

Analysis of Policy Standard Implementation of Teacher Professional Competency in Paolo City, South Sulawesi, Indonesia

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Abstract: Analysis of Policy Implementation of Teacher Professional Competency Standards in Palopo City, the type of qualitative research through phenomenology approaches, regardless of the results of the investigation indicates that the teacher as a professional educator is the person responsible for the education of learners both at school and outside a school to develop their own physical and spiritual. Therefore, the element of professionalism, personality, and sociality becomes something essential to possess and adhere to a teacher, the school as a social institution serves to ensure the survival of the young generation of a nation. Education that takes place both in school, family and the community at its core to divert and develop the culture so that the life of prosperous society following the ideals of the nation. Education has undertaken by the profession of teachers, as professional educators will necessarily form a whole person both outwardly and inwardly.

Keywords: Teacher, Education, Resources, Policy, and Implementation

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I. INTRODUCTION

Government policies in the field of education have been rolled out with the enactment of Government Regulation No. 19/2005 on National Education Standards (SNP), which includes content standards, process standards, graduate competency standards, educator standards and education personnel, infrastructure standards, management standards, financing standards, and educational assessment standards.

The follow up of the SNP is the enactment of the Regulation of the Minister of National Education. One of them is Law no. 20 of 2003 on National Education System and PP. 19 of 2005 on National Standards of Education mandates that each educational unit develops the curriculum at the level of Primary and Secondary Education. The government no longer sets the national curriculum as in the previous period. The education unit should develop its curriculum according to the characteristics and needs and potential of learners, the community, and the environment.

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, primary education and secondary education. (PP No. 74 of 2008).

But in reality, not all teachers understand the implementation of teacher competency policy, the quantity of teachers who are still lacking and many teachers who have not fulfilled the competence of teachers.

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II. LITERATURE REVIEW

A. Teachers Understanding

Etymologically, the teacher means "the person whose job (the livelihood is teaching)." In terminology, the teacher is everyone who is authorized and responsible for the education of learners, both individually and classically, both at school and outside the school.

According to Sardiman AM. The teacher is one of the human components in the learning process that plays a role in the establishment of professional human resources in the field of development

In the Law of the Republic of Indonesia Number 14 Year 2005 regarding Teachers and Lecturers Chapter I Article 1 Paragraph (1) mentioned that, teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in children's education early age of formal education, primary education, and secondary education.

Based on the above understanding, it can be understood that teachers are professional educators who are responsible for the education of learners both at school and outside the school to develop their potential physical and spiritual. Therefore, the element of professionalism, personality, and sociality becomes something essential to possess and attach to a teacher.

The existence of teachers in the perspective of learners puts in the figure that should be a model example, because the teacher is a representative of a group of people in a community or society that is expected to be an example, believed and imitated. As a person believed and emulated, by itself the teacher has a position special for learners. Teachers are educators who become role models, role models, and identification for learners and their environment. Therefore, teachers must have a personal qualification standard that includes responsibility, dignity, independence, and discipline.

One of the main factors determining educational success is a teacher. Masters who are at the forefront in creating quality human resources. In the hands of teachers will be produced as a quality human resources, academically, expertise, emotional maturity, moral and spiritual. Thus, future generations will be ready to live with the challenges of his time. Therefore, it is necessary to profile teachers who have qualifications, competence and high dedication in carrying out their professional duties.

B. Education as a Cultural Process

A school has a significant role in personal and social development, affecting individual and social change, peace, freedom, and justice. Changing societies requires new paradigms of education, new goals, new definitions of quality, innovative approaches, programs, and practices if study must fulfil the role of strategy in human development as individuals and communities. Quality education is a dynamic process because the demands of quality education always change by the needs of society, the development of science and technology. So, there must be a continuous effort to improve the quality of education.

Professional educators are quick to grasp the rapid changes in the current era of globalization. The advancement of information technology, communication, and transformation in the developed countries gave birth to various phenomena in developing countries, which will also receive both positive and negative impacts. Professional teachers should be able to anticipate what needs to be done so that education still exists and able to direct changes. By the vision and cultural roots of the nation, therefore, the implementation of education in schools should be based on Law No. 20 of 2003 on National Education System, namely: "Education held as a process of cultivating and empowering learners that lasted for life."

Education that takes place in schools is a process of culture for learners. School as a social institution serves to ensure the survival of young people of a nation. Education that takes place both in schools, families and in the community, in essence, to divert and develop the culture so that the life of prosperous society by the ideals of the nation.

In the context of lifelong education then education should not be a path in place let alone stop. Learning takes place along the development in this global era, but education should be built on the culture of the nation of Indonesia worldwide.

C. Professional Educator Key The Humanitarian Process

Education as a nation's intelligence system, today faced with various challenges both economic, social, cultural, and political. In the global currents, people are faced with the challenge of globalization, the dissolution of political, cultural, and ideological barriers, dissolving in very crucial and multidimensional nationalities. Almost all areas of life of a nation, state, and society experienced a prolonged crisis.

Reforms initiated by the Indonesian people through the student movement since 1998 to date have not reaped satisfactory results. Here and there are still many problems and unresolved crises. It is acknowledged that the impact of reform has opened the tap of democracy, which gives people the freedom to convey their aspirations.

However, with the capital of freedom of expression alone is not enough to improve the level of community life from day to day worse off. The main problems faced by the Indonesian people, such as poverty, unemployment, corruption, and violence (either individually or in groups) have not been resolved optimally. Many people who argue that the problems faced by the Indonesian nation caused by the quality of Human Resources (HR) of Indonesia are still low. Low variety of human resources, both academically and non-academically, cause not all Indonesian people can participate their potential both physical and nonphysical in the implementation of development by the expertise and their respective fields.

The world of education is getting a tough test as well as a challenge to overcome the crisis. This is understandable because education is at the forefront in preparing qualified human resources. Therefore,

community participation in educational development is essential and necessary. Education must make a real contribution in realizing an increasingly civilized society. Thus, intellectual intelligence must coincide with spiritual and emotional intelligence, religious education and moral education must be ready to face global challenges.

Assessing the quality of human resources of a nation, in general, can be seen from the quality of education of the country. The presumption that ignorance and poverty are enemies of progress and the glory of the nation is the truth, therefore, must be eradicated by the revolution of education. Implementation of learning is done correctly then the country will be advanced, people will be smart, quality human resources. The claim that knowledge is the key to modernization or education is a human investment, gaining recognition from many experts. If not able to develop human resources, a nation will not be able to build its country. Herein lies the significance of education as a humanitarian process that is forming the ability and shaping the character and civilization of a proud nation to educate the nation's life.

Experience of several countries can be made a lesson. Japan, for example, when its people were destroyed by atomic bombs in Hiroshima and Nagasaki in 1945 to build its people to rejuvenate by prioritizing education development. At that time the Emperor of Japan asked: "how many teachers are still alive." The question of the Emperor of Japan can be a testament to how Japan has a high emphasis on educational development. From these questions can be drawn red thread how the educators, the teacher is highly recognized and upheld in the context of the progress and glory of the Japanese nation. There is a belief that by promoting educational development, Japan will rise again into a developed and prosperous country. Now, that belief becomes a reality, even the glory of his nation surpasses the nation that once destroyed it. Indonesia's neighbours such as Malaysia, Brunei Darussalam, and Singapore also take the same policy, emphasizing education as a top priority in the country's development.

The wise man must assess education accepted and lived as a wealth of invaluable and productive because in the present productive work is work that is based on reason, not the hand. The formation of educated people is the most important capital for a nation. Therefore, almost in all countries today make education a matter of concern. Especially after there is a belief that education is the only way to live useful and productive.

D. Competence

The professional competence of teachers is one of the competencies that must be owned by every teacher in education level. In the Law of the Republic of Indonesia Number 14 the Year 2005 regarding teachers and lecturers that the competencies that need to be possessed by teachers include: pedagogic competence, personality competence, social competence, and professional competence gained through vocational education.

According to Uno, professional competence of teachers is a set of abilities that must be possessed by a teacher so that he can carry out the task of teaching successfully. While according to Tilaar professional competence that must be owned by each teacher, among others: the ability to develop the personal personality of learners, especially his intellectual capacity, and bring learners into unified Indonesian community members based on Pancasila. Based on the above opinion gives us a clue that a professional teacher is those who master the philosophy of national education, extensive knowledge, especially the lesson materials that will be given to students, can develop learning programs and implement it. Also, professional teachers can conduct an assessment of the learning process, guidance to students to achieve the objectives of the learning program, but also as an administrator, and as a communicator.

Professional teachers are teachers who can manage themselves in carrying out daily tasks. Competent teachers will be better able to create a productive learning environment and able to perform tasks optimally for the interest of achieving student learning outcomes in particular and the achievement of the quality of education in general.

A teacher has a more comprehensive obligation in implementing professionalism as defined in Law and Lecturer Law in 2005 is (1) planning the learning, conducting quality learning process, as well as assessing and evaluating learning outcomes, (2) improving and developing academic qualifications and (3) objective and non-discriminatory action based on gender, religious, ethnic, racial, and specific physical, or family background, and economic status of learners in learning, (4) uphold the laws, laws, and code of ethics of teachers, as well as religious and ethical values, and (5), maintain and nurture the unity and unity of the nation.

Sardiman in Uno states that teachers are required to have ten basic skills: (1) mastering materials, (2) managing learning programs, (3) managing classes, (4) mastering media or learning resources, (5) mastering educational foundation, (9) recognize and administer the school administration, and (10) understand the principles and interpret the results of research for educational purposes and (8) recognize the functions and programs of guidance and counselling; teaching.

From the above opinions can be concluded that the components of professional competence of teachers are: (1) mastery of teaching materials, (2) ability to manage to learn, (3) knowledge about evaluation. These three groups of competence are mainly the result of a teacher's cognitive work. Sarwono defines cognition as a cognition that is part of the human soul that processes information, knowledge, experiences, encouragement,

feelings, and so on, both coming from within and from within themselves to form conclusions that produce behaviour. From this understanding teachers who do not have the cognitive domain will have difficulty in understanding and believing the benefits of science and capturing the moral message contained in every science.

Thus the professional competence of teachers is the ability possessed by the teacher who is the result of cognitive work to carry out the task so that students obtain optimal learning outcomes, so the creation of quality education or quality. These include (1) mastery of the subject matter, (2) the ability to manage to learn, and (3) knowledge of evaluation.

III. RESEARCH METHODS

Qualitative research method, through phenomenology approach, Sources of data in this study: Primary Data Sources., Secondary Data Sources. Data collection techniques used are: Individual interview (individual interview) Participant observation (Participant observation) Documentation. Extension of comment does data validation. Improved researcher persistence in consideration and discussion. Triangulation of sources, Dependency (Dependability) Conformability, data obtained through observation, in-depth interviews and documentation will be analysed qualitatively.

IV. DISCUSSION

If it refers to the above concept, being professional is blending quality with integrity, becoming an expert teacher is a necessity. However, the profession of teachers is also very attached to the role of psychological, human even identical to the image of humanity. Because it is like a laboratory, a teacher like a scientist is experimenting with the fate of a human child and also a nation. There are several criteria to become a professional teacher.

1. Have skills / expertise in educating or teaching

Being a teacher maybe everyone can. But being a teacher with expertise in education or teaching requires adequate education, training and flight hours. In the context above, to become a teacher as it is meant that the minimum standards that must be owned are:

- Have an adequate intellectual ability
- Ability to understand the vision and mission of education
- The expertise of science transfer or learning methodology
- Understand the concept of child development / developmental psychology
- Ability to organize and problem solving
- Creative and has art in educating

2. Teacher's personalities

Teacher profession is identical with educational roles such as guiding, nurturing, nurturing or teaching. For example like a painting that will be duplicate by his students. Good or bad results of the picture depending on the sample. Teachers automatically become role models. Looking at the role, it has become absolute that the teacher must have integrity and personality that is good and right. This is very basic because the tasks of teachers not only teach (transfer knowledge) but also instil the fundamental values of character building or morals of children.

3. Positioning the teaching profession as The High-Class Profession

In this country has become the general reality of teachers not to be a profession of class both socially and economically. The usual thing, if a Teller in a Bank, looks more high quality than the teacher. If you want to position the profession of teachers equivalent to other occupations, start in the blow up that the business of strata teacher or high degree and respected in society. Because remembering so fundamental role of teacher to process change and improvement in the community.

4. Master's Professionalism Program

Selective and selective recruitment patterns

- Integrated, tiered and continuous training (long life education)
- Equalize education and standardize education
- Self-development and research motivation
- Enrichment of creativity to become master of work (Teacher who can be a teacher)

Teacher Professionalism

The professional term, in general, is the person who gets a salary or salary from what is done, whether done correctly or not. (Martinis Yamin, 2007). In this context, what is meant by the professional in this case is

the “teacher”. A particular science supports professional work in depth that is only possible from appropriate educational institutions so that its performance is based on its scientifically engaged scholarship (Wina Sanjaya, 2008). Thus a teacher needs to have special abilities, abilities unlikely to be possessed by a non-teacher. (Cooper, 1990).

Teacher professionalism is the ability of teachers to perform their primary duties as educators and teachers include the ability to plan, conduct, and implement learning evaluations. In principle, every teacher must be supervised periodically in performing their duties. If the number of teachers is large enough, then the principal may ask for his or her senior or senior teacher's help to supervise. The success of the principal as a supervisor, among others, can be shown by the increasing performance of teachers who are characterized by the awareness and skills of carrying out their duties responsibly.

A professional is a job or activity undertaken by a person and becomes a living income source that requires expertise, skill or proficiency that meets specific standards of quality or norm and needs professional education. From the above understanding a professional teacher must meet the four teacher competencies that have been established in the Law of the Republic of Indonesia Number 14 the Year 2005 on Teachers and Lecturers are:

1. Pedagogic competence, namely the ability of mastery of learning materials widely and profoundly covering:
 - a. Concepts, structures, and methods of scientific/technological / art that are coherent/coherent with teaching materials;
 - b. Teaching materials that exist in the school curriculum;
 - c. Conceptual relationships among related subjects;
 - d. Application of scientific concepts in everyday life; and
 - e. Competition professionally in a global context while maintaining national values and culture.
2. Personality competence, which is a personality skill that:
 - a. Steady;
 - b. Stable;
 - c. Adult;
 - d. Wise and prudent;
 - e. Authoritative;
 - f. Be a noble character;
 - g. Be role models for learners and society;
 - h. Evaluating own performance, and
 - i. Self development sustainably.
3. Professional competence, which is the ability of mastery of learning materials widely and profoundly covering:
 - a. Concepts, structures, and methods of scientific/technological / art that are coherent/coherent with teaching materials;
 - b. Teaching materials that exist in the school curriculum;
 - c. Conceptual relationships among related subjects;
 - d. Use of scientific concepts in everyday life; and
 - e. Competition professionally in a global context while maintaining national values and culture.
4. Social competence is the ability of educators as part of society to:
 - a. Communicating oral and written;
 - b. Using communication and information technology functionally;
 - c. Socialize effectively with learners, fellow educators, education personnel, parents / guardians of learners; and
 - d. Get along well with the surrounding community.

According to Suryasubroto (2002) the task of teachers in the learning process can be grouped into three activities, namely:

- a. Preparing a teaching program such as an annual program of curriculum implementation, semester/chess program, teaching unit program,
- b. Presenting/carrying out teaching such as delivering materials, using teaching methods, using media/resources, managing classes/managing learning, and teaching interactions,
- c. Carry out learning evaluations: analyze learning evaluation results, report on learning evaluation results, and implement improvement and enrichment programs.

In general, both as a job and as a profession, teachers are always referred to as one of the essential components of education "(Suparlan, 2006). Teachers, students, and curriculum are the three major components

of the national education system. The three parts of knowledge is a sinequanon condition or an absolute requirement in the education process at school.

Through teacher or educator mediators, students can get a menu of teaching materials that are processed in the national curriculum or the local content curriculum. The teacher is someone who has the task of being a facilitator so that students can learn and develop their essential potential and abilities

Optimally, through educational institutions in schools, whether established by the government or the public or private. Thus, in general, view educators are not only known as teachers, instructors, trainers, and mentors but also as "social agents hired by society to help facilitate members of society who attend schools" (Cooper 1986).

In the future, the demands of improving the quality of professional teachers are again warmly discussed and strived by the government now. A professional teacher is no longer a robot, but a dynamic actor that drives learners' potentials toward creativity. "The duties of a professional teacher include three main areas: (1) in the field of profession, (2) in the field of humanity, and (3) in the field of community Teachers, in the learning process indeed play a significant role. The role of teachers, especially for learners at the age of basic education, may not be replaced by other devices such as television, radio, computers and so forth. Because learners are a growing organism that requires guidance and assistance from adults. In the process of learning, teachers not only serve as a model or role model for students who are taught but also as managers of learning (manager of learning). Thus the effectiveness of the learning process lies in the teacher's shoulder. Therefore, the success of a learning process is determined by the quality or ability of teachers. Norman Kirby (1981) states: "Many things can affect the learning process of learners to determine the quality of learning outcomes they are both internal and external factors. Internal factors are factors that come from within the students (individuals), namely biological and psychological factors. While external factors are the factors that come from outside, i.e. social environment and environment non-social. The teacher or educator is one of the outer elements of the social environment. The success of a learner in achieving his achievements cannot be separated from the success of teachers who educate him. Teachers who successfully educate their learners have the possibility of giving birth to an outstanding student; therefore the principal needs to pay attention to the quality and quality of teachers who teachers. This is essential precedence because the presence of professional and qualified teachers will determine the emergence or absence of the value of achievement learners. The existence of a teacher is not only required to provide appropriate teaching areas that become his expertise but, in addition to the presence of a teacher is also required to be a good role model for the students. Barometer used to measure the quality of a teacher one of them by looking at the level of expertise it has, which we call the professionals. A subject area should be held by those who do know their field. This will provide opportunities for the implementation of effective and conducive teaching and learning process, while also providing opportunities for the completion of lessons to be studied in depth.

A teacher is required to be able to manage (management) the class, using teaching methods, teaching strategies, as well as attitudes and characteristics of teachers as educators in managing effective teaching and learning process, develop teaching materials well, and improve the ability of learners to listen to the lessons and mastering goals the education they have to accomplish.

But there are other things that we can make a measure to assess the quality and quality of a teacher, by looking at the personality, behaviour, character traits, characters, and attitudes. In the process of education is not fixed only on the delivery and delivery of material just to learners, but that is not less important is how teachers can transmit right attitudes and behaviour to the learners.

However, we can not expect much that there will be a productive and conducive learning process and can produce learners who excel if their teachers are people who are not professional in teaching, his personality is not ethical and far from the role model that can be followed by learners or students. In short, the quality of education is strongly influenced by the quality and professionalism of teachers or educators.

Teacher competence is a set of knowledge, skills, and behavior that must be owned, experienced, mastered and actualized by teachers in professional duties. The types of teacher competence are (1) Pedagogic competence, (2) Personality competence, (3) Professional competence, and (4) Social Competence. (PP No. 74 Th. 2008 ps.3) According to Suharsimi Arikunto (1990: 239) citing the P3G (Teacher Education Development Project) formulates three essential teacher competencies: (1) professional competence, (2) personal ability, and (3) Social Competence.

Pedagogic Competency

The Ability to manage learners. (Depdiknas, 2004: 9), namely:

1. Develop a PBM plan
2. Implementing PBM
3. Performing PBM Assessment

Competence Of Personality

According to Surya (2003: 138) call this personality competence as personal competence, namely the individual ability of a teacher needed to be a good teacher. This own competence includes personal skills related to self-understanding, self-acceptance, self-direction, and self-realization.

Professional Competency

According to Arikunto (2003: 239), Professional competence requires that teachers have a broad and in-depth knowledge of the subject matter to be taught and mastery of the methodology of mastering theoretical concepts, as well as choosing the right method and able to use it in the learning process.

Social Competency

According to Arikunto (2003: 239) Social competence requires teachers to have good social communication skills with learners, fellow teachers, principals, administrative staff, even with community members. Based on the above description, teacher's social competence is reflected through indicators (1) interaction (2) teacher interaction with headmaster, (3) teacher interaction with co-workers, (4) teacher interaction with student's parents, and (5) teacher's interaction with the community.

The socialization of Master Competency Implementation is done through:

General explanation through the Office Meetings at various appropriate activities. Informal approach through discussions between leaders and staff, staff and teachers as well as between teachers. Legal material related to each of my interests is requested to download from the internet or purchase a handbook

Competencies a teacher must have

1. Academic Competence (Professional)

This Competence is obtained at the level of academic education owned by the teacher (Bachelor S1 or Master in education or deed IV) .à S2. The subject of instruction or competence taught must be in accordance with teacher education background, there should be no deviation Each subject / Standards of competence have a different way / method / technique approach, only meraka competent in the field is able to teach well according to rules or scientific concepts. Each time this competency must be refreshed, updating an innovation

2. Pedagogical Competence.

Pedagogical concerning education for children, meaning they do not have the knowledge, skills or attitudes appropriate to his age, the task of educational institutions (teachers) is to form, foster assisting, directing, inspiring, digging the potential of the students so that the changes to the better adjusted with the talents, interests, potentials and goals of life to be achieved. Teachers must act as parents, friends, leaders and role models for students. Each student has unique characteristics, so every teacher with his or her intelligence must be able to educate, teach and set an example in the educational process (not just the speaker).

Social Competence

Social competence concerning relation, inter personal and intra personal. Interpersonal is teacher's intelligence in processing social attitude of teacher with self emotion, self control and performance of teacher, inner beauty teacher become personal reflection which closely embedded in every step of its step.

Intrapersonal is an intelligence that concerns interpersonal relationships with personal outside of itself, the environment and the existing institutions and the general public. Special education, involving multi-directional and multi-dimensional relationships between self-teachers with learners, between teachers with peers, teachers with staff, teachers with leaders and teachers with decision makers / stakeholders. The right keywords are "maturity in personal relations" about self and the environment.

Personality Competence

Performance of teachers, whether teachers show good performance, achieving in the context of forming a scientific culture in the learning process, students are able to imitate the work done by teachers in carrying out the task.

Teacher persistence in addressing the problems and looking for problem solving related tasks and responsibilities as a teacher. Teachers' resilience in facing various problems, not persistent, survival, able to use the available infrastructure to support the learning process; taking advantage of positive opportunities into performance innovation; facing challenges bravely and turning them into positive opportunities.

The principle of openness, honesty, sportsmanship and flexible responsibility in every relationship that was built. The existing criticism is transformed into self-improvement and addressed by adult, positive thinking on each input and suggestions for continuous improvement. Exemplariness will reduce the negative excesses that exist in the teacher's personal and affect the "think smart work accurate" of the teacher. Keywords that fit: "Be a role model for yourself and the environment.

V. CONCLUSION

Resources used to support teacher competence are human, human resources including teachers, students, staff, leaders and policy makers and stakeholders. Each person must understand the main tasks and functions; inherent authority and responsibility; rights and obligations that must be carried. Therefore, the teacher must know the main duties and functions that are carried.

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