Abstract
Teacher Competency Test (UKG) materials, particularly professionalism competency for German language teachers is based on B1 GER (Gemeinsamer Europäischer Referenzrahmen) level material, which is above A1 and A2 GER level. This condition assumed to significantly affect the passing grade of German language teachers in Maluku considering the level of Teacher Competency Test material of German language is above the level of German Language teachers competency. Therefore, the objectives of this research are (a) describing the level of professional competence of teachers, so that it can be vital consideration in determining the materials of UKG as well as consideration in determining the training materials for German language teachers, (b) describing the outcomes of German language skills test at B1 level, (c) describing the frequency of teacher participation in self-development through German language course or training certificates. 53 German language teachers in Ambon city were involved in this research with the focal focus covering the outcome of UKG in 2015, particularly German language material, German online test results as well as the frequency of teachers participation in German language training / courses with certificates they have. The research employed analytical descriptive method. Data were gauged through UKG results analysis of German language teachers, interviews and questionnaires to find out the frequency of teacher participation in German language courses or training and online German language proficiency test. The results of the analysis show that (a) the average score of UKG of German language teachers reached 62.33. Meanwhile, for professional competence (linguistics) reached 58.27. The result clearly showed that the competence of German language teachers in Ambon city was still low, (2) the average score of online test of B1 level was 58.61, with slightly different score of each individual, so it can be concluded that not all German language teachers have met B1 level yet. (3) 13 (24.52%) out of 53 German language teachers teaching in Ambon City who had taken German courses in Germany, either with German Government scholarship or at their own expense, 20 teachers (37.73%) had taken German courses with different frequency and levels. Based on the aforementioned analysis, it can be said that the German language teacher in Ambon city still have low linguistic competence, even some are still at A1 and A2 level. This may be due to the low frequency of teacher participation in self-development activities, either individually or collectively by training and courses.

Keywords: competence, professional, training frequency

Introduction
Teachers as a profession have important roles, functions and tasks in education field, because teachers are the element that deals directly with the learners. Therefore, teachers' performance is often the target of public criticism when there was a decline of the quality of education, such as the percentage of graduation in national examinations is not in line with the expectations of the public, or when many graduates are neither accepted in higher education nor at work/office. Another problem highlighted is the low level of teacher competency test (UKG) in Maluku. According to the data of the Directorate General of Teachers and Education Personnel
German language teachers as part of the teacher component are inevitable from public criticism if their students 'ability to speak German is low or if their students' German learning outcome is low, too. The capacity of German language teachers can be monitored from the teacher competence test result. In other words, the German language teachers' competence test results can be used to predict the language skills level mastered by the teachers. The special core material for professional competence (linguistics) is B1 (GER: Gemeinsamer Europäischer Referenzrahmen) level materials. This implies that German teachers should be minimum at B1 level, because students are expected to at least graduate from high school with A2 level. Thus, if a German language teacher is only at A1 or A2 level, then the feasibility of teaching German language is questionable. Teaching German not only teaches vocabulary and grammar but it must guide students to master the four skills so that they are able to use communicative expressions in writing, speaking, and can understand spoken text and written text properly. The results of the participants from Maluku in the last five years in the competition; the National Olympiad of German and the LKS competition in Jakarta are encouraging, because the students representing Maluku always failed, this can be an indicator of the unpreparedness of the German language teachers in Maluku to have their students well-prepared. Therefore, the teachers, individually and in groups, should continuously strive to improve their competence in order to perform their duties properly so as to achieve the expected goals.

Act No. 14 in 2005, about teachers and lecturers explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, in formal education, primary education and secondary education. In order for these tasks to be performed properly, the teacher must have the required competencies. Teacher competencies includes pedagogic competence, professional competence, social competence and personality. These four competencies relate to each other to meet the expected educational objectives.

In carrying out their professional duties, teachers should be able to plan lessons, implement quality learning process as well as assess and evaluate learning outcomes, improve and develop academic qualifications and competencies in a sustainable manner with the development of science, technology and art. In terms of qualifications, German language teachers have fulfilled the mandate of Indonesian National Education Regulations of Minister of Education No. 16 in 2007 about academic qualification and teacher competence, that is every teacher must fulfill the standard of academic qualification and competence which applies nationally, because all German language teachers in Ambon city have held bachelor's degree in German language education.

It can not be denied, however, that there are still complaints about the low performance of German language teachers. As Moch. Bruri Triyono (2009: 4) cited the research results of Setya Raharjo, et.al. on the performance of professional teachers, that teachers have not been optimally involved in various self-development activities, such as participation in training or scientific forums. He further stated that most teachers felt that they had certificates already and professional benefits provided by the government, and the acquisition of these professional certificates was considered the pinnacle of achievement of performance so that it was no longer an effort to improve their work performance.

The participation of German teachers in various self-development activities, such as courses or training and workshops, is a way to be undertaken so that the knowledge and skills of German language acquired in college are sustained and continued to develop, so as to contribute to student intake. The better teachers' skills both in mastering German language and pedagogic skills, the more they will be able to impact on students' skills.

The above description illustrates, firstly, the three competencies of German language teachers' professionalism through the results of UKG; secondly, the competence of German language teachers at B1 level; third, teachers participation in self-development activities that correlate with the competence of German language teachers.
Review of Literature

Definition of Competence. Teachers are professional educators with the primary tasks; educating, teaching, guiding, directing, training, assessing, and evaluating learners from early childhood education on formal education, primary education to secondary education. Issuance of Act no. 14 in 2005 about Teachers and Lecturers, on one hand, has been putting teachers and lecturers in a strategic position because of everything related to teachers and lecturers of legislation. Such issuance also has had a significant impact on education in Indonesia.

Issuance of Act no. 14 in 2005 is also an effort of government in order to improve the quality of education through the regulation of increasing the competence of educators and educational personnel.

As retrieved from http://www.definisi-pengertian.com/2015/05/definisi-pengertian-kompetensi-pendidikan-guru.html, it is said that the word “competence” is derived from the word “competent” (adj.), which means skillful (knowing), DEPDIKBUD (2003: 584). Broke and Stone (1992: 8) mentioned that competence or ability is a description of the qualitative nature of the behavior or educational personnel that seem very meaningful, while Charles E. Jhonsons (1974: 3) argued that competence is a rational behavior to achieve the required objectives with expected conditions. Based on the aforementioned opinions, the competition refers to the competence to implement something gained through education. Competition refers to performance and rational action, to fulfill certain verifications in the implementation of educational tasks. Mulyasa (2003: 37) stated that competence is a combination of knowledge, skills, values and attitudes reflected in the habit of thinking and acting. According to McAshan in Mulyasa (2003: 38) “competenz” is a knowledge, skill and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective and psychomotor behavior. This is actually an affirmation of previous quotations, that competence is a knowledge, a skill that is controlled by someone who is a part of himself that enables him to perform cognitive, affective and psychomotoric behaviors pretty well. While Gordon, as cited by Mulyasa put forward several aspects contained in the concept of competence as follows; (a) knowledge; cognitive awareness, (b) comprehension; in-depth cognitive and affective by individual, (c) Skill; something that one has in order to perform the tasks or responsibilities imposed on him, (d) value; a standard of behavior believed and psychologically integrated into a person (e) Attitude; feeling or reaction to an external stimulus (f) interest; the tendency of a particular individual to do an action.

All definitions and descriptions above are then integrated in the definition of competence as regulated in Act No. 14 in 2003 about Teachers and Lecturers; that is as a competence is considered as a set of knowledge, skills, and behaviors that must be owned, experienced, mastered and actualized by teachers in implementing professional duties.

Teacher Competency. The definition of competence described above contains some elements between teachers who should have broader knowledge and skills as well as be able to apply and / or communicate with acceptable behavior because it is in accordance with the values of universal communication. The elements implied in the above mentioned definitions of competencies are then explicitly described in the following four teacher competencies: (1) pedagogic competence that refers to the ability to manage students’ learning, (2) personality competence; that is the ability of a steady, noble character, wise personality, (3) social competence refers to the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents, and the surrounding community, (4) professional competence; that is the ability of mastering subject matter widely and deeply.

Components of teacher competence are described as follows;

a. Pedagogic competence is basically the ability that teachers should have in teaching certain materials to their students, including:
• Understanding the learners’ characteristics from various aspects; social, moral, cultural, emotional, and intellectual;
• Understanding the learners’ learning styles and learning difficulties;
• Facilitating the development of the learners’ potential;
• Mastering the theory and principles of learning and educational learning;
• Developing curriculum that encourages the learners’ involvement in learning;
• Designing educational learning;
• Carrying out educational learning;
• Understanding the background of family and community of learners and learning needs in the context of cultural diversity;
• Evaluating the learning process and outcomes.

From the description above, it is clear that teachers must have the ability in designing teaching and learning activities or teaching competence, with appropriate methods and techniques, and evaluate the results, simply to get feedback on the design.

Teacher working standards as mentioned above require more operational details so that indicators of implementation can be clearly drawn. The working standard or main tasks of the teacher are explained as follows:

a) Planning the lesson

Planning the lesson or learning is usually done at the beginning of semester or academic year as Lesson Plan. The Lesson Planning is a plan that describes the procedures and organizing of learning to achieve a basic competency set out in this standard described in the syllabus. Learning planning is a component of pedagogic competence. The subgroups of pedagogic competencies that teachers must possess are (1) mastering the various developments and issues in the education system (2) mastering the strategy of creativity development (3) mastering the basic principles of learning and instruction, (4) getting to know the students in depth, (5) mastering various learning approaches according to the characteristics of the students, (6) mastering the principles of curriculum development (7) designing strategies for utilizing various teaching materials in learning (8) designing learning strategies, (9) designing ICT-based learning strategies.

Social competence. The Teachers’ skill in communication with the learners, fellow educators, education personnel, parents, and the public effectively. It is expected that teachers can communicate sympathetically and empathetically with learners, learners’s parents, fellow educators and education personnel, and the public, and contribute to student of students, schools and community development, and are able to use information and communication technology (ICT) for communication and self-development.

Personality Competence. Having a stable, mature, wise and authoritative personality, being a role model for learners and community, and having noble character; so it becomes a good model for students and community; and being able to evaluate one’s own performance (reflective action) and being able to develop one’s self in the sustainable manner.

Professional competence. Professional Competence is the ability of broader and deeply learning materials mastery that allows teachers to guide students meet the standards of competence. It is expected that the teacher will master the substance of the field of study and his scientific methodology, master the curriculum structure and materials, organize the curriculum of study field, master and utilize information, technology and communication in learning, improve the quality of learning through evaluation and research. One component in the professional competence of the substance of the field of study.
Professionalism Competence of German Language Teachers. In relation to the substance mastery of the field of study, the professional competences referred to, in this study, are knowledge, skills and attitudes of German language teachers to functional expressions in German language, regardless of other competencies. German language skills are listening, speaking, reading and writing, supported by grammar and vocabulary knowledge.

The German language knowledge and skills in Indonesia refer to the Gemeinsamer Europäischer Referenzrahmen (GER) standard, a policy which is the EU countries' agreement on language acquisition. In accordance with GER, German language proficiency is grouped by level of proficiency, i.e., A1, A2 (Basic) B1, B2 (Intermediate level that can use language independently), C1, and C2 (Advance level). For teachers of German as a foreign language, B1 and B2 are for high school teachers while C1 and C2 are for lecturers. German language teachers who have German language skills at B1 and B2 levels, they must have the subcompetences required by GER as follows:

Beschreibung des Referenzniveaus

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<td><strong>Hören</strong></td>
<td><strong>Sprechen</strong></td>
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<td>• Ich kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit und soweiter geht.</td>
<td>• Ich kann Texte verstehen in denen vorallem sehr gebräuchliche Alltags- oder Berufssprache vorkommt.</td>
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<tr>
<td>• Ich kann Radio- oder Fernsehsendungen über aktuelle Ereignisse und über Themen aus meinem Beruf oder Interessegebiet die Haupt-information entnehmen, wenn relativ langsam und deutlich gesprochen wird.</td>
<td>• Ich kann private Briefe verstehen, in denen von Ereignissen, Gefühlen und Wünschen berichtet wird.</td>
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<th><strong>Lesen</strong></th>
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<td>• Ich kann Texte verstehen in denen vorallem sehr gebräuchliche Alltags- oder Berufssprache vorkommt.</td>
<td>• Ich kann über Themen, die mir vertraut sind, oder die mich persönlich interessieren, einfache zusammenhängende Texte schreiben.</td>
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<tr>
<td>• Ich kann private Briefe verstehen, in denen von Ereignissen, Gefühlen und Wünschen berichtet wird.</td>
<td>• Ich kann persönliche Briefe schreiben, und darin von Erfahrungen und Eindrucke berichten.</td>
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<tr>
<td>• Ich kann Texte verstehen in denen vorallem sehr gebräuchliche Alltags- oder Berufssprache vorkommt.</td>
<td>• Ich kann ohne Vorbereitung an Gespräche über Themen teilnehmen, die mir vertraut sind, die mich persönlich interessieren, oder die sich auf Themen des Alltags, wie Familie, Hobbys, Arbeit, Reisen, aktuelle Ereignisse usw beziehen.</td>
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<tr>
<td>• Ich kann einfache zusammenhängende Sätze sprechen und Erkahrungen, Ereignisse oder meine Träume, Hoffnungen und Ziele zu beschreiben.</td>
<td>• Ich kann kurze Meinungen und Pläne erklären und begründen.</td>
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The information in the table above shows the subcompetence and skills that language teachers need to have. For listening skills the teacher must have the ability to capture the essence of a conversation about everyday themes using standard language, in addition teachers are expected to understand radio or television broadcasts about actual events or about familiar themes within the teacher's environment or with low speaking speed. For teachers' reading skills it is desirable to understand simple German texts and to understand private letters written in German, in addition to reading and listening, teachers are also expected to speak and write to convey messages and opinions and arguments or reasons.

Method

R & D research was employed for the development of teaching materials for German language teacher training. As preliminary study conducted such as studying the results of teacher competence test in 2015, then followed by online tests with B1 level material. This study was solely intended to see the competence of German language teachers at B1 level. In order to get an overview of the frequency of teacher participation in the German language teacher's competence-strengthening activities, specifically language courses, training and workshops and certificates of certain test levels that they have, document analysis was then performed. The data were analyzed descriptively then the conclusion was drawn.

Results and Discussion

The findings of the analysis showed that (a) the average score of German language teachers UKG has (combination of pedagogic and professional competencies) reached 62.33. While the average score for professional competence (linguistics) has reached 58.27. Surprisingly, the highest score is 93.53 obtained by one teacher, and 4 teachers scored 90.70. The lowest score is ranging from 20 - 29, obtained by 5 teachers. The highest frequency is ranging from 30-39 scores achieved by only 10 teachers. (b) the average online test score of B1 level is 58.61. Only one teacher got the highest score, 85, while 3 teachers scored 70. Both UKG or B1 Online test scores show slightly different score the teachers got. The findings reveal two things: first, not all German language teachers are at B1 level and the second is that the competence of German language teachers in Ambon city is still low. (c) 11 (20.75%) out of 53 German language teachers teaching in Ambon city who have attended German language courses in Germany, either with German Government scholarships and at their own expense, 20 (37.73%) teachers have attended German language courses with frequency and different levels, while 22(41.50%) other teachers have never attended German language course.

Based on the result of the analysis above, it can be said that the German language teacher in Ambon city still has low language competence, even some are still at A1 and A2 level. This may be due to the low frequency of teacher participation in self-development activities, either individually or collectively through training, workshop or courses. The low average UKG outcome is correlated with UKG test material at B1 level, while German language teachers reaching B1 level are only 14 (26.41%) teachers, and 73.59% others is still at A1 and A2 level. When referring to the competency standard of German language teachers set by KEMDIKBUD through PPPPTK, then German language teachers should be at B1 level of their language proficiency. Basic competence standards of German language teachers, the ability to communicate orally and in writing fluently in German, which becomes the basis for the development of UKG materials. Thus it is necessary to strive to improve the capacity of German language teachers, so that those who teach in Ambon and even Maluku generally are able to meet the required basic competencies. One of the steps taken is the development of A2 and B1 level textbooks, as well as training components.
Conclusion

Grounded from the analysis of the findings above, it can be drawn some conclusions as follows; a) The competence of German language teachers in Ambon city still strongly needs to be improved to meet B1 level; b) The low outcome of UKG of German language teachers in Ambon city is correlated with the level of UKG material difficulty which is higher than the competence of German language teachers; c) The low outcomes of UKG as a clear description of the professional competence of German language teachers, it can be also caused by low frequency of teachers participation in training, courses, workshops or other similar activities as a forum for improving teacher competence.

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