

Effectiveness of Teacher Professionalism Development Through Self-Empowerment in Primary Schools

Andi Lely Nurmaya^{1*}, Irsan¹, Nur Dahniar¹, Hijrawatil Aswat¹, Mita Kasih Laode

Onde¹

¹ Department of Elementary School, Universitas Muhammadiyah Buton, Kota Baubau, Indonesia

*Corresponding author. Email: AndiLely_nurmaya@yahoo.id

ABSTRACT

The educational process is inseparable from the large role of educators will succeed or not learn that takes place at school. In carrying out the task, the teacher challenges various challenges, challenges and challenges in the field, not the least number of teachers who are less able to process the learning process so it is difficult to influence students at school. The amount of research conducted by teachers is also very lacking due to the lack of knowledge and ability of teachers in carrying out a study. The solution offered to overcome the discussion discussed in the field is to conduct self-empowerment activities of teachers with the term self-empowerment which is the main key in efforts to improve professionalism in elementary schools. This research was conducted in Southeast Sulawesi Province in the Baubau City Primary School. The method in this research is descriptive qualitative using instruments in data collection. The results obtained from the study show that teacher self-empowerment can provide positive results on increasing professionalism in learning activities at school, teachers will get new ideas and techniques about the teaching and learning process.

Keywords: effectiveness, self-empowerment, teacher professionalism

1. INTRODUCTION

Education is an activity carried out in a structured and systematic manner in realizing the conditions or atmosphere of teaching and learning so that students can develop their potential. With education, a person can have intelligence, noble character, personality, spiritual strength, and skills that benefit themselves and society. Education in this century demands modern management of education and professionalism of teachers and nuances of education, education is expected to be able to realize its role effectively to improve the quality of education [1].

Based on the educational philosophy which states a continuing effort towards developing individual potential as a whole [2]. Improving the quality of human resources can be done through education. The success of the education process is inseparable from the great role of educators (here in after referred to as teachers). The teacher has a very important role to be successful or not the learning that takes place in school. Teachers are educators who are considered to have been trained with knowledge, skills and high professional skills through the foundation of state education. They are trained to master the science, skill and teaching skills and are entrusted with the responsibility to convey knowledge, skills, values and shape student self-validity [3].

The teacher must have four basic competencies, namely; pedagogical competence, personality competence, social competence and professional competence [4]. Teachers

who are actively involved, focused, and positive have a very strong influence on student achievement. In other words, teachers who are positive and focused in educating their students will be able to improve student learning achievement so that they graduate as qualified graduates. High-quality graduates will have an extraordinary effect on the progress and welfare of the nation and state. Teachers have an important role in education, so that almost all reform efforts in the field of education depend on teachers [5].

The government has sought to improve teacher professionalism including increasing the qualifications and requirements for higher levels of education for teaching staff from school to university level [6]. Also, in Law Number 20 of 2003 article 39 paragraph 2 states that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators at the university high. In the midst of the increasingly rapid development of knowledge and technology and the dynamics of social and cultural change, the demands of professionalism in the implementation of tasks are also increasingly becoming demands [7].

Teachers in carrying out their tasks will face various obstacles, problems, challenges that they will encounter in the field. Therefore not a few teachers who are less capable in planning the learning process. Not a few also the number of teachers who are less able to carry out the learning process so that this results in the failure of students in school.

Empowerment is the process by which teachers become able to engage, share and influence which will ultimately have a positive impact on their lives. Teacher empowerment

will result in increased attitudes and abilities of students. Teacher empowerment is also interpreted as teacher autonomy in making decisions. Empowerment is the process of giving ability to the teacher so that the teacher is able to give consideration related to whether or not the way to teach, then be able to make their own decisions to solve the teaching problems faced in the classroom so that they can work with higher and better performance. Academic supervision is one of the programs that can be held in the context of teacher's self-empowerment in increasing professionalism. Academic supervision is an effort to help teachers develop their abilities to achieve learning goals [8]. Improving the quality of students Teachers have a very vital role as a party directly involved in the learning process. Seeing the strategic roles and positions faced by teachers, teachers should always improve their professional abilities. the role of the teacher in school is very dependent on the success of the education process. In improving the quality of Indonesian human resources, we cannot simply ignore the role and importance of teachers, so improving the quality of teacher resources must be improved.

The teacher develops the task as a means of spreading the curriculum to students at school. The teacher is a bridge between desire and reality. The teacher acts based on the curriculum embroidered with beliefs, values and attitudes held [9] teachers must continue to update their knowledge and abilities throughout their careers as teachers because science and technology develop rapidly which requires teachers to continue to develop. Teacher empowerment is very important because through teacher empowerment, teachers will get new ideas about the teaching and learning process and the teachers will also learn new techniques in teaching. This will have a positive impact because teachers who have been trained to use various teaching techniques will be more inclined to apply these teaching techniques to their students

Teacher empowerment is very important because it can provide innovative ideas in class learning as well as innovative teaching techniques. Teacher's self-empowerment will have a positive impact on his professionalism as an educator. In addition, teacher empowerment activities through new experiences gained during the training will be memorable. Besides that, there is a positive side between motivation and teacher empowerment. Thus, the teacher's self-empowerment will make the teacher more motivated and impact on the better students.

The objectives of teacher empowerment are as follows: 1) Teacher's self-empowerment makes it possible to condition organizational programs that have been created to be carried out quickly and appropriately. 2) Teacher self-empowerment is a step that can change the work behavior of teachers who are rigid and lack creativity in teaching. 3) Increase the potential of teacher resources so that they support more effective learning activities. By joining the teacher empowerment program, teachers will become motivated. The more the teacher is motivated, the higher the teacher's performance will be. As a result, student learning outcomes will be better

Teacher professionalism is part of the conditions, direction, values, goals and qualities possessed as educators in education and teaching. Professional teachers are people

who are well educated and well trained, and have rich experience in their fields. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. In other words, it can be concluded that the understanding of a professional teacher is a person who has special abilities and expertise in teacher training midwives so that he is able to carry out his duties and functions as a teacher with maximum abilities.

Expertise education is part of professionalism. Professionalism has the expertise or quality and quality that is part of his profession. Teacher professionalism can mean a professional teacher, ie a teacher who is able to plan teaching and learning programs, implement and lead the teaching and learning process, assess the progress of teaching and learning processes and utilize the results of the assessment of teaching and learning progress and other information in improving the teaching and learning process. Teachers can be said as professionals must have the following things:

- a. The teacher has a commitment to students and the learning process,
- b. The teacher masters in the material / subjects he teaches and how to teach them to students,
- c. The teacher is responsible for monitoring student learning outcomes through various methods of evaluation,
- d. The teacher is able to think systematically about what he does and learn from his experience,
- e. Teachers should be part of the learning community in their professional environment.

In addition, the professionalism of a teacher needs to be supported by the competencies that must be possessed and include the following four aspects.

Pedagogical competence. In the National Education Standards, explanation of Article 28 paragraph (3) point a state that pedagogical competence is the ability to manage learner learning which includes an understanding of learners, design and implementation of learning.

Personality competence. In the National Education Standards, explanation of Article 28 paragraph (3) point b, it is stated that what is meant by personality competence is the ability of a steady, stable, mature, wise, and authoritative personality, being an example for students, and having good character.

Professional Competence. In the National Education Standards, the explanation in Article 28 paragraph (3) point c states that what is meant by professional competence is the ability to master extensive and in-depth learning material that allows guiding students to meet the competency standards set out in the National Education Standards.

Social Competence. In the National Education Standards, the explanation in Article 28 paragraph (3) item d states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students, and local society. Thus, professionalism is performance quality and at the same time demands professional behavior in carrying out its duties. Teachers as professionals have the consequences of being able to work in a professional manner. Teachers are part of the profession so they must uphold professionalism.

The general understanding of professionalism shows hard work in a trained manner without any specific requirements. Scientific understanding of professionalism refers to the idea, flow, or opinion that a profession must be carried out by professionals with reference to professionalism.

The ability of professional educators is very important in order to improve the quality of education, that the emphasis of educational development is placed on improving the quality of each level and type of education. Some research results on teacher competency perandan states that progressive or traditional elementary school teachers bring little success in learning achievement Bennet in Mujis (2008). The ability of educators in improving their professionalism is not only useful for themselves, but has a positive meaning for improving the quality of education in general.

The development of professionalism is part of the self-empowerment of teachers who must have high skills, mastery of knowledge, technology, and educational management [10]. The effective professional development of teachers is the secret of self-empowerment. This means that in order for teacher professionalism to develop effectively, the teacher is required to be able to empower himself without having to wait for the regulations that come down from the policy holder so that these regulations force the teacher to follow the programs provided.

Self-empowerment is the attitude and ability that must be possessed by teachers in order to develop themselves towards higher and better performance. The determining factor for the realization of a quality education process is the effectiveness of leadership to schools; participation and sense of responsibility of teachers, staff and other employees within the school [11]. This study tries to describe the problem of the effectiveness of teacher professionalism and teacher self-empowerment.

2. METHOD

The method used in this research is qualitative descriptive research method. A qualitative approach is an approach to understanding the phenomenon that is happening, it is hoped that accurate information and a complete picture of the problem under study can be obtained. The implementation in this study was the researcher identified the effectiveness of teacher professionalism and teacher self-empowerment.

2.1. Research Settings

The setting of this study was carried out in Southeast Sulawesi Province in Elementary Schools in Baubau City. When this research was conducted in 2019/2020. The subjects of this study were elementary school teachers in Betoambari City, Baubau City.

2.2. Data and Data Sources

Qualitative data sources used in this study are data in the form of teacher professional effectiveness and self-empowerment obtained from structured observation and interviews.

2.3. Analysis Techniques

Data analysis techniques in this study consisted of data reduction, data presentation, verification/conclusion.

3. RESULTS AND DISCUSSION

The results obtained from the research that have been reported indicate the need for efforts to empower themselves teachers in improving teacher professionalism. Increasing teacher professionalism is closely related to self-empowerment activities carried out by teachers, teachers who have high professionalism are able to provide quality learning processes, so to maintain teacher professionalism it is necessary to optimally empower teachers and continue. Related to the urgency of teacher empowerment to improve teacher performance which then leads to improving the quality of student learning outcomes, there are six steps that can be done by teachers for self-development. Following is a description of the six practical steps that can be taken by the teacher in increasing the teacher's self-empowerment. 1) The teacher carries out observational activities during teaching one of the ways to compile a teaching journal to get a clear picture of how a learning process is in the classroom. By writing a teaching journal, the teacher is able to examine in detail why a learning with certain material in the class is successful and some is not. There are many ways you can do to write a teaching journal. Some teachers choose to write teaching journals informally so that they take the form of a teaching diary. In the teaching diary, the teacher writes about the activities that take place in the classroom, the interactions that occur between students and the teacher, and the teacher's feelings about certain teaching materials how successful the teaching material on the day is, and what factors cause the teaching material to be successful taught to students, or vice versa, what teaching material is difficult for students to digest, and what makes students difficult to understand the teaching material so that in the next meeting the teacher will use a different teaching approach or technique than before. 2) The benefits of writing a teaching journal will be increased when the teacher has a discussion about their teaching journal with other teachers. Through discussions between teachers, teachers will have the opportunity to share their respective expertise, develop teaching techniques, and assess how their teaching techniques can enhance student learning. In addition, this activity will also provide an opportunity for teachers to take the solutions that have been done by other teachers to be applied later in their class. Related to this also, teachers also have the opportunity to ask each other questions and give advice to each other about the problems they face in implementing the teaching and learning

process. 3) The teacher must analyze the events that occur in the learning process. The teacher needs to write down how the incident could occur, why it could occur, and how the incident will affect learning and teaching and learning interactions going forward. Important events in the classroom can be positive or negative. But what makes it important is because certain events make teachers think for a moment, then reflect on the way they teach. 4) This activity can be done with peer-mentoring (teaching fellow teachers) and peer-coaching (training fellow teachers). Both of these activities can improve the teaching aspects of the teacher. For peer-mentoring, new teachers are paired with experienced teachers. The purpose of this peer-mentoring is to strengthen the teaching ability of new teachers. Although there are teachers who are more capable and more knowledgeable than other teachers, mentoring does not intend to be used to criticize or evaluate, but rather to share knowledge and experience about how to teach. 5) The teacher study group is almost similar to the Subject Teachers' Conference (MGMP). It's just that the teacher learning group is more informal with smaller coverage than the Subject Teachers' Conference (MGMP). Teacher learning groups are groups where teachers meet regularly to discuss issues related to learning and the way they teach. In addition, through this teacher collaboration with group learning will be able to dismantle the social problems and needs needed in schools. 6) Workshops are activities that most teachers have participated in. The purpose of the workshop is to provide opportunities for teachers to learn more about teaching and learning within a certain time frame. In the workshop, the teacher had the opportunity to try to directly apply a topic being presented and then think about how to use or adapt the topic to classroom learning activities.

Problems found in this study 1) lack of implementation of teacher performance appraisal conducted by the principal or other educational institutions. In overcoming this problem there must be routine activities carried out for teacher performance appraisal, because an assessment of the quality of a teacher is inseparable from assessing the quality of his work. Assessing teacher performance is very useful as part of teacher self-evaluation in seeing the strengths and weaknesses of teachers in carrying out their main duties as educators, so that teachers can know what needs to be done in order to increase their competencies and efforts to improve the quality of education services and professionalism of teachers through professional development programs. 2). Lack of development of teacher professionalism in increasing its competence through education and training activities. This problem can be overcome including, training in the form of training carried out in the scope of the KKG/MGMP the educational institution is in, internally developed by the school principal and supervisors in increasing teacher competency. Professionalism improvement through teacher's self-empowerment in seminar activities and publication of scientific works as part of efforts to improve the quality of education while other activities undertaken in teacher self-empowerment include conducting research related to the learning process at school and developing teaching materials and making innovative learning media. 3) the lack of assistance provided by the school principal or other party

(supervisor) in teacher's self-empowerment. In overcoming this problem, the leader must be actively involved in assisting the improvement of the quality of the teacher so that what is obtained during the activity can be implemented properly so that it supports better teaching and learning activities. 4) lack of reflection by the teacher after carrying out teaching and learning activities. The reflection activity was carried out to see the learning activities that had been carried out so far and to carry out corrective activities and design better teaching and learning activities in the future.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be seen that teacher professionalism can increase effectively through teacher self-empowerment in various activities carried out including: 1) implementation of teacher performance appraisal activities carried out by school principals or educational institutions 2) increasing professionalism through teacher self-empowerment in education and training activities. 3) Assistance provided by the school principal or other party (supervisor) in empowering the teacher's self to improve the professionalism of the teacher. 4) The implementation of learning reflection activities in increasing teacher professionalism

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