The Role of School Culture in Teacher Professionalism Improvement

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Abstract— **Increasing the professionalism of teachers will continue to be a fundamental and actual discussion. Along with the development of the age, the quality of competence and professionalism of teachers must always be improved. There are various channels for teachers to continue to improve their professionalism, from the basics to the form of development. This paper focuses on the role of school culture in increasing teacher professionalism. This research is located at Senior High School 3 of Prabumulih and uses a qualitative method to collect the data School culture is related to physical culture and non-physical culture. Besides that, there are also positive cultures and negative school cultures. As a result, the application of positive school culture has a role as a driver in increasing the professionalism of teachers, and then there are various aspects of school culture that can improve teacher professionalism, both in the form of artifacts and in the form of values believed. With the application of a positive school, culture can increase the four basic competencies that must be possessed by the teacher, namely pedagogic competence, social competence, social competence, and professional competence.**

Keywords: school culture, teacher professionalism, teacher competension, quality of education

I. INTRODUCTION

Education is a source of development and improvement of human resources. Along with the times, the world of education also continues to be demanded to improve the quality and quality further. Therefore, institutions engaged in education must continue to improve and improve the quality of their services. In the implementation of education in schools, which become the spearhead and, at the same time, serve as benchmarks for the quality of education, are teachers. The teacher plays an important role in the planning, development, and implementation of education. In modern education, teachers are placed as professional staff. So, along with the demands of the age, teachers are required to continue to improve their professionalism.

Teacher professionalism is a complex problem; in the classical, fundamental, and actual sense. Classically, because teacher talks have been the focus of previous times, even in Ancient Greece. Fundamental, because teachers are a very important component, serves as the spearhead in implementing education directly. Actual, because teachers have an important role in education anywhere, and in any period. The concept of teachers for professionals who work in schools must have the competence to be able to help their duties properly. Competence is prioritized to improve quality and professional teachers themselves in accordance with Teacher Law No. 14 of 2005 concerning "qualifications and certifications." Article 8 states it must have academic qualifications, competencies, teacher certification, physical and spiritual health, and the ability to realize national education.

There are various efforts to improve teacher professionalism have been carried out by the government, at the initial level professionalism of teachers began to be formed by opening a department specifically for teacher education, then various kinds of training and training, and a very clear effort was seen by providing intensive certification to teachers with certain tenure, with the hope that the teacher can always maintain and improve his professionalism. But the problem is that programs such as training and training cannot be obtained at any time, so after implementation, teachers tend to find it difficult to maintain their professionalism if not accompanied by a good organizational culture and school culture.

In general, school culture can be defined as a set of values that are adhered to and become the basis for daily activities at school. In the teacher's perspective, school culture can be understood as a guide given by educators to understand how they must oppose their profession, discussed with their colleagues and work environment. In addition, it focuses on the policies of their leaders, thus making the system of values, habits, academic image, and work internalized in their lives. Related to encouraging self-esteem to improve work performance created by the environment of the organization itself and supporting the organization by academic leadership that issues the compilation received by the compilation into the organization [1].

Positive school culture does not only affect student achievement, but that will affect the performance of teachers as educators too. School culture has an important role in maintaining and maintaining commitments that have been agreed so that all activities carried out at school can run well following the vision and mission and goals set. This will not only have a positive impact on the school in general but will also have an impact on the development of the teacher's professional abilities themselves. Instilling positive values in school culture will be able to increase willingness, loyalty, and pride and further create an effective performance for teachers. Therefore school culture is very influential on teachers in carrying out their duties. Pleasant school culture can have an impact on teachers to carry out their tasks well so that it can lead to good teacher work motivation and further enhance teacher professional competence.

II. LITERATURE REVIEW

A. Teacher Professionalism

The word professional comes from the word profession, which is a word that enters Indonesian vocabulary through English "Profession," which means the same thing as occupation, namely: a job that requires expertise acquired through special education or training [2]. In addition, the term professionalism refers to the degree of a person's appearance as a professional or the appearance of a job as a profession, and there is a high, medium, and low professionalism [3]. Furthermore, Professionalism also refers to the attitudes and commitments of professional members to work based on standards high and professional code of ethics so that professionalism is performance quality and at the same time demands professional behavior in carrying out their duties.

The professionalism demands of a job description several requirements that must be possessed by someone who holds that position [4]. Identified a profession teacher as follows: (1) A professional uses full time to carry out his work; (2) Be bound by vocation and in that case requires a set of norms of compliance and behavior; (3) Become a formal professional member; (4) Mastering useful knowledge and skills on the basis of specialization or very special education; (5) Be bound by the conditions of competence, awareness of achievement and service; and (6) Gaining autonomy based on high technical specialization.

Furthermore, about teachers, following what is mandated in Law No. 14 of 2005 concerning teachers and lecturers, which reads: "teachers are part of a profession and are required to be professional". Therefore teachers as professionals are required to be able to work in a professional corridor. Talking about teacher professionalism is certainly related to the competencies held by teachers as educators. Those who must have pedagogical, emotional, and social abilities of teachers are also expected to be able to become professional educators. Competence is in a person in the form of the ability or ability to do something, which is related to patterns of behavior that can be observed by [4]. Then the teacher professional can be interpreted as someone who has the ability and special expertise in the field of teacher training so that he can perform his duties and functions as a teacher with maximum abilities

[1]. In other words, professional work is work that can only be carried out by special people prepared for it and not work done by those who do not get other work. Teacher professionalism can also be interpreted as an adequate task or ownership of the knowledge, skills, and abilities required by the position of being a teacher.

The ability of professional educators is very important to improve the quality of education that the emphasis on educational development is placed on improving the quality of each level and type of education. The ability of educators to improve their professionalism is not only useful for themselves but has a positive meaning for improving the quality of education in general. Law No. 14 of 2005 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. this is the translation of Article '42 of the 2003 RI Law, which explains the requirements for educators who must have minimum qualifications and certifications by teaching authority, physically and mentally healthy, and can realize national education goals. [4] teacher qualifications needed in an era of development are those who are able and ready to play professionally in two large environments, namely schools and communities.

B. Teacher Professional Requirements

The teacher's professional ability is a pillar of a profession because, in daily life, this ability becomes a determinant for achieving goals. [5], professional characteristics are the existence of standardized and clear work standards. (a) There are special educational institutions that produce perpetrators with standard education programs and levels and have adequate academic standards and are responsible for the development of science that underlies the profession. (b) There are professional organizations that facilitate the perpetrators to maintain and fight for their existence and prosperity. (c) There are ethics and a code of ethics that regulates the perpetrators in treating clients. (d) There is a fair and standard system of rewards for its services. (e) There is community recognition of the work as a profession. The teacher, as a profession, certainly has special characteristics as professional requirements besides the general characteristics described above. To become a professional teacher. Several components must be possessed in order, namely: "The ability to learn planning, implementing learning, and evaluating learning."

C. School culture

School culture is the quality of schools in school life that grows and develops based on the spirit and certain values adopted by the school [6]. Furthermore, it is said that school culture is the overall physical background, environment, atmosphere, taste, nature, and climate of the school that can productively provide good experiences for the growth of intelligence, skills, and student activities. School culture can be displayed in the form of relationships between principals, teachers, and other education personnel working, discipline, sense of responsibility, rational thinking, motivation to learn, habits to solve problems rationally.

[3] states that: School culture is a set of values that underlies the behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students, and the community around the school. School culture is a characteristic, character or character, and the image of the school in the wider community. School as a system has three main aspects that are very closely related to school quality, namely: teaching and learning process, school leadership and management, and school culture. Culture is a view of life that is recognized jointly by a group of people, which includes ways of thinking, behavior, attitudes, values that are reflected both in physical and abstract form. Culture can be seen as behavior, values, life attitudes, and ways of life to make adjustments to the environment, as well as to look at problems and solve them. Therefore a culture will naturally be inherited by the next generation of generations.

School culture is something that is built from the results of the meeting [7] between the values (values) held by teachers and employees in the school. These values are built by human thoughts in the school. The meeting of human thoughts then produces what is called an "organizational mind". It is from the mind of the organization that then emerges in the form of these values will become the main ingredient forming school culture. The culture then appears in a variety of visible symbols and actions that can be observed and felt in everyday school life. In other languages it can be said that school culture is a pattern of basic assumptions, values, beliefs, and habits that are shared by all school members, which are believed and proven to be used to deal with various problems in adapting to an environment that is new and carry out internal integration, so that these value patterns and assumptions can be taught to members and new generations so that they have an appropriate view of how they should understand, think, feel and act in a variety of situations and environments.

D. Cultural Elements

School culture consists of: First, Positive School Culture. Positive school culture is activities that support the improvement of the quality of education, for example, cooperation in achieving achievement, respect for achievement, and commitment to learning. Second, Negative School Culture; A negative school culture is a culture that is counter to improving the quality of education. It means that it is resistant to change, for example, it can be: students are afraid of being wrong, students are afraid to ask questions, and students rarely work together in solving problems. Neutral School Culture, Namely culture that is not focused on one side but can make a positive contribution to the development of improving the quality of education. This can be in the form of a school family gathering, teacher uniforms, student uniforms, and others. Besides, according to Supardi, school culture also contains elements: values, belief systems, norms, and ways of thinking of members in organizations, as well as cultural knowledge [7].

Application of good school culture contains values that must be built in the school [8]: (1) clean living habits, (2) honesty, (3) love learning, (4) responsible (5) Respect laws and regulations (6) Respect and respect others, (7) Love work, (8) Like to Save, (9) Like to work hard. (10) On-time. This value does not only apply to students but all citizens in the school,

including teachers. So that in the process, good school culture does not only have an impact on students but also has a positive impact on teachers, such as increasing performance and increasing competence [9].

III. RESEARCH METHODS

This study uses a qualitative case study type. Case studies are one type of qualitative approach where research explores real-life, limited contemporary systems (cases) or various cases. Case studies are carried out through detailed and in-depth data collection involving various sources of information and reporting case descriptions and case themes to various events and activities that occur at a location. The approach in this research is naturalistic, meaning that the researcher does not try to manipulate the research setting, but does study a phenomenon/event. The focus of research can be people, groups, programs, patterns of relationships, or interactions. All of that is seen in a natural context. Thus, researchers try to construct views about the world around them. The location setting in this study is SMA 3 Prabumulih.

IV. RESULTS AND DISCUSSION

A. Results

SMA Negeri 3 Prabumulih is one of the schools that has a constructive school culture. This can be directly seen from the vision and mission of the school, which shows the desire to continue to grow, even if viewed from its location, SMA N 3 Prabubulih can be said to be located on the edge of the city. Its location on the edge of the city makes SMAN 3 Prabumulih avoid the noise of the city and is in a good community environment. This also affects the good school culture. Because basically, school culture is a representation of the surrounding cultural environment, and vice versa, culture formed in schools can affect the culture that exists in the community around the school.

There is a school culture that is formed positively in the SMAN 3 Prabumulih environment. Positive school culture that involves social values, such as politeness, greetings, greetings, friendship, mutual help. In addition, the School Culture also instills the main values in the learning process, namely the values of high discipline, the value of responsibility, collaboration, and the need to continue to excel. These values are also supported by school culture, such as adequate facilities, and many motivational posters or slogans.

Furthermore, when viewed in terms of teacher professionalism, 47 teachers who teach at SMAN 3 Prabumulih have good professional values. This can be seen in various competencies. When viewed from the competency level of education, all teachers who teach have completed undergraduate education, then 30 percent have already and are pursuing undergraduate education, besides there are three teachers who are pursuing an undergraduate education. Then when viewed from pedagogic competence able to set a learning plan, implement learning, and evaluate learning well, and then socially, the teachers who teach at SMAN 3 Prabumulih can contribute well in the surrounding social environment. Furthermore, professional competence can be seen from the

number of teachers who have received certification, and all teachers active in the activities of teacher deliberations.

B. Discussion

School culture plays an important role in the ongoing implementation of quality learning. In its division, there are three types of school culture, namely positive culture, negative culture, and neutral culture. A positive culture is the values or activities that can encourage the improvement of the quality of education, such as cooperation or achievement. As for negative cultures, they are cultures that can inhibit the improvement of the quality of education, such as fear of failure, fear of asking questions and so on. Then for neutral culture is a culture that is outside the two points, such as school family gathering activities. Besides, school culture can also be seen from two aspects, including the material aspects or often referred to as physical artifacts, such as the state of the school environment, and supporting learning infrastructure. Then the second is the aspect of values adopted or non-physical artifacts, such as the value of togetherness, the desire to excel, and so forth.

The school continues to develop a positive culture in daily activities at school. This can also be seen in the preparation of the vision and mission and objectives of the school, all of whom wish to improve the quality of education. One of the many missions carried by the school is to improve teacher performance and professionalism. Efforts to improve teacher professionalism can also be made by developing a positive school culture. The school culture that can support the improvement of teacher professionalism at SMAN 3 Prabumulih includes:

1) Physical Artifacts

The existence of physical artifacts in the form of facilities and facilities available at school can optimize the activities of teachers at school, both in the learning process and the process outside of learning. This can affect the increase in teacher professionalism. The following are some of the school's physical artifacts from the results of research that have been carried out that can play a role in increasing teacher professionalism.

a) Teacher's room facilities

The existence of the teacher's room is very important for the activities of teachers at school after the teacher carries out teaching and learning activities. The teacher's room can be used as a teacher's workspace outside of teaching, including developing learning tools ranging from planning to evaluation, as well as developing learning media. The teacher's room is also a place to socialize between teachers so that good relationships can be established so that they can work well too. Because the teacher's room is comfortable, neat, clean, and has supporting facilities such as lockers that will be able to optimize teacher performance outside of teaching hours.

b) Internet facilities

The development of an increasingly advanced era requires teachers to continue to update their knowledge. Both in their fields or general knowledge in order to keep pace with students' more advanced thinking. Besides the internet can also be used to search for information related to media or new learning methods, so as to provide more optimal learning variations. Therefore, the internet network will greatly help teachers to develop their competencies and knowledge.

c) Classroom

The state of the classroom will greatly affect the learning process. Inadequate classroom conditions will inhibit the teaching process that is applied by teachers in schools. Conversely, if the classroom conditions are very comfortable and adequate, coupled with the existence of supporting facilities such as projectors will make it easier for teachers to develop and apply varied learning methods and media.

2) Values and beliefs

In addition to the existence of facilities that can influence the improvement of teacher professionalism, the values that are believed to be at school can also provide an impetus for improving teacher professionalism. Then of the many values that are correlated with the increase in professionalism of teachers.

a) Value of discipline

Discipline is an attitude that is always the right promise so that others trust it. By carrying out discipline, it means that all parties can guarantee the survival and smoothness of learning, working, and trying activities. In other words, discipline can be interpreted as the willingness of someone who arises with his awareness to follow the rules and regulations that apply in the organization. The value of discipline can encourage teachers always to be committed and disciplined to their duties as an educator.

b) Value of responsibility

By definition, responsibility is human awareness of behavior or acts, both intentional and unintentional. Responsibility is natural, which means that responsibility has become part of human life that every human being, and certainly each person will assume responsibility on their own. If someone does not want to be responsible, then other parties force to act responsibly. Thus the responsibility can be seen from two sides, namely: From the side of doing and From the side of the interests of other parties. Related to the responsibility of the teacher [8] explains: "The teacher must know, and understand values, norms, morals, social, and try to behave and act according to these values and norms. Teachers also must be responsible for all their actions in learning at school and in social life ".

c) The desire to achieve

Achievement can be interpreted as the highest achievement of all that has been done. In the world of education, there are usually two types of achievements, namely academic achievement, and non-academic achievement. Professional teachers are teachers who continue to be able to excel, to excel in the sense of being able to provide the best for their students. Besides, achievements in the sense of being able to contribute more outside of school activities.

d) Cooperation

Teachers must have the ability to collaborate and coordinate with each other, both collaborating and coordinating

in developing school quality or collaborating outside the realm of school activities. Collaboration is one of the social aspects that must be possessed by a professional teacher.

V. CONCLUSION

School culture is a whole set of values and school activities that can improve the quality of education in schools. The positive school culture applied does not only have an impact on students but will also affect the activities and quality of teachers. Professional teachers must meet at least four basic competencies, namely pedagogical competencies or abilities related to teaching abilities, personal competencies related to self quality, social competencies related to the ability of teachers to socialize with the surrounding environment, and professional competencies, namely the ability of a teachers to be able to put themselves in proportion. By implementing a positive school culture and with the support of adequate artifacts and positive values that are believed in the school, will be able to improve teacher professionalism. But besides that teachers must also continue to attend training or training to continue to improve their professionalism.

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