

The Professionalism and Work Ethic Improvement through Teacher Working Group

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Abstract—This study aims to describe the improvement of the quality of human resources in education through TWG (Teacher Working Group), especially in the field of teachers' pedagogic competencies and work ethic. It is done to produce qualified educators to build smart, comprehensive, and highly competitive Indonesian human beings. It is mixed methods research using a sequential exploratory design. The study used a qualitative approach (interview) in the first stage and a quantitative method (survey) in the second stage. The respondents of this study were elementary school teachers, and 84 members of Teacher Working Group (TWG) Gugus Wiyata Jaya UPK Jatilawang, Banyumas Regency, Central Java. The results show that the pedagogic competence improvement of teachers is considered good with the percentage of 76.93% and the percentage of the development of teacher work ethic is 82.92%.

Keywords—*professionalism, pedagogy, work ethic, Teacher Working Group (TWG)*

I. INTRODUCTION

The quality of education determined the quality of the nation's human resources. The success of learning in a country is a reflection of the quality of its human resources. High-quality human resources are a strong foundation for the development of a society. There is a publication with a title of *Statistics of Seventy Years of Indonesia's Independence* issued by the Central Bureau of Statistics which mentions that Indonesia as a country having 255.5 million population in 2015 with a population growth rate per year of 1.38 percent has the advantage of human resources in terms of quantity [1].

These data indicate that Indonesia has an advantage in human resources. The increasing population, along with the rising rate of population growth, must be accompanied by improving the quality of its human resources. This advantage will cause problems if not accompanied by quality. The

quality of Indonesian human resources could be enhanced through education.

The government, through the Ministry of Education and Culture, undertakes various strategic steps to actualize competitive education as an effort to improve the quality of human resources. Improving the quality of education will be directly proportional to the excellence of graduates produced; they will contribute significantly to the development of the Republic of Indonesia. The educators and educational staff should also contribute to making an effort in improving the quality of human resources in the field of education.

One of the efforts done by the government in improving the quality of educators and educational staff is by issuing a rule that has a firm legal foundation, i.e., Law Number 14 Year 2005 on Teachers and Lecturers. The main role and function of a teacher are regulated in this Law, which directly provides a strong legal basis for teacher professionalism.

II. LITERATURE REVIEW

Professional teachers should play the main role of education, and the professional enhancement of teachers should be done continuously. The other effort done by the government to improve teacher professionalism is by conducting Continuous Professional Development (CPD). This program is conducted by providing ongoing training that is integrated with professional teacher forums because in essence, the development of the profession should always be improved without interrupting the principal activities of teachers as educators. Mardapi states that "every year, teachers should be given an opportunity to improve their skills through a programmed and systematic training" [2]. A teacher profession forum as one of the CPD partners is Teachers Working Group (TWG). As a professional forum, it is proper that CPD programs are integrated with every TWG activity.

The implementation of Law Number 14 Year 2005 on Teachers and Lecturers emphasizes on the development of teacher quality. The teacher quality improvement cannot be separated from the empowerment of various working groups at the school level. TWG as a forum facilitates the members to communicate with each other in solving learning problems as an effort of professional development. The information exchange related to learning within a group is the best way to solve the problem itself as described by Hunt, Mair & Atkinson, stating “sharing of teaching-related information is best facilitated through one-on-one interactions of choice or within formal teaching groups...” [3]. The idea says that information sharing is an appropriate way in a teacher group because the inter-members can interact with each other.

III. MATERIAL & METHODOLOGY

A. Data

The type of research used in this study is the collaboration between the qualitative and quantitative analysis or also called as mixed methods research. Sugiyono states that “this research method combines quantitative and qualitative approaches to be used together in one research activity” [4]. According to Creswell, “As a research method, mixed methods research focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series. Also, the central principle is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than the use of a single method.” [5].

B. Method

There are several designs for the type of this study; the researchers use a sequential exploratory design. The principle of this approach is that the researchers apply the qualitative method first in collecting the research data, and then in the next step they employ the quantitative method to complete the findings in the data retrieval using the first stage method. In line with this, Teddlie and Tashakkori [6] claim that the type of study is carried out by conducting qualitative research first and then followed by quantitative research.

The qualitative method in this study serves to find the hypothesis in some instances or limited samples, and the quantitative method is applied to test the hypothesis in the broader population. The qualitative approach as the first stage method is first used and then completed by the quantitative method, as stated by Bergman [7]. The data mixing of both methods is to connect between the first and the subsequent research results. The data collected through the questionnaires are then processed to find the percentage and frequency of respondents by using a

Likert scale. The formula used to analyze the data is as follows.

- To analyze the questionnaire results of each item, the researchers employ the formula of:

$$P = \frac{f}{N} \times 100\%$$

Note:

P = Percentage

f = Frequency

N = Frequency number/Number of Individuals

- To analyze the questionnaire results of each and whole indicators, the researchers employ the formula of:

$$\%(NP) = \frac{R}{SM} \times 100\%$$

Note:

R = Value obtained

N = Sum of all the ideal values for each item multiplied by the number of respondents

- The results of the questionnaire data are categorized as follows:

86% - 100%	Excellent
76% - 85%	Good
60% - 75%	Fair
55% - 59%	Poor
≤ 54%	Very Poor

IV. RESULTS AND DISCUSSION

A. Qualitative

The results of the interview on the component of teacher professionalism improvement conducted in the first stage of the research are elaborated as follows: (1) TWG improves the teacher's teaching skills through the implementation of TWG materials into learning; (2) TWG develops the teachers' abilities and skills in teaching through completing tasks given in TWG meetings; and (3) TWG assists the success in achieving the teacher's competencies through the evaluation of each meeting. The interview results on the improvement of the teachers' work ethic are as follows: (1) TWG activities motivate the teachers to keep on working; (2) TWG improves the teachers' confidence; and (3) TWG inculcates a belief that all professorial activities are acts of worship.

B. Quantitative

The findings in the first stage are then elaborated into the survey questionnaire components for the further analysis to find the percentage of responses from each element. The results of the quantitative data analysis are as follows:

TABLE I. QUANTITATIVE DATA ANALYSIS

Teacher professionalism		%
1	Management of class discussions	93.75%
2	Adjustments of student characteristics	83.33%
3	Selection of learning methods	75%
4	Implementation of elements of Participation, Activeness, Creativity, Effectiveness, Enjoyment	95.83%
5	Suitability of the material with the curriculum	100%
6	Implementation of curriculum	50%
7	Classroom management and learning	83.33%
8	Use and development of instructional media	50%
9	Extracurricular coaching	52.08%
10	Student talents Identification	83.33%
11	Counseling activities	64.85%
12	Assistance for students with special needs	93.75%
13	Assessment of students' learning achievements	89.58%
14	Procurement of learning improvements	75%
Work Ethic of Teachers		%
1	The discipline of teachers in work	93.75%
2	Teacher commitment to the assignment	81.25%
3	Spirit at work	100%
4	Implementation of TWG activities	100%
5	Teacher enthusiasm in joining TWG activities	50%

V. CONCLUSIONS

Based on the results and discussion, the conclusions can be drawn as follows:

- a) The implementation of TWG activities is able to improve the teacher's pedagogic ability.
 - Developing teacher's teaching skills through the implementation of TWG materials into the learning process
 - Developing the teachers' ability and skills in teaching by completing tasks given in TWG
 - Identifying the achievement of teacher competencies through the evaluation conducted in every meeting

The results obtained through the questionnaire show that the teacher perception of the implementation of TWG activities to improve the teachers' pedagogical skills is 76.93% (Excellent). As many as 20.24% states Good, while 2.53% states Poor and no one states Very Poor. Regarding the interpretation table, the result is included in the Good category.

- b) The implementation of TWG activities improves teachers' work ethics.
 - TWG activities motivate teachers to keep on working.
 - TWG improves teachers' confidence.
 - TWG instills a belief that all professional activities are acts of worship.

The results also show that the teacher perception of the implementation of TWG activities to improve the work ethic is 82.92% (Excellent). As many as

15% state Good, while 2.08% state Poor, and no one states Very Poor. Regarding the interpretation table, the result is included in the Good category.

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