The Needs Analysis of Training for Elementary School Teachers
(Prior Analysis to the Research of Professional and Pedagogical Competencies Development in Civics Education)

Mawardi

Primary Teacher Training Department – Faculty of Teacher Training and Education
SatyaWacana Christian University
mawardiu@gmail.com

ABSTRACT

Purpose*–Research on teacher training needs analysis in order to study the development of pedagogical and professional elementary school teachers competencies in Civic education aims to describe the level of pedagogical and professional' elementary school teachers competencies gap and to describe the elementary teacher training needs in order to develop pedagogical and professional deficit.*

Method*–This study is a descriptive research. The study sites spread across the elementary school teachers in 8 subdistricts which are Suruh, Bancak, Bringin, Pabelan, Tengaran, Kaliwungu, Getasan and Ambarawa. The sample consists of 72 teachers, taken by purposive clusters sampling. Data collection technique is using self-evaluation in the form of questionnaire that has been tested for the validity and reliability. Analysis showed that the corrected item-total correlation is 0,794 for the highest and 0,221 for the lowest. Reliability test results showed that the alpha reliability coefficient is 0.945. Moreover, the techniques of data analysis are using descriptive statistical analysis and gap analysis.*

Findings *–The result of the analysis shows that there are1) the gap of teachers' pedagogic competency is 23.07 %, 2) the gap of teachers professional competency is 30 % , dan 3) the gap of pedagogic and professional competencies includes;(a) developing the curriculum which is related to Civics Education, (b) conducting assesment and evaluation of the process and result of learning process, (c) using the result of assesment and evaluation for the sake of teaching and learning, (d) Doing refective action (Class Action Research) to enhance teaching and learning process, (e) mastering the concept and principle of protection and development of Human Rights and also fair and proper law enforcement, (f) developing the material of civics education creatively, (g) developing sustainable profesionalism through reflective action, (h) using information technology and communication for self developing action.*

Significance*–This research discusses about the gap of elementary school teachers' competencies, spesifically civics education. Gap occurs when there is discrepancy between ideal competencies and empirical competencies of teachers' performance. The results of this research are useful for designing training in teachers' competence.*

*****Keywords****: The need for training, pedagogic and professional competence,
        civics education*

INTRODUCTION

In organizing the educational system, a teacher's competence becomes the center of attention in the institutions. Mastery of the competences of teachers by trainees as prospective teachers with the task becomes the basic capital in the future. The weak or strong mastery of competencies is defined by how far the training packages their course curriculum system. However, the lack of training curriculum package will have negative impact on the actualization of competence. Therefore, to obtain feedback about the power of the training curriculum, each department of the training of education institution should ideally perform tracer study of trainees and graduates.

The interesting phenomenon that needs to be examined from a training graduate of the in Indonesia is the inability of graduates to quickly adapt to the needs of the school (Rasto, 2009). While environmental changes faced by school education requires high adaptability related to educational theory, teaching style, the application of ICT, and the ability to master international language, and managerial skill. A study of the graduates of teacher training institutions in Malaysia found out that the problems that are faced by users of graduates are not on the technical skills but on the soft skills of alumni. The graduates possessed technical field such as control and mastery of information and communication technologies (Information and Communication Technology), teaching and learning technologi and school management as well. In other hand, they have low ability in communication, leadership, adaptability to the jobs and the environment, ability to work in teams and ability in problem solving (Mawardi. 2011). Certain quality standards are demanded by users, and it will give effects to the competence actualization (Abdul Majid. 2005). So the user is the primary appraiser who determines whether the performance of a graduate is qualified or not. Therefore, the identification of needs and expectations of the school are very important to be able to meet users' needs and expectations.

Services which provide appropriate training curriculum are presented to trainees as consumers. When trainees are satisfied with the lessons, they would be interested and motivated to master, explore, and develop what it received from the instructors. This means that trainees appreciate and enjoy it. These conditions are very favorable because the training alumni's competence is assured on its quality and have a positive impact on the image of the institution because it will become famous for the prospective teachers. In the other hand, when they are not satisfied, it may result in the decline of the institution. Teacher training institutions needs to do continual improvements in managing and implementing the training curriculum to provide qualified teachers. Being unprepared in fulfilling the needs in the field will cause the gap between the demands of work and performance of training graduates and the low level of user satisfaction.

Teachers' training center should conduct tracer study to evaluate the graduates and to get inputs in order to trace how high the competence level possesed by the graduates and the standard set by the government. The teachers' competence standard is stated in the Constitutional Act 14 of 2005 on Teachers and Lecturers article 10 paragraph (1) states that the competence of teachers covering 4 competencies, namely 1) pedagogic competence, 2) personal competence, 3) social competence, and 4) professional competence gained through professional education. Besides, trace study of the graduates of the training can be used to conduct Training Needs Assessment(TNA), especially the discrepancy of competence as the inputs to develop training curriculum.

Based on the above background it is understood that the quality of training graduates depends on the quality of the Training Needs Assesment (TNA).TNA is concerned with defining the performance gap that has to be filled by training, i.e. the difference between what employees know and can do and what they should know and be able to do (Armstrong, 2009, pp. 690-692).

Professional teachers are teachers who have required competencies to teach and educate (Tilaar, 2002). This opinion is also supported by the eopinion stated by RavikKarsidi (2005) who said that teachers' professionalism has to be supported by standard competencies which has to be mastered by professional teacher.

Competence of teachers is knowledge, skills, capabilities and abilities that a teacher achieves, which become part of his or her being to the extent that he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors (Robbins, 2001; Sofo, 2002; &Mulyasa, 2003).

From the definition limitation, it seems that the nature of competence does not only contain the knowledge, skills and attitudes, but what matters is the application of knowledge, skills and attitudes needed in the job. Having different views, Muhaimin (2004) describes a set of competencies is a responsible act of intelligence that a teacher should possess as a requirement to be able to implement the tasks in the field of education. The nature of intelligence must be presented as a skill, determination, and success of the act. Nature of the responsibility must be shown to be a true act from the point of view of science, technology and ethics. In line with the understanding by Muhaimin (2004), Ministry of Education defines ofa teacher competence as knowledge, skills, and basic values which are reflected in the habit of thinking and acting. Based on the discussion above, 'teacher competence' can be defined as the mastery of the knowledge, skills, values and attitudes which is reflected in the habit of thinking and actingof the profession.

Related to teacher competence, the Act 14 of 2005 on Teachers and Lecturers article 10 paragraph (1) provides that the competence of teachers covering 4 competencies, namely 1) pedagogic competence, 2) personal competence, 3) social competence, and 4) professional competence gained through professional education. The first competence, according to the Decree of the Minister of Education no. 16 of 2007 about the Academic Standards and Competency Qualifications include: (1) mastery of the learner characteristics from the physical, moral, social, cultural, emotional, and intellectual aspects, (2) mastery of learning theory and principles of learning that educates, (3) developing the curriculum which is related to the subjects/areas of development which is being taught, (4) conducting an educational learning, (5) using information and communication technology for the sake of learning, (6) facilitating the development of potential learners to activate various potentials , (7) communicating effectively, empathetic, and courteous to students, (8) conducting assessments and evaluation processes and learning outcomes, (9) utilizing the results of assessment and evaluation for the sake of learning, and (10) taking action to improve the quality of reflective learning. Second is the competence of personality. According to Decree No. 16 In 2007, the standard competency of teacher personality include (1) act in accordance with religious norms, legal, social, and national culture of Indonesia, (2) present themselves as personally honest, noble, and role model for students and the community, (3) present themselves as a person that is steady, stable, mature, wise, and dignified, (4) shows the work ethic, high responsibility, a sense of pride to be a teacher, and self-confidence, and (5) uphold the professional code of ethics of teachers. Third, social competence include (1) to be inclusive, to act objectively, and not discriminatory because the consideration of

gender, religion, race, physical condition, family background, and socioeconomic status, (2) to communicate effectively, empathetic, and polite with fellow educators, staff, parents, and community, (3) adapt in charge of the entire territory of the Republic of Indonesia which has a socio-cultural diversity, and (4) communicating with the community of their own profession and other professions in writing or other forms. The fourth competency, namely professional competence include (1) master the material, structure, concepts, and scientific mindset that supports the subjects which are being taught, (2) master the standards of competence and basic competences for the subjects being taught, (3) develop learning materials creatively, (4) develop in a sustainable manner with professionalism and reflective action (5) use information and communication technologies to develop themselves. Specifically on the professional competence of teachers of SD/MI as a classroom teacher must master the five areas of elementary school, namely Mathematics, Natural Sciences (IPA), Indonesian, Social Studies (IPS) and Civics Education.

Specifically, pedagogic and professional competences of elementary school teachers in civics education can be seen in this Table 1 and 2 below.

Table 1.Pedagogic Competence of Elementary School Teachers in Civics Education

No	**Pedagogic Competence**
1	Mastering the characteristics of students from physical, moral, social, cultural, emosional, and intelectual aspect.
2	Masterng learning theory and the principles of teaching and learning.
3	Developing civics education curriculum
4	Conducting proper teaching and learning process.
5	Making use of communication and information technology for the sake of teaching process.
6	Fasilitating the development of students' potencies to actualize students' talents.
7	Communicating effectively, emphatically, and with manners.
8	Conducting assesment and evaluation of the process and result of teaching.
9	Using the result of assesment and evaluation for the sake of teaching and learning process.
10	Doing reflective action (Class action Research) to improve the quality of teaching and learning process.

Table 2.Professional C0mpetence of Elementary School Teachers in Civics Education

No	**Professional Competence**
1	Mastering the material which consists of knowledge, attitude, valus, and behavior that support teaching and learning in civics education.
2	Mastering the concept and principle of national personality and constitutional democracy in Indonesia, the spirit of nationalism and patriotism.
3	Mastering the concept and principle of protection, the development of human rights, & fair and proper law enforcement.
4	Mastering the concept, principle, values, moral and the norm of Indonesian citizenship in the context of citizenship and the world.
5	Mastering the standard of competence and basid competence of civics education.

6   Developing civics education material creatively.

7   Developing the sustainable profesionalism through reflective action.

8   Using communication and information technology for communication and self developing action

The actualization of the professional competence of a teacher in civics education is determined by the urge to renew knowledge, skill, and attitude related to teachers' loads. Related to this need, the role of Human Resources Management (HRM) to train teacher is important.

Armstrong (2009, p. 4) states that 'human resources management (HRM) is a strategic and coherent approach to the management of an organization's most valued assets: the people working there, who individually and collectively contribute to the achievement of its objectives'. Many studies have demonstrated the effect of HRM on the performance of an organization (Pena Garcia Pardo and del Valle Fernandez Moreno, 2009). The research based on Armstrong's definition (2009, p. 675): 'training is the systematic modification of behavior through learning, which occurs as a result of education, instruction, development and planned experience'. Armstrong (2009, p. 685) also points out that effective training can minimize learning costs, improve individual, team and corporate performance in terms of output, quality, speed and overall productivity, and improve operational flexibility by multiskilling. The majority of well prepared training plans are designed according to the model of systematic training, described by Armstrong (2009, p. 677) as a training which is designed to meet a set of defined needs. The essence of this particular system is the logical sequence of: (1) training needs analysis (TNA) - establishing the need, by whom, when and where, so that the training objectives can be determined; (2) activity - selecting the training and development methods and learning principles to be employed; (3) evaluation - measuring how well the activity met the training and development objectives (Stone, 2008).

In the context of teacher training, the need analysis of training is the first step in training management to collect information about what teachers need regarding their potencies. This analysis will present the discrepancy between what teachers have and what are the ideal standards. It is like what Laird (2003 : 44) said that "training needs exist when an employee lack the knowledge or skill to perform an assigned task satisfactorily".

The discrepancies occur due to : (1) teachers don't know how to do or DK (*Deficiency of Knowledge*), (2) teachers know how to do, but don't possess practical skill or DP (*Deficiency of Practice*), dan (3) The job done is not clear or teachers are lazy. This is DE (*Deficiency of Execution*). The last problem can be solved through training, but more on supervision and leadership development. So, teachers training is truly the action of filling the gap between the ideal standards of teachers' competences and the actualization of teachers' competences in daily performances. Visually, the need of teachers training can be formulated as below.

$$NT = IC - AC$$

NT   = the need for training
IC   = ideal teachers' competences
AC   = actual teachers' competences

Training needs analysis (TNA) is defined as an assessment of the training requirements of a target group in terms of number of trainees, their educational and professional background, their present level of competence, and the desired behavior or skill level acquired at the completion of training. TNA is concerned with defining the

performance gap that has to be filled by training, i.e. the difference between what employees know and can do and what they should know and be able to do (Armstrong, 2009, pp. 690-692). TNA should answer the questions on who must be trained, what they must be trained in, and when and where the training will take place. The authors (Goldstein, 1997; Goldstein and Ford, 2002, pp. 22-23) state that there are three levels of analysis for determining the needs that training can fulfill: organizational analysis focuses on identifying where in the organization training is needed; operations analysis (knowledge, skills, and abilities - KSA analysis) attempts to identify the content of training - what an employee must do in order to perform competently (job analysis, task analysis, and knowledge and skill-gap analysis); individual analysis determines how well each employee is performing the tasks that make up their job. After the identification of training needs, the next step is the identification of training priorities and objectives. The Training Dictionary (2009) defines training objectives as the measurable, intended end result of a training program, expressed in terms of the desired behavior or skill level, conditions under which it has to occur, and the benchmark against which it will be measured. Training objectives must be specific, because if they are not, evaluating whether the training has been successful will prove to be difficult. The determination of training needs and the translation of these needs into training objectives provide directions and purposes for the training effort (Arthur.et al., 2003). After the training needs and objectives have been identified, the next step is to design the environment to achieve the objectives. This involves a consideration of both content and process, including selecting the training and development methods and learning principles that are to be employed. Once the planning phase of a training program is complete, it is time to implement the program. Training as an instrument for change and improvement often does not provide expected results (Saner and Yiu, 2007, pp. 312-313). Many times, investments in training are not successful and intended objectives are not met, leading to disappointments and unhelpful attribution of blame. In order to judge whether training has been successful or not, evaluation of the results is necessary. Evaluation is a process used to determine the relevance, effectiveness, and impact of activities in light of their objectives. Evaluation enables us to empirically demonstrate whether the training was effective (Bramley, 2003; Goldstein and Ford, 2002; Kirkpatrick and Kirkpatrick, 2006).

METHOD

In terms of the nature and purpose, this study can be categorized as a descriptive research. The descriptive research describes the circumstances of a phenomenon at the present time. Based on the concept, the purpose of this research is to obtain an imagination and description in detail, systematically and accurately a phenomenon of the level of pedagogical and professional' elementary school teachers competencies gap and to describe the elementary teacher training needs in order to develop pedagogical and professional deficit. The sample of this study refers to Arikunto (2002) conducted by purposive clusters sampling technique which is determined by two stages, the first, determined areas grouped by the spread of workplace alumni, with a relatively affordable considering the location. The next stage is determining teachers as a subject of the research. Where they had previously been trained teacher competency conducted by Faculty of Teacher Training and Education, SatyaWacana Christian University.

The alumni training absorbed in primary schools in distric Semarang, spread out 8 subdistric that return the questionnaire were: Bringin = 5, Pabelan = 5, Bancak = 15, Suruh = 20, Kaliwungu = 5, Tengaran = 5, Getasan = 5, and Ambarawa = 12. Thus,

the sample size in this study is 72 respondents.

Technique of data collection in this study is using the non test technique that is a self-evaluation in the form of questionnaire. It has been tested for the validity and reliability. Analysis showed that the corrected item-total correlation is 0,794 for the highest and 0,221 for the lowest. Reliability test results showed that the alpha reliability coefficient is 0.945. Data analysis techniques in this study are using descriptive analysis and the gap analysis. The procedures of the descriptive and the gap analysis done by: 1) provide the level of the user satisfaction score by category chosen by respondents; 2) set the size of the arithmetic mean, standard deviation, maximum, minimum and sizes normality of the data as a whole; 3) set the size of the arithmetic mean, standard deviation, maximum, minimum and the size of the normality of the data for each of these aspects (pedagogic and professional competence); 4) establish the level of empirical elementary school teachers' competencies are classified by category high (H), moderate (M) and low (L); 5) compare the score of ideal competency with a score of empirical actualization of competence, either in whole or individual aspects; 6) establish categories of each aspect of deficit competencies.

RESULTS

The computational analysis of descriptive statisticsto obtain data on the level of empirical elementary school teachers' competencies are classified by category high (H), moderate (M) and low (L) is presented in the Table 3 below.

Table 3. Classification of Empirical Elementary school teachers'competencies

Category	Range of the score	Frequency	Percentage
High	> 42	12	17 %
Moderate	30 – 42	60	83 %
Low	< 30	0	0 %
	Total	72	100 %
	Percentage	100 %	

Table 3 shows the level of empirical elementary school teachers' competencies amount of the respondents (72 teachers). The level of empirical elementary school teachers' competencies with the categories ofhigh (H), moderate (M) and low (L) is high 12 respondents (17%), moderate 60 respondents (83 %). None of the respondents are low level of empirical elementary school teachers' competencies.

1. Descriptive analysis of every aspect
a. Aspects of Pedagogy Competence Actualization

Table 4 below summarizes the empirical data of empirical elementary school teachers' pedagogy competencies frequency distribution on the aspects of pedagogy competencies. That has been classified by categories of high (H), moderate (M) and low (L).

Table 4. Classification of Empirical Elementary School Teachers'competencies Frequency Distribution on the Aspects of Pedagogy Competencies

Category	Range of the score	Frequency	Percentage
High	> 24	15	21 %
Moderate	17 – 24	57	79 %
Low	< 17	0	0 %
	Total	72	100 %
	Percentage	100 %	

Table 4 shows the level of empirical elementary school teachers' competencies amount of the respondents (72 teachers). The levelempirical elementary school teachers' pedagogy competencies with the category ofcategory high (H), moderate (M) and low (L) is high 15 respondents (21%), moderate 57 respondents (79 %). None of the respondents are low level of empirical elementary school teachers' pedagogy competencies.

b. Aspects of Professional Competence Actualization

As analysis actualization of pedagogic competencies above, Table 5 also summarizes the empirical data of empirical elementary school teachers'competencies frequency distribution on the aspects of professional competencies.

Table 5. Classification of Empirical Elementary School Teachers'competencies Frequency Distribution on the Aspects of Professional Competencies

Category	Range of the score	Frequency	Percentage
High	> 19	4	5,6 %
Moderate	14 – 19	62	86 %
Low	< 14	6	8,4 %
	Total	72	100 %
	Percentage	100 %	

Table 5 shows the level of empirical elementary school teachers' professional competencies amount of the respondents (72 teachers). The level empirical elementary school teachers' professional competencies with the category of category high (H), moderate (M) and low (L) is high 4 respondents (5,6 %), moderate 62 respondents (86 %), and 6(8,4 %) of the respondents are low level of empirical elementary school teachers' professioal competencies.

2. The gap analysis

As described before, gap analysis carried out by comparing the score of ideal competence expectations of the each competency with a score of empirical actualization of competence, either in whole or individual aspects. Deficit of competence as a result of teacher competency gap analysis is useful as an input to primary teacher training education program, training design, and implementation of the instructors as well as guidance to the trainees. Category gaps that form the basis in determining the extent of the deficit of competence must be immediately followed by the manager of the training program management. Category as a percentage of the gap are: 1) the gap "low problematic" when in the range of 1 - 33 %, 2) the gap "moderate problematic" when in the range of 34 - 66 %, and 3) gap "high problematic" if the percentage gap be in the range 67-100 %.

The findings of the data associated with a deficit of competence gaps between the ideal competence with actual competence for each competency and each competency cluster can be observed in the following description.

1. Pedagogy Competency's Gaps

Data gaps are a deficit of competence of teachers based on gap analysis carried out by comparing the score of ideal competence expectations of the user as well as alumni on

pedagogic and professional competencies with a score of empirical actualization of

competence presented in Table 6 below.

Table 6. Pedagogy Competencies Gaps

No	Actualization of elementary school teachers competencies	Score		% Gaps
		Ideal	Empirical	Gaps
	Pedagogy Competencies	30	23,07	23,1
1	Mastering the characteristics of students from physical, moral, social, cultural, emosional, and intelectual aspect..	3	2,67	11
2	Masterng learning theory and the principles of teaching and learning.	3	2,83	6
3	Developing civics education curriculum	3	1,58	47
4	Conducting proper teaching and learning process	3	2,69	10
5	Making use of communication and information technology for the sake of teaching process.	3	2,49	17
6	Fasilitating the development of students' potencies to actualize students' talents.	3	2,58	14
7	Communicating effectively, emphatically, and with manners.	3	2,79	7
8	Conducting assesment and evaluation of the process and result of teaching.	3	1,90	37
9	Using the result of assesment and evaluation for the sake of teaching and learning process.	3	1,83	39
10	Doing reflective action (Class action Research) to improve the quality of teaching and learning process.	3	1,69	44
	(n) = 72			

Based on the Table 6, it can be seen that based on the least problematic category of competence gap between ideal and actual competencies are: 1) the average percentage of pedagogic competence gap is 23.07 %, 2) there are 6 items of the competency gaps in the category of " low problematic "(number 1 , 2 and 4 – 7), 3) there are 4 items of competence gap in the category of " moderate problematic ", which is item number 3 and 8 - 10). There is non item that existing competence in the category of "high problematic ".

Deficit of competence in the category of "moderate problematic" are developing civics education curriculum, conducting assesment and evaluation of the process and result of teaching, using the result of assesment and evaluation for the sake of teaching and learning process, and doing reflective action (Class Action Research) to improve the quality of teaching and learning process.

2. Professional Competency's Gaps

Data gaps is the deficit of competence of teachers based on the gap analysis carried out by comparing the score of ideal competence expectations of the user as well as alumni on personal competencies with a score of empirical actualization of competence presented in Table 7 below.

Table 7. Professional Competencies Gaps

No	Actualization of elementary school teachers competencies	Score		% Gaps
		Ideal	Empirical	Gaps

No	Actualization of elementary school teachers competencies	Score		%
		Ideal	Empirical	Gaps
	Professional Competencies	24	16,81	30
1	Mastering the material which consists of knowledge, attitude, valus, and behavior that support teaching and learning in civics education.	3	2,71	10
2	Mastering the concept and principle of national personality and constitutional democracy in Indonesia, the spirit of nationalism and patriotism	3	2,38	21
3	Mastering the concept and principle of protection, the development of human rights, & fair and proper law enforcement.	3	1,81	40
4	Mastering the concept, principle, values, moral and the norm of Indonesian citizenship in the context of citizenship and the world	3	2,56	15
5	Mastering the standard of competence and basid competence of civics education.	3	2,68	11
6	Developing civics education material creatively	3	1,49	50
7	Developing the sustainable profesionalism through reflective action.	3	1,53	49
8	Using communication and information technology for communication and self developing action	3	1,67	44
	(n) = 72			

Based on the Table 7, it can be seen that based on the least problematic category of competence gap between ideal and actual competencies are: 1) the average percentage of professional competence gap is 30 %, 2) there are 4 items of the competency gaps in the category of " low problematic "(number 1 , 2 , 4 and 5), 3) there are 4 items of competence gap in the category of " moderate problematic ", which is item number 3 and 6 - 8). There is non item that existing competence in the category of "high problematic ".

Deficit of professonal competencies in the category of " moderate problematic " is the mastering the concept and principle of protection, the development of human rights, & fair and proper law enforcement, developing civics education material creatively,developing the sustainable profesionalism through reflective action, and using communication and information technology for communication and self developing action.

DISCUSSION

Related to the importance of training as a mean of human resource development, Armstrong (2009, p. 685) also points out that effective training can minimize learning costs, improve individual, team and corporate performance in terms of output, quality, speed and overall productivity, and improve operational flexibility by multiskilling. The majority of well prepared training plans are designed according to the model of systematic training, described by Armstrong (2009, p. 677) as a training which is designed to meet a set of defined needs.

This study faund the level of empirical elementary school teachers' professional competencies with the category of category high (H), moderate (M) and low (L) is high 4 respondents (5,6 %), moderate 62 respondents (86 %), and 6 (8,4 %) of the respondents are low level of empirical elementary school teachers' professional competencies. This condition shows that

commonly teachers feel that their pedagogic and professional competences are only in the average level.This also shows that teachers' training through PendidikandanLatihanProfesi Guru (PLPG) hasn't been enough yet. It is relevant with what has been said by TemuaniniSaner andYiu (2007: 312-313) : "Training as an instrument for change and improvement often does not provide expected results. Many times, investments in training are not successful and intended objectives are not met, leading to disappointments and unhelpful attribution of blame"

In the context of 'teacher training', the need analysis of training is the very first step in training management. Anaysis has to do with the activity of information gathering to investigate the teachers needs of training regarding to their competencies. The final result of this is the curriculum for a training program of teachers' competence in certain field. This gap happens when there is discrepancy between teachers' competencies and the ideal standard of teachers' competencies.

The training Dictionary (2009) defines training needs analysis (TNA) as an assessment of the training requirements of a target group in terms of number of trainees, their educational and professional background, their present level of competence, and the desired behavior or skill level acquired at the completion of training. TNA is concerned with defining the performance gap that has to be filled by training, i.e. the difference between what employees know and can do and what they should know and be able to do (Armstrong, 2009, pp. 690-692). TNA should answer the questions on who must be trained, what they must be trained in, and when and where the training will take place.

However, analysis of the gap (gap analysis) which is performed to score the actualization of the competence of teachers there still has gaps in the deficits than the competence that need to be anticipated by the institution.

Deficit of competence as a result of teacher competency gap analysis is useful as an input to primary teacher training education program, training design, and implementation of the instructors as well as guidance to the trainees.

Based on the category as a percentage of the gap as described in the research methodology, namely: 1) the gap "low problematic" when in the range of 1 - 33 %, 2) the gap "moderate problematic" when in the range of 34 - 66 %, and 3) gap "high problematic" if the percentage gap be in the range 67-100 %. The findings of the data associated with the deficit of competence gap between the ideal competence with the actual competence for each competency cluster has been presented in Tables 6 and 7 above.

The gap between the ideal competences with actual pedagogic competence found that: 1) the average percentage of pedagogic competence gap is 23.07 %, 2) there are 6 items of the competency gaps in the category of "low problematic"(number 1, 2 and 4 – 7), 3) there are 4 items of competence gap in the category of "average problematic ", which is item number 3 and 8 - 10). There is non item that existing competence in the category of "high problematic". The deficit of competence in the category of "average or moderate problematic" is developing civics education curriculum, conducting assesment and evaluation of the process and result of teaching, Using the result of assesment and evaluation for the sake of teaching and learning process, and Doing reflective action (Class action Research) to improve the quality of teaching and learning process.Table 7 presents the findings of the deficit of professonal competencies in the category of "moderate problematic" is mastering the concept and principle of protection, the development of human rights, & fair and proper law enforcement, developing civics education material creatively,developing the sustainable profesionalism through reflective action, and using communication and information

technology for communication and self developing action.

The findings of a deficit of competence in this study seems in line with the training alumni survey conducted by the Student Advisor Team Tracer Study Centre or SAC (Richarson, A., and Kabanoff , B.2003) concluded that the trainees need additional skills, computers, communication and CAR. So, the selection criteria specified by the personnel manager shows the characteristics desired by the user. Mawardi(et.al.2011) also concluded that most users prefer training graduates with ready skills because this will reduce the cost of training and development.

CONCLUSION

Based on the findings of this research, the following conclusions can be drawn: 1) the level of pedagogic competence gap is 23.07 %, 2) the level of professional competence gap is 30 %, and 3) deficit of competence is the : (a) developing civics education curriculum, (b) conducting assesment and evaluation of the process and result of teaching, (c) , using the result of assesment and evaluation for the sake of teaching and learning process, (d) doing reflective action (Class Action Research) to improve the quality of teaching and learning process, (e) mastering the concept and principle of protection, the development of human rights, & fair and proper law enforcement, (f) developing civics education material creatively, (g) developing the sustainable profesionalism through reflective action, dan(h) using communication and information technology for communication and self developing action.

Recommendations related to the practical implications of structuring the curriculum, are that elementary teacher training institution need to design: 1) a training ofcurriculum development and civics education material ceatively, 2) training of classroom action research (CAR), 3) training of assesment and evaluation for the sake of teaching aand learning process, and 4) training of communication and information technology.

REFERENCES

Abdul Majid. (2005). Perencanaanpembelajaran: mengembangkanstandarkompetensi guru. Bandung: PT RemajaRosdakarya.

Armstrong, M., A.(2009).Handbook of human resource management practice.11th edition. London: Kogan Page.

Arthur, W.Jr.,Tubre, T.C., Paul, D.S. and Edens, P.S. (2003). Teaching effectiveness: The relati-onship between reaction and learning evaluation criteria. Educational Psychology vol. 23, no. 3, pp. 275-285.

Bramley, P. (2003). Evaluating training: From personal insight to organizational performance, 2nd edition. London: Chartered Institute of Personnel and Development.

Goldstein, I.L. and Ford, J.K. (2002) Training in organizations, 4th edition. Belmont: Wadsworth.

James Madison Univesity Employer Survey. (2006).Research notes. Institutional Research"Vo119,Number 4, January.

Kirkpatrick, D.L. and Kirkpatrick, J.D.(2006). Evaluating training programs. The Four Levels, 3rd edition, San Francisco: Berrett-Koehler Publishers.

Laird, D. (2003).Approaches to training and development (third edition).Cambridge : Basic Book- A member of the Perseus Books group.

Mawardi.(2011).Alumni's competences and user satisfaction of Primary Teacher Training Department, Faculty of Teacher Training and Education, SatyaWacana Christian University.*Jurnal SCHOLARIA. Vol.1 No. 2,*

Muhaimin (2004).Paradigmapendidikan Islam. Bandung: PT RemajaRosdakarya.

Mulyasa, E. (2003). Kurikulumberbasiskompetensi: konsep, karakteristik, danimplementasi. Bandung: PT RemajaRosdakarya

Pena Garcia Pardo, I. and del Valle Fernandez Moreno, M. (2009). Looking into the Black-Box: Analysis of the effectiveness of human resources strategy. ZbornikradovaEkonomskogfakulteta u Rijeci, vol. 27, no. 1, pp. 31-56.

Rasto.(2009). Hakikatkompetensi guru. Retrieved from: http://rastodio.com/pendidikan/pengertian-kompetensi-guru.html

RavikKarsidi. (2005).Profesionalisme guru dan peningkatan mutu pendidikan di era Otonomi Daerah, Makalah seminarnasional pendidikan di KabupatenWonogiri, 23 Juli 2005.

Richarson, A., and Kabanoff , B. (2003). Graduate's perceptions of university study and its contribution toward the development of workplace competence.Aare :Nzare Conference

Robbins, Stephen P. (2001). Organizational behavior, New Jersey: Pearson Education International.

Rummler, G. A. (1996). Determining needs. In R. L. Craig (Ed.), The ASTD training and development handbook : A guide to human resource development (4th ed., pp. 217). New York: McGraw-Hill.

Saner, R. and Yiu, L.(2007). Training of Diplomats: Guarantee training effectiveness through use of the Quality Assurance System (ISO 10015), in Rana, K. and Kurbalija, J. (eds.), Foreign Ministries: Managing Diplomatic Networks and Optimizing Value, Geneva: Diplo-Foundation.

Suharsimi, A., (2002). Prosedur penelitian: Suatu pendekatan praktek. Jakarta: PenerbitRinekaCipta

Sofo.Francesco, (2002).Human resource development : perspective, roles and practice choice. (2nd. ed). Warriewood-NSW : Business and Professional Publishing.

Stone, R.J. 2008.Human resource management, 6th edition. Brisbane: John Wiley & Sons

Training Dictionary. (2012). Training Needs Analysis. available at http: // www. Training-dictionary.com/ definition/ training-needs-analysis.html, accessed on March 7, 2012.

Tilaar,H.A.R.(2002). MembenahiPendidikanNasional. Jakarta: PT. RinekaCipta

-------(2005). Undang-Undang RI No. 14 Th. 2005 Tentang Guru dan Dosen.Jakarta:Depdiknas.

-------(2007).   PeraturanMenteriPendidikanNasional   No.   16   Tahun   2007 tentangStandarKompetensi Guru.Jakarta:Depdiknas.