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THE FIFTH DISCIPLINE AND TEACHERS COMPETENCE

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ABSTRACT

This study aims to identify the practice of the learning organization in improving teachers competence. The learning organization run as a guideline for teachers in order to enhance the teachers' spirit in learning. The model used in this learning organization is the Fifth Discipline. It is consist of personal skills, mental models, shared vision, team learning, and system thinking. The Fifth Discipline was developed as a model that can provide a new input for the teachers so that they can learning continue to improve their competency. The method used in this study was mixed methode between quantitative and qualitative methods. This study was conducted at the Junior High School district Sidenreng Rappang South Sulawesi with a total of 500 teachers as samples. The findings of the analysis performed by using SPSS 18.0 indicates that there is a significant correlation ($r = .341, p < .05$) between the practice of the learning organization and the teachers competency. This analysis indicates that the null hypothesis (H_0) in this study was rejected. This shows that the independent variables of learning organization (X) and the dependent variable of teachers competency (Y) has a positive relationship to improve teacher competence at the Junior High School district Sidenreng Rappang South Sulawesi Indonesia.

Key Words: The Fifth Discipline, the Teachers Competence, Personal Mastery, and Team learning.

BACKGROUND

The school as a place of teaching and learning should be created as a learning organization (Senge, 1996; Marquardt, 1996). Learning organization is an organization consisting of a group of people with common goal and commitment to achieve specific goal toward to the changes (Garvin, 1993; Senge, 1996; Leithwood, 2005; Mohd Najib, 2010). The learning organization can be created when the community organization can be honest and open communication, mutual respect and appreciation, provide assessment and response, provide

new ideas, and freely reveal themselves, (Edmondson, 2002; Rosdiana, 2003). In this case, the Indonesian people put high hopes on the school in an effort to improve the quality of human knowledge, moral and competencies. Quality of human resources has become an important agenda of the schools in Indonesia at present (Yuniarsih & Suwatno, 2008; Matry, 2008; Uno, 2009).

The vision of Indonesia's education aims to create quality of human resources and competitive among nations in the world (Depdiknas, 2009). The quality of education depends on teachers' competence (Halima Aaron, 2006). Therefore, the government and people of Indonesia put high expectations on teachers to achieve the vision, mission, and goals of education in Indonesia. Undang-Undang No. 20 (2003) stated that the vision of education is to develop students' potential to have faith and devotion to God, noble character, health, knowledge generation, say, creativity, independence, become citizens of a democratic and accountable. To realize the expectations of the government and society, the teachers need possess competencies that can carry out their duties and responsibilities to improve the quality of education, (Jalal., 2005; Nurkamto, 2009 and Zulfikar, (2009).

Based on the above problems, teacher is important aspect in enhancing the quality of education so that students can compete globally (Hasri Jamal, et al., 2007; Nurahimah & Mohd Yusof, 2010). Therefore, teachers must have high competence and professionalism (Esah Solomon, 2004; Guskey, 1994; Hung, Oi, Chee, & Man, 2007; parkay, 2006 and Provenso, 2002). The same statement is also submitted by Achwarin (2009); Marinkovic, Bjekic & Zlatic (2012) and Ololube (2006) state that the high professional competence of teachers are the key factor in improving the quality of education.

The Teachers Competence

Competence is a combination of skills, abilities, and knowledge required to perform certain tasks (National Academy of Education, 2009). Meanwhile, teacher competencies according to the of Law Teachers and Lecturers No. 14, 2005 and regulations of the Minister of Education RI number 16 in 2007 is pedagogic competence, personal competence, professional competence, and social competence as described below;

a. Pedagogical competence

Pedagogical competence is the ability of teachers to manage students include an understanding about the basic of education, student behavior, the development potential of the students, develop curriculum consisting of: planning, implementing and evaluating learning outcomes (UU RI. No. 14, 2005, BSNP, 2006 and PP Decree No. 74, 2008). Next, pedagogical competence is an aspect that relates to a process of teaching and learning in the classroom and understanding about students' motivation, attitudes towards education, teaching strategies, learning and schooling, and the construction of knowledge and reasoning of students and others. (Shulman, 1987).

b. Professional competence

Professional competence is the most important should be mastered by teachers in implementing a process of teaching and learning. Teachers do not just dominate the lessons, but they also must dominate areas of expertise include (a) the concepts, structure, scientific method, (b) a material appropriate to the school curriculum, (c) the relationship between the subjects, (d) the application of the concepts in everyday , (e) to compete professionally in a global context without leaving the nation's culture (UU RI. No. 14, 2005, BSNP, 2006 and PP RI No. 74, 2008). Being a professional teacher is not an easy thing. Before becoming an expert, the teacher must go through several stages, as new teachers, career teachers, competent, intelligent, thus becoming an expert (Darling Hammond and Bransford, (2005).

c. Personal competence

Personal competence is the ability of a teacher to high moral standards, strong, stable, mature, wise and intelligent, a model, evaluate the performance of self, develop self and religion (RI Law No.14, 2005, BSNP, 2006 and PP RI No. 74, 2008). Basically learning is behavior change. Teachers can change the behavior of students if they can give a good example for the students. In addition, teachers must have personal qualities such as responsibility, integrity, self-reliance and discipline (Mulyasa, 2009).

d. Social competence

Social competence is the ability of teachers to work with the surrounding communities. The ability to communication whether verbal or written using information technology, co-workers, parents or guardians of students, and hanging out with people around (UU RI. No. 14, 2005, BSNP, 2006 and PP RI. No. 74, 2008). Personal and social competencies is the most important and fundamental to be controlled by the teacher is cita.Idealism idealism and ambition can be achieved through education as kesungguhkan teach, interact or communicate directly with the community and provide ideas through writing in the form of short stories or in the form of scientific articles. (Sukmadinata, 2006).

Based on the result of teacher competency examination showed that the level of competency of teachers in Indonesia is not satisfactory. This statement based on the result of teachers' competency examination to all provinces in Indonesia conducted by human resource development agency the Ministry of Education and Culture and Education Quality Assurance (BPSDMPK- PMP, 2012). Based on the results of teacher competency examination that followed by 604.752 teachers in all provinces in Indonesia get the average score of 42.25 percent. These results are still far below-average standard score of 70.00 per cent as predicted by the human resource development agency and cultural education, and quality assurance of education (BPSDMPK- PMP, 2012).

Moreover, the results of teacher competency exams in the province of South Sulawesi that followed by 46.639 teachers have obtained an average score of 39.40 percent. This result is below the average score as expected by agency human resource development and cultural education, and quality assurance of education (BPSDMPK-PMP, 2012). The data indicate that the competence of teachers in the province of South Sulawesi is not showed a satisfactory levels. Therefore, this research should be done as an effort or strategy to produce

a model that can improve the competence of teachers. One of the strategies that should be implemented to improve the competency of teachers is the practice of the learning organization. This strategy has a positive impact in enhancing the competence of teachers. According to Senge (1990) states that a learning organization is an organization that provides opportunities to teachers to be able to learn continuously to improve self competence, competitiveness, efficiency and organizational excellence. Moreover Senge (1996) says that one of the factors that can support teachers in improving their competence is to practice the learning organization model "the fifth discipline" such as personal mastery, mental models, shared vision, team learning and systems thinking. The five disciplines are the core of the practice of the learning organization. As for the description of the fifth discipline can be seen as follow :

The Fifth Discipline

a. Personal Mastery

Personal Mastery is a discipline to always develop individuals within an organization to continuously learn deepening personal vision, strengthen the commitment, focus ability, developing awareness, and seeing reality objectively.

b. Mental Models

Mental model is a representation or the ability to influence the way we act and think to understand the world. So the mental model refers to the increase in trust, perceptions of thought and behavior.

c. Shared Vision

Shared vision is the organizational members gathered to give you an idea or opinion about the goals to be achieved by the organization in the future. Then the vision will guide the implementation of the work up to this vision can be realized in the team of learning

d. Team Learning

Team learning is the ability of members of the organization to think collectively, to develop capabilities together will be better than what is done individually.

e. System Thinking

System thinking is the ability to run the organization as a whole, not as separated components. Systems thinking can help the occurrence of a change in an effective and works better with the work process Systematically In Indonesia, the practice of learning organization actually has carried out by teachers of each school, but the term of the learning organization is not too popular among the teachers in school because this model is still rarely discussed in school organization. In order to realize a learning organization in schools, teachers need to create a culture of continuous learning among the school community such as mutual cooperation, the ability to share responsibility between school principals and teachers, and the creation of a collaborative culture among teachers and the school community.

According to Senge (2002) states that the application of learning organizational in school is very important to do the changes in order to improve the quality of teachers and quality of education in schools.

The above statement is supported by a study conducted by Wang & Lo (2003) that learning organizational has a positive influence to the teachers competence. Similarly, Chaston & Badger (2001), which states that learning organizational is the basis of competence. Learning organization can build teacher competencies so that they can use the knowledge and skills to solve problems that may prevent increased competency of teachers. While Senge (1996); Marqued (1996) noted that the characteristics of a learning organization is an organization that can provide opportunities for teachers to learn continuously to improve their competence, competitiveness, efficiency and organizational excellence. Therefore, the implementation of learning organizational in school is very important to develop the competencies of teachers and quality of education.

A study conducted by Yusof Boon & Fadzlon Hasan (2011) found that schools are increasingly relying on the teachers and staff in decision making. Most managers or leaders are less aware that their leadership roles and responsibilities is the leader of the organization as a whole. Thus, the results showed that the administrators, teachers and support staff have a positive impact on the success of learning organizations in improving the quality of education in schools. Based on the statement above, the researcher concluded that the implementation of practice of learning organization can support the school towards success and excellence. The learning organization practice implemented through the fifth discipline gave a high benefit to teachers, especially personal mastery and team learning . The personal mastery is the work done by teachers in continuous learning to enhance competence. The team learning is a strategy for teachers to collaborate with other teachers, share ideas, and opinions in overcoming the problems that they find in a process of teaching and learning. Both of the constructs are directly related to learning organization in enhancing the teachers competency. In general all of the constructs the fifth discipline can influence the improvement of the competencies of teachers and quality of education in schools. Thus, the researcher want to do a research on the implementation of a learning organization in enhancing the teacher competence of in the schools.

RESEARCH METHODOLOGY

The method used in this study is a combination of quantitative and qualitative methods (concurrent embedded design). This method uses two types of data, namely quantitative and qualitative data. Both the data collected simultaneously by researchers. The quantitative methods conducted using questionnaires. Meanwhile the qualitative method was conducted using interviews. Both methods were carried out to obtain data on a comprehensive, reliable and objective (Cristensen, 2007 and Creswell, 2008 and Haase 2010). The quantitative study was conducted using a questionnaire. Through questionnaire data about organizational learning and teacher competency can be obtained simultaneously.

Population of the Research

The population of this studies involving all teachers in Junior High Schools in the district Sidenreng Rappang South Sulawesi. According to the source data the Ministry of National Education District Office Sidenreng Rappang (2012) that the total population of teachers in the the district Sidenreng Rappang are 1,109 teachers teachers. This indicates that this study has a substantial number of the population, therefore, Mohd Majid (2000) and Sugiono (2011) suggest that using the population only a fraction in order to reduce the problems in sampling approach.

Sample of the Study

The determinants of the sample in this study based on a sample specification technique proposed by Mohd Najib (2009) where the total population of 1,109 multiplied by 30 percent are 333 teachers, then plus 20 percent, so the total sample are 500 teachers. All samples of 500 teachers asked to provide feedback through a questionnaire on the role of principals and practice of the learning organization and teacher competency. Teacher feedback through questionnaires used to assess the impact of the role of principals and practice of the learning organization in enhancing the competence of teachers in district Sidenreng Rappang South Sulawesi. Meanwhile, the technique of determinant the sample of qualitative research is to choose one principals for one subdistrict. So, the total sample of all the principals are 10 people were selected to be interviewed.

RESULT OF THE STUDY

Based on the results of statistical analyzes that carried out using SPSS 18.0 shows that the independent variables (X1) learning organization and the dependent variable (Y) competency of teachers have a positive relationship. The findings indicate that there is significant correlation ($r = .341$, $p < .05$) between learning organization and competency of teachers in school. This indicates that the null hypothesis (H_0) in this study was rejected. This shows that both variables Learning Organization (X) and the dependent variable (Y) teachers competence has a positive relationship to improving teacher competence. This means that the elements of a learning organization has been carried out by teachers in schools with good. however, the application of the learning organization still needs to be maximized to enhance the teachers competency in the schools.

The quantitative findings are also supported by the findings of a qualitative study through interviews conducted over 10 secondary school principals in the district of Sidenreng Rappang South Sulawesi. The results showed that 8 (80%) of the principals stated that teachers enhance their competence through self studying and 3 (30%) of principals say that teacher improve competence by conducting discussions in study groups with other teachers. Next, 3 (30%) of principals say that teacher improve personal competencies by doing self-reflection each doing of teaching and learning in the classroom, and 2 (20%) of the principals stated that teachers enhance personal competence by way of being extended to higher

education. And 2 (2%) of principals said teachers enhance personal competence by learning while working, and 1 (10%) of principals said teachers always follow the training of teaching and learning to improve personal skills.

CONCLUTION AND SUGGESTION

Based on the results of statistical analysis showed that the learning organization in Junior High School in the district Sidenreng Rappang of South Sulawesi had been implemented well. The characteristics of the learning organization implemented is the fifth discipline which consists of five main elements of personal mastery, mental models, shared vision, team learning and systems thinking. The result of analysis find that all of these elements are already supposed to be carried out by the teacher in teaching and learning activities in schools. Although the term of learning organization is not too familiar with the teachers at junior high schools in the district of Sidenreng Rappang South Sulawesi. But in general, the results showed that the implementation of learning organization have been conducted properly and have a significant relationship to improve the teachers competency. This model is suitable for the teachers to enhance their competence without having to leave their work as an educator at the school. Therefore, the researcher recommend to other teachers to implement a learning organization through the fifth discipline in implementing the teaching and learning process in school to enhance teacher competency and the qulaity of education.

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