ANALYSIS PROFESSIONAL AND PEDAGOGIC COMPETENCIES ON PROFESSIONAL TEACHER EDUCATION PARTICIPANTS IN POSITION PHASE 1 STUDY PROGRAMS OF BUSINESS AND MARKETING EDUCATION

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ABSTRACT

This study aims to determine the factors that influence the mastery of pedagogical and professional teachers in position phase 1 study programs of business education. This study is important because teachers' professionalism is determined by their competency and will be influenced by education qualities in Indonesia. So, this can give a contribution to the model of implementation of professional teacher education in position in the future. This research method uses a quantitative approach. Data collection using open and private questions. Respondents are participants of Professional Teacher Education phase 1 of 2018 in the East Java region. Data analysis techniques used descriptive statistics. The results showed that Teacher Education Profession participants had pedagogical and professional competencies after attending the Professional Teacher Education program in Phase 1 after 1 year returning teaching in their school. The implementation of Phase 1 Professional Teacher Education Program in 2018 can improve the pedagogical and professional competence of teachers. Pedagogic competencies that have increased include: making learning plans; determine the media; appropriate, interesting models and teaching materials; and arrange appropriate evaluations. Professional competence can be increased with the involvement of many teacher organizations in the field of business and marketing studies formed under the name of the subject teacher deliberations (MGMP) by giving a role in the process of teacher professional improvement.

Key words: Pedagogic Competencies, Professional Competencies, Professional Teacher Education

INTRODUCTION

The study of Increasing Teacher Professionalism in Indonesia has been going on for more than 14 years. Over the past 14 years, the professional model of teacher education in Indonesia underwent various changes and improvements to the education and training model. The first time teacher professionalism education emerged with the teacher performance portfolio model that has been running for 4 years. Teachers who have met the professional teacher submission criteria are asked to make a performance portfolio report for 4 years. The results of the portfolios made are then assessed by reviewers from the Higher Education that organizes Teacher Professionalism Education. Teachers who do not pass the portfolio file assessment must have a teacher's professionalism education and be quarantined for 14 days. After running for almost 10 years, the teacher professionalism education model was changed to a 6-month workshop model in Higher Education along with teaching practices in schools that had met the requirements and had MOU. The campus workshop model only runs for 3 years. And now the teacher professionalism education model has changed to the hybrid learning model, which is the teacher education model in the network for 3 months and the workshop model on campus and peer teaching in schools for 2 months. The model of increasing teacher professionalism with hybrid learning has only been running for 3 years. It is hoped that with the new model of teacher professional education can improve the quality of teacher competence in holding professional teacher degrees. And along with the passage of time, almost 14 years of research on Improving Teacher Professionalism has been carried out in Indonesia.

Likewise, the program to improve teacher professionalism in other countries has also been going on for 25-30 years, including Romania, Japan, Germany, Ireland, and the Netherlands, which are supported by various researches from its implementation. As a result of research from Romania, namely by Bordas (2017, p.10-11) about Professional Development of Hungarian Teachers in Romania-Narratives from Inside the System, over the past 25-30 years various combinations of teacher competencies with levels, forms, qualifications, Further training, different content and quality of education has created a fragmented teacher community. Forms of increasing teacher professionalism competency in terms of individuals include self-confidence, self-confidence, knowledge, tolerance, and flexibility. While in interpersonal terms done by building a professional learning community.

Likewise research by Sakuma from Japan (2018, p.36) about The origin of teaching as a profession in Japan: A transnational analysis of the relationship between professionalism and nationalism in the 19th century, modern teacher training in Japan has begun since 1872, and the basic system was then formed by Shihan-gakko Rei (Order of Teacher Preparation Schools) in 1886. This law was issued by Mori Arinori, who had served as the first Minister of Education in the first Ito Hirobumi Cabinet in 1885. The first thing done in increasing teacher professionalism is to improve teacher readiness. The current teaching professionalization in Japan has been developed by the Ministry of Education, and the essence of their policies can be interpreted as planting teachers who will devote themselves obediently.

While the results of Page's research (2015, p.35-36) about Common Pressures, Same Results? Recent Reforms in Professional Standards and Competencies in Teacher Education for Secondary Teachers in England, France, and Germany. Teacher training in Germany has two stages, the first is directed at the acquisition of academic subject knowledge, and the subject methodology, and the second, is more practical with an emphasis on preparation for teaching. Whereas in France, since 2012, student teachers, and teachers in France have experienced various kinds of government directives which include measures to support the transition

from primary to secondary school, using differentiation in teaching to support underprivileged students. In the UK, since 2014 a new national curriculum has been implemented which requires teachers to make knowledge the focus of their learning activities on core subjects in all regions.

Various efforts have been made by the government in the context of increasing teacher professionalism both in Indonesia and in other countries. This needs to be a clear measurement of the success and effectiveness of the teacher professionalism improvement model. Especially after the implementation of an education and training program, which is after the teachers return to work at school. The positive impact of education and training that has been taken after returning to carry out the task of becoming a teacher as an educator and teacher. The success of the education process can be measured by looking at student learning outcomes. This success is influenced by several factors. One of the factors that influence the success of the education process is teacher competency. According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph 1 states that teacher competencies referred to in article 8 include 1) pedagogical competencies, 2) personality competencies, 3) social competencies and 4) professional competencies obtained through professional education. According to Government Regulation No. 74 of 2008 concerning teachers, explains that pedagogical competence is the ability of teachers to manage student learning which includes understanding students, planning and implementing learning, evaluating learning and student development to actualize the various potentials they have. Professional competence is the ability to master exceed and deep learning material that enables it to guide students to meet the competency standards set in national education standards. Professional competence and teacher performance are related and significant with an effective contribution of 23%. Professional competence is more influential on performance compared to teacher motivation (Mulyanto: 2008).

A teacher, in carrying out his duties to improve the quality of human resources requires high competence. Competence is something that illustrates the qualifications of a teacher. The existence of teacher professional education activities for business and marketing education instructors can improve teacher competency, compared to teachers who have not attended teacher professional education in positions. This is because: 1) the teacher's experience and preparation for teaching significantly influence student achievement, and 2) the assignment of precarious teachers is related to low student achievement (Hamzah: 2015).

According to Hoogveld pedagogic is the study of the problem of guiding children toward certain goals, so that they will be able to independently complete their life's tasks. So, pedagogy is the science of educating children. Pedagogical competence is the ability of the teacher with regard to theoretical mastery and the process of its application in learning. Pedagogical competence is a person's performance (ability) in the field of education (Yusuf Suryana; 2016). Based on Sahana's research results (2018, p. 796-803) about Pedagogical Competence Quality Education For Future, to develop pedagogical competencies or skills one must follow the basic areas in making teaching preparation, teaching implementation, and making an evaluation of learning.

While the professional competence of teachers (Uno, 2007, p. 18) says that a set of abilities that must have by a teacher so that they can carry out teaching assignments successfully. Furthermore, Tilaar (2002, p. 89) states that the professional competencies that need to be possessed by every teacher. These professional competencies include the ability to develop the personal personality of students, especially their intellectual abilities, and bring students into unified Indonesian community members based on *Pancasila.*

Related to teacher professionalism Saondi (2010, p. 3) explains the same thing, that the teacher is the spearhead of education because he directly tries to influence, foster, and develop students. Therefore, teachers are required to have the competencies needed as educators, mentors, instructors, and these abilities. This is reflected in teacher competency.

Professionalism is a professional attitude of a person which means they are doing something like the main work, and not as a mere fill of leisure time. A professional has the meaning of an expert (expert) with the knowledge he has in serving his work. Responsibility for their decisions, both intellectual and attitude, and having a sense of partnership, upholds professional ethics in a dynamic organization. A professional provides work services in a structured and orderly manner. This can be seen from the personal tasks that reflect a person that consists of self-concepts, ideas that arise from oneself, and the reality of oneself (Sagala, 2011, p. 1).

Teachers are professionals as the main implementers in the process of education renewal to answer the need for quality human resources who can play a professional role in society. In addition, a teacher is not just conveying knowledge but also values or morals. Therefore, in dealing with students, a teacher must also understand their level of development.

Based on the results of research conducted by Reflianto, et al (2018, p. 221) explain that "The success of teachers in implementing their professional competence in line with their attitude in doing so, in this case, the success of teaching profession in teachers' work is needed patience, dedication and sustainable teaching development, it is important to love and be willing to practice their profession."

Implementation of Teacher Professional Education in Position Phase 1 of 2018 is carried out with a hybrid learning model. Based on the 2018 Teacher Professional Education curriculum, the Teacher Professional Education in Position that the implementation is carried out for 1 semester or 6 months. The implementation of the hybrid learning model is the first time implemented, which is further strengthened by the implementation of workshops on campus. Teacher Professional Education with the hybrid learning model is held for 3 months, while the workshop on campus is also held for 3 months. In the implementation of workshops on the campus of the State University of Malang, including lectures in class, peer teaching as assessed by teachers and lecturers, and Field Learning Practices (PPL) in Vocational High School. A series of Teacher

Professional Education implementation with Hybrid Learning and Workshop models will be assessed with 2 forms of tests that have been determined by the Ministry of Education and Culture, in this case, the Directorate of P2TK or GTK (Teachers and Education Personnel), that are Performance Test (UKin) and Knowledge Test (UP). Both forms of the exam have proportional> 90% in determining graduation. If they do not pass, participants will be given the opportunity to repeat UKIN and UP up to 6 times. If it reaches the KKM (Standard minimum passed score)score from Ukin and UP with a value of 76, then the Teacher Professional Education in position participant is declared to have passed and is entitled to an educator certificate. The implementation of Ukin and UP is regulated by the Ministry of Research, Technology and Higher Education, in this case, the Director-General of *Belmawa* (Learning and Student Affairs).

After completing the Teacher Professional Education Program, the teacher returns to his or her own Vocational High School, the researcher wants to know how the teacher's competence after attending Teacher Education and Training in the field of business and marketing runs for 1 year. Teacher competence needs to be seen and assessed because this will involve professionalism in work. Teacher competencies that should be assessed, reviewed, tested again include professional competence, pedagogical competence, personal competence and social competence.

According to Nur Irwantoro and Yusuf Suryana (2016), Pedagogical competence is the ability of teachers with regard to theoretical mastery and its application process in learning. Pedagogic competence is a person's performance (ability) in the field of education. Also explained according to Yasin research results (2011, p. 157-181) revealed that the development of teacher pedagogical competencies can be done through (1) development planning based on teacher evaluation, (b) development of pedagogical competencies through CAR activities and research, which aims to improve teacher mutual in learning management, (c) government, Islamic schools and especially teachers. Whereas Mulyani & Winarsih (2012, p. 43-50) in her research stated that increasing teacher professionalism can be developed through lesson study. Meanwhile, Baharun (2018, p.1-26) states that increasing teacher competence can be done through the madrasa head's leadership system. The madrasa headship system in question is (1) supervision of education, (2) education and training, (3) continued motivation, and (4) work culture change.

While the results of research Akhyak, et al (2013, p. 1-9) about the Implementation of Teachers Pedagogy Competence to Optimizing Learning in Public Primary School Development in Indonesia, explained that pedagogical competence consists of:
a. Lesson Plans Competence
Efforts are made to empower teachers, in this case, there are several activities done by directing the teacher to have the ability (1) to describe the objectives, (2) choose the material, (3) the organizing material, (4) determine the methods and learning strategies, (5) determine learning resources, media, and tools (6) design assessment and evaluation tools, (7) determine assessment and evaluation techniques, (8) allocate time.
b. Learning and Teaching Process Competencies
Improving the competence of learning and teaching processes is (1) opening lessons, (2) delivery of material, (3) using media and methods, (4) using teaching media, (5) using communicative language, (6) motivating students, (7) organizing activities, (8) communicating interactively with students, (9) concluding lessons, (10) providing feedback, (11) conducting assessments and evaluations, and (12) using time effectively.
c. Assessment of Learning and Teaching Competencies
The empowerment of teachers in these conditions is directed at the ability to: (1) choose questions based on the level of difficulty, (2) choose questions based on the level of differentiation, (3) fix invalid problems, (4) check the correctness of the answers, (5) classify the results of the assessment, (6) process and analyze the results of the assessment, (7) make interpretations of the results of the valuation, (8) determine the problem of correlation based on the results of the assessment, (9) assess to identify the level of variation in the results, (10) conclude from the results of the assessment clearly and logically, (11) organizes a program of follow-up assessment results, (12) classifies students, (13) identifies the need for the results of a follow-up assessment, (14) conducts a follow-up, (15) evaluates the results of the follow-up, (16) analyzes the results of the evaluation.

Referring to the SAQ-CT (Standards of Academic Qualifications and Competencies of Teachers) in a study conducted by Febrianis et al (2014, p. 144-151) entitled Pedagogical Competence-Based Training Needs Analysts for Natural Science Teachers, explained that pedagogical competencies must be owned by science teachers consists of 10 competencies, namely: (1) mastering the characteristics of students, (2) mastering the theories and principles of integrated science learning, (3) developing an integrated curriculum of natural science learning, (4) conducting educational learning, (5) utilizing ICT learning, (6) facilitating the development of students' potential, (7) communicating effectively, empathically, and politely towards students, (8) evaluating and evaluating learning processes and results, (9) utilizing the results of assessment and evaluation for the benefit of learning, (10) taking reflective actions to improve the quality of learning.

Based on the research results of Lozano, et al (2019, p.8) about Teaching Sustainability in European Higher Educational Institutions: Assessing the Connections between Competencies and Pedagogical Approaches explained that "the pedagogical approaches ranking showed that lecturing, case studies, and project-or problems- based learning were considered to be the most widely used ones (since they have been the most widely used in teaching for many years) ".

While the results of Sahana's research (2018, p. 796-803) on Pedagogical Competence Quality Education For Future, to develop pedagogical competencies or skills one must follow the following basic areas: a) Develop a learning design; b) Develop learning materials; c) Develop presentation skills; d) Develop recognition skills; e) Mastery in using teaching aids and ICTs; f) Use of appropriate teaching methods; g) Develop management skills; h) Develop probing question skills; i) The use of a blackboard; j) Developing strengthening and encouraging skills; k) Mastery of evaluation skills

Hernandez, et al (2018, p.49) in his research on Validation of the Pedagogical Strategy for the Formation of the Competence of Entrepreneurship High Education the implementation of the pedagogical strategy for the formation of the competence of entrepreneurship in high education in "10 de Octubre" through in Havana, Cuba confirmed its feasibility of use. The results were expressed quantitatively in a High Group satisfaction index in the two applications presented in the case study "

Panev and Barakoska's in their research (2015, p. 43-51) entitled The Need Strengthening The Pedagogical Competences in Teaching from the English Teachers' Perspectives, revealed that by recognizing teacher teaching skills and other needs can be achieved through additional learning pedagogical lessons and improving discipline in study groups for teachers at Higher Institutions.

Based on the results of Retnowati's research (2018, p.2) about Improving Pedagogic Competence Using an E-Learning Approach for Pre-service Mathematics Teachers explained that "pedagogy is often understood as the knowledge of teaching, covering not only how to develop instructional strategies, resources, and curricula, but the mathematics content and especially the pedagogic mathematics knowledge. Pedagogic knowledge may be categorized into conceptual (or declarative/factual) knowledge and also procedural knowledge when it comes to planning the lesson.

Professional competence is a variety of abilities needed in order to realize itself as a professional teacher. Professional competence includes expertise or expertise in the field of mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher peers. Related to teacher professionalism Saondi (2010, p. 3) explains the same thing, that the teacher is the spearhead of education because he directly tries to influence, foster, and develop students. Therefore, teachers are required to have the competencies needed as educators, mentors, instructors, and abilities. This is reflected in teacher competence (Surya, 2003, p.138).

Related to the professional competence of teachers, according to research Rahayu, et al. (2018, p. 210-227), entitled The Professional Competency Teachers Mediate The Influence of Teacher Innovation and Emotional Intelligence on School Security, there are 3 indicators of professional competence including (1) Learning planning, (2) Implementing learning process (Implementation of the learning process), (3) Assessment / Evaluation (Assessment). Meanwhile, according to Hakim's research (2015, p. 3) indicators used to measure the level of professional competence of teachers lies in (1) understanding of teaching materials that are in accordance with the curriculum, (2) understanding the relationship between concepts and other related sciences, (3) and master the steps in research and analysis critically to explore teaching materials that have been prepared previously.

According to Pahrudin, et al (2016, p. 332-344) in his research entitled The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016. Professional competence is the mastery of broad and deep subject matter, including mastery of curriculum subjects in schools and the substance of knowledge that houses the material, as well as mastery of the structure and methodology of science. Some indicators that show the professional competence of teachers are: (1) Mastering the substance of science related to the field of study, understanding subject matter in the school curriculum, understanding the structure, concepts and methodologies of science that hold teaching materials, understanding concepts between related subjects, and applying concepts science in everyday life, (2) master the structure and scientific method that is characterized by mastery of the steps or stages of research and theoretical studies to deepen the science or study material.

The results of other studies that support that is Bositkhonovich (2019, p. 52) explains "general professional competence is defined as general professional knowledge, skills, abilities, and readiness to update them in the sphere of certain groups of professions." While in other studies that conducted by Alsina & Mula (2019, p.3) explained that "The professional development experience of this course, therefore, is difficult on critical reflection and participatory and action learning pedagogical strategies, reflective learning being at the core of the learning experience and being used as a tool for values clarification learning in the context of education and sustainable development. "

The research results of Yusnita, et al (2018, p. 123-130), entitled The Effect of Professional Education and Training for Teachers in Improving Pedagogic Competence and Teacher Performance, explained that in the framework of forming the professional competence of a teacher there was a combination of personal, scientific, technological, social, and spiritual competence, besides that it also includes mastery of the material, students' understanding, educated learning, personal development and professionalism so that the teacher can become a great model for students.

Based on the background above, the purpose of this study is to determine the effect of mastery level pedagogical and professional competence of study teachers in the teaching profession participants in the first phase of the business and marketing education program in East Java.

METHODS

This research uses a quantitative approach. While the research method is the census method. The subjects of the study were 60 business and marketing education teachers who participated in the teaching profession teacher were teaching in the East Java region. The sampling technique/population in this research is the sample/population collected at four points which are the research locations, namely Blitar, Kediri, Probolinggo, Jember. For participants with areas in Malang, Blitar and Tulungagung, the meeting point is in Blitar. For participants with Pasuruan, Probolinggo, Bondowoso areas, the meeting point in Probolinggo.

While the Lumajang region, Jember, Banyuwangi is the gathering point in Jember. While the participants from Kediri gathered at Kediri.

Data collection techniques in this research using interviews and questionnaires Data collection instruments in the form of a rating scale questionnaire consisting of two parts. The first part consists of 15 items which are questionnaires to measure Pedagogic competency variables. The second part consists of 15 items which are questionnaires to measure Professional competency variables.

The instrument used is an instrument that was adapted from several previous studies by several researchers so that researchers just need to use the available instruments to adjust the language used without changing the meaning of the questions and statements. Based on these considerations, the instrument used in this study is a questionnaire with questions or closed statements so that respondents only need to choose the answers that have been provided by researchers. The analysis of this research was conducted by descriptive analysis.

Table 1. Indicators of Pedagogical Competency Variables

No.	Indicator	Items
1.	Experience deals with student characteristics and learning difficulties.	1 closed and open question item
2.	Experience giving apperception.	1 closed and open question item
3.	Difficulties in linking formulation of objectives, teaching materials and media.	1 closed and open question item
4.	Appreciate student opinion.	1 closed and open question item
5.	The ability to explore students' initial abilities	1 closed and open question item
6.	The applied cooperative learning model	1 closed and open question item
7.	Effective communication with students during learning activities	1 closed and open question item
8.	The form and content of the evaluation tools are formulated by the teacher in accordance with the objectives	1 closed and open question item
9.	Ability to carry out remedies	1 closed and open question item
10.	Periodically changes of a lesson plan	1 closed and open question item
11.	The experience of carrying out reflection.	1 closed and open question item
12.	Teaching experience is related to the quality of learning	1 closed and open question item
13.	Explores material sourced from students	1 closed and open question item
14.	MGMP activities in developing pedagogical competencies	1 closed and open question item
15.	Implement the principle of continuous learning	1 closed and open question item

Meanwhile, to explore professional competency data can be seen in Table 2 below.

Table 2 Indicators of Professional Competence Variables

No.	Indicator	Items
1.	Mastery of subjects in the curriculum in vocational fields of business and marketing and the substance that houses them.	1 closed and open question item
2.	Mastery of broad and in-depth subject matter in the fields of business and marketing.	1 closed and open question item
3.	Mastery of the scientific structure of the business and marketing fields.	1 closed and open question item
4.	Understand the concepts of subjects in the fields of business and marketing.	1 closed and open question item
5.	Understand the relationship between the concepts of the fields of business and marketing with other sciences.	1 closed and open question item
6.	Mastery of the structure and methods of science in the fields of business and marketing.	1 closed and open question item

7.	Compiling own teaching materials in the form of reference books	1 closed and open question item
8.	Compile teaching materials themselves in the form of modules in the business and marketing fields.	1 closed and open question item
9.	Compiling teaching materials themselves in the form of business and marketing handouts.	1 closed and open question item
10.	Update on the preparation of business and marketing teaching materials.	1 closed and open question item
11.	Knowing and understanding the material characteristics of the business and marketing fields they teach.	1 closed and open question item
12.	Mastery of technology in exploring sources of teaching materials in the fields of business and marketing.	1 closed and open question item
13.	The use of technology in exploring the results of research related to the subjects being taught	1 closed and open question item
14.	Participate in MGMP activities in developing business and marketing subject matter.	1 closed and open question item
15.	The MGMP activities in business and marketing are carried out regularly / continuously.	1 closed and open question item

RESULTS

Teacher Pedagogical Competencies in Business and Marketing Participants in Teacher Professional Education in Position, Based on existing data, most participants of Professional Teacher Education in Position aged between 29-32 years amounted about 28.3%. Next 20% aged between 25-28 years. While 18.4% aged between 33-36 years. Participants in the age range of 37-40 years were 11.7%. It is mean that Professional Teacher Education in Position participants in the business and marketing sector are mostly young and productive in self-development that are <40 years about 78.4%. Productive age, also having sufficient experience and enthusiasm in self-development are important assets in increasing teacher competence both in pedagogical and professional competencies. Based on respondent's identity data about teaching experience, most average 31.7% have had teaching experience for 10-13 years. While 23% of Professional Teacher Education in Position participants have teaching experience for 14-17 years. Then they who have teaching experience between 6-9 years amounted 21.7%. This gives the meaning that the teaching experience of 100% Professional Teacher Education participants has a very good experience, this can be seen from the long duration of teaching. While none of the professional Teacher Education participants had teaching experience less than or equal to 5 years.

Based on the descriptive statistical results of teacher pedagogical competencies Participants of Teacher Professional Education in Position Phase 1 Study Program of Business and Marketing Education of the East Java Region can be seen in the following table.

Table 4. Pedagogic competence (X1)

No.	Items	Options									
		1	%	2	%	3	%	4	%	5	%
1.	X1.1	2	3,3	4	6,7	8	13,3	34	56,7	12	20
2.	X1.2	1	1,7	0	0	1	1,7	25	41,7	33	55
3.	X1.3	0	0	0	0	2	3,3	27	45	31	51,7
4.	X1.4	0	0	0	0	2	3,3	25	41,7	33	55
5.	X1.5	0	0	0	0	1	1,7	37	61,7	22	36,7
6.	X1.6	0	0	0	0	2	3,3	35	58,3	23	38,3
7.	X1.7	0	0	3	5	2	3,3	28	46,2	27	45
8.	X1.8	3	5	8	13,3	6	10	21	35	22	36,7
9.	X1.9	0	0	0	0	0	0	28	46,7	32	53,3
10.	X1.10	0	0	2	3,3	8	13,3	28	46,7	22	36,7
11.	X1.11	0	0	2	3,3	2	3,3	44	73,3	12	20
12.	X1.12	0	0	1	1,7	2	3,3	33	55	24	40
13.	X1.13	0	0	3	5	11	18,3	30	50	16	26,7
14.	X1.14	0	0	0	0	0	0	30	50	30	50
15.	X1.15	1	1,7	1	1,7	2	3,3	33	55	23	38,3

Based on the results of descriptive explanation about pedagogical competencies of Teacher Professional Education in Position Phase 1 participant in 2018 at table 4, it is the majority and even almost all Teacher Professional Education in Position participants in East Java region already have pedagogical competencies. This can be seen from the various items that are indicators of pedagogical competence measurement that on average shows a score of almost 90% meets the standard size of pedagogical competence This means that after the Teacher Professional Education in Position participant joined the program in the form of hybrid learning, offline, Working Exercises, Knowledge Test and passed later after 1 year the pedagogical

competence was measured to show extraordinary contributions. Application of learning models; instructional Media; use of apperception; know the characteristics of 21st-century students; effective communication with students; make the linkages of objectives, materials, methods and media, lesson plan updates, the application of learning evaluation, the use of reflection, the implementation of remedies, the MGMP all show a score of 4.6. The meaning of this score various indicators above form the pedagogical competence of the teacher.

However, on this achievement, there is still a teacher's concern, that is the implementation of the evaluation of learning outcomes, which need to be considered the suitability between the objectives of competence, the form of evaluation, and the type of evaluation that still shows a low percentage even below 10%. Teachers still have difficulty in making evaluation forms for practice or assessing psychomotor. This is indicated from the various respondents' notes in the open questionnaire. Although the percentage is 10%, this needs attention so that in the future this problem can be given a solution by among others providing training for teachers on assessment. Various indicators and items that show contributions in shaping pedagogical competence mean that the Teacher Professional Education in Position program for 6 months is very effective. It also needs to be reviewed in a certain period to review the pedagogical competence of teachers with competency tests.

Based on the descriptive statistics of the professional competencies of teachers participating in the Teacher Professional Education in Position Phase 1 Study Program of Business and Marketing Education in the East Java Region can be seen in table 5.

Table 5. Professional Competencies (X2)

No.	Items	Options									
		1	%	2	%	3	%	4	%	5	%
1.	X2.1	1	1,7	3	5	8	13,3	29	48,3	17	28,3
2.	X2.2	1	1,7	2	3,3	1	1,7	28	46,7	30	50
3.	X2.3	0	0	0	0	4	6,6	26	43,3	30	50
4.	X2.4	0	0	0	0	0	0	30	50	30	50
5.	X2.5	0	0	0	0	1	1,7	34	56,7	20	33,3
6.	X2.6	2	3,3	1	1,7	2	3,3	32	53,3	27	45
7.	X2.7	29	48,3	30	50	1	1,7	0	0	0	0
8.	X2.8	1	1,7	8	13,3	6	10	25	41,7	20	33,3
9.	X2.9	0	0	0	0	5	8	25	41,7	29	48,3
10.	X2.10	1	1,7	2	3,3	4	6,6	29	48,3	21	35
11.	X2.11	0	0	3	5	4	6,6	42	70	10	16,7
12.	X2.12	0	0	2	3,3	2	3,3	33	55	24	40
13.	X2.13	0	0	5	8,3	7	11,7	30	50	16	26,7
14.	X2.14	0	0	1	1,7	2	3,3	27	45	27	45
15.	X2.15	0	0	0	0	2	3,3	34	56,7	24	40

Based on the results of a descriptive presentation about the professional competencies of Teacher Professional Education in Position Phase 1 participant in 2018 at table 5, it is the majority and almost the majority of Teacher Professional Education in Position participants in the East Java region already have professional competence. This can be seen from the various items that are indicators of professional competency measurement that on average shows a score of almost 82% meets the standard size of professional competence. This means that after Teacher Professional Education in Position participants took the program in the form of hybrid learning, offline, Working Exercise, Practical Exercise and passed later after 1 year measured professional competence showed a positive contribution.

However, there is still one item need concern that is the experience of teachers in preparing their own teaching materials in the form of reference books having the experience that almost all teachers are still very low, that are 48.3% and 50% of teachers have the ability to make reference books that are very low. Only a small portion, that is1.7%, has experience in preparing reference books with sufficient answers. Because it is different from compiling a reference book by arranging modules or handouts, this is because the target audience's focus is not the same, and there need to be their own skills in preparing a reference book. This might be due to the teacher's lack of ability in compiling reference books, but in compiling modules and handouts the teacher has competence. Because it is indeed compiling a reference book with modules and handouts are not the same. However, training is needed in preparing reference books for teachers so that later teachers can write reference books and be published. This will increase the ability of teachers in the field of professional competence.

The results of this study were supported by Judges (2015, p. 3); Rahayu, et al (2018, p. 210-227); Pahrudin, et al (2016, p. 332-344) produce that professional competence is mastery of broad and deep subject matter, including mastery of curriculum subjects in schools and the substance of knowledge that overshadows the material, as well as mastery of the structure and methodology of science. Furthermore, the results of other supporting studies are Yusnita, et al's (2018, p. 123-130) which explains that in the context of forming a teacher's professional competence there is a combination of personal, scientific, technological, social, and spiritual competence, while also being included in it mastery of the material, understanding students, educated learning, personal development and professionalism so that teachers can become great models for students.

DISCUSSION

How are the Pedagogical Competence and Professional Competence of Teachers in Business and Marketing Formed in the Program of Teacher Professional Education in Position Phase 1? Based on descriptive explanation and various notes in the open questionnaire, it can be stated that increasing teacher competence, in this case, pedagogical competence and professional competence, can increase with the 6-month Teacher Education Training in various approaches used. In the process, the teacher gave additional knowledge, insight, skills in providing the provision of competence. It takes a long time to get a professional educator certificate, because it will be related to the consequences of 4 competencies that must be mastered by teachers, namely: pedagogic competencies, professional competencies, social competencies, and personal competencies.

Based on the results of the research findings, it can be stated that the Program of Teacher Professional Education in Position Phase 1 of the year 2018 can establish pedagogical and professional competencies after Teacher Professional Education in Position participants in the East and Central Java regions have conducted research after 1 year has passed the Teacher Professional Education. The results of this study support the research conducted by Yusnita, et al (2018, p. 125-132) entitled The Effect of Professional Education and Training for Teachers *(PLPG)* in Improving Pedagogic Competence and Teacher Performance, showing that teachers need to follow the training to improve competence pedagogic, performance in teaching and assessing. Because increasing teacher knowledge will definitely have an impact on their performance in school.

Other supporting research is Abdullah's (2015) research results in his dissertation which showed that most teachers consider *PLPG* as a means for pedagogical learning in teaching and classroom management practices that are strengthened by theory and research. Teachers' perspectives provide the support that thoroughness, appreciation, the especially professional risk for not getting certified, can affect teacher learning in schools.

While Prihidayanti et al (2019, p. 90-97) in the results of their research entitled The Effect of the Education and Training Program of Continuous Professional Development Program of In On Modes on Pedagogical and Professional Competence of Teachers in Kendal shows that there are differences in pedagogical competence with significant value of 0.002 and the difference in professional competence with a significant value of 0.001. Based on these results, it can be concluded that the continuity of professional development programs in active mode can affect pedagogical competence. However, that does not affect professional competence. By increasing teacher competence, it will affect the quality of the world of education for students, schools, the country in general and the personal problems of teachers in certain parts of Indonesia. Training that can measure the results of activities based on preparation, process and evaluation that can improve teacher competence in the field of linguistics needs to be done.

In line with the statement of Sulistyo, et al (2016); Purwaningrum (2016); Hastuti & Sinaga (2016, p.221); Rianasari, et al (2016) teacher competencies as part of teacher PCK in implementing scientific approaches can already be said to be good. This competence is reflected in the teacher's understanding of the characteristics of the scientific approach as well as in the teacher's ability to develop devices and in teaching with a scientific approach. This reflects that the PLPG activities especially the Yogyakarta 38 rayon PLPG provided benefits for the development of the PCK of the trainees and this outcome was expected to have a positive impact on the quality of learning in Indonesia.

Also the results of research conducted by Rosleni (2016, p.12-15); Anif & Zain (2015, p. 171) on the Effectiveness of Continuous Professional Development (CPD) Based Biology Teacher Professional Competency Improvement Model in Surakarta Residency, the results of statistical analysis of the increase in pre-test and post-test absorption in each competency shows that the highest percentage increase in absorption of competencies: "Understanding biological concepts, laws, and theories and flexible implementation is 38.89%. While the lowest percentage increase in absorption occurred incompetence: "conducting action research to improve professionalism" by 13.27%.

CONCLUSION

The increasing teacher's competencies in this case pedagogic and professional competences can be increased through Teacher Training Education for 6 months with several approaches models that use. In this process, the teacher was given knowledge, skills in the enhancement of competences. The forms of training for 6 months are 3 months of network workshops, 2 months of campus workshops, teaching practices on campus, teaching practices in schools, which end with a performance test and knowledge test.

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