization activity much done in education in Indonesia, especially in the city of Semarang, Central Java. The city is one of the cities with the number of junior high school (Middle School), and most certainly has many processes have been completed. The teaching process is said to be proper if the learning objectives are achieved and accompanied with good results. Creativity, innovation, strategy, methods, models, techniques, and materials applied to teachers during the learning process takes place serves as a door opener the key to

achieving completely. One implementation to realize it was the promulgation of regulations in the year 2007 number 18 Regulation Of The Minister Of National Education regarding teacher certification requires competence principal teacher professional size limits include the form of academic qualification, education and training, experience, planning and implementation, assessment, achievement, development, liveliness, and the existence of a form recognition awards. Teacher certification, however, is only one of the legal professional. Product performance is dynamic into the legality and are sustainable. It is still the homework the teachers, education provider (Kartowagiran, 2011).

The performance cannot be understood only as the results of product or accomplishment. Performance relates to adaptability and sustainable development actions. Dynamic benchmark not only academic qualifications based on sheets of legality. Education and training includes not only intense fields. The experience is also not measured only by time, as well as the planning and implementation of learning not only upon the completion of teaching hour's fulfillment. The results of teaching practice documentation obtained through observation shows all the benchmark is still limited. The teacher certification program aims at achieving a top limit on the performance of teachers, in fact still face many constraints (Murwati, 2013). It is based on the results of the research data suggesting that certification influence on motivation and performance only reach less than 70%. Professional size components are not balanced with textual practices.

One of the obstacles seem real, based on survey results on the changes of the statutes the use of curriculum in teaching is the emergence of a lot of empty space that also have an impact on locked performance development teacher. Focus teacher mapped on controlling the implementation of the task and the level of mastery, rather than on development. Obstacles arise from the events which resulted in take the performance of teachers for extra focus on time

management, strategy, and understanding the fulfillment of targets that impact on the application in practice (Retnawati, 2015). One of the obstacles seem real, based on the results of a survey on the changes of the statutes the use of curriculum in teaching is the emergence of a lot of empty space that also have an impact on locked performance development teacher. Focus teacher mapped on controlling the implementation of the task and the level of mastery, rather than on development. Obstacles arise from the events which resulted in take the performance of teachers for extra focus on time management, strategy, and understanding the fulfillment of targets that impact on the application in practice.

## **Theory**

### **A. Transformative Teaching**

Teaching activity not only in the form of the granting of information and knowledge on learner. The learning process must also be able to accommodate other elements in addition to the subject matter. As with any competence on the mastery of the lesson or other elements in addition to the information and knowledge presented, as well as the results of test mastery of the knowledge and information. In this regard, activities and teaching process is meeting the needs of students accompanied by a belief in spiritual and social viewpoint that leads to the end product in the form of the potential (Rosebrough & Leverett, 2011, p. 15). Understanding in a general form of teaching activities performed by the teacher to the students in the form of interaction that involves three basic components, namely teachers, the process of delivering the thing being taught, and learners. In addition, the teaching is also a sustainable activity, in the form of adaptive process, so the range and type of teaching followed the developments that continue running and always dynamic as a fulfillment of the demands. Teaching is also a process

of understanding with conceptual support structure, inferential bridge, comes the explanation, has the focus, all of which is a conscious process in certain situations or in different situations need to be equipped with special and general strategy for can always adapt (Newton, 2000, p. 67).

Dynamic activity in the class being one indicator as good teaching. It is supported by the four elements of elements (Bhatt, 2002, pp. 25-47), namely the attitudes that affect interpersonal phenomenon classes, psychology teacher education, psychology students, and predictive action to changes in class from time to time and on an ongoing basis. In this context it appears significantly, so it can be assumed the existence of a process of transformations are smooth. The fundamental things that can be understood in a transformative teaching is the existence of a relevance between study and other things outside of the learning that can cause a change as a way. Two things are fundamental in the transformative teaching is teaching with relevant concepts and relevant strategies (Rosebrough & Leverett, 2011). The first thing, the activity of which is done is inspire students or learners, incorporating the role of a teacher as a role of the entire teacher, teaching all students, and focus your learning on the students.

The second thing is how to teach with the relevant strategy. This includes understanding the concept that teaching is done for the occurrence of a learning process, find out how the student learns, and teaches students how to learn something. Thus, the teaching of transformative relates to how to teach which is when the learning process takes place that leads to action. The process is a set of ways of learning and teaching approach on student culture (nature) that is able to detect the level of student participation (Gutiérrez & Rogoff, 2003, p. 23).

Provide inspiration to the students can be done by implementing the transformational model of pedagogy, reflective of the goals to be achieved, is dynamic between teachers with students, are giving a way out, and synergize. He foregoing shows that concern for the students in the process of teaching is the main, and the value of the value of the development of the students become the thing that means due to take precedence. Students can be found through the range of alternative ways of approaching teaching with reality (Rodriguez, 2008, p. 351). Next is to clarify the role of the teacher to the students with the understanding that all teachers have the same role. Cooperation between teachers with another teacher who was his. In the process of teaching, teachers do not focus on just one of the students, but all students equally. Thus, the process of transformation into a teaching activity centered on the student, not the teacher, though moving on from parts of the world as a teacher knowledge.

The next step is to determine which strategies are relevant for students. To be able to determine strategy, focused thing is building the understanding that teaching should be a process undertaken by the students, knowing the methods and ways students can create a whole process, positioning the teacher as instructor, as well as developing knowledge of students through the stimulation of questions about things outside of the relevant subject matter. The entire process of building the transformative nature of the events that took place during the process.

#### **B. The Competence of Teachers and Prospective Teachers**

The position of teacher in a learning process is important. It does not relate to what is controlled by the teacher, but relates to how teachers master the methods in presenting it lands. Competence relates to the fundamental character of an individual. In the context of

this discussion are teachers and prospective teachers. Competencies related to effective performance an experts. Thus, for teachers or prospective teachers, to be able to run the task with good results and based on performance as an effective teacher. A teacher said to be successful if he managed to steer and guide their students acquire knowledge in their processes and achieve learning objectives. As with any law-related competencies of teachers who practiced in Indonesia. The teacher (Article 8 of law No. 14 of year 2005) is a professional workforce that has the standard feasibility and competencies is one of them. The task of the teacher (article 1 of law No. 14 of year 2005) is to be a professional education that is able to educate, teaching guide, direct, and train, assess, and evaluate the participants of his protégé. It is enhanced with teacher competence (article 10 paragraph 1 of the law No. 14 in 2005) which came into force, consisting of pedagogic competence, personality, social, and professional. All such statements are the basis of the administrative practice of the teacher.

The competence of teachers and prospective teachers from the viewpoint of practice is the success of the process. Things will be found the teacher was the situation and conditions of which are contextual. Teaching means ignore the changes happening. Competent in teaching means being able to realize a range of understanding and the understanding of the teaching activity by Peter Jarvis (2006) that teaching has an extensive sense. teaching activities are conducted to provide systematic information to someone, done in a professional, establishing the possibility for someone to do something through the training process, serves as a medium of communication, the agent, as well as examples of givers can also be understood as an activity to give consideration to someone with a choice of doing or not doing. Changes to become one of the indicator. One of the

facts it needs variety in teaching is the emergence of various kinds of teaching, increasing the function of teaching, and increase the magnitude of the teaching team in one part of the lesson. The other condition is the changing nature of naturally from things that are taught.

The presence of worries on the truth of knowledge within the span of time is the trigger for the existence of the teaching. Thus, a similar thing also can occur in the character of the students being taught. Back in elementary teaching, i.e. focusing on the students. All of these are associated with the level of readiness of the teacher who in the end came to the professionalization of teaching to teachers. Such conditions that the accompanying demands on competence that should be possessed by the teachers, both of which have been based as teachers or prospective teachers.

## **Methodology**

This type of analysis conducted is exploratory descriptive literature. In this case the exploratory research is done to diagnose the situation of teaching by the teacher as the basis for doing detection against problems that appear related to the teaching. The results of the screening used to identify procedural not thing that happens in the process of teaching. As a statement of Marshal and Rossman (1999) that qualitative research in exploratory research offers the opportunity to be able to seek deep understanding towards the focus that is examined and the nature of the assumptions to be studied further (Best & Kahn, 2006, p. 247). The result was all triggers the discovery of new ideas that are positioned as a hypothesis. Descriptive research approach is carried out as a form of qualitative study cases. The object of exploration in the form of literature in the form of text documents and documentation of the results of the practice. The

entire literature has a limit on the process of teaching, teaching activity, both in terms of relevant education in junior high school levels.

Research conducted in the city of Semarang, Central Java, Indonesia. Instrument data acquisition using observation, observation, interviews, and documentation document. Data acquisition techniques in the form of observation, interview, observation passively on the activity and the process of teaching, analysis of documents and documentation literature and factual text. Overall the data obtained through that process is analyzed with a description of the analysis techniques. Research results and findings is an analogy to the fact is logically based on the basic concepts that are referenced.

## **Result and Discussion**

Research results and discussion covers three things, namely 1) teaching in junior high school in the city of Semarang, Central Java, Indonesia; 2) competency and performance of teachers in fulfilling the needs of the students; as well as 3) transformative teaching practice concept as an effort of competence development of teachers and prospective teachers are professionals. It is the third acquisition for the results of the research are addressed on an ongoing basis and directs the hypothesis on the assumption, that the teaching of transformative action in developing the competence of teachers and prospective teachers of professional.

Teaching in junior high school in the city of Semarang using three types of curricula that apply in sequence they appear and eventually be used simultaneously in objects of different learners. Three types of curriculum is a curriculum unit level education (KTSP), curriculum-based scientific learning, 2013, and 2013 Edition of curriculum revisions, namely strengthening the integration-based learning, character education in learning (religious, nationalist, self-help, mutual, and integrity), integrating the creative attitude to build literacy, critical thinking,



collaborative and communicative, as well as the integration of higher order thinking skills. Accepting these conditions, many in some private schools and the curriculum apply to a group of students in class and different levels. On the first level of the class applied curriculum 2013 revised edition the year 2017, at the second level classes curriculum is applied to 2013, and at the third grade level curriculum unit of applied education.

The purpose of the teaching of each type of used curriculum leads to one product, namely the success of students and improving the competence of teachers and prospective teachers become more professional. The use of book electronic school curriculum unit as a supporter of education, and one packet of Guidebook for teachers and students on the curriculum of 2013 is the process of transition that time-consuming teacher in terms of mastery of the material, the understanding, and a search strategy in each process of teaching that he did. Strong factor of occurrence of such matters is the existence of a minimal basic benchmark which does not open the opportunity for teachers to do improvisational in the process. Emphasis on provisions improvisation presented as the preparation stage, not on the process. Change, flexibility, and deals with the pre pressure of teaching. Exploration on the device to be used in implementing the educational process on 2013 curriculum find space improvisations for teachers who are still vague. It is found after going through the process of analysis of the content and use of the practice of observation devices in the teaching process. Teachers are advised to seek additional learning resources in the context of the same theme, but the composition of the contents of the learning resources that are already available in the book did not leave time for teachers to take up space to convey the results of his acquisition. It is inferred based on the analysis of the composition of the contents by the time duration ranges are available. Similar findings were obtained from many sources of information practitioners, i.e. teacher educators.

The characteristics of children age 11-15 years tends to be imitative (Arthur, 2003), so the dominance element of practicality, intelligence, sensitivity, and choose for the benefit of himself only as acceptable reception by the logic of their thinking. Teaching with the previously mentioned processes indirectly impact close to the students. the real impact that appear, based on observations at some schools is, there was an atmosphere of monotonous, not excited in learning, as well as numerous actions in the classroom that add to the response of teachers outside the draft study. The nature of the device universal learning not to approach students on understanding their basic logic to know, learn, know, or are interested in digging further. These conditions also restrict the space motion of teachers when faced with limited teacher competency levels.

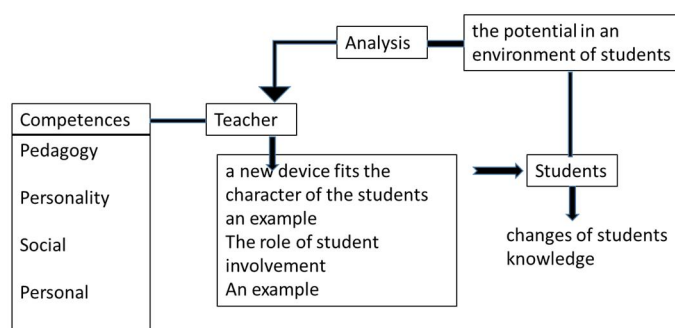
The performance of the teachers affected awareness on its own competence. As well as the legitimacy of competence (which is known by the term certification) is not only measured up to the limits of the document. Application practice of teachers in teaching basic amplifier should be made sustainable competence. The limitations of space and the development of competence teacher led outcomes and close student learning has become limited. Students need deeper knowledge to the emergence of initiatives to further his knowledge. Development opportunities for teachers need to be performed on a task, i.e. alleviation travel teaching. Thus, professional educators are able to educate students about how to develop your potential. Experience the success of teachers in developing the potential of him will be teaching, guidance, direction, and the process of exercises for students. The assessment does not appear only in one direction, but coming from both directions, i.e. teachers and students.

Pedagogic competence at demanding teachers some ability as an indicator. Teachers are capable of mastering the characteristics of the learners if mastered the knowledge of the

environment students. Teachers are able to be master learning theory and principles of learning which educate if teachers have gone through the process of deepening of knowledge about it. Teachers are able to develop the curriculum if the teachers have gone through the stage of analysis of the curriculum and finding it wanting to refine. Teachers are able to carry out the activity of learning to educate if teachers had to complete the selection process on learning that will be implemented. Teachers are able to develop the potential of students if the teachers have found the side of the potential students through analysis of the focus. Teachers are able to communicate with learners and do an assessment and evaluation if the teacher has done a proper indicator analysis. All of these are the basis of that achievement of competence for professional teachers need space for their processes and are sustainable. Performance measurement does not have limits for concentrations of the profession as a teacher. Performance measures based on there and whether the change is increasing which is dynamic

The process of developing competence for teachers and prospective teachers professional is always bound to be a teaching activity basic tasks. The giving of information and knowledge on learner includes actions to accommodate other elements relating to taught, or anything outside of teaching can and has relevance. Such action requires the analysis and consideration of the right of way to be able to bring together the two components (the major component in the form of basic things are taught and the supporting components in the form of other things that are able to develop the process of teaching). Learner needs analysis can be done by way of discovering the learners confidence in social and spiritual point of view on the students. As previously communicated by Rosebrough and Leverett (2011). Find these findings impact on the appropriate corresponding teaching strategies learners' character. In the teaching practice of knowing and mastering learning materials needed by students.

In that phase, the teacher can determine the right learning resources to be able to accommodate the appropriate lesson material with students. It is able to reach the motivation, effectiveness of implementation time, building the right analogy, as well as knowledge of applicative to learners. As well as being performed in teaching for students who live in the city of Semarang. Learning resources that have a closeness with students culturally motivated students to explore personal experience into learning spaces. The proximity of the object analogy helps students to more easily understand and have an impact on the duration of the alleviation process learning. As a simple example in learning to write short stories of heroism, the students more easily build character comes from its territory than from abroad. The application of the concept can be seen in the following image.



**Figure 1.** The application concept of transformative teaching

The process of teaching not only refers to the basic curriculum has been established universally. There is a process of analysis of the context between the regular teaching concept with the ability, the character of the environment, the context of the needs of the students, as well as the Mission of the locality. Thus, a device that has become a staple reference available with the process of balancing the composition and essence that is able to accommodate such things. Orientation as a preliminary activity in the learning process acts as an exploration of the teacher against a potential excavation there in the environment students or learners. Capping the transformation refers to the understanding of the activities and processes of teaching to meet the

needs of students who have been adapted with coverage of the existence of social and spiritual perspective that leads to the end product in the form of the potential (Rosebrough & Leverett, 2011, p. 15). Activity based teaching and culminate in students.

Pedagogic competence teachers consisting of the ability in mastering the character of learners, learning theory and principle, removing deprecated against curriculum used, performing educational learning, giving odds on learners, communicate actively, as well as conducting assessment and evaluation have been through the process of the transformation of specialized teaching and learning. For high school students first in Semarang city, studying with the essence of material relevant to the culture, the culture, the diversity of the community in the city of Semarang provides greater imitation attitude was instrumental in the development of knowledge. Scientific learning activities and enquiries can take place not only in classrooms. Post process of learning students are still able to continue deepening their knowledge of the environment after the class. Thus, teachers have been able to provide a way for students to develop its potential. Teacher communication with students can be continued on the next stages of teaching. Thus a form of interpolation in the pedagogic competence of teachers form orientation and activity development based on environment and initial conditions of students.

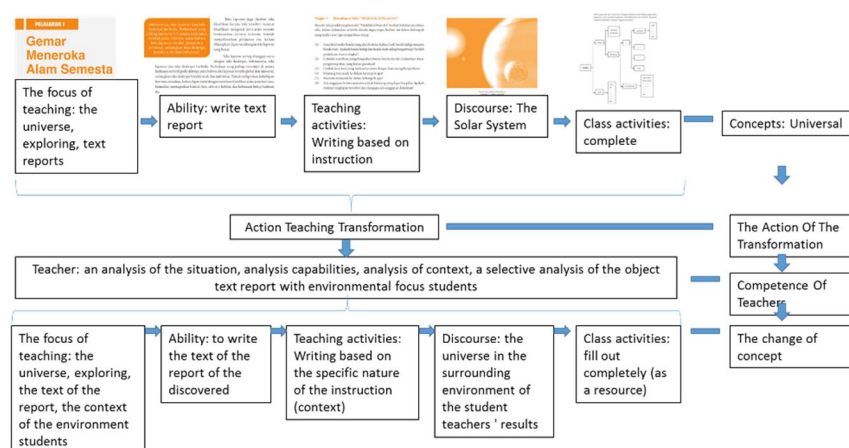
Teaching as a process of understanding with conceptual support structure, bridge inferential, comes the explanation, has the focus, all of which is a conscious process in certain situations or in different situations need to be equipped with special and general strategy for can always adapt (Newton, 2000, p. 67). The action of the transformation of teaching by the teacher in pedagogic competence can build the ability of pedagogic in students through a dynamic process. Dynamic activity in the class being one indicator as good teaching. The four elements of elements (Bhatt, 2002, pp. 25-47) the form of the existence of attitudes that affect interpersonal teacher new

activity on students inside and outside the classroom, learning appropriate conditions of psychology students as a form of practice teachers who educated, appropriate learning practices psychology students, and predictive action to changes in class awakened simultaneously with the process of developing professional teacher competence.

Teaching that contain elements of high relevance, conceptually, as well as strategies that focus (Rosebrough & Leverett, 2011) build an ideal transformation process. Environment students provide inspiration for students to be able to adapt to potential opportunities in their environment through the packaging concept of teachers. Practice of application of knowledge gained as a result of students learning nothing can return proved in practice and the impact on the currency of the logic. Teacher instrumental rendition brought back knowledge to students as knowledge has evolved. School environment as well as the system put in place to determine whether or not there is and the potential for teachers to develop their competency to become professional teachers. Thus, the action of the transformation performed by the teacher on an individual basis in accordance with the conditions of the students special educated. However the concept built in system can build a conducive school activity patterns. So if a teacher incorporate the role of a teacher as a role of the entire teacher, teaching all students, and a focus on student learning, action teaching transformation become routine staple.

One example of teaching with a relevant strategy is to provide a space for students to be able to present the potential of the surrounding environment. Understanding the concept of building a learning lesson, find out how the student learns, teaches students how to learn something, and teaching by asking questions. Thus, the teaching of transformative relates to how to teach which is when the learning process takes place that leads to action. Provide inspiration to the students can be done by presenting the relevant external element in support of the implementation of the

transformational model of pedagogy, reflective of the goals to be achieved, is dynamic between teachers with. The foregoing shows that concern for the students in the process of teaching is the main, and the value of the value of the development of the students become the thing that means due to take precedence. To be able to determine strategy, focused thing is building the understanding that teaching should be a process undertaken by the students, knowing the methods and ways students can create a whole process, positioning the teacher as instructor, as well as developing knowledge of students through the stimulation of questions about things outside the subject matter relevant to the middle of the learned in the classroom. The entire process of building the transformative nature of events during the process of the teaching takes place. As in the illustration in the picture below:



**Figure 2.** Transformative teaching in class

Change the concept of teaching universal contextual actions require action to become teachers in transforming the material components of the knowledge that was originally in the form of inquiry and scientific activity on the object data activity becomes unbounded actively sourced from students with teacher modelling and new stimulus then proceed with the activity of scientific and inquiry by the students. Significant differences in the object of the intended, broader, diverse, and easily affordable student competency development process when done.

This data as supporting transformative application description on the learning process here is the comparison of the changes in the ability of the two different study groups.

Comparison of the ability of the results of the study without the transformative process					
Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post tes	62.07	30	4.215	.769
	pre tes	59.80	30	3.917	.715

Comparison of the ability of the results of the study with the transformative process					
Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post tes	72.10	30	3.234	.590
	pre tes	66.22	30	3.062	.559

**Figure 3.** A comparative statistical analysis of data changes on the ability of the learners

The thing that made the basic considerations about the positive opportunities against the implementation of transformative action in teaching support teacher professional development opportunities in terms of the achievement of the learning results of aspects on improving the ability of the learners. Action teaching transformation of open space development competence of teachers that can be inserted in the circuit implementation of universal teaching.

## Conclusion

The results of the exploratory analysis produced some conclusions that relate to changes to the concepts in action, the development of teaching competence of teachers, and performance improvement opportunities room teachers and prospective teachers of professional. The summary is 1) development professional teachers and prospective teachers can be placed as inserts in between the competence of the teacher who is already determined before, and not only on the results of the target product shoreless, 2) action of the teaching of transformation can be used as a system of practices in all subjects and all teachers, teacher competency development 3)



can take place simultaneously with the process of alleviation task systematically, 4) competency development done on teachers can apply to coverage of the student and is dynamic.

Action in the process of transformation of the teaching activity in the school environment of learning on the subject and direct object is right on target. Thus, development is happening on the teacher may continue to the students and then going back again on teachers as recurring in the rotation rate of the increase. Change is not always interpreted as a new form, but interpreted as a development of the old form into a more dynamic form.

## Reference

- Arthur, J. 2003. *Education with Character*. London: Routledge Falmer.
- Best, J. W., & Kahn, J. V. 2006. *Research in Education: tenth Edition*. New York: Pearson Education Inc.
- Bhatt, B. D. 2002. *Modern Method of Teaching*. New Delhi: Madan Sachdeva for Kanishka Publishers.
- Gutiérrez , K. D., & Rogoff, B. 2003. Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Researcher*, 32(5), 19–25.
- Jarvis, P. 2006. Teaching in a changing World. In P. Jarvis, *Theory & practice of teaching* (pp. 2-12). Canada: Taylor & Francis e-Library.
- Kartowagiran, B. 2011, November. Kinerja Guru Profesional (Guru Pasca Sertifikasi). *Cakrawala Pendidikan*, XXX(3), 463-473.
- Murwati, H. 2013. Pengaruh Sertifikasi Profesi Guru terhadap Motivasi Kerja dan Kinerja Guru di SMK Negeri se-Surakarta. *Jurnal Pendidikan Bisnis dan Ekonomu*, 1(1), 12-21.
- Newton, D. P. 2000. *Teaching for Understanding: What it is and How to do it*. London, New York: Routledge Falmer.
- Retnawati, H. 2015. Hambatan Guru Matematika Sekolah Menengah Pertama dalam Menerapkan Kurikulum Baru. *Cakrawala Pendidikan*, XXXIV(3), 390-403.
- Rodriguez, A. 2008. Toward a Transformative Teaching Practice: Criticity, Pedagogy and Praxis. *The International Journal of Learning*., 345-352.
- Rosebrough, T. R., & Leverett, R. G. 2011. *Transformational teaching in the Information Age: Making Why and How we Teach Relevant to Student*. Virginia USA: ASCD Alexandria.