Measuring Teacher’s Professionalism and Performance (Repositioning Teacher’s Professional Glory and Responsibilities)

Hendra Saputra¹*

¹Postgraduate Program University of Muhammadiyah Tangerang
*hendra.umt@gmail.com

Abstract

A great teacher is a teacher who is able to position himself/herself as a noble person by carrying out his duties professionally. The professionalism of teachers will be directly proportional with the quality of the output, teachers will produce a great generation as the successor of this nation's struggle. The government continues to encourage teachers to improve their professionalism in accordance with the era, the government issues Teacher Professional Allowances for certified teachers with the expectation it can be maximizing their duties related to the use of funds for academic needs. In fact, the qualifications of teacher education have been fulfilled because many teachers have completed S1, S2 and even S3 education. However, it seems that there are still teachers who have not been maximal in carrying out their duties even though various government allowances have been disbursed. The teacher’s inability in using various learning media, minimal use of learning methods and so on are the initial indications.

Key words: professionalism, performance, teacher

Introduction

Background

Teacher is a special profession because it is one of the determinants of quality education in Indonesia. In the hands of qualified teachers, qualified teachers will optimize the potential that exists within each individual student.

Director of Middle School Development Directorate Dikdasmen Supriano said “Professionalism is related to mental attitude and commitment of teachers to always improved quality in order to have competencies relevant to the development of the times”, he said when read Muhadjir Effendi’s remarks in his speech at the commemoration of Hari National Teacher 2018 in the office yard Ministry of Education and Culture, Jakarta, Monday (Herlinawati, 2018).

Every student can learn from various media, but for the educational process which is essential, especially at the initial level of education such as in kindergarten, elementary, junior high and high school requires the direct war of the teachers. Therefore, the role of the teacher in educating has not can be replaced by machines in producing superior human resources, this is proven during teaching and learning activities during the last Covid-19 pandemic. If only teaching, the teacher’s function is already represented by technology (although not optimally) but the function of the teacher as an educator will not succeed without the presence of the teacher in the classroom.
Head of the Office of the Ministry of Religion Salatiga City, Taufiqur Rahman S.Ag., M.Si, during the coaching of teachers and committees at State Tasanawiyah Madrasah (MTsN) Salatiga, Wednesday (27/1) revealed that the Covid–19 pandemic has awakened society that the role of the teacher cannot be replaceable. Evidently many parents, teachers, and students who complain when distance learning (PJJ) or online, students at home cannot fully understand delivered by the teacher. (Rosikhana, 2021)

Therefore, maximizing the function of the teacher as the spearhead of education of course, more are required to develop themselves to adapt to various changes related to their duties and functions. All noble activities are carried out not just demands promotion requirements or other material. If this is the reference then his spirit will be weak at the end of the term of duty (retirement) while the demands of the times will continue to move in a more professional direction. So Allah SWT provides guidance regarding the teacher’s duties in His word:

وَفِي أَمْنَىٰ فَسَبِيرُ اللّهِ عَلَمَكُمْ وَرَسُولُ اللّهِ وُسُودُدُونَ إِلَىٰ غَمْرِ الْاَلْظَّبَّ وَفَتَتُكُمْ بِمَا كُنتُمْ تَعْمَلُونَا

“And say: Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) Who knows. of the unseen and the real, then He will inform you of what you have done.”

Method

Regarding the performance of teachers, it turns out that many parties are suing the performance of the teachers including those who receive the Teacher Professional Allowance. Especially teachers who do not use TPG from the government allocated for consumptive issues, not for improve the quality of teaching.

As reported by Republika.co.id that the Education Office stated, TPG which have been disbursed so far have not obtained significant results. According to the Deputy DKI Jakarta Education Courtesy Adrianto, TPG doesn’t seem to have shown a significant correlation strong with the quality of education, especially in DKI Jakarta. Teacher Professional Allowance (TPG) has not been able to show a strong influence in improving the quality of education,” he said Be polite during the Discussion of Teacher Certification and Its Impact on Student Learning Achievement with journalists at the Ministry of Education and Culture (Kemdikbud) Library Jakarta. Polite also explained, there are 32,186 teachers who teach at DKI public schools Jakarta. According to him, the number of teachers had conducted a competency test in 2012. As a result, there are 22 thousand teachers who are only able to reach levels of zero to five when viewed from a zero scale to 10.(Republika, 2022)

Results & Discussion

The definition of a profession according to language has the meaning of a field of work that is based on expertise and the word professionalism means work that requires special skills to do so. From the word profession then formed the word professional, which according to Wirawan in Musyaffa (2020: 196) that professionals are people who carry out a profession with a minimum education of S1 and take professional education and pass the exam profession. Doctors, accountants, notaries, legal advisors, psychologists in addition to graduating from a bachelor’s degree in their field must also follow professional education (doctor, notary, psychologist) or pass the professional exam (accountant and legal advisor) that way professionals can open Professional practice itself serves the community without having to work in an organization.

Achmadi (1992: 271) says that professionalism is a skill that owned by someone is useful for himself and others. That professionalism is a strong professional organization to strengthen and sharpen that profession. So professional is the skill of someone who has a certain profession with a certain level of qualification and have passed the professional exam.

The definition of teacher according to Law Number 14/2005 concerning Teachers and Lecturers Article 1 is professional educator with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education pathways formal education, in primary and secondary education. Teacher is important element in the process of teaching and learning activities that can lead students to achieve the goals of national education in accordance with the mandate of the law, namely the development of the potential of students to become human beings who believe and fear God Almighty Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens democratic and responsible state (Law No. 14/2005 on Teachers and Lecturers Article 6).

The urgency of teachers in educating the nation’s children is a necessity by Therefore, teachers are at the forefront of achieving success in teaching programs in accordance with the mandate National Education System Law Number 20 of 2003 Article 39 (2) which states: that educators are professionals in charge of planning and carry out the learning process, assess learning outcomes, carry out guidance and training, as well as conducting research and service to society, especially for educators in universities.
Therefore, it takes several requirements to become a teacher according to the law 14 of 2005 concerning Teachers and Lecturers Article 7 paragraph 1:

a. Have talents, interests, vocations, and ideals;
b. Have a commitment to improve the quality of education, faith, piety, and noble character;
c. Have academic qualifications and educational background in accordance with the field of work;
d. Have the necessary competencies in accordance with the field of duty;
e. Have responsibility for the implementation of professional duties;
f. Obtain income determined in accordance with work performance;
g. Have the opportunity to develop professionally in a sustainable manner by lifelong learning;
h. Have guaranteed legal protection in carrying out professional duties; and
i. Have a professional organization that has the authority to regulate matters that related to the professional duties of teachers.(UU, 2005)

The professionalism of a teacher according to AA Musyaffa (2020: 192) can be seen from two sides qualification:

a. Qualification in a Worldly Perspective The educational qualification of a teacher is a minimum of a bachelor (S1) or four diploma (D-IV) and have pedagogic competence, personality competence, social competence, and professional competence.
b. Qualification in Ukhrawi Perspective There are 5 (five) qualifications that must be possessed by a teacher, namely: pious, wara’, more old, kind and patient.

Four teacher competencies in accordance with Law Number 14 of 2005 article 10 paragraph (1) include:

0.1 Pedagogic Competence

Pedagogic competence is a description of the ability to manage learning for a teacher, which makes it different from other professions and can determine the level of success of the student learning process.

According to Hatta (2018: 78) a teacher must know and master pedagogic competencies, namely:

a. Mastering teaching materials
b. Managing learning programs
c. Ability to manage class
d. Using learning media
e. Understanding the Educational Foundation
f. Managing Teaching and Learning Interactions
g. Giving Assessment to Students for Teaching Purposes
h. Knowing the Function of Counseling Guidance
i. Knowing and Organizing School Administration

Personal competence

Personal competencies are competencies related to the personal behavior of teachers who must have noble moral values so that beauty radiates in their daily attitudes both in carrying out their lives as social beings, and when carrying out their functions as teachers. The authority of the teacher will be created when learning in the classroom is accompanied by noble values.

Social Competence

The social competence of a teacher is closely related to the teacher’s ability to communicate with the community, so that his role, perspective, way of thinking and way of acting are always the benchmarks of his life in social relations. Teachers are always an example in their social status, so social competence is needed in interacting with their environment.

According to Ali Nurdin (2017: 33), the social competencies that teachers must have are:

a. Act objectively and non-discriminatory because of considerations of gender, religion, race, physical condition, family background and socioeconomic status.
b. Communicate effectively, empathically and politely with fellow educators, education staff, parents and the community.
c. Adapt in the place of duty throughout the territory of the Republic of Indonesia which has socio–cultural diversity.
d. Communicate with the professional community itself and other professions orally and in writing, or in other forms.

0.2 Professional Competence

Hatta (2008: 33) describes the professional competencies that must be mastered by a teacher, namely:

- Mastery of Study Materials
- Management of Teaching and Learning Programs
- Class Management
- Use of Media and Learning Resources
- Mastery of Educational Foundations
- Able to Assess Teaching and Learning Achievement
- Understanding the Principles of Management of Educational Programs in Schools
- Mastering the Method of Thinking
- Improving abilities and carrying out professional missions
- Skilled in Providing Assistance and Guidance to Students
- Have Insights on Classroom Action Research
- Able to Understand Student Characteristics
- Able to Organize School Administration
- Have Insights About Educational Innovation
- Dare to Take Decisions
- Understanding the Curriculum and Its Development
- Able to Work Planned and Programmed
- Able to Use Time Appropriately

Teacher professionalism with the fulfillment of these four competencies is a must in order to create a good teacher performance climate and will produce quality students. Therefore, Director of Teachers and Education Personnel for Secondary Education and Special Education (GTK Dikmensus) Kemendikbud Yaswardi in a virtual discussion monitored in Jakarta, said "Professionalism is a demand and necessity, even if the teacher teaches far away in the 3T area" with students (Zulfikar, 2021)

Furthermore, in order to improve teacher performance, the government has carried out a teacher certification program by providing certification allowances according to the mandate of law number 14 of 2005. Because the real vision of certification is to improve the quality of teachers which is expected to have an effect on improving the quality of education. If the professionalism and performance of teachers increases, income will automatically follow. However, it turns out that all these processes have not had an impact on improving the quality of education, even the performance of teachers has not increased even though the professionalism of working teachers has been recognized as observed by the Minister of Finance Sri Mulyani (Peren, 2020)

Conclusion

In accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers, the government carry out the certification process for teachers who have met the requirements with the aim of improving teacher quality is expected to have an effect on improving the quality of education.

The certification program is followed by the provision of a budgeted monthly allowance from the APBN with the hope that the addition of allowances will have an impact on increasing professionalism and teacher performance. The government hopes that the allowance can help teachers, among others, in procurement of learning tools and media.

However, in reality, this goal cannot be realized because it is still there are teachers who have low performance scores even though the causes are multi-complex.

References