Analysis of Professional Competence of Bahasa Teachers of Senior High School in Jeneponto Regency after Certification

M. Agus

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Zainuddin Taha

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

H. M. Ide Said DM

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Muhammad Saleh

Universitas Negeri Makassar, Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar, South Sulawesi, Indonesia

Abstract—This study was conducted in State Senior High School at Jeneponto which aims: (1) to describe and analyze the implementation of the professional competence of Bahasa teachers of State Senior High School in Jeneponto regency after certification; (2) to describe and analyze the results of competency tests of Bahasa teacher of State Senior High School in Jeneponto; (3) to describe and analyze the results of the national exam (UN) of Bahasa subject in the last 5 years after certification of Bahasa teacher of State Senior High School in Jeneponto; and (4) to describe and analyze the development of appropriate models in improving the professional competency of Bahasa teachers of State Senior High School in Jeneponto after certification. This type of research used in this research is mixerd because this study combines three types of research, namely qualitative research, quantitative research, and expostfacto research. The results showed that: (1) the professional competence of Bahasa teachers of State Senior High School in Jeneponto after certification have not been implemented optimally; (2) the results of competency tests of Bahasa teacher in Jeneponto after certification is in the middle category; (3) the results of the national exam data analysis of Bahasa subjects in State Senior High School at Jeneponto in the last 5 years shows that the national test scores fluctuated generally; and (4) the right model of coaching professional competence of Bahasa teachers of State Senior High School in Jeneponto after certification is MGMP model.

Index Terms—professional competence, Bahasa teacher, after certification

I. INTRODUCTION

Education is a process of delivering cultural heritage from one generation to the next generation. The delivery process includes a process of socialization and acculturation process. Therefore, changes or educational development is something that must occur along with changes in the culture of life. Along with that, Statute Number 20 Year of 2003 on National Education System stated that the national education serves to develop the ability and character development and a dignified civilization in order to educate the nation. The education aims to develop students' potentials to become a faith man and fear of Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic, and accountable.

In the world of education, the teacher is an educator, mentor, coach, and curriculum developers who can create conducive conditions and atmosphere in learning. Learning environment is fun learning, interesting, and gives a sense of security, providing space for students to active thinking, creative and innovative in exploring and elaborating ability. Along with that, we need a professional teacher as a critical success factors of education quality. To be able to become professional teachers, they should be able to discover the identity and actualize themselves in accordance with their capabilities and rules of professional teachers (Rusman, 2010, p. 19).

The low quality of education today is an indication of the need for the presence of professional teachers. Teachers are expected not only as a profession, but also teachers must have a strong interest to carry out their duties in accordance with the principles of teachers' professionalism that have been required. Teachers in the era of technology and communications today is not just to teach (transfer of knowledge), but must be the manager of learning. It means that every teacher is expected to create a learning conditions that challenging the student's creativity and activity, motivate students using multimedia, multi methods, and multi sources that learning objectives is expected to be achieved. Putra (2007, p. 3) suggests that there is undeniable that the professionalism of teachers is a necessity that cannot be postponed,

along with the fierce competition that growing increasingly in the era of globalization. Professionalism is not just because of the demand for the development of the times, but also a must for every individual in terms of improvement of the quality of human life. So, we need a teacher certification program in order to improve professionalism.

Birth of the Statute of the Republic of Indonesia No. 14 Year of 2005 on Teachers and Lecturers is the government's commitment to improve the quality of teachers, especially in the academic qualifications and professional competence of educators as agents of learning. Academic qualification for educators acquired through higher education degree program or D-IV, whereas the professional competence of educators, include: pedagogical competence, personal competence, professional competence and social competence. The fourth competencies that must be owned by a professional teacher also stipulated in Government Regulation No. 19 Year of 2005 on National Education Standards (SNP). With a professional certificate obtained by passing the portfolio certification test (performance recording) and training through PLPG, then a teacher is entitled to a professional allowance amounting to one month basic salary. The Statute on Teachers and Lecturers is an effort to improve the quality of teacher's competence in line with the increasing in their welfare through teacher certification program. Teachers who pass the certification is expected to be the pioneer of the revival of education in this country with a monumental work, creativity, and productivity, as well as his/her example in attitude and behavior that reflect themselves as being a professional teacher. Professional teachers are required to have academic qualifications and competence, that have the knowledge, skills, and behaviors that must be owned, internalized and mastered in carrying out the task of professionalism.

The Profesional Competence of Bahasa Teacher

In the Statute of the Republic of Indonesia No. 14 Year of 2005 on Teachers and Lecturers said that competence is a set of knowledge, skills, and behaviors that must be owned, lived, and controlled by teachers and lecturers in carrying out the duties of professionalism. According to Payong (2011, p. 17) stated that competence is the ability of a person, as a result of education and training, or specific informal learning experience acquired, causing a person to carry out certain tasks with satisfactory results.

Competence can be defined as the ability, expertise, and skill that is absolutely owned by a person or capabilities that include cognitive, affective, and action (psychomotor), and binding someone in scientific disciplines that have been practiced (Janawi, 2012, p. 34). Similarly, Len Holmes defining competencies, namely "A competency is description of something which a person who works in a given occupational area should be able to do. It is description of an action, behavior or outcome which a person should be able to demonstrate (Suyanto and Djihad, 2012, p. 47).

A professional Bahasa teacher should has a vision in carrying out its duties and responsibilities. There are three visions that must be owned by professional Bahasa teachers, namely (1) the long-term vision of the end goal-oriented in every step that is done. Doing something optimally and earnest self-control and social because it has a knowledge of the ultimate goal of this life, the certainty of the future and tranquility will be the purpose of life; (2) medium-term vision, which is always oriented to the success of all that is done, the desire to achieve the best performance has always been the ideals and objectives of teachers; (3) short-term vision that is always oriented at all times to do our best to promote the activities of learners and the success and achievement of the aspired (Saondi and Suherman, 2010, p. 56).

In the Minister of National Education Republic of Indonesia (Permendiknas RI) No. 16 Year of 2007 on Teachers Competency Standards Qualifications mentioned that the competence of Bahasa teachers at SMP/MTs, SMA/MA, and SMK/MAK that must have as a professional teacher are (1) understanding the concepts, theories, and material of various linguistic associated with the development of language learning materials; (2) understand the nature of language and language acquisition; (3) understand the position, function, and a variety of Bahasa; (4) mastering the rules of Bahasa as a reference to use Bahasa well and correctly; (5) understand the theory and literary genres of Indonesia; and (6) to appreciate literary works receptively and productively (National Education Department, 2007, p. 218).

The Principles, Objectives and Benefits of Teacher Certification

Certification is the process to obtain a certificate of professional teachers by collecting a portfolio numbering 10 elements. Ministry of National Education Regulation No. 18 Year of 2007 states that certification for teachers are implemented through competency test to obtain a teaching certificate. The competency test conducted in the form of portfolio assessment, which is the recognition of teachers' professional experience in the form of an assessment of the document that reflects the teacher competence. The portfolio competence assessment include: (a) academic qualifications; (B) education and training; (C) teaching experience; (D) the planning and implementation of learning; (E) the assessment of the employer and supervisors; (F) academic achievement; (G) professional development work; (H) participation in scientific forums; (I) the organization's experience in the field of education and social; and (j) awards relevant to the field of education (Depdiknas 2007, p. 227).

Asmani (2009, p. 49) points out the main principles of the implementation of teacher certification, namely openness, honesty, accountability, objectivity, professionalism, and goal-oriented instead of allowances. Khoiri (2010, p. 17) argues that the principle of implementation of teacher certification, namely (a) carried out in an objective, transparent, and accountable; (B) lead to improving the quality of national education through the improvement and welfare of teachers: (c) carried out in accordance with regulation and legislation; (D) carried out in a planned and systematic; and (E) the number of participants teacher certification set by the government.

The purpose of certification is to improve the quality of graduates and the quality of education through improvement of quality teacher. The purpose is to determine the feasibility of teachers in carrying out duties as agents of learning,

improving the professionalism of teachers, improve processes and outcomes, and accelerate the realization of national education goals. There are two target implementation of teacher certification, namely increasing personal competence, professional competence, pedagogical competence and social competence of teachers; and increasing professionalism, performance and welfare of teachers. In other words, the purpose of certification is to improve the quality of teachers and improving the welfare of teachers (Asmani, 2009, p. 29). While Suyanto and Djihad (2012, p. 41) argues that the purpose of the certification is to determine the feasibility of a teacher in carrying out duties as agents of learning in school and realize the goal of national education, improve the process and quality of education, and promoting the dignity of teachers, as well as improving the professionalism of teachers.

Suyanto and Djihad (2012, p. 41) points out the benefits of certification is to protect the teaching profession of incompetent practices, thus damaging the image of the teaching profession itself; protect the public from educational practices that are not qualified and professional; improve the welfare of teachers; and make teachers as professionals. The same opinion was expressed by Muslich (2007, p. 9) that the beneficial teacher certification, namely (a) protect the profession of teacher from incompetent practices, thus damaging the image of the teaching profession itself; protecting the teaching profession of incompetent practices, thus damaging the image of the teaching profession itself; (B) protect the public from educational practices that are not qualified and professionals that will hamper efforts to improve the quality of education and preparation of human resources; (C) be a quality assurance mode of LPTK that tasked to prepare prospective teachers and serves as a quality control for users of educational services; and (d) be the organizer of educational institutions from internal and external desires that can potentially deviate from the provisions applicable.

Asmani (2009, p. 31) stated that the benefits of the implementation of the certification is to protect the teaching profession from incompetent practice, which can damage the image of the teaching profession, protecting the public from practices that are not educational and professional qualified, and keep the educators institute education providers (LPTK) of the desire of the internal and external pressure to deviate from the provisions in force. The benefit from the implementation of the teacher certification by Mulyasa (2010, p. 35) is the quality control and quality assurance. Quality control aims to define a set of competencies that are unique, developing competency levels in a sustainable manner, development career, and achieve the increased level of professionalism. The quality assurance aims to provide a guarantee or protect the users of educational services and provide valuable information for users of educational services on specific areas of expertise and skills.

The Professional Bahasa Teacher Performance

Performance is the level of success of a person or group of people in carrying out their duties and responsibilities, as well as the ability to achieve the goals and standards that have been established (Saondi and Suherman (2010, p. 20). Furthermore, Smither (1998, p. 43) interpret the performance as something that is achieved by a person as a form of embodiment of the work on the job, activity, and behavior during the specified time limit. Dharma (1985, p. 21) defines performance similar with job achievement which is something that is done or the products/services produced by a person or group, how the quality of work, thoroughness, and neatness of work, assignments and work field, the use and maintenance of equipment, initiatives and activities, discipline and morale (honesty, loyalty, a sense of unity and responsibility), as well as interpersonal relationships.

Assessment of the performance of the teacher is reviewing the ability of teachers in performing their duties. Assessment of the performance of teachers is an attempt to determine the maximum skills possessed by teachers regarding the process and the work is done on the basis of certain criteria (National Education Department, 2000, p. 21). In relation to aspects of performance, Wexley and Yulk (1997, p. 21) argues that a person's performance is influenced by three interrelated aspects, namely skill, effort, and external conditions. The skill level is the raw material that brought someone to work like experience, ability, and technical abilities. Efforts can be expressed as shown by the level of employee motivation in completing the work. While external conditions is the level of the extent to conditions outside work supports labor productivity as a psychological condition, organizational communication, organizational climate, and so on. With the existing support conditions, a person can work optimally.

A professional teacher also had time to recognize and utilize multimedia in each implementing learning. Therefore, Bahasa teachers who are appropriately professional should be able to use ICT-based learning. ICT-based learning model can foster students' independence in learning and help teachers in efficienting power and time. To determine the success of students in achieving competencies that have been planned in advance, a professional Bahasa teacher should do the evaluation at the end of learning. Besides, an evaluation is done to know the learning difficulties faced by the students so it is necessary to do follow-up measures in the form of remedial programs to assist students in overcoming problems or difficulties in learning.

Models of Professional Teacher Development after Certification

One way to develop the professionalism of teachers is to engage the teachers in a variety of scientific activities in order to stay updated with the knowledge they need. The forms of scientific activities, among others: the upgrading program, workshops and seminars. Principals should be able to include subject teachers in a workshop activity. Mujtahid (2011, p. 80) argues that there are three attempts should be made by a teacher in developing professional, namely (1) mastering and developing materials; (2) developing learning method; and (3) fostering the attitude of the student's personality.

The professional teacher development efforts should always be made at any time through scientific activities to stimulate and add new insights or knowledge for teachers. The professional model development of teachers should be poured in a sustainable schools policy. The educators (teachers) are given the opportunity to participate in scientific activities. Scientific activity is meant the overall activities related to the teaching profession, such as the development of educational insights, skills of teachers, materials or curriculum, school administration, and others. The scientific activity can be done in various forms of activities, such as (1) a program of workshops; (2) workshops; and (3) seminar (Mujtahid, 2011, p. 72-73).

To improve the quality of the profession, the principal needs to encourage teachers to be active in the forum activities of professional organizations, such as the Subject Teachers Council (MGMP) or the Teachers Working Group (KKG). The involvement of teachers in the forum is an important step for teachers to build a professional attitude that teachers can explore and master their material. To improve teacher competence in his/her field, the school must put the MGMP as a strategy to improve the ability of expertise on an ongoing basis. Improving the professionalism of teachers in the MGMP used, among other: (1) for the meeting among the teaching profession have same expertise to know each other, exchange ideas, and discuss related to their field; (2) as a special forum which functioned to solve the various problems related to the professionalism; and (3) as a mode for improving the quality of the profession in their respective fields (Mujtahid, 2011, p. 74).

By enabling teachers on MGMP, teachers can quickly determine the problem that has always faced in their profession and able to find the alternative ways to solve itself. As subject teachers, a problem that often arises is how to educate students in the class, how to deal with students who are experiencing barriers to learn and how good the cooperation between the components that are responsible for education. Emerging problems with the teacher can be solved through MGMP. The process of professional development of teachers through MGMP is directed to be able to share experiences regarding about how to teach and teaching materials. Something that is obtained through MGMP teacher is applied to the learning activities at school. MGMP also has a very important role in order to solve the various problems experienced by the teachers.

Saondi and Suherman (2010, p. 78) suggests some alternative development program of professional teacher, namely (1) a program to improve teacher education qualifications; (2) equivalent and certification programs; (3) integrated competency-based training program; (4) educational supervision programs; (5) MGMP (Subject Teachers Council) empowerment program; (6) symposium teacher; and (7) conducts research.

II. RESEARCH METHODS

Type and Design of the Research

This type of research is the mixerd study because this research is a combination of three types of research, i.e qualitative research; quantitative research and qualitative research; and expostfacto research. This research is used to describe the phenomenon that are associated with the professionalism of Bahasa teachers in planning, implementing, and evaluate learning. The quantitative research is used to obtain the data about the professional competence of Bahasa teachers of State Senior High School in Jeneponto that have passed certification by using the test. The expostfacto research used to describe the national exam (UN) of students in Bahasa subjects from year to year, since teachers are certified until recently. This study uses descriptive qualitative research design and quantitative research used non experiment design in the form of teacher competency tests.

The Variable Operational Definition

Professional competence is the ability or the ability of Bahasa teachers in mastering the learning material broadly and exhaustively that enable learners (students) can be guided through the learning activities which includes the ability to open learning, implementing the learning, and closing the learning.

The teacher competency tests are tests that contain linguistic competence, literature, and language skills that must be mastered by Bahasa teacher as an evidence of profesional teacher after certification.

The value of National Exam (UN) at Bahasa subjects is the value obtained by the students after the national exams from year to year, which is obtained through school or education department documents, by comparing the student's value of the last 5 years after the Bahasa teachers has been certified.

Population and Sample

The population in this study is Bahasa teacher of State Senior High School in Jeneponto who has passed the certification of 20 people that shown in Table 3.1 below.

TABLE 3.1
THE POPULATION CIRCUMSTANCES

No.	School Name	Teacher who passed certification		Teacher who has not passed certification yet	
		Male	Female	Male	Female
1	SMA Negeri Khusus Jeneponto	1	-	-	-
2	SMA Negeri 1 Binamu	2	1	-	1
3	SMA Negeri 2 Binamu	1	3	-	1
4	SMA Negeri 1 Kelara	1	2	-	2
5	SMA Negeri 1 Batang	-	1	1	1
6	SMA Negeri 1 Tamalatea	2	2	1	-
7	SMA Negeri 1 Bangkala	1	1	-	1
8	SMA Negeri 1 Bangkala Barat	1	1	1	-
Total		**9**	**11**	**3**	**8**

Source: Department of Education Youth and Sports Jeneponto

Based on the population mentioned above, this research used total sample. The researcher only take teachers who pass certification which has small numbers and do not do sampling, so the sample used in this study is 20 people.

The Research Instruments

The research instrument is chosen tools and used by researcher in his/her activities in collecting data for the activity to be systematically developed and made by him/her (Riduan, 2002, p. 21). The instrument used in this study are as follows:

1. The interview guide is used to obtain data or information of Bahasa teachers regarding the implementation of professional competence.

2. Guidelines observation is used to obtain the data on the implementation of professional competence through learning activities in the classroom.

3. The test is used to get an overview of competence or language abilities (linguistic), literature, and language skills of Bahasa teachers after certification.

4. Questionnaire used to obtain the data or information regarding the description of the implementation of profesional competence and coaching model of Bahasa teacher of Senior High School in Jeneponto after certification.

Technique of Data Collection

The interview techniques used to obtain data or information regarding the implementation of professional Bahasa teacher competence after certification. The documentation technique used to obtain data relating to the value of the students' national exam (UN) on the Bahasa subjects on the last 5 years. The observation techniques used to obtain data on the implementation of learning that reflects the professional competence of Bahasa teachers. The test techniques used to obtain the data about linguistic competence, literature, and language skills of Bahasa teachers who pass as a proof of profesional competency mastery. The questionnaire technique used to obtain the data or information regarding the implementation of professional competence and coaching model of Bahasa teacher of Senior High School in Jeneponto after certification.

Techniques of Data Analysis

The data has been collected processed using descriptive analysis qualitative techniques and descriptive statistical analysis techniques. The data obtained through interviews used a qualitative descriptive analysis technique. The steps to be taken in analyzing the data is done through three stages, namely reducing the data, presenting the data, and verification of the data. At this stage of data reduction, the researcher selecting, focusing, and simplify the data, and then formulate the data to be ready presented in their entirety. The activity data presentation is done by organizing the data reduction results. Furthermore, the inference and data verification carried out after reduction activities and presentation of the data. The data has been reduced and presented then made conclusions and recommendations.

The data obtained through the questionnaire were processed using descriptive statistical analysis techniques through SPSS. Similarly, the data regarding Bahasa teacher competency tests who are passed the certification is processed with data analysis techniques using SPSS. Furthermore, for the variable value of Bahasa subjects of national exam (UN) is performed using techniques of data analysis, which compare the average value of the students' national exam (UN) of Bahasa subjects from year to year for 5 years, then summed to describe whether or not the increasing in national test scores of students.

III. RESULTS AND DISCUSSION

The Implementation Description of Professional Competence of Bahasa Teachers of Senior High School in Jeneponto after Certification

Based on the results of the analysis of a questionnaire distributed to 20 Bahasa teachers of Senior High School in Jeneponto consisting of 9 indicators, can be described, namely (a) to recognize the characteristics of learners as the first indicator shows at the high category, so the conclusion is to know the characteristics of learners achieved by Bahasa teachers of Senior High School in Jeneponto after certification at the high category; (B) control of learning theory and principles of learning that educates as a second indicator shows at the high category, so it can be concluded that mastery theory and principles of learning achieved by educating Bahasa teacher of Senior High School in Jeneponto after

certification are at high category; (C) the development of the curriculum as a third indicator shows at the high category, so it can be concluded that the curriculum development achieved by Bahasa teacher of Senior Hgh School in Jeneponto after certification are at high category; (D) communication with the students as the fourth indicator shows at the high category, so the conclusion is communication with learners achieved by Bahasa teacher of Senior High School in Jeneponto are at high category; (E) the assessment and evaluation as a fifth indicator shows at the high category, the conclusion is reached assessment and evaluation by Bahasa teacher of Senior High School in Jeneponto after certification at the high category; (F) the acquisition of materials, structures, concepts, and mindset scientific support of teaching subjects as the sixth indicator shows at the high category. Thus, it can be concluded that the mastery of materials, structures, concepts, and scientific thought patterns that support achieved by Bahasa teacher of Senior High School in Jeneponto are at high category; (G) to develop professionalism through reflective action, interesting learning activities seventh shows at the high category, so it was concluded that developing professionalism through reflective action achieved by Bahasa teacher of Senior High School in Jeneponto after certification are at high category; (H) the educating learning activities are at the high category, so it was concluded that the learning activities that educate achieved by Bahasa teachers of Senior High School in Jeneponto after certification at the high category; (i) the professional competence is at the high category, so it was concluded that the professional competence achieved by Bahasa teachers of Senior High School in Jeneponto at the high category.

Based on the data that has been obtained through a questionnaire and analyzed using SPSS program, it can be concluded that the professional competence of Bahasa teachers are in the medium category. This means that the professional competence of Bahasa teachers of Senior High School in Jeneponto after certification has not been implemented optimally or not much increased, so they need to be encouraged to follow many scientific activities related to the profession, among others: workshop, seminars, training, and MGMP. The results of the observation of the implementation of learning shows that generally, teachers already implementing the learning well, demonstrated by mastery learning materials well, the attitude of teachers has been shown well, already presents the lessons in accordance with the objectives/indicators in the Lesson Plan, the ability to use the method and learning media well, as well as the ability to open and close the learning well. The results of interviews on the implementation of professional competence of Bahasa teachers of Senior High School in Jeneponto are not much increased. This shows that from the 26 indicators that were examined contained 15 indicators that show the respondents who said the same, meaning that there is no increasing teacher competence after certification and there are 11 indicators that show no increasing competence respondents. Thus, it can be described that the implementation (execution) professional competence of Bahasa teachers of Senior High School in Jeneponto is not optimal, so it is necessary to do the guidance in depth because there is a lot of professional competence increased after certification.

The Results Test of Teacher Competency

The results of Bahasa teacher competency tests showed that the highest value is 57 that achieved by the teacher of SMA 1 Bangkala Barat with respondents code is H2, and the lowest score is 28 that achieved by SMA Negeri Khusus Jeneponto with respondents code is A. The frequency distribution test data competency of teachers by categories of low, medium, high and highest frequency of the data showed that the test results are in the low category of teachers with the number of 18 teachers, and the gain was only 2 categories of teachers, and none of the teachers who earn higher category. Thus, it can be concluded that in general the results of Bahasa teacher competency tests of Senior High School in Jeneponto that has passed certification are in the low category. This shows that Bahasa teachers who passed the certification should be encouraged to participate in various scientific activities in order to develop professional competence. Scientific activities that need to be followed by the Bahasa teacher after certification is a professional workshop development of teachers, training in the form of teacher competence development that leads to mastery learning materials based on their respective sectors, seminars on teacher professionalism, and most importantly, follow MGMP of Bahasa, as well as other activities that are developing competence of Bahasa teacher after certification.

The teacher competency test results into consideration for education department in regency and province, and the Ministry of Education to consider appropriate measures in order to develop and professional development of teachers. Therefore, the government program through continuous professional development (PKB) for all teachers who pass the certification must be followed up quickly through the Institute for Education Quality Assurance (LPMP) or other professional institutions. In addition, the government of Jeneponto need budgeting the coaching teachers through APBD, especially those who have passed certification by activating or scheduling routine activities of teachers through the Teachers Council (MGMP). Thus, teachers who have passed the certification needs to be fostered and closely monitored in order to increase their professional competence after certification and not happen otherwise, that is the poor quality of teachers who have passed the certification. The government needs to move quickly with the budgeted cost of coaching competence of teachers for the costs incurred as a certification allowance make them more optimal and raised full of awareness to do the job as a profesional teacher in order to educate the children of the nation or to create the human resources (HR) quality.

Analysis of the National Exam Results

The results of the national exam data analysis of Bahasa subjects started in the school year of 2009/2010 to 2013/2014 shows that in general, the national test scores in each school is fluctuated. Every school have ups and downs, sometimes get increasing national test scores in a certain year, and next year has decreased, then the following year get

another increasing, up and down again, and so on. But there is one school, namely SMAN 1 Bangkala Barat that increased in the last 4 year start from the academic year 2009/2010, but in the fifth academic year 2013/2014 this school also decreased.

SMA Khusus Jeneponto shows that the national test scores of Bahasa subjects in the academic year 2009/2010 was 7.65, then the academic year 2010/2011 increased to 8.35, then the academic year 2011/2012 decreased to 8.27 and academic year 2012/2013 also decreased reaching 7.85, and the last academic year 2013/2014 increased to 8.12. This fact shows that the average value of the national exam subjects in SMA Khusus Jeneponto decreased from year to year, but in academic year 2013/2014 has increased although the increase is very low, only 0.27.

The average value of the national exam Bahasa subject at SMA Negeri 1 Binamu can be described in academic year 2009/2010 is 7.22 then decreased to 6.96 in academic year 2010/2011. However, the academic year 2011/2012 has increased, so that the average becomes 8.51 and then decreased to 8.29 in academic year 2012/2013. Recently, has increased from the previous year so that the average becomes 8.31 in academic year 2013/2014. This shows that the average value of the national exam of SMA Negeri 1 Binamu also decreased and increased from year to year intermittently.

The average value of the national exam student of Bahasa subjects in SMAN 2 Binamu can be stated that in academic year 2009/2010, the average score was 7.37 then decreased in academic year 2010/2011, the average was 7.34. The academic year 2011/2012 had decreased with the average was 7.15 and had increased, so the average was 8,62 in academic year 2012/2013, and finally decreased, so that the average value was 7.72 on a national exam academic year 2013/2014. This illustrates that the academic year 2009/2010, 2010/2011, and 2011/2012 had decreased and in the last academic year 2013/2014 had increased.

The average value of the national exam (UN) of Bahasa subjects in SMA Negeri 1 Kelara can be described that the academic year 2009/2010 was 6.11 which increased in academic year 2010/2011, so the average was 7.83. In academic year 2011/2012 had decreased with an average just 6.90, then increased in academic year 2012/2013 with an average of 8.73. Finally, in academic year 2013/2014 has decreased, with the average was 8.56. This illustrates that from the academic year 2009 / 2010 to academic year 2010 / 2011 the average national exam had improved, but from the academic year 2011/2012 to 2012/2013 had decreased again, and the last of the academic year 2012/2013 to 2013 / 2014 has increased.

Furthermore, the average value of the national exam students SMA Negeri 1 Batang can be described that the academic year 2009/2010, the average score was 7.99 and decreased in the academic year 2010/2011 so that the average was 7.14. However, the last 3 years is constantly increasing began in 2011/2012 to 2013/2014, the average start 8.15 to 8.71, and the last on the average to 8.73. This illustrates that the achievement of learning achieved by the students of SMAN 1 Batang through the national exam is pretty good because it is only in the academic year 2009/2010 and 2010/2011 had decreased and since the last academic year 2011/2012 until 2013/2014 has increased.

The average value of the national exam (UN) of Bahasa subjects in SMA Negeri 1 Tamalatea in academic year 2009/2010 was 6.32, then had increased in academic year 2010/2011, so that the average was 8.26. Furthermore, in academic year 2011/2012 also had increased, so the average was 8.39. However, the academic year 2012/203 had decreased so, the average was only reached 8.30, and the last had increased in the academic year 2013/2014 so that the average became 8.57. Based on the data from national test scores for 5 years, it can be concluded that only once has decreased, from academic year 2011/2012 to 2012/2013 and the rest is good enough to increase even though still fluctuating.

The average value of the national exam (UN) of Bahasa subjects in SMA Negeri 1 Bangkala in academic year 2009/2010 was 6.21, then had increased in academic year 2010/2011 so that the average reached 6.41, but had decreased in academic year 2011/2012, so the average was 6.30. Then, in the academic year 2012/2013 had increased with average 7.20. Similarly, in the academic year 2013/2014 has increased, so the average was 8.13. This condition shows that the average value of the national exam of Bahasa subjects in SMA Negeri 1 Bangkala for the last 5 years was pretty good, even though had decreased once, i.e from academic year 2010/2011 to 2011/2012 and the rest had increased, but still can be categorized fluctuated.

The last school was SMAN 1 Bangkala Barat. It can be described that the average value of the national exam of Bahasa subjects for the last 5 years has increased from year to year, but decreased in 2013/2014. The average value of the national exam in academic year 2009/2010 was 8.02, then had increased so that the average became 8.10 in the academic year 2010/2011. Similarly, the academic year 2011/2012 had increased by the average became 8.12, in academic year 2012/2013 also had increased, so the average was 8.51. However, the academic year 2013/2014 had decreased very significantly, so the average was 7.24. This condition shows that during four years the average value of the national exam (UN) of Bahasa subjects in SMA 1 Bangkala Barat got a significant increasing, but very disappointed because in the fifth year, the academic year 2013/2014 had decreased significantly.

Based on the statement above, it can be stated that the Bahasa teachers who have passed the certification does not guarantee the rising student achievement, especially the national test scores. This is showed by the average value of the national exam students from 8 Senior High School in Jeneponto that was studied showed the fluctuative value or have up and down from year to year for 5 years starting from the academic year 2009/2010 to 2013/2014.

The Development Model Competence of Professional Bahasa Teachers of Senior High School in Jeneponto after Certification

The results of the data analysis is based on interviews show that generally, the respondent stated that MGMP can be used as a mode and as well as a coaching model to improve the professional competence of teachers, both in planning, implementing, and evaluating learning, and can be used as a forum to discuss problems or find solutions to problems arose in the study. Thus, it can be concluded that the MGMP model can be used as coaching mode and development competence of Bahasa teacher of Senior High School in Jeneponto after certification. To optimize the function and role models of Bahasa MGMP as language coaching model professional competence of teachers after certification, it is recommended a few things, namely: (a) MGMP's serious attention of government in regency, especially the Ministry of Youth and Sports to provide continuous guidance and supervision through Special Allocation Fund (DAK) in the budget; (B) MGMP must be activated again and actively, and effectively with the serious attention of the Department of Education, Youth and Sports through budget allocations; (C) MGMP should perform routine activities programmed in the Ministry of Youth and Sports Jeneponto and programmed in schools through School Work Plan (RKS); (D) Working Group activity must be carefully set by presenting speakers who are competent (experts, lecturers or professors), media support, inviting teacher directly by mentioning his/her name, that carried out regularly and continuously, and there is evaluation (assessment) for MGMP participants.

IV. CONCLUSION

Based on analysis of data obtained through questionnaires, observations, and interviews showed that the implementation of the professional competence of Bahasa teachers of Senior High School in Jeneponto after certification has not been implemented yet optimally, so that it needs to be improved because it has not been increased. The teacher competency test results showed that the highest frequency teacher test result data are in the low category with 18 teachers, and only gain 2 categories of teachers, and none of the teachers who earn higher category. This illustrates that the results of competency tests of Bahasa teacher of Senior High School in Jeneponto that have passed certification are in the low category.

The results of the national exam data analysis of Bahasa subjects at all high schools in Jeneponto for the last 5 years, starting with the academic year 2009/2010 to 2013/2014 shows that generally, the national test scores in each school were fluctuated. Every school have up and down, sometimes get the increasing national test scores in a certain year, and in the next year had decreased, then increased again in the following year, get down and up again, and so on. Thus, it can be argued that Bahasa teachers of Senior High School in Jeneponto who passed the certification not assure the rising student achievement, especially the national test scores.

The right model coaching professional competence of Bahasa teachers of Senior High School in Jeneponto after certificationi is MGMP. The result showed that respondents see MGMP is the right choice to be used as a mode and can be used as a coaching model and development competence of professional teachers after certification because MGMP can be used as a forum to plan, implement, and evaluate learning, as well as mode to discuss the problem or the solution of the problems faced in the learning process.

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M. Agus was born on 11 May 1972. He graduated in SD Inpres No. 133 Mangepong in 1985, SMP Negeri Pokobulo Bontoramba in 1988, SPG Negeri 136 Jeneponto in 1991. And then he continued his bachelor in Department of Education of Language and Literature, Universitas Muhammadiyah in 1996, then his magister in Department of Education of Bahasa Indonesia, Universitas Negeri Makassar, then he continued his doctoral program in Universitas Negeri Makassar, Department of Language Education in 2010.

He is a Lecturer in Kopertis Wil. IX Dpk STKIP YAPTI Jeneponto since 2011 until present. He takes on Chief Assistant I (2013-present). He becomes Secretary I of Pengurus Pusat Ikatan Alumni (IKA) Universitas Muhammadiyah Makassar in 1997-1999, General Secretary Ikatan Alumni Universitas Muhammadiyah Makassar, Jeneponto Regency in 1998-2016 (two periods). Chief assistant of Redaction Majalah Gema Suara Guru PGRI, Jeneponto Regency in 2005-2009. Secretary Assistant II Association of Lembaga Pendidik dan Tenaga Kependidikan (PTK) Private of Sulawesi in 2010-2014. Seretary Assistant II Ikatan Sarjana Turatea (IST), Jeneponto Regency in 2013-2017.

Zainuddin Taha was born in Soppeng, on 5 April 1937. Indonesia citizenship. Head Teacher of Post Graduate Program of State University ofm Makassar. He graduated his formal education in Sekolah Rakyat in 1948, Sekolah Sambungan in 1951, Bhg Junior High School in 1964, Sekolah Guru Atas in 1957, BI (B One) Bahasa Indonesia Negeri in 1961, *Bachelor of Arts* (B.A) in FKIP UNHAS in 1962, Bachelor of Indonesia Language and Literature in IKIP Makassar in 1965, *Postgraduate on General and Austronesian Linguistics* in Rijks University, Leiden in 1978, and PhD (S3), of Sosiolinguistic in UNHAS in 1985.

He has follow some courses/training/upgrading such as: (1) Upgrading of Sosiolinguistic, Center of Language of Depdikbud in 1975, (2) Upgrading and Lokakarya (PENLOG) P3G Depdikbud RI, (3) *Achievement Motivation Training*, Yayasan Pembina Insani Makassar in 1993, and another some courses/training/upgrading. Scientific result is generated such as: (1) Penelitian Bahasa dan Dialek dalam Rumah Tanggadi Kota Makassar, in 1975, (2) Pengertian dan Fungsi Bahasa Indonesia pada Populasi Tertentu di Desa Tugu Selatan Jawa Barat, in 1975, (3) Satu Wacana Dua Bahasa: Faktor-Faktor Sosiolinguistik Alihkode Bahasa Bugis-Bahasa Indonesia, in 1985, and another scientific works. Many books, articles, n papers has published and in book/scientific newspaper.

Prof. Dr. H. Zainuddin Taha has experience as instructor in schools and universities (Present, he is professor of UNM, UNHAS, dan UIM), working experience in structural/assignment in teams (Present, he is Ketua Umum Asosiasi Professor Indonesia of Sulawesi Selatan), working experience in government/society, and experience as consultant. He achivements has acquire such as:some Satya Lencana, some another achievement in govenrment organization, and some another achievements.

H. M. Ide Said DM, was born in Mare, Bone Regency in 1936. He graduated his Elementary school in 1951 and then his Junior High School in SGB in 1954. He graduated his Senior High School in 1957 in SGA in Pare-pare. He graduated his diploma of BI Bahasa Indonesia in Ujung Pandang in 1962. He continued his bachelor in 1963 and he graduated his bachelor of education in 1967 in Department of Indonesian Language and Literature in IKIP Ujung Pandang. He achieves his doctoral in 1983 in IKIP Malang. In 1963 until present he actives as lecturer in State University of Makassar, Muhammadiyah University, Institute of Agama Islam Negeri Makassar, both degree of Undergraduate, Graduate, and Postgraduate.

Ide Said assumed as Assistant Dean III in 1970, as Assistant Dean I in 1971-1972, as Dean in 1972-1974 in Faculty of Literature and Art in IKIP Ujung Pandang. Scientific Paper that has been published is local language dictionary *Bugis-Indonesia* and *Makassar-Indonesia*. The results of the research that has been done there are ten types, generally related to Indonesian and regional language (Bugis). Present assume as director of Postgraduate in Muhammadiyah University, Makassar.

Muhammad Saleh was born in Ujung, Bone Regency, South Sulawesi. He was born on December 31, 1975. He graduated his elementary school in SD Inpres 377 Patangkai, Bone Regency in 1987, he continued his junior high school in SMP Negeri Lappariaja, Bone Regency in 1990, and then he continued his senior high school in SMA Negeri Lappariaja, Bone Regency in 1993. He continued his bachelor in Department of Indonesia Language and Literature, IKIP Ujung Pandang in 1999, he continued his magister in Department of Indonesia Language and Literature, Universitas Negeri Makassar in 2004, and he continued his doctoral program on Department of Bahasa Education, Universitas Negeri Malang in 2009.

He is a lecturer of Department of Language and Literature of Universitas Negeri Makassar since 2000 until present. He is a Head of Department of Language and Literature. His scientific research are: (1) Wujud Kesantunan Berbahasa dalam Wacana Akademik in 2011. Makassar: Jurnal Retorika. (2) Tindak Ekspresif Kesantunan Berbahasa Mahasiswa Jurusan Bahasa dan Sastra Fakultas Bahasa dan Sastra Unversitas Negeri Makassar in 2012 Makassar: Jurnal Retorika. (3) Pengembangan Bahan Ajar Keterampilan Menyimak yang Berwawasan Pendidikan Karakter dengan Memanfaatkan Cerita Rakyat Bugis dalam Pembelajaran Bahasa Indonesia Kelas V SD di Sulawesi Selatan in 2013. Jakarta: DP2M Dikti Kemendikbud Republik Indonesia (RI) and he is active in organizations of Masyarakat Linguistik Indonesia (MLI).