

COMMUNICATION COMPETENCIES OF PROFESSIONAL TEACHERS AS EDUCATION COMMUNICATORS IN BANDUNG

Education Communication and HR

JENNY RATNA SUMINAR
*Faculty of Communication Science
at Universitas Padjadjaran*

Jenny.ratna@yahoo.com

Introduction

Education sector particularly teachers are issues that interesting and important to be studied continuously, moreover these are reinforced by some various phenomena that occur such several issues concerning to unprofessionalism of the teachers reported widely as were allegedly by a book author of Professional Teachers (Kunandar, 2007: vi). Similarly, Salahudin Wahid, leader of Pondok Pesantren Tebu Ireng Jombang, said that the quality of teachers in Indonesia is relatively low despite the world's fourth ranked in the teachers number (Pikiran Rakyat, December 8, 2010).

Indeed, the discourse of teachers in Indonesia will be continually needed, in addition it is an attractive issue, proved by many discussions, seminars, workshops and other scientific meetings have been done which are essentially talking about how complicated the problems of teachers in this thousands-islands country. Indonesian teachers often stand at a real dilemmatic position because they hold the continuity of future hopes of the nation in education, but at the same time, the teachers hard to get out of twisting classic problems, such as welfare, awards, and professionalism issues.

The presence of teachers in school also amongst the people, recently, often gets incisive attention. This happens because the teachers' world is still captive by two problems which have mutual correlation that the solving requires

wisdom from some stakeholders mainly the policy makers. There are two problems: (1) teachers profession is less ensure the welfare because of low salary. The low salary has implication on teachers' performance; (2) the professionalism of teachers is still low. Based on that information, it can be said that teachers' professionalism is the most serious issue among others facing by Indonesian teachers. Furthermore, there is an issue concerning teachers problematic who "haven't been confident yet" to call their profession as an equal profession with others.

With no doubt, progress in education has been ensued, over the past three decades Indonesian education quantitatively has developed very fast. In 1965, the numbers of elementary schools were 52.233 with the number of students and teachers of 11.577.943 and 274.545, then it increased rapidly as many as 150.921 elementary schools, with 11.577.943 students and 1.158.004 teachers (Information Center, R and D Bureau, Education and Culture Dept, 1999). Therefore, in 30 years the number of elementary school students had increased about 300%. This education development has to be grateful. Unfortunately, the education development is not followed by appropriate increase in education quality.

As the result, there are many education disparities among the society, the very prominent including: (1) disparity between education output quality and labor qualifications needed, (2) disparity of education quality between rural and urban, between Java and outside Java, also between the rich and the poor. Besides, in education sector occur two problems that cannot be separated from education problem mentioned previously.

Teacher is one of education performers whose position is strategic in achieving the expected education quality. Teacher is professional educator with primary tasks are educating, teaching, guiding, directing, train, assess and evaluate the students on early education in formal way, elementary education, and secondary education (Law no. 14 of 2005). Teachers are the spearhead of national education development. Mainly, in developing and improving the quality of human resources through formal educations.

Professional and dignified teachers become everyone hope because it will create intelligent, critical, innovative, democratic and faithful children. Professional and dignified teachers set as the role model for the formation of

strong human resources. This issue was also hinted from teacher certification couple time ago which became interesting discourse in the society. Realization of this dream is not an easy thing, yet it needs hard work and synergy of all stakeholders namely, central government, local government, society, and teachers themselves.

Teacher as a profession has actually regulated and mandated in the Law of National Education System chapter IX article 39 subsection 2:

“Educator is professional in charge of planning and carrying out the learning process, assessing learning result, coaching and training, also conduct research and service to society, mainly for education in college.”

Therefore, the demand of teacher become professional profession is an ordinary matter, moreover the profession will get profession allowance if the teacher professionalism is able to be shown by certification process.

Education Communication

Education is a communication activity, where the teachers as the spearhead of formal education activities serve as the communicators. Furthermore, the activities are done by the teachers in teaching and learning also others which will be called as education communication as the consequence of communication activity in education sector. Education communication has important position both in study context in the realm of communication science and education science as a practical skill which can support the education process itself. There are at least two important basic considerations to answer why education communication becomes imperative.

First, educational world in really need of understanding that is holistic, comprehensive, fundamental and systematic of communication use in the implementation of teaching-learning activities. Without good communication spirit, the education will lose the way and orientation in developing expected output quality. In this context, the importance of education communication can be equated with teaching methodology, education management and others. If it is estimated almost 80 percent of teachers' activities in the classroom are communication either verbal or nonverbal. Therefore, poor materials acceptance

by the students, not necessarily because the teachers are unintelligent, it could be caused by their terrible communication method in front of the students.

Second, communication education will show the direction of social construction process of education reality.

Being a professional teacher according to National Education Ministry of Indonesia Bersatu Cabinet Volume 1, Bambang Sudibyo at the greeting of 61st PGRI anniversary suggested that a professional teacher at least has four competencies. The competencies are pedagogic competency, social competency, personality competency, and professional competency as embodied in Government Regulation no. 9 of 2005 on Education National Standard. From Communication Science perspective, a teacher as education communicator needs communication competency which is *conditio sine quanon*.

Professional Teachers Meaning

Qualitative research seeks to explain the phenomenon from various perspectives or approaches. The subjects of research were teachers from elementary school, secondary school, high school or vocational school whether public and private schools in Bandung. Teachers are formal education spearheads, in every school from various education levels both public and private schools, teachers are the pillars of education activities because without their presences the formal education process in schools will never happen.

In Bandung, the number of teachers reaches more than 12.600 persons for elementary school until high school levels both public and private schools, whether civil servants or non-civil servants. While the teachers who became the subjects of this research were teachers from preferred schools with some purposive criteria, such favorite schools which have been chosen more by student applicants, including the schools that have high passing grade using final examination grade. The schools in Bandung for such kind of these criteria are 3, 5, 2, 4 and 20 Public High Schools.

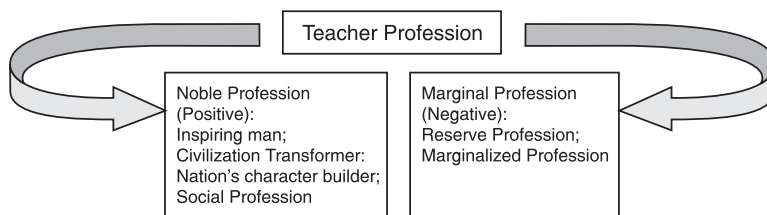
Besides, there is favorite private school like Taruna Bakti Secondary School which has well-defined educational system starts from new students' acceptance by doing independent test conducted in advance even before the graduation examination done. In addition, there are some schools which have

teachers with specific criteria that were appropriate as the sources, namely teacher having a concept about teaching even their not serve in favorite or pre-eminent schools, as teachers in 12 and 9 Public High Schools also in 10 Public Vocational School.

Furthermore, there were some teachers from school located in the suburbs of Bandung even with the fewer number of students because lack of the applicants due to unpleasant school buildings and spaces, yet here can be found teachers who are simple in speaking but have polite behavior that ought to studied because of their good moral values, they were teachers from Taruna Karya I Public Elementary School, 45 Public Junior High School, and Pasundan 1 High School.

The discussion about professional teachers meaning starts from the research result which emerged two categories (second level of construct) of professional teachers' identity meaning. The result was classified in two categories, namely teacher as noble profession (positive) and teacher as marginal profession (negative). Noble profession or positive teaching meaning is expressed by the term: teacher is an inspiring man, teacher as social profession (serving), teacher as medium for the civilization transformation in order to develop nation's character.

Moreover, the intent of teacher as inspiring man has wider and deeper understanding. Whereas, the meaning of teacher profession as marginal profession or contain negative connotation is expressed by the term: teacher is reserve profession, and teacher as marginalized profession.

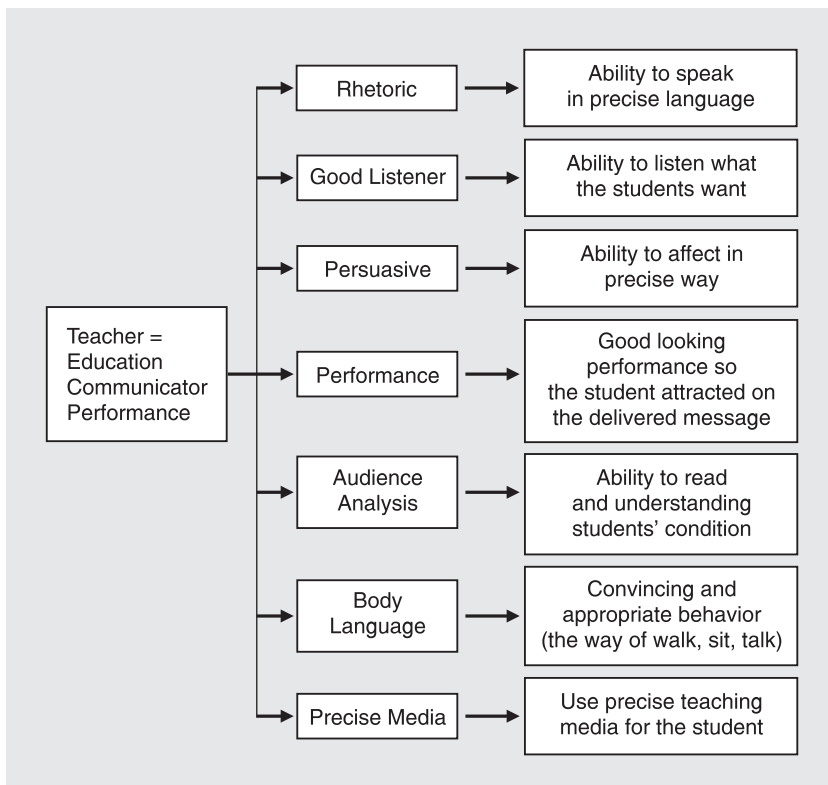


Picture 1: Categories of Teacher Profession Meaning

Source: Research Result Tabulation

Teacher Profcommunication Competencies of Professional Teachers

Another competency required by the teachers as education communicators besides pedagogic, personal, professional, and social competencies is communication competency. Communication competency is an important thing considering to no matter how well the message if it is not delivered properly by reliable communicators it will not have any significance. It similar with the statement from a famous businessman Lee Iacocca who said that: You can have brilliant idea, but if you cannot reveal the idea, it does not mean anything. As resulted in the research that revealed communication competencies have to be possessed by education communicators as follow:



Picture 2: Construction Model of Teacher Communication Competencies as Education Communicators.

This finding along with the previous statement that the relationship built in education communication is between teachers and students where the occurred communication competencies are individual inherent action in social process. When viewed from communication science, competency is part of communicators' ability, in this case the teachers as education communicators. Then, the teachers must meet the criteria as credible communicators which are expertise and trust. Expertise is an impression formed by the communicant about the communicator ability in relation of the topic discussed. Communicators who are considered high in expertise are considered as intelligent, capable, expert, knowledgeable, experienced or trained persons.

Meanwhile, trust is communicant impression about the communicators associated with their characters. Credibility according to Aristoteles, can be obtained if a communicator has ethos, pathos, and logos. Ethos is the power possessed by the speaker from his personal character, so his words are trusted. Phatos is the power possessed by the speaker to control the listeners' emotion. Then, logos is the power possessed by the communicator trough arguments.

Conclusion

That is the fact about education world in Indonesia currently, which is an interesting phenomenon with the whole problems that are related with various life aspects. Teacher as the spearhead of education world success is a profession interpreted in two categories, namely teacher's meaning identity as noble profession (positive) and marginal profession (negative). Noble profession or positive teacher's meaning is expressed by the term: teacher is the inspiring man, teacher as social profession (serving), teacher as medium for the civilization transformation in order to develop nation's character.

Moreover, the intent of teacher as inspiring man has wider and deeper understanding. Whereas, the meaning of teacher profession as marginal profession or contain negative connotation is expressed by the term: teacher is reserve profession, and teacher as marginalized profession. Furthermore, teachers as communicators of education communication need to posses communication competencies which consist of: Rhetoric Ability; Ability to be

good listeners; Persuasive ability; Good performance; Ability to analyze audiences; Having precise body language; and Use proper teaching media

Bibliography

- Basrowi and Sukidin. 2002. *Metode Penelitian Kualitatif: Perspektif Mikro*. Surabaya Insan Cendikia.
- Creswell, John W. 1998. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. USA: Sage Publications Inc.
- Dahrin, D. 2000. *Memperbaiki Kinerja Pendidikan Nasional Secara Komprehensif: Transformasi Pendidikan*. Volume 1. Jakarta: Komunitas Forum Rektor Indonesia.
- Koesoema A. Doni. 2007. *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- Kunandar. 2007. *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan dan Sukses dalam Sertifikasi Guru*. Jakarta: Rajawali Press.
- Kuswarno, Engkus. 2009. *Fenomenologi*. Bandung: Widya Padjadjaran.
- Littlejohn, Stephen W. 1996. *Theories of Human Communication*. Fifth edition. Belmont California: Wadsworth Publishing Company.
- Littlejohn, Stephen W. and Foss, Karen A. 2009. *Encyclopedia of Communication Theory*. Thousand Oaks California: Sage Publication.
- Miller, Katherine. 2002. *Communication Theories: Perspective, Processes, and Contexts*. USA: McGraw Hill.
