

## **Holistic Teaching Competence Aspects: Study Analysis In State Senior High School Of Makassar City Indonesia**

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### **Abstract**

*This research aims to determine the aspects of holistic competence in teaching in secondary schools. This study involved 370 respondents of teachers in the State Senior High School of Makassar City, South Sulawesi, Indonesia. The method of quantitative survey used in this research. Data were analyzed using the computer software Statistical Package for Social Science. Descriptive findings showed that the four aspects of holistic competence is required in teaching namely aspects of teaching knowledge, teaching skills, emotional, and spiritual of teachers have a mean of > 4 on a Likert scale of five points.*

**Keywords:** *aspects of competence, holistic, teaching.*

### **1. Introduction**

Teaching is an operational concept implemented in all units and levels of formal education, it is a structured and progressive education comprises primary education, secondary education and higher education (PP No. 19, 2005). Teaching is a very complex job, very challenging and one of the most important professions in the world that requires high skills and professionalism (Bhargava & Pathy, 2011; Sulaiman, 2004; Guskey, 1994; Hung, Oi, Chee, & Man, 2007 ; Parkay, 2006; Provenzo, 2002; Simpson, Jackson, & Aycock, 2005). Expertise and professionalism embodied in teacher competence as an indicator of the quality of education (Achwarin, 2009; Marinkovic, Bjekic, and Zlatic, 2012; Ololube, 2006).

Improving the quality of education at schools with various efforts are underway regarding the extent to which teachers' competence in teaching, which is very affecting the success of the educational process in schools (Rosyada, 2004; Wachidi, 2010). Musfah (2011) adds that the teacher competencies include knowledge, skills and behaviors that must be fully integrated with each other. The third part is to determine the process of teaching and learning in classrooms and education in schools. Keeping in, teachers as professionals have the functions, roles, and some very important positions with the main task of educating, teaching, guiding, training, and evaluating student (PP RI 74, 2008; Salamuddin, Harun, & Abdullah, 2011).

Competence plays an important role for the success of the organization (Sanghi, 2004; Vathanophas & Thai-ngam, 2007). School is an educational organization where teachers have a very important role in it. That teachers should be reflected of not only how to cultivate their knowledge in disseminating knowledge, creating surrounding teaching and classroom management, but also requires skills such as how to make the effectiveness of teaching using technology, and more, as well as reflecting the behavior to be role models for students. Therefore, it is necessary for teachers to have aspects of holistic competence.

Teacher competencies include knowledge, skills, and behaviors, particularly in the classroom is an important factor affecting the educational goals and learning in schools in order to produce graduates with quality education (Khatoun, Azeem, & Akhtar, 2011; Passos, 2009; Selvi, 2010; Wachidi, 2010). And an

effective teacher views of the quality and effectiveness of teaching (Lin, et al., 2010; Nadeem et al., 2011). In a study of Camerino (2009) also suggests that the competence of teachers play an important role in the pursuit of change in a positive direction and to achieve its successful. Can be assured that the success of the teacher in his task has direct implications for the quality of student learning. Instead, teachers who are not competent to represent determine the underlying factors in the learning and education process in general (Hamdan, et al., 2006).

Of the spotlight problems in many studies in Indonesia, it was found that teachers' competence is not maximum (Irtanto, et al., 2010; Mahmud, 2011; Mattarima & Hamdan, 2011; Lee, 2011; Sarkadi, et al., 2006; Wasimin, 2009). Especially in senior high schools in the city of Makassar, the results show that teachers still have many problems with limited competence in teaching (Mattarima & Hamdan, 2011; Djajadi, et al., 2012; Pare Pos, 2012).

The implications of the low competence of teachers led to lower quality of education. Therefore, it should be identified on the aspects of a holistic teacher competence in teaching and learning. And the basic principles of competence models is that the performance of a person in the job will increase when all of the aspects of the competencies necessary to perform the task (Siraj and Ibrahim, 2012). By Siraj & Ibrahim (2012) that the concept of competence refers to the knowledge, skills, and character necessary to perform a duty and responsibility.

The word holistic is derived from the English translation of which has a comprehensive holistic, in the sense of emphasizing the importance of the whole and the interdependence of the parts into a single element. Means, in the process of holistic education, there is a combination of engagement and ethical knowledge to argue for a common goal (Argyros, 2012). If the word is used in the context of holistic teaching in schools, it has the meaning of the instruction given to students by showing them the ability to make full and balanced range of aspects of the competencies necessary to understand and appreciate the role of these aspects, and how teachers can implement in teaching practices. So a holistic teaching competencies in this study is the ability of teachers to aspects of comprehensive competencies ie knowledge, skills, emotional, and spiritual holistic and integrated in the learning activities.

Aspects of competence as a whole / holistic is very important to study because of what is known and can be done by the teacher affects what students learn. Thus, this study aims to answer the question: what aspects of holistic competencies required in teaching in senior high schools in Makassar City?

## **2. Methodology**

This study used a survey method by distributing the questionnaire as an instrument that seeks to determine the aspects necessary competence in teaching teachers holistically. In addition, the survey method is a typical way to gather information of a large group of the population (Champion, 1991). The questionnaire is the most effective way to obtain information from the respondents by providing a set of written questions to the respondents (Yahaya, et al., 2006; Ghafar, 2009; Sugiono, 2006; Tuckman, 1998).

A questionnaire study was divided into two parts; A, portion of the background of the respondents; Next, Part B is divided into four parts questionnaire which aspects of teacher competence in teaching as a whole: teaching knowledge, teaching skills, emotional, and spiritual aspects of teacher. This research successfully deploy a questionnaire of 370 senior high school teachers in the city of Makassar. The data collected were analyzed using descriptive analysis with the help of the software Statistical Package for the Social Sciences.

### 3. Findings

Demographics of respondents were analyzed based on information obtained of the questionnaire. Background of high school teachers who responded to the quantitative study describes the frequency and percentage distribution of respondents by gender, level of education, years of service (tenure), the specificity of the subjects taught, certification status, participation in training, other school assignments, and participation in the organization of teaching / network is shown in table 3.1 as follows:

Table 3.1: Demographics of Respondents of Senior High School Teachers

No.	Items	Total	
		frequency	percentage
1	Gender		
	A. Male	135	36.5
	B. Female	235	63.5
2	Level of Education		
	A. Diploma		
	B. Bachelor	264	71.4
	C. Master	106	28.6
3	Group of Subjects:		
	A. Religion and Morality	68	18.4
	B. Citizenship	69	18.6
	C. Science and Technology	90	24.3
	D. Aesthetics	75	20.3
4	Training participation		
	A. Yes	341	92.2
	(1) 1-5 times	211	57.0
	(2) 6-10 times	125	33.8
	(3) More than 10 times	34	9.2
B. No	29	7.8	
5	Certification Status:		
	A. Yes	295	79.7
	B. No	75	20.3
6	Tenure:		
	A. < 10 years	73	19.7
	B. 10 – 19 years	145	39.2
	C. 20 – 29 years	143	38.6
	D. More than 29 years	9	2.4
7	Other task at school		
	A. Yes	231	62.4
	A.1 Laboratory	9	2.4
	A.2 Library	8	2.2
	A.3 Assistant principals	44	11.9

	A.4 Advisor cocurricular	124	33.5
	A.5 Homeroom teachers	68	18.4
	A.6 Other	117	31.6
	B. No	139	37.6
8	Organization of Teaching /Network		
	A. Yes	231	62.4
	B. No	139	37.6

Table 1 shows the number of respondents, 63.5% are females more than males 36.5%. Most of the respondents 71.4% at the level of undergraduate education, and there is no longer a diploma. While respondents in each group of subjects, namely: religion and morality of 18.4%; Nationality of 18.6%; science and technology, 24.3%; aesthetics of 20.3%; and the physical, sports and health 18.4%. The number of respondents taking part in the training was 92.2%. Further, the majority of respondents who have graduated and received a certificate of 79.7% and the tenure of the respondents ie 39.2%, had been a teacher for more than 10 years.

As Table 1 also shows that the respondents in the other tasks of the school is a laboratory teacher for 2.4%, 2.2% of the library teacher, assistant principal of 11.9%, 33.5% co-curricular advisor, homeroom teacher 18.4%, while only 31.6% who do not have other assignments at school. Respondents who cultivate teacher organizations of 62.4% compared to respondents who were not active in the organization.

While responden comments about aspects of holistic competence in teaching based on the items discussed in four aspects. First, aspects of teaching; This aspect is important because the teachers implemented responded positively (mean = 4.32), the skills taught are so positive perception (4.35). This means that the ratio of teacher competence holistically very important by teachers. Then the emotional aspects of teachers is an important point as well as the teachers, as educators, must also be emotionally intelligent to be able to be a role model to his students. Finally, the spiritual aspect of the teachers are very positive for almost all teachers agree with the implementation of the spiritual aspects of the teacher in teaching. It is clear with the mean values are very high (4.79). This finding can be seen in Table 3.2 below:

Table 3.2: Aspects of holistic teaching competence

No.	Description	Mean	Standard Deviation
1	Aspects of teaching knowledge	4.32	0.502
2	Aspects of teaching skill	4.35	0.489
3	Aspects emosional of teacher	4.32	0.491
4	Aspects spiritual of teacher	4.79	0.407

From the findings of this study, it can be seen that teaching and learning is seen as a problem professionally is important to ensure that teachers have the competence includes the skills, knowledge and understanding required to provide a quality education (Department of Education and Training, 2004; Ololube, 2006). However, the knowledge and skills is not enough, the ability of teachers to be supported by the behavior as a reflection of emotional competence (Goleman, 1995; PP RI 74, 2008), and should also be supported primarily by the spiritual aspect (Ernawati & Sihes, 2014). In other words, teachers must come up with a comprehensive and holistic competencies that would make him eligible as a teacher and educator for students (Darling-Hammond & Snowden, 2009; Pantić, 2011).

This study is based on the support of the various views that knowledge is the key to teaching effectiveness (Campbell, Kyriakides, Muijs, & Robinson, 2004; Cothran & Crummenauer, 2008; Gurney, 2007; Shulman, 1986, 1987). In addition, a teacher is someone who is able to perform certain skills to perform the functions of his ministry (Hamdan, Ghafar, & Li, 2010; Kyriacou, 1991). Hence, this study supports the findings Mortiboys (2005) that teachers should develop and use emotional intelligence to complement the subject expertise and pedagogical skills to students. Therefore, without personality and social life strong, the teachers would be difficult to carry out his task well and be successful, it will even bring negative influences on students. This item is required to promote emotional growth and social environment in order to minimize disruption in the classroom (Goleman, 1996, 2000; Jordan & Metais, 2000). In this study, aspects of holistic competence in teaching is derived from aspects of teaching knowledge, teaching skills, emotional and spiritual aspects of a teacher. Aspects of competence is not necessarily just based on the appearance-oriented and as a trainer of teachers of science, but also a lot touching on appearance of the teacher as an educator.

#### **4. Conclusion**

This study focuses on the competence of holistic teaching is the ability of the teachers as a whole and balanced encompasses the aspects of teaching knowledge, teaching skills, the emotional, and spiritual of the teacher so that the character and values can be obtained by students through the process of teaching and learning can be changed towards better. The results showed that the descriptive teachers agree on the importance of having and applying the four aspects of a holistic teacher competence. What's interesting about this study is that the spiritual aspects of holistic competence of teachers received very positive where teachers agree on the spiritual aspect as educators. Further research is recommended to investigate more deeply into this matter in order to obtain a more comprehensive understanding relation to teachers' competence in teaching outside the context of Makassar. In addition, future researchers can use a technique more comprehensive analysis is the study reveals the potential of broad and meaningful.

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