



Professional Competence  
Strategy Teacher of  
Geographical Eyes (Case State  
Senior High School 3 Medan  
And State Senior High School 15  
Medan Medan)

*by Darwin Dkk*



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**Submission date:** 23-Jun-2023 05:20PM (UTC+0700)

**Submission ID:** 2121352163

**File name:** rofessional\_Competence\_Strategy\_Teacher\_of\_Geographical\_Eyes.pdf (666.16K)

**Word count:** 4905

**Character count:** 27827

## Professional Competence Strategy Teacher of Geographical Eyes (Case State Senior High School 3 Medan And State Senior High School 15 Medan Medan)

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**Abstract:** The purpose of this study is to know the strategy of increasing the professional competence of teachers of geography subjects of Senior High School of Medan City State. The subjects of this study are high school geography teacher in the city of Medan as many as four geography teachers of State Senior High School 3 Medan and two geography teachers of State Senior High School 15 Medan. The technique used in this research is documentation study and interview technique. Data analysis used in this research is data reduction, presentation of data, and conclusions and verification. The result of the research shows that the process of standard formulation of competence and basic competence that is geography teacher at State Senior High School 3 Medan and State Senior High School 15 Medan formulates standard of competence and basic competence in every semester. The processes and stages undertaken in the development of teaching materials are also different, geography teacher of State Senior High School 3 Medan do the development of teaching materials only by relying on the previous teaching materials only, while the geography teacher of State Senior High School 15 Medan developed more creative teaching materials, using technology, such as searching for material by downloading data and videos via the internet. Forms of utilization of technology, information and communication in self-development, found that geography teacher State Senior High School 3 Medan not all can use the computer well while the geography teacher of State Senior High School 15 Medan can use well. The form of continuous professional development activities conducted by the teacher of geography of State Senior High School Medan. such as attending training / seminar, Classroom action research, and Following a scientific forum as discussion of subject teachers (MGMP). The teacher's solution in applying forms of sustainable professional development strategies, such as inadequacy in using technology so difficult to find teaching materials to add insight, lack of reference books in the school library, and the amount of teaching time given, and solution for geography teacher of State Senior High School 3 Medan and other teachers who are less skilled in using technology as should be even harder in terms of technology, and various information, and the school should often make training on the use of technology so making it easier for geography teachers and other teachers to develop their knowledge

**Keywords:** Strategy, Professional Competence, Geography Teacher.

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Date of Submission: 07-17-2017

Date of acceptance: 21-11-2017

### I. Introduction

In an effort to improve the quality of human resources, education plays a very important role, because education is the figure of teachers in building a nation. The field of education is the field that became the backbone of the implementation of national development. The quality of education is determined by integral improvement of all educational components such as teacher quality, uneven distribution of teachers, student curriculum, facilities and infrastructure, facilities and adequate infrastructure, a conducive learning atmosphere and supported by government policy.

Teachers are one of the critical success factors of learning that has a great responsibility in managing learning that includes planning, organizing teaching materials, use of tools and learning methods and assessment of learning outcomes. Therefore, teachers are required to improve their professionalism so as to create an educated human who have high quality life skills. Suprihatiningrum (2013:51) suggests professional teachers are those who perform the task of the teaching profession with full responsibility and high dedication with supporting facilities in the form of their knowledge stock in accordance with predetermined standards. A position is said to be professional if they can perform their duties properly and of course professional work can not be done by just anyone. Only officials concerned have a special ability in their field capable of doing their duties so that they are called professional officers. Professional means to be carried out in seriously and

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supported by professional officers. The professional officer is the officer owns expertise responsible and a sense of well-being supported by strong professional ethics.

Shaping and developing a teacher's professionalism is not an easy task, it takes time and a continuously process and sustainable so that teachers have the ability and skills according to his profession. This professional development program, not just the teacher's responsibility, but become part and responsibility of society, schools and government. According to Danim (2002:22-24) that a professional teacher can be seen from two perspectives that is : (1) seen from the minimum level of education from the educational background for the school level where to be a teacher ; (2) teacher's mastery of teaching materials, manage the learning process, manage the students, do guidance tasks, and others. Therefore, teachers as a quality assurance in the education process, is a professional educator who is required to have relevant qualifications and proven competencies expressed with a profession certificate in order to realize a quality performance.

Competence, qualification and certification are the prerequisites of creating professional teachers. Professional teachers are guaranteed to provide quality education. Professional teachers must meet the criteria in terms of qualifications and competencies as evidenced by professional certificates. Today, there are a number of teachers who have been certified, will be certified, has earn a professional allowance, and will earn a professional allowance. Certified teachers are the basis of strong assumptions, that teachers have competence. In the Peraturan Menteri Pendidikan Nasional No. 16 Tahun 2007 about The Academic Qualification and Teacher Competency Standards cover four types , that is (1) pedagogic competence, (2) professional competence, (3) social competence, and (4) personality competence. This means that teachers in each educational unit must meet academic qualifications with a field of scientists relevant to the field of study or subjects they teach at school so they are called competent for the field of work.

Academic qualification is minimum education level which a teacher must have before performing their duties as professional educators and as a requirement to follow competency test in obtaining professional educator certificate. While competence is a set of capabilities and knowledge-based on skills, skills, attitudes and positive values to carry out work professionally.

Speaking of teacher competence, not apart from the union that sheltered it. It is arranged in Peraturan Menteri Pendidikan Nasional (Permendiknas) Nomor 16 Tahun 2007 about about the Academic Qualification Standards and Teacher Competencies. Where one of the contents of the Permendiknas Nomor 16 Tahun 2007 set about standard high school teacher competencies including geography subjects that is :

1. Master the nature of scientific structure, scope and geography object.
2. Distinguish geographical approaches.
3. Mastering geography material widely and deeply.
4. Shows the benefits of geography subjects.

In a seminar organized by Ikatan Geografi Indonesia (IGI) in the event of the Annual Scientific Meeting in 2012, from Pusat Kurikulum (Puskur) describes the concept of competence well. According to study puskur that competence is knowledge, skills, and the basic values reflected in the habit of thinking and acting. Therefore, in the competence there are important elements that is knowledge, skills, and basic values. The three elements are not understood separately, but to become one unity reflected in thinking and act learners in everyday life. Thus the important thing in the competence is to make knowledge, skills and basic value as a habit of thinking and actions (*habid of mind*). For example in a geography learning process, a teacher teaches students about how to calculate the crude mortality rate of a local population. If the teacher is only teaching counting skills until the student is skilled at counting, then it can not be called competence. Because, such calculating skills if the formula is clear and practice repeatedly without thinking by itself can get the results of the calculation. In fact, if the formula can be made on a computer application or calculator so that the counting activity can be done by both tools. In a short time the tool can complete calculations with high accuracy. However, if the result of the calculation is followed by the student's ability to explain by argument and prediction, then it can be called competence.

Geography learning is an event that is directed to the achievement of geography teaching objectives, teaching geography has the purpose of understanding the phenomena of the natural environment and life on earth, characteristic of region unit and problems faced as a result of mutual influence between humans and their environment (Sumaatmadja, 1997: 12). To achieve the purpose of teaching geography, a geography teacher is required to have a high ability in formulating goals, selecting geographic material as the subject of the matter in accordance with the objective, and has the ability to utilize and use all aspects that support the achievement of the purpose of teaching geography.

Geography lessons are very important because they are the causal and spatial relationships of people with the environment. According to the experts Geography is the study of the state of the earth. Literally, the term geography comes from greece, geo which means earth and graphein which means writing or painting. The describe has a deeper meaning, including elements describe and explaining phenomena (nature and human), so



it can be obtained a conclusion to the relationship between these phenomena. In addition, various geographic-related events such as floods, climate change, the issue of global warming, revitalization of geography subjects. Sometimes "hoping" someone blames geography lessons if there is a catastrophic event, but that hope never comes up. On the other hand, fortunately, people do not think so so that geography teachers can still take a nap even though environmental issues sticking out in various media. This indicates that the teachers of geography subjects especially in high school must have adequate competenceso that the goal of holding geography subjects in the list of subjects in school can be achieved, dimana guru juga harus bisa mengantarkan materi secara modern.

The following is the results of High School Teacher Competency Test (UKG), especially Geography subjects for Medan City North Sumatra Province 2015.

No	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	Total
1	popes	nama																						
4	201511518785	ADE MELINDA BANJARNAHOR	60	100	66,7	57,1	33,3	85,7	66,7	66,7	71,4	33,3	33,3	35,7	60	83,3	100	33,3	0	100	60	50	69,941	
5	201508261685	AGUSTINA HAIKARI PURBA	0	33,3	25	62,5	60	62,5	28,6	66,7	28,6	83,3	25	35,7	0	57,1	11,1	33,3	0	33,3	60	50	62,5	
6	201512047619	ANTONIS	60	50	33,3	42,9	100	85,7	33,3	66,7	42,9	50	0	71,4	60	66,7	0	66,7	100	100	60	50	69,941	
7	201511499107	ARNITA	60	50	33,3	57,1	33,3	85,7	66,7	66,7	57,1	33,3	66,7	50	60	66,7	100	66,7	0	0	60	100	66,964	
8	20150283241	EDI SANTOSO	60	100	100	42,9	100	71,4	66,7	33,3	42,9	33,3	66,7	42,9	60	83,3	0	100	0	33,3	60	0	65,476	
9	201510683477	ELIUS SAMPUIARA	60	50	66,7	28,6	100	71,4	33,3	66,7	28,6	50	0	64,3	60	66,7	0	33,3	100	66,7	60	50	62,5	
10	201512039345	ELPI SUNITA LUBIS	60	100	33,3	57,1	33,3	28,6	33,3	50	71,4	66,7	33,3	35,7	60	66,7	100	0	0	100	60	100	59,524	
11	201511782960	ENDANG	60	50	66,7	57,1	100	71,4	50	83,3	71,4	50	66,7	57,1	60	83,3	0	100	0	33,3	60	0	74,405	
12	201511782078	FEBRINA DAMAYANTI	60	100	100	42,9	66,7	85,7	50	83,3	71,4	50	66,7	50	60	66,7	100	100	0	66,7	60	100	78,869	
13	201510785599	HALIMATUSSADIAH NASUTION	60	100	66,7	57,1	100	85,7	16,7	50	14,3	50	66,7	42,9	60	100	100	100	0	60	50	66,964		
14	201512214855	HIPSAH ZANNURI HARAHAP	60	50	66,7	85,7	100	42,9	33,3	83,3	85,7	66,7	66,7	64,3	60	66,7	0	33,3	0	66,7	60	50	75,893	
15	201502631752	IERNI SIANTURI	60	50	33,3	57,1	66,7	71,4	50	50	57,1	100	100	71,4	60	83,3	0	33,3	0	66,7	60	50	75,893	
16	201511203352	JUNI SIKSA PITA KURNIA	60	100	66,7	28,6	66,7	71,4	33,3	66,7	57,1	83,3	0	35,7	60	83,3	100	33,3	100	66,7	60	50	65,476	
17	201502806010	K. SUKARDI	60	0	66,7	42,9	66,7	57,1	100	50	28,6	33,3	33,3	42,9	60	83,3	100	33,3	100	33,3	60	50	61,012	
18	201502638786	KENAN BR TARIGAN	60	50	0	42,9	33,3	28,6	50	50	28,6	50	0	42,9	60	50	100	66,7	0	33,3	60	0	46,131	
19	201502621251	LAMIA DIATI	60	0	33,3	42,9	66,7	57,1	100	83,3	14,3	16,7	33,3	50	60	33,3	0	66,7	100	66,7	60	50	53,571	
20	201510782959	LAMSIHUR	60	50	33,3	57,1	33,3	85,7	83,3	83,3	14,3	66,7	0	57,1	60	50	0	66,7	0	33,3	60	50	63,988	
21	2015112040267	LUKINAR GULTOM, S.PD.	60	100	0	42,9	66,7	71,4	0	33,3	14,3	33,3	33,3	35,7	60	50	0	0	0	33,3	60	0	40,179	
22	201511717757	MANAHARA SILABAN	60	0	0	28,6	66,7	85,7	66,7	50	42,9	66,7	0	64,3	60	83,3	0	66,7	100	100	60	50	66,964	
23	20150154930	MELVINA BUDIARTI	60	100	66,7	42,9	100	57,1	83,3	30	85,7	50	33,3	28,6	60	83,3	0	100	100	66,7	60	50	71,429	
24	201502618990	NURBAITI PANGGABEAN	60	50	33,3	42,9	100	57,1	66,7	66,7	71,4	83,3	66,7	57,1	60	66,7	100	100	0	66,7	60	50	75,893	
25	201512151109	PELMAN HUTABARAT	60	100	33,3	42,9	66,7	85,7	33,3	50	57,1	66,7	33,3	64,3	60	100	0	33,3	100	66,7	60	100	72,917	
26	201510876211	RENNI SIMANJUNTAK	60	50	33,3	42,9	100	85,7	50	66,7	42,9	50	0	57,1	60	66,7	100	33,3	100	100	60	50	68,452	

Table 1.1 : Results UKG SMA Geography subjects in Medan City of North Sumatra Province in 2015.

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 If seen in the table above, visible the value of the Teacher Competency Test especially in the professional field, there are still teachers who are far below the average value of teacher competence standards that is 28,6 where the standard value of teacher competence is more than 50.00. The above is a picture of the competence of teachers of geography subjects are still low. The low competence of teachers is actually a scourge for the world of education, especially studying geography in the School. Therefore, the competence of teachers, especially the level of SMA should be sufficient so that the goal of holding geography subjects in the list of subjects in school can be achieved. Improving the professionalism of teachers is very important, because it concerns the problem of teacher work which is one step in improving the quality of service to students. But on the other hand the 15 is an assumption that the decline in education is due to a lack of professionalism of teachers, therefore for the sake of improving the quality of education is needed teachers or educators who have the competence or fulfillment of professionalism (Mulyasa, 2008:39).

The need to achieve and / or improve teacher competence on teacher profession competence standards in need of sustainable p24 ssional development component that must be done based on the needs of the teachers concerned. Where on Peraturan M45 eri Negara Pemberdayaan Aparatur Negara dan Reformasi Birokrasi Nomor 16 Tahun 2009 about the Teacher Functional Position and its Credit Score, sustainable profession development is a key element whose activities are also given credit scores for teacher career development, in addition to the other two main elements, ie : (1) Education; (2) learning / mentoring and additional tasks and / or other relevant tasks. According to Permenegpan it has also been explained that the development of sustainable profession (PKB) consists of 3 components, ie:

1. Self-development

Self-development activities consist of two types, namely functional training and collective activities of teachers. This self-development activity is 30 tended to enable teachers to achieve and / or improve the competence of the teaching profession that includes : peda26 gical competence, personality competence, social competence, and professional competence as mandated in Undang-Undang Nomor 20 Tahun 2003 about the National Education System.

Self-development activities that include the functional training and collective activities of the teacher should prioritize the teacher's need for the achievement of standards and / or improvement of professional competence especially related to implementing the service of learning. The needs of teachers to achieve or improve their competence may include:

- a. Competence investigates and understands the context in which teachers place teaching
- b. Mastery of material and curriculum
- c. Mastery of teaching methods
- d. Competence to evaluate learners and learning
- e. Mastery of technology, informatics and computer (TIK)
- f. Competence facing innovation in education system in Indonesia
- g. Competence faces the latest theory demands
- h. Other competencies related to the implementation of additional tasks or other tasks relevant to the function of the school

## 2. Scientific Publications

Scientific publications are scientific papers that have been published to the public as a form of teacher contributions to improving the quality of learning processes in schools and the development of the world of education in general. Scientific publications include 3 (three) activity groups, ie:

- a. Presentation on scientific forums
- b. As resource persons at seminars, scientific workshops, colloquium or scientific discussions
- c. Scientific publication of research results or innovative ideas in the field of formal education

Scientific publications of research or innovative ideas in the field of formal education include the making

- a. Writing in the form of reports on research results in the field of education in schools published / published in the form of books with ISBN and circulated nationally.
  - b. Popular scientific writing in the field of formal education and learning in educational units contained in accredited national level journals.
  - c. Publication of textbooks, enrichment books and / or teacher guides. This publication includes the creation of textbooks per level or educational books per title that pass the assessment of BSNP (Badan Standar Nasional Pendidikan)
  - d. Learning modules each semester used at the provincial level with approval from the Provincial or District Education Office with approval from the District / City Education Office or local school / madrasah
3. Innovative creation

Innovative creation is a work that is development, modification or new discovery as a form of teacher contribution to the quality improvement of learning processes in schools and the development of the world of education, science/technology, and art. This innovative creation includes:

- a. The discovery of appropriate and useful technologies that have complex and simple categories
- b. Discovery and development of complex and simple artwork;
- c. Making complex and simple learning tools
- d. preparation of standards, guidelines, problems and the like at national and provincial levels.

After nearly half a decade, the National Education Standards Agency (BSNP) has set eight standards for the implementation of national education. One of the eight standards is the Content standard containing the Basic Competency Standards and Competencies for primary and secondary education subjects, including Geography subjects.

There are some basic ideas as the background of the existence of geography subjects level of high school. First, the field of geographical study covers the earth, the aspects and processes that shape it, the causal and spatial relationships of humans with the environment, as well as human interaction with the place. Second, Geography lessons build and develop learners' understanding of the variation and spatial organization of society, places and the environment on the face of the earth. Learners are encouraged to understand the aspects and processes physical that shape the pattern of the face of the earth, the characteristics and spatial distribution ecological at the surface of the earth. In addition motivated learners are actively and creatively to examine that culture and experience affect the human perception of places and territories.

Third, the knowledge, skills, and values gained in the lessons of Geography are expected to build students' ability to act, act intelligently, wisely and responsibly in the face of social, economic, and ecological problems. Will geography learning work that way? If you look at the results of studies conducted can be read factually learning geography at school. First, learning is still lacking in new and meaningful paradigms for

students. Second, learning still focuses on the aspects of knowledge to prepare the exam, not to teach students to build competence. Why is the performance of geography learning unable to meet the ideal expectations? There are a number of factors, ie (1) geography teacher competence that still needs improvement. (2) School infrastructure that needs addition. (3) innovation culture in learning needs improvement. (4) genuine commitment to effective learning.

Competence is defined as knowledge, skills, and basic values that are reflected in the habit of thinking and acting. Thus, the competencies of each teacher will show the true quality of the teacher. Competence will be realized in the form of mastering the knowledge and deed professionally in carrying out the function as a teacher. Therefore the Teacher Competency Standard aims to obtain a standard reference in teacher performance measurement to obtain quality assurance of teachers in improving the quality of the learning process. Thus, the Teacher Competency Standards function as:

1. The benchmarks of all interested parties in the field of education in the context of coaching, quality improvement and teacher career path.
2. Improve teacher performance in the form of creativity, innovation, skill, independence, and responsibility according to professional position.

## II. Method

Subjects in this study are geography teacher SMA Negeri in Medan city as many as four people who will provide information needed in data collection research. The location that will be used as research place is SMA Negeri in Medan city of North Sumatera Province which is SMA Negeri 3 Medan and SMA Negeri 15 Medan by considering the value of geography teacher competence exam. The time of this study began in April 2017 until saturated data was obtained. To determine the subject of research, the authors use the technique of non probability sampling and type purposive sampling. Sugiyono (2014:301) states that non-probability sampling is a technique to determine the subject of research that does not provide equal opportunities for each element to be selected as research subjects, while purposive sampling is used to determine the subject of research by using certain considerations. This particular consideration for example someone who is considered most know about what is expected so make easy researchers to explore the object under study. Researchers use qualitative research procedures that will produce data that is described in the form of words written or spoken of the people and the behavior of informants observed. Basically qualitative research methods aimed at research which is observing the case. Thus, the process of collecting and analyzing data is also a case.

## III. Discussion

From some of the problems expressed by the geography teachers of SMA Negeri in Medan, it can be described the problems that could hamper the development of sustainable profession as follows:

- a) Qualifications and educational backgrounds are not in accordance with the task field. In the field many of the teachers teach subjects that are not in accordance with the qualifications and educational background they have.
- b) Professional teachers should have four competencies, ie pedagogical competencies, professional competencies, personal competencies, and social competencies. Therefore, a teacher in addition to skilled teaching, also has extensive knowledge, wisdom, and can socialize well.
- c) Income is not determined in accordance with work performance. while outstanding and non-achieving teachers earn the same income
- d) Lack of opportunities to develop the profession on an ongoing basis. Many teachers are trapped in the routine. The authorities did not encourage teachers toward the development of personal competence or career. This is indicated by the lack of scholarship opportunities given to teachers and the absence of teacher intelligence programs, for example with reference book allowance, and periodic training. Professionalism in education needs to be interpreted he does his job well. That is, teachers must be people who have instinct educators, at least understand and understand the learners. The teacher must master in depth at least one lesson. Teachers must have an attitude of professional integrity. With integrity then, the teacher becomes an example or role model.
- e) There are still many Indonesian teachers who have low competence and concern.
- f) There are still many teachers in Indonesia who are less motivated to empower themselves, develop their personal professionalism or update their knowledge continuously and sustainably, although quite Indonesian teachers are very diligent in promoting their rank and are also very diligent in participating in lightning education programs or shortcuts conducted by various educational institutions.
- g) There are still many Indonesian teachers who are less motivated, encouraged in develop their profession as teachers.
- h) Existence of guidelines or reference of implementation, direction of education policy, education system paradigm, including system and curriculum always changing.



- i) The rapid development of technology that requires teachers more proactive in this development.
- j) Teacher opportunities are very limited in developing ability.
- k) The system that has been used by teachers is still monotonous so as to affect the mindset of students.

From some solutions that geography teachers of State Senior High School of Medan mentioned that can be described solution to overcome the problems that can hamper the development of sustainable keprofesioanalan as follows:

- a) Pursue and study continuous knowledge-related knowledge or techniques or teaching or learning process in general. For example, knowledge of PBM (Teaching and Learning Process) or other sciences that can improve its professional du
- b) Looking for specialization in the field of science being taught
- c) Carry out independent activities that are relevant to their professional duties.
- d) Develop materials and methodologies that meet the needs of teaching
- e) Following various activities and workshops.
- f) Participate in special coaching programs, such as programs, certification, and so forth
- g) Take education at a higher level according to academic qualifications.
- h) Through the Teacher Certification Program that is one of the efforts to improve the professionalism of teachers is through certification where in the certification reflected the existence of a feasibility and proper test that must be undertaken someone, against the criteria that ideally has been established.
- i) Providing Training and training for teachers is that training and training is one of the techniques of coaching to increase the knowledge / knowledge of teachers.
- j) Through the Movement of Teacher Reading (G2M) the Guru should have an awareness of the importance of reading to develop his insights and knowledge.
- k) Through the organisation of group teacher's discussion, which is one of the place that can be used to improve the professionalism of school primary teachers. the organisation of group teacher's discussion (KKG).
- l) Always productive in producing works in the field of education. This is one of the methods to improve teachers' ability to pour concepts and ideas in writing.
- m) Always productive in producing works in the field of education. This is one of the methods to improve teachers' ability to pour concepts and ideas in writing.

#### IV. Conclusions, Implications And Suggestions

Based on the above research exposure, the conclusion can be put forward in relation to the strategy of increasing the professional competence of geography subject teachers at Medan Senior High School as follows:

**The First**, in this research is about the process of the formulation of competence standard (SK) and basic competence (KD) that is the geography teacher at State Senior High school 3 Medan and State Senior High School 15 Medan formulate the standard of competence (SK) and basic competence (KD) in every semester, because it is considered as a liability and reference of learning in the future.

**The second** the development process of teaching materials of subject of geography in State Senior High School Negeri Medan, found that there are some teachers who are true to do the development of the material well there are also not doing the development of teaching materials rely solely on the existing material in the book, geography teachers who do development such as the State Senior High School 15 Medan Teachers, do it by looking for material in the mass media, as well as looking for examples that develop at this time, about the process and phases done in the development of the material is also different, if the teacher State Senior High School 3 Medan do the development of material only by relying on previous material alone, but if the geography teacher State Senior High School 15 Medan develop more creative materials, using technology, such as search for material by downloading data and video via internet.

**The Third** forms of utilization of technology, information and communication in self-development, found that the geography teacher of the State Senior High School of Medan not all can use the computer well, such as geography teacher State High School 3 Medan, but there are also able to use well, such as State Senior High School 15 Medan, therefore not all teachers use technology and information to support learning in the class, in developing their competence, there are often using technology such as State Senior High School 15 Medan, but there are not at all using technology in development himself.

**The fourth** forms of sustainable professional development strategy of geography subject teachers in State Senior High School Medan City, found that many forms of continuous professional competence development activities conducted by geography teacher of State Senior High School in Medan, such as following training / seminar, Classroom Action Research, and Following scientific forums such as the MGMP (Subject Teacher Consultative). Intensity in attending training or seminars by geography teachers in State Senior High School as Medan vary, there are often rare.

The Fifth Form of Problems and Teachers' Solutions in Applying Sustainability Professional Development Strategies, such as the inadequacy of using technology so that it is difficult to find additional insight materials, lack of reference books in school libraries, and the number of teaching hours provided, and the solution for teachers gografi State Senior High School 3 Medan and other teachers who are less adept at using technology that must be harder in terms of technology and information, and the school should often make training on the use of technology to facilitate the teachers geography and other teachers to develop the science, as well as multiply hunt reference in the school library.

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