STANDARDS OF TIERED TEACHER COMPETENCE AS A GUIDE FOR CONTINOUS PROFESSIONAL DEVELOPMENT OF VOCATIONAL HIGH SCOOL TEACHERS

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Abstract

The objective of this research is to produce tiered teacher competency standards and increment assessments, as a guide for the continuing professional development of vocational high school teachers. Type mix of research methods, approaches Research and Development of Richey and Klein are limited to 2 stages of development and product validation. Internal validation with expert review and FGD. External validation through product testing on Vocational Audio Technique teachers. Instrument validity test using factor analysis obtained 90,254% validity level in highly valid category. Reliability measured by Alpha Cronbach, reliability coefficient 0.9 in the category is very reliable. Data were analyzed using Rank-Order of Different Scores. Stakeholders assess the differences in the professional work area and the demands of depth of competence between levels clearly. The effectiveness of standard assessment can be enhanced through teacher explanation, among others: (1) the importance of impolementation of the results of scientific activities in learning, (2) the role of resource persons more effectively improve performance.

Keywords: *teacher competency standards, guidelines continuing professional development, continuing professional development (CPD),vocational high school (VHS) teachers*

INTRODUCTION

The teacher is an important component in education. Kempton (2013) expressed the most effective improvement of the quality of education is to improve the teaching quality of teachers, because the quality of the education system will not exceed the quality of teachers and their work. Teacher quality is the most influential variables on student achievement (An Roinn Oideachais agus Scileanna, 2012, p. 25), determining 40 to 90% (Public Education Network, 2004). Clearly, the teacher is the first component and the main determinant of the quality of education.

Educator certification in recognition of teachers as professionals do not necessarily make a professional teacher. That means being professional takes time to process as Harwell stated "Professional development is a process, it's not a event" (Harwel, 2003, p. 1). The fact that a good teacher is a teacher who is able to internalize the four competencies of teachers, pedagogy, professional, personality and social (Wahid, 2005, p. 6) into teaching practice and solve the complexity of classroom teaching problems. In addition, teachers can be role models in behaving, upholding ethics and norms inside and outside the classroom. It all takes time to process. The results of preliminary studies have shown no difference in terms of seniority teacher competence functional position. Teachers group IVa-IVc certified educators, tend to stagnate. This means that teachers lack the professional learning effect of experience daily work of teaching. Therefore, it is necessary to study teacher performance appraisal system, because without the ability to reflect, the experience is not the best teacher (Conti, 2007, p. 19).

The portfolio assessment for teacher certification, which consists of 10 (ten) assessment aspects, has only 1 (one) direct link to the teaching of students in the classroom (Ministry of Education and Culture, 2012a, p. 64). The grain is the planning and implementation of learning. Implementation of teacher activity assessed in the opening, the core activities of teaching and learning close. If the analogy with the newly compiled this step cooking recipe, prepare the ingredients and cooking sequence. How can generate a chef reliable if the chef is not accustomed to taste the flavor, analyzing taste, take corrective action and improve the taste of cooking plan that will come. So the teacher performance appraisal system has not reflect the thoroughness of the work of a teacher.

Professionalism test system in Indonesia is still composed of paper and pencil, less represent the complexity of teachers' knowledge and skills. This opinion is strengthened results of preliminary studies the majority of teachers (80.88%), recognizes the competence of the teacher appraisal system not represent the complexity of the knowledge and skills of professional teachers. Comparison of the performance of teachers before and after passing the certification, showing the average performance of post-certification of teachers is decreasing (Hariri, 2010, p. iii.). Therefore the system qualification test professional competence of teachers need to be developed, to be able to measure the complexity of the knowledge and skills of professional teachers.

The government in the last three decades facilitate ongoing professional development needs of teachers in the form of a number of large projects and the training of teachers. Sweeting (Steer, 2004, p. 233) stated the project includes the revision of curricula and training, capacity building of teachers and teacher education institutions, in-service training, professional support and mentoring teachers in school-based concept. Sweeting (Steer, 2004, p. 234) found that most of the in-service training does not improve the quality of teachers, even cynically Jesness (Villegas, 2003, p.93) states that anyone think education can be improved substantially with workshops, maybe she had never attended the workshop. The government runs a program of sustainable professional development of teachers are not in earnest. Facts on the ground most of the teachers (82.5%) did not know Continuous Professional Development (CPD-Kemendikbud term), but the teachers are very familiar with the Teacher Performance Assessment (TPA) whereas TPA is part of the CPD. There are inconsistencies in the CPD guide between objectives, implementation and assessment. Fostering continuous professional development of teachers as needed, implemented gradually, continuously improve the professionalism of teachers. However, activity was not supported needs assessment or map skills can serve as a guide to facilitate the teacher relat-

ed to who needs what, experts in what, where and when. Increased done gra-dually, without a clear explanation of staging criteria. CPD is not practical assessment consists of 14 competencies 78 indicators of the three criteria and less support independent professional learning of teachers (Ministry Education and Culture, 2012b, Pp.42-57).

Based on the above explanation, the researchers felt the need to develop a tiered teacher competence and qualifications standards that can be used as a reference for schools and teachers in professional development. This is in accordance with the results of research Sugiyanto, Slamet, & Sugiyono (2016, p. 302) that vocational lecturers have different levels of competence different, bringing the consequences of counseling difficulties. Standard tiered of teacher competence and qualifications adapted to the functional hierarchy of teachers. Stages of development of dynamically compiled able to accommodate the dynamics of the growth of professionalism of teachers. Demands depth and breadth of competencies of teacher professional work area increased gradually according to stages of the increase teachers functional hierarchy. Tiered teacher competence qualification standards equipped with a standard assessment of competence qualification level rise. Assessment standards based on the completeness of daily work of teachers teach, students learn and teachers' efforts in developing professionalism.

Each state has a professional teacher standards vary influenced by culture and context of the country concerned. Standard professional teachers in Australia comprises three elements, namely professional attributes, knowledge and practice. Professional attributes describe the attitudes and behaviors that demonstrate the ability of teachers to facilitate student learning. Underlying professional know-ledge of teachers in understanding and implementing high-quality learning. Professional practice, the ability of teachers to make learning interesting and meaningful. Professional attributes include: collaborative, committed, effective communicators, ethical, innovative, inclusive, positive and reflective. Competence and qualifications of teachers are classified into four levels, namely prospective teachers, teacher expert, proficient teachers and lead teachers (Barr et al., 2011, pp. 12–18).

Teaching license in New Mexico in the classification into 3 levels: level I, level II and level III. License level 1, a temporary permit allowing the initial level teachers to implement additional preparation become qualified teachers. License Level II, was given to a qualified professional teachers, responsible, fulfilling perhaps even beyond the academic content and performance standards set by the department. License level III, the highest level license given to the teacher as a coach in the teaching profession and is responsible for curriculum development, collaboration and mentoring colleagues (Public Education Department, 2012, p. 14). The validity period of the license to teach each different level, must be renewed periodically (Rendón, 2012, p. 6). The assessment system is based on the ability of teachers in teaching, analyzing student learning and teacher participation in professional development.

Standard of competence and qualifications of teachers in England divided into five levels, namely: (1) *Qualified Teacher Status* (*QTS*); (2) *Core* (*C*); (3) *Post Treshold Teachers* (*P*); (4) *Excelent* (*E*); dan (5) *Advanced Skill Teachers* (*A*) (Training and Development Agency, 2007, p. 2). Professional standards of teachers includes three professional attributes such as knowledge, understanding, and professional skills are interrelated. The increase in the level of qualification through the stages of development, a teacher can ask for an increased level Excelent as Advanced teacher must go through stages as QTS teachers, C, P and E (Training and Development Agency, 2007, p. 4). The higher levels of levels of competence and qualifications of teachers demands higher professional work area (Training and Development Agency, 2007, p. 4).

Standards of professional teachers in Indonesia consists of pedagogical, personality, social and professional competencies. Functional hierarchy of teachers in Indonesia are classified into four functional hierarchy based on the ranks of teachers. Although functional tiered teacher made but not followed the demands of different depth of competence and professional work area between the hierarchy. In connection with the duties and functions of teachers, there is no difference in the rights and responsibilities of teachers in terms of seniority functional.

Teachers as professionals supposedly able to maintain, protect and develop their professional abilities throughout his career. *Institute of Profesional Development* The Institute of Professional Development characterizes the United Nations as follows:

> *Continuing Professional Development can be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working-life. It is a commitment to being professional, keeping up-to-date and consciously seeking to improve. CPD is the key to optimizing a person's career opportunities for today and for the future. It focuses on what you learn and how you develop throughout your career* (Chartered Institute of Professional Development by Kennedy, 2009, p. 41).

Professionalism of teachers was developed in order to improve the level of knowledge/understanding of teachers as an integral part of professional growth and improvement of learning (Drage, 2010, p. 35). In order to increase the quality of teachers positively correlated with student achievement, Puriefoy (2004) suggest PPB should be carried out by: (1) continuous learning, not one-time seminar; (2) activities focus on improving classroom practice and student learning; (3) integrated in the daily work of teachers teaching and learning; (4) cultivated collegiality that involve a variety of knowledge and experience for the purpose of improvement of student achievement.

METHODS

Mixed methods research approach with development procedure refers to Richey and Klein (2009) models. Internal validation by expert review and FGD. instrument of taking data with questionnaire. As a data source are vocational teachers Audio-video engineering, principals, school inspectors, lecturers, resource persons from the LPMP (Institute for Quality Assurance of Education). Data were analyzed using Rank-Order of Different Scores.

As a first step of development is a needs analysis based on preliminary research results. Results of a preliminary study are: (1)

the majority of teachers (70.59%) agreed that teacher competence standards are made tiered; (2) most of the teachers (80.88%) admitted that the assessment of teacher competence not represent the complexity of knowledge and skills teachers' professional; (3) almost all (94.12%) teachers agree that teacher performance appraisals are based on the quality of classroom teaching, along with process evidence and learning outcomes; (4) most teachers (85.29%) acknowledge nonpermanent performance, it is necessary to consider periodic re-competency tests; and (5) the average of teacher takes 9.1 hours/month for professional and collaborative development.

Development of teacher competence standards refer to standards of professional teachers of some developed countries. Standard professional teachers in Australia coloring preparation professional elements, professional attributes and professional division of labor dimensions of teachers (Society fo the Provision of Education in Rural Australia, 2013). Teaching and assessment standards licensing in New Mexico coloring element of assessment of teacher competence qualification levels rise (Rendón, 2012). Standard professional teachers in England coloring in determining the level of qualification, competence and depth of teachers' professional level work area (Institute for Learning, 2009). Standards of profes-sional teachers in Indonesia, which consists of pedagogical, personality, social and professional competence all covered in the professional attributes and other elements of professional teachers.

In this study, based on ownership hierarchy educator certificate for alleged effect on the performance of teachers, namely: (1) the novice teachers for teacher training and induction programs; (2) the proficient teacher, teacher groups IIIa-IIIb or remain uncertified teacher educators; (3) the highly accomplished teacher teacher, teacher group IIIc-IIId been certified educators; and (4) the lead teacher, teacher group IVa-IVc certified educators. Demands competence of beginning teachers, teachers can carry out basic tasks of teaching under the guidance and responsibility of the mentor. The proficient teachers have autonomy in performing basic tasks of teaching. The highly accomplished teacher is able to develop and give effect to the implementation of effective teaching at school level.

The lead teacher is able to evaluate and improve the effectiveness of teaching in and outside of school.

Teacher competence qualification standards set comprises four elements, namely professional knowledge, attributes, practice and involvement of teachers in professional development. Professional attributes describe the attitudes, behaviors, and values that demonstrate the ability of teachers to facilitate student learning. This is in line with opinion (Priyatama & Sukardi, 2013, p. 156) that teacher performance achievement can be measured from the achievement of the student receiving the instruction from the teacher. Professional knowledge, the underlying teachers in understanding and implementing high-quality learning. Professional practice, the ability of teachers to make learning interesting and meaningful. Professional involvement is the participation of teachers in forums and scientific activity. Professional attributes include normative, collaborative, effective communicator, dedicated, inclusive, innovative and reflective.

All professional elements other than the professional attributes are translated into six interrelated dimensions of work and contribute to effective teaching. These six dimen-sions of the work are: (1) facilitate student learning; (2) assess, evaluate, analyze and report on learning outcomes; (3) create a learning environment that is challenging and conducive; (4) implement and participate in curriculum development; (5) participation in professional learning and reflection; (6) the role of the teacher in partnership with the school community, society and the world of work. Sample descriptions qualification standards of professional competence of teachers working dimension 1 are shown in Table 1.

Draft standard tiered teacher competency qualification validated by expert judgment Delphi round 1, obtained some improvement inputs. Improvement suggestions received, the draft standard with enhanced competence and qualifications: (1) add indicators on the assessment of professional attributes; (2) operational dimension elaborated work; (3) level rise structured assessment standards incorporating elements of reflection, so that work experience is correlated with the capacity of teachers; (4) integrating dimensions 6 and 5 because both are interrelated. Teacher competence and qualifications framework after being validated as a whole is visualized in Figure 1.

Tabel 1.   Dimensions of Job Qualifications Teacher Competency 1 Facilitate Student Learning

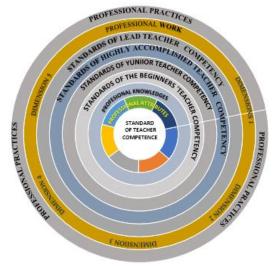| Beginner	Yunior	Highly Accomplished	Lead
1. Understand the diverse characteristics of students. 2. Designing and implementing learning with guidance and responsibilities of a mentor. 3. Selecting and utilizing a variety of sources. 4. Understand career and entrepreneurial opportunities appropriate field of study.	1. Apply the appropriate range of vocational learning characteristics of students. 2. Design and implement effective learning. 3. Determine and utilize a variety of learning resources. 4. Understand the range of appropriate career and entrepreneurial subjects. 5. Choosing a learning approach that trigger students' critical thinking, creative, innovative and productive.	1. Analyze the needs of vocational learning approach based on the characteristics of the students. 2. Evaluating the effectiveness of vocational learning. 3. Giving students the freedom of choosing a variety of learning resources on the internet that are relevant. 4. The details of the skills, knowledge and entrepreneurial career. 5. Planning a challenging learning activities. 6. Designing authentic assessment instruments.	1. Evaluate the effectiveness of vocational learning in a variety of student characteristics. 2. Utilizing the results of the evaluation to improve 3. learning effectiveness. Sharing learning information through the internet. 4. Analyzing the results of assessment to improve the quality of learning that will come. 5. Integrating productive skills of students to create business opportunities that are creative, innovative and productive. 6. Analyze the quality of assessment instruments.

Figure 1. Professional Teacher Work
Dimensions

Tiered teacher competence qualification standards equipped with the increase in the level of qualification assessment standards. Standard assessment of competence qualification level rise composed consists of 5 elements of evaluation are: (1) teaching teachers; (2) student learning; (3) professional development; (4) professional support; and (5) administrative requirements. Teaching is based on the thoroughness of the work of teachers teaching teachers of preparation, implementation, learning facilities, assessment instruments, analysis of student achievement of learning and reflection improvement forthcoming.

Assess student learning elements teacher's ability to explain how students learn concepts, analyzing the students' ability to build competencies, explains how teachers help students learn different abilities. Professional development of teachers in the test assesses the ability of the implementation of the results of scientific activities into classroom teaching practice, the way teachers interact with colleagues in achieving the goal of collaboration with evidence. Elements of professional support is a testament to the teachers involved in professional activities but can not be implemented in the classroom. Terms administration not rated yet must meet the criteria consist of academic qualifications, work experience and professional attributes assessment by superiors.

Validation of assessment standards of competence qualification level rise using expert judgment, involving 10 experts vocational education, continuing professional development coordinator at the school, chairman deliberation subject teachers, vocational supervisor, resource persons from Institute for Quality Assurance of Education *Lembaga Penjaminan Mutu Pendidikan*/LPMP). The consensus reached at least 80%. Item that does not reach 100% consensus entries were received and repaired in accordance input. Put in general is a refinement of a sentence to clarify the intent statement, and compliance of the terms used in the school.

After Delphi round 2, all the panelists were invited to the discussion, clarification of the answers that have been given and responses possibility of applying the product. FGD give suggestions: (1) continuing professional development of teachers' guide should be practical, easy to understand teacher; (2) assessment must be objective qualification level rise, focus on the duties and functions of teachers in educating students, integrated with assessment of credit rate teachers; (3) growing effects of teacher professional learning, improve critical thinking, creative, expanding horizons, as a vehicle assessor training.

Subject test products are teachers vocational competency skills Techniques Audio Video in Yogyakarta and related parties include lecturers Faculty of Engineering YSU, speakers from institution of quality assurance of education, centers for the development and empowerment of educators and education personnel engineering Malang; head teachers, superintendent SMK Engineering. Instrument for collecting data using structured questionnaire based models Summated Rensis Likert rating scale of 1-4. Test the validity of the questionnaire using factor analysis with the aid of a computer program SPSS version 20, result of validity 77 781% obtained a valid category. Cronbach alpha coefficient of 0.896 realiabilitas, highly reliable instrument category. Data were analyzed using the Rank-Order of Difference Score (Witkin, 1984, p. 213).

RESULT AND DISCUSSION

Assessment of Competence Qualification Standards Tiered Assessment tiered teacher qualification standards of competence consists of 10-point declaration, the minimum

value 10 of the maximum 40. The results of the overall assessment of the respondents obtained in the range of 28 to 40. Further data classified into 4 categories, shown in Table 2.

Tabel 2. Category Assessment Qualification Standards Kompetensi Berjenjang

No	Range scores	Frequensi	Category
1	32,6 - 40	45	strongly agree
2	25,1 - 32,5	78	agree
3	17,6 - 25	0	disagree
4	10,0 - 17,5	0	strongly disagree

The proportion of product assessment results are presented in the form of a pie chart, Figure 2.
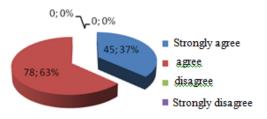

Figure 2. Proportion of Teacher Competency Assessment Qualification Standards

Increase Qualification Qualification Standards Assessment of Competence

Standard assessment of teacher competence qualification level rise consists of 22 items with a value range of values from 22 to 88.The results of the overall assessment of the respondents was obtained in the range of 58 to 88. Data were then classified into four categories shown in Table 3. The proportion of product assessment results are presented in the form of a pie chart Figure 3.

Tabel 3. Category Rate Increase Qualification Qualification Standards Assessment

No	Range scores	Frequensi	Category
1	71,6 - 88	80	strongly agree
2	55,1 - 71,5	43	agree
3	38,6 - 55	0	disagree
4	22,0 - 38,5	0	strongly disagree

Respondents 100% agree and strongly agree on a standard formula competence and qualifications. The effectiveness of the pro-

duct can be enhanced through the implementation of a grain explanation that met with low scores. Identify weaknesses done by calculating the value of the gap between the ideal situation and assessment of the respondents. Ideal state is the highest score in all assessment point statement. Furthermore, the value of the gap are sorted from high to low values. To be easily understood weakness displayed in the form of a Pareto chart 4, the effective repair is done from the smallest to the largest gap. Effectiveness enhanced by understanding the importance of teacher qualification standards tiered, professional attributes indicator, periodic re-testing competence, more are presented in Figure 4.
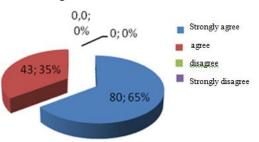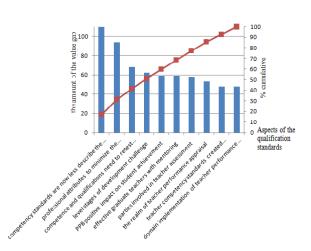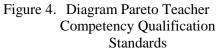

Figure 3. Proportion of Assessment Standards The Increase Qualification

Figure 4. Diagram Pareto Teacher Competency Qualification Standards

Respondents argue 100% agree and strongly agree to the formulation of the increase in the level of qualification assessment standards. The effectiveness of the product can be enhanced through the implementation of a grain explanation that met with low scores. Standard assessment of teacher com-

petence qualification level rise is basically an evidence-based assessment of teacher performance. Ratings are based on real actions of teachers in carrying out their duties and functions of teaching. Large gap between the ideal and the assessment survey, placing priority repair. Based on the five largest gap sequence created Pareto diagram is shown in Figure 5.

Problems in the constrained Pareto diagram 6 in the world for easy reading. Based on Figure 5, the weakness of the implementation of assessment standards 42% increase in the level of qualification could be solved through the completion of the six biggest problems row from left to right.
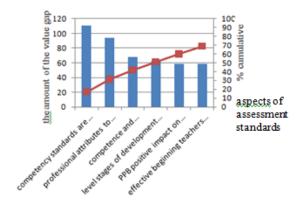

Figure 5. Pareto Diagram Increase Qualification Qualification Standards Assessment

This study developed a 2 standard as well as a single entity, namely the development of competence and qualifications standards tiered and the increase in the level of qualification assessment standards. Standard qualification level rise is a measure of the success of teachers in applying the five dimensions of professional work. Professional teacher competency standards that now apply the formula to all levels of teachers, linkages with the daily work of teachers teaching less clear. Tiered teacher qualification standards of competence has several advantages when compared with the current standard of teacher competence applies. The advantages include: (1) differences in depth demands competence and professional work area clear hierarchy between the teacher; (2) dimensions of professional work is closely related to the daily work of teachers teaching in the classroom; (3) differences in professional work area teachers assist teachers in setting the initial

growth of professional development; (4) increase in the level of qualification assessment standards help teachers reflect on learning in the classroom.

The test result shows that the products in the field of teacher understanding of teacher competency standards have been patterned with existing competency standards. Based on figure 4 if the qualifying standard is applied in the field of competence tiered, effectiveness can be enhanced through the explanation of the teacher: (1) the need for a dynamic competency standards; (2) Indicator assessment professional attributes inherent in real life teacher; (3) the need for periodic re-testing competence and so on.

Increased depth of competence and professional teacher work area can be seen in the example of the dimensions of professional work 1 Table 1. Demands related to understanding the characteristics of teacher competence of students, teachers beginners quite understand the wide differences of students, in setting learning approach used must be consulted on the mentor. Proficient teacher is able to provide the services required according to the characteristics of students learning. Highly accomplished teachers demanded to be able to analyze differences in the needs of student learning services based on different characteristics of students at the school, the results for the enrichment of learning. Lead teachers supposedly able to evaluate the effectiveness difference learning approaches used by teachers at the school level in serving the diverse needs of student learning.

Standard assessment of competence qualification level rise is a measure of the success of teachers in implementing tiered standard of competence and qualifications. There are five elements that assessment is closely related to five dimensions of professional work of teachers. These linkages are elements of assessment A teacher teaching a one-dimensional assessment of implementation of professional work is to facilitate student learning. Elements of B are students learning assessment is an assessment of the ability of teachers to implement the dimensions 2, 3 and 4 of the standard tiered teacher competence and qualifications. Elements of C and D is a 5-dimensional implementation of professional work is a reflection of continuing professional development and partnerships.

Moderate elements E administrative requirements except professional attribute ratings by superiors, not rated yet to be fulfilled. Professional assessment by the superior attributes must meet the minimum requirements.

Assessment elements of a teacher teaching a teacher mastery teaching job, including planning, execution, facilitate student learning, preparation of evaluation instruments, analysis of student achievement and reflection for the improvement of teaching planning to come. No matter how good planning will not guarantee a good student achievement for different classes. Because students are learning the subject, no attitude planned to be appropriate for all circumstances (Liakopoulou, 2011, p. 70), differences in experience and atmosphere interactions in the classroom can affect the consistency of the quality of service (Salis, 2010, p. 128). Throughness of the work of teachers teaching is experiential learning that teachers can do as an independent professional development. According to Opfer (2010), Professional development in the workplace can be developed through 4 cyclical steps including: (1) understanding knowledge and skills needs; (2) improving learning services; (3) renewing learning practices and (4) sharing innovative learning.

Assessment of student learning element B, is an assessment of the ability of the teacher to explain the various ways that students learn concepts or skills, student competency development, how to help the students learn different abilities. The teacher can explain how students learn the material master of glasses of students, understand the sub-competencies which are not controlled or take a long time to learn, which are difficult to follow the instruction of students. Element B assessment helps teachers learn about learning from their daily work together to teach students. Assessment element B also help teachers to understand how to help students learn to master certain skills, or even possible to develop skills up outside the instruction given. The way this assessment puts students as subjects of study are greatly appreciated.

Assessment elements C professional development, assessment is based on the ability and efforts of teachers to apply their professional activity into student learning in the classroom. Assessment standards are developed, certified evidence of activity in scientific forums are recognized as an element of D, supporting the profession. Assessment elements C of testing and learning changes based on the implementation of the results of activities of teachers in scientific forums. If the form of collaborative activity, the teacher should be able to explain how to interact with others in achieving collaboration with evidence. Assessment elements C and D is a 5-dimensional implementation of professional work of teachers.

Based on the test results of products in the field, the effectiveness of the implementation of the increase in the level of teacher assessment standards can be enhanced through improvements in aspects that assessed the teachers less. Based on Figure 5 standard implementation effectiveness assessment qualification level rise can be enhanced through: (1) increase teachers' understanding of the complexity of the problem of teaching; (2) awareness of teachers without the implementation of the results of professional activity in the classroom, the number of their certificates will have no effect on student learning outcomes; (3) the teacher's role as a keynote address in the scientific meeting more effective in improving the competence of the participant; (4) increase academic qualifications such as diplomas will not affect the performance of teachers without renewal as increase his knowledge; (5) the preparation of lesson plans and open, core activities and close the lesson is teaching the normative acts; (6) ability to analyze student achievement is an important element in the assessment of teacher performance.

CONCLUSION

Based on preliminary studies obtained a reality: (1) most of the teachers (70.59%) agreed competence and qualifications of teachers made a tiered appropriate functional hierarchy of teachers; (2) most of the teachers (80.88%) recognizes the competence of the current valuation has not reflect the complexity of effective teaching; (3) most of the teachers (85.29%) admit performance is not permanent need periodic re-testing competence; and (4) teacher takes ra average 9.1 hours/month to carry out continuous professional development independently and collaboratively.

Tiered teacher qualification standards of competence can be used as a guide teachers in professional development stages. The effectiveness of the qualification standards of competence can be improved mainly through the explanation of the need for a dynamic competence qualification standards, assessment of real professional attributes inherent in the everyday lives of teachers, the need to periodically test the performance of teachers.

Standard assessment of teacher competence qualification level rise of evidence-based portfolio, attached to the daily work of teachers teaching. Effectiveness assessment standards can be improved through teacher explanation, among others: (1) the importance of the implementation of the results of scientific activities, (2) role keynote address more effectively to improve performance, (3) diploma S1 / DIV can improve performance if the teacher brought a change in teaching, (4) 3-step lesson plans and teaching is a follow nomatif teachers in teaching.

Stakeholders assess differences demands depth and breadth of competencies between the professional work of teachers clear functional hierarchy.

Recommendation

For education and cultural services, qualifications and assessment standards can be used as an alternative training and continuous professional development teacher assessment in schools.

For LPMP (Institute for Quality Assurance of Education), qualification and assessment standards can be used as a guide in the service of consultation, guidance, teacher training programs related to the ongoing professional development of teachers.

For LPTK (Institute of Education and Education Personnel), two standards can be used as a reference in preparing teacher candidates who are ready to develop its capacity on an ongoing basis since the students.

For SMK (Vocational High School), two standards can be a sustainable alternative (an alternative to the professional development of teacher training and as a basis for teacher empowerment in schools.

For the teacher of this standard can be used as guidelines and challenges in developing professionalism throughout his profession as a teacher.

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