



Strategy for Teacher Professionalism Development in Improving the Quality of Learning at MIN 45 Pidie

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Abstract: Strategy for Teacher Professionalism Development in Improving the Quality of Learning at MIN 45 Pidie. Professionalization in the field of teacher training means increasing all the power and effort in order to achieve optimal services that will be provided to the community. To improve the quality of education today, the professionalization of teachers is a must. The development of teacher professionalism is intended to stimulate, maintain, and improve teacher competence in solving education and learning problems that have an impact on improving the quality of student learning outcomes. Professionalism itself can mean the quality, quality, and behavior which are the characteristics of a profession or professional person. The purpose of this research is to describe the success of a teacher in madrasah, which is expected to have an influence on the quality of the madrasah. It is hoped that the professionalism of a teacher will help the development of madrasahs. This research is a field research which is used as a descriptive qualitative research. This qualitative research is carried out by reducing data, presenting data and concluding / verification. Data collection methods in this research are interviews, observation, and documentation. The results of this research show that the efforts of madrasah principals to improve teacher professionalism, good coordination link all teaching staff in madrasahs which are the basis for improving teacher professionalism, pedagogical competence, professional competence, character competence and social competence.

Keywords: strategy, development, professionalism, teacher

Abstrak: Strategi Pengembangan Profesionalisme Guru dalam Meningkatkan Kualitas Pembelajaran di MIN 45 Pidie. Profesionalisasi dalam bidang keguruan mengandung arti peningkatan segala daya dan usaha dalam rangka pencapaian secara optimal layanan yang akan diberikan kepada masyarakat. Untuk meningkatkan mutu pendidikan saat ini, maka profesionalisasi guru merupakan suatu keharusan.

Pengembangan profesionalisme guru dimaksudkan untuk merangsang, memelihara, dan meningkatkan kompetensi guru dalam memecahkan masalah-masalah pendidikan dan pembelajaran yang berdampak pada peningkatan mutu hasil belajar siswa. Profesionalitas itu sendiri dapat berarti mutu, kualitas, dan tindak tanduk yang merupakan ciri suatu profesi atau orang yang profesional. Tujuan riset ini merupakan untuk mendeskripsikan keberhasilan seseorang guru yang terdapat di madrasah, diharapkan mampu memberikan pengaruh terhadap mutu madrasah. Terdapatnya keprofesionalisme seseorang guru, diharapkan ikut membantu perkembangan madrasah. Riset ini ialah riset lapangan yang digunakan merupakan riset kualitatif deskriptif. Riset kualitatif ini dilakukan dengan reduksi data, penyajian data dan kesimpulan/verifikasi. Metode pengumpulan data dalam penelitian ini adalah wawancara, observasi, dan dokumentasi. Hasil riset ini menampilkan bahwa usaha kepala madrasah untuk meningkatkan profesionalisme guru, koordinasi yang baik mengaitkan seluruh tenaga pendidik yang terdapat di madrasah yang menjadi dasar dalam meningkatkan profesionalisme guru, kompetensi pedagogik, kompetensi profesional, kompetensi karakter serta kompetensi sosial.

Kata kunci: strategi, pengembangan, profesionalisme, guru

▪ INTRODUCTION

A teacher is the spearhead of learning success, because the back and forth of learning lies in the hands of a teacher. Under no circumstances, however, teachers always hold a very vital and meaningful position, as is the case in the development of science and technology and global growth. The existence of teachers is always meaningful, because the position of teachers cannot be completely replaced by technology. No matter how sophisticated a technology is, it is always stupid compared to teachers, because science and technology such as laptops do not want to be emulated, let alone be misleading if their use is without control. This control is in the hands of the teacher and makes the position of the teacher always meaningful, therefore a teacher is required to be reliable in doing his job (Marselus, 2011: 80).

In the context of learning in Indonesia, the issue of the quality of learning in Indonesia has long been in the spotlight from various perspectives and points of view. One of the highlights of the low quality of learning in Indonesia is partly related to teacher professionalism. This assumption is indeed reasonable because the studies that have been tried have shown that the teacher is one of the dominant aspects affecting student learning. Moreover, research conducted by John Hattie from the University of Auckland shows that student achievement is determined to be 49% from the aspect of the student's own characteristics, and 30% from the aspect of the teacher. It is because of this alibi that the government continues to strive to improve the quality of teachers through professional development and promotion programs (Marselus, 2011: 2).

The obstacles experienced by teachers in professional development include the following. (a) The case in increasing professionalism and pedagogical competence is an obstacle in sorting out the right language in presenting material, especially for students at the kindergarten to elementary school levels where they have not fully mastered abstract terms and have not been entirely able to establish a correlation between material one with others. On the other hand, the material to be delivered is complex at their level. Some teachers also feel that seminars, workshops, or training to increase professionalism are not held very often. Even if there are, they are hindered by the distance where the activity is held, the costs and opportunities to explore the activity because generally not all teachers are given the same opportunity by the school to explore professional development activities (Birman, Desimone, Garet, Porter & Yoon, 2001). (b) Not only that, the frequent changes of curriculum make the majority of teachers overwhelmed in adjusting themselves. They feel they are not familiar with the previous curriculum, a new curriculum has emerged. The new curriculum requires teachers to adapt to the complexity of new teaching materials, guide new educational indicators including the assessment process that is expected to be achieved in the educational process. This raises new problems because teachers have been overwhelmed by a large teaching load (especially for those who have been certified) and because of the very large number of classes (Birman, Desimone, Garet, Porter & Yoon, 2001). (c) Coupled with duties and responsibilities as part of the family and community, which makes teachers feel very overwhelmed to allocate time only to read books or references for their needs to increase their competence (Supovitz & Zief, 2000: 3). (d) On the other hand, for social competence, the case that is often encountered is when the teacher must try to build communication with closed students. On the other hand, teachers are required to be able to master the characteristics of students. Students who are closed and experiencing problems in learning are considered difficult to approach, so it is necessary to choose a

more selective and appropriate approach to be able to provide solutions (Dutro, Fisk, Koch, Roop & Wixson, 2002: 808).

Teacher competence in Indonesia is still very low, this is due to the absence of a change in teaching patterns and the conventional system to a competency system, a large workload, and there are still many teachers who have not carried out classroom action research / CAR (Mulyasa, 2011: 10). Not only that, the lack of teacher creativity, lack of breakthroughs to implement innovation, at least the desire to become a reliable teacher, teachers spend less time exchanging experiences with peers who are adrift of the teaching process, less active in exploring the organization and many other things related to the lack of reliable teacher who doesn't grow.

It must be admitted that the main key to improving the quality of learning in a school is the teacher. Without the support of good quality teachers, efforts to improve the quality of learning will become empty, even if supported by sufficient other components. Therefore it must be very reasonable if the current government focuses more on improving the quality of teachers as an effort to improve the quality of learning. Moreover, the current situation really demands the need for intensity to improve the quality of teachers. In line with RI Law No. 14 of 2005 on Teachers and Lecturers Article 4, the role of teachers as reliable personnel plays a role in enhancing the dignity and position of teachers such as educational agents to improve the quality of national learning. Teachers have a good image in society if they can show the community that they are worthy of being a role model or role model around them. The main community wants to see how the teacher's behavior and actions every day. Because a teacher is a reliable person in the spotlight for the community.

Viewing the professionalism of a teacher can improve a good quality of learning. Looking at the situation at MIN 45 Pidie, in an effort to carry out a quality education process by practicing what educators do from training and mentoring, it is not often that teachers create various cases in the classroom. There are various cases that come from the students and moreover, there are also those from the teacher. When interviewing the educators of MIN 45 Pidie, almost some of the problems found were the same between one teacher and another (Faridah, 2021).

As informed by Ms. Nanda as a grade 2 teacher at the time of the interview, she encountered several problems, including: a) The catching power of different children is fast and there are slow factors from family and environment; b) the method we use has no effect because the previous factor is the difference in the background of the children (Nanda, 2021).

It is hoped that the success of a teacher in school will have an influence on the quality of the madrasah. It is hoped that the professionalism of a teacher will help the growth of madrasahs. Therefore, teacher professionalism is an important topic in an effort to correct the implementation of learning in madrasahs.

Based on the explanation above, researchers are interested in conducting an in-depth study of teacher professionalism in the form of a scientific paper entitled "Teacher Professionalism Development Strategies in Improving Learning Quality at MIN 45 Pidie".

• METHOD

A. Types and Research Approaches

To achieve the research objectives, a method is needed so that a clear picture of the problem to be studied can be obtained. So in this study, researchers used a qualitative descriptive analytical research type. Research is descriptive in nature, in the sense of a method that uses fact-finding and correct interpretation, and is analytical in the sense of describing according to the correct interpretation, and is analytical in the sense of describing according to a precise, accurate and directed interpretation.

Qualitative research is a research approach that reveals a certain social atmosphere by properly describing reality, built by word of mouth based on methods of collecting and analyzing relevant data obtained in a natural setting. This research is used to describe all matters relating to the Teacher Professionalism Development Strategy conducted at MIN 45 Pidie.

B. Sumber Data

The source of research data is the subject from which the researcher gets the data. In this study, researchers obtained data from subjects related to teacher professional development strategies, as follows:

1. Primary data, in this study, the primary data source was obtained from the head of MIN 45 Pidie as a leader in madrasah as well as a significant actor in his duty to improve the professionalism of teachers at MIN 45 Pidie.
2. Secondary data, to obtain secondary data in this study, researchers collected it from teachers or educators at MIN 45 Pidie. This is done so that researchers get additional data that has not been obtained from primary data sources. Not only that, it also serves as confirmation of the information obtained through primary data sources, in this case the head of the madrasah.

C. Method of collecting data

To obtain data in this study, the authors used several research methods as follows:

1. Interview

Interview is a method of collecting data that is conducted by question and answer, either directly or indirectly with data sources. The author uses this method by conducting interviews with parties related to teacher professionalism. Related parties include the head of madrasah, teachers and other related parties. Researchers in this interview will record which parties will be the object of research that will strengthen the data obtained, because from these parties valid data can be obtained (Arikunto, 2002: 202).

2. Observation

Observation is a technique or a way of collecting data by observing ongoing activities (Nana Syaodih, 2012: 220). This method is used to obtain and strengthen information obtained through interviews with the head of MIN 45 Pidie as well as observing the teacher while teaching and delivering modules in the classroom, and in observation the real process will be known.

3. Documentation

Documentation is one of the methods used to find data about things or variables in the form of magazines, notes, transcripts, books, newspapers, inscriptions, minutes, meetings, lengger, schedules and so on (Arikunto, 2002: 231). The documentation method used by researchers to obtain accurate data regarding the data related to the application of basic teaching skills includes: the background of the Teacher Professionalism

Development Strategy at MIN 45 Pidie. In this study, the documents that the researchers would collect were in the form of teacher profile data, the learning process and teacher professionalism.

D. Data analysis method

Data analysis is "the process of organizing and arranging data into patterns, types, basic units of explanation so that themes can be found and work hypotheses can be formulated as suggested by the data (Moleong, 2012: 248). Activities in qualitative data analysis are carried out interactively and take place continuously until completion so that the data is saturated (2010: 246).

1. Data reduction

Reducing data means summarizing the main things, focusing on the things that are meaningful, looking for the theme of the pattern and removing the unnecessary (Sugiyono, 2010: 338). Data reduction in this research is to get a reduction from the results of interviews with the head and teachers related to the research focus and important matters that are obtained from the field. Thus the data that has been reduced will provide a clearer picture and about the strategy for developing teacher professionalism at MIN 45 Pidie.

2. Presentation of data

Presentation of information in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like (Sugiyono, 2010: 341). The purpose of presenting data is to make it easier to master what is intertwined, to design the next work.

3. Conclusion / verification

The conclusions given may be able to answer the formulated problem formulation, but it may also not be because the problem formulation has a character while and will grow after the research is located in the field (Sugiyono, 2010: 343).

Therefore, in the information analysis session, the last session the researcher wanted to undertake was to draw conclusions and carry out verification of the various information obtained. After the researchers reduced the information obtained and carried out the presentation of the information obtained, the researchers then formulated or verified the information obtained in carrying out research on Teacher Professionalism Development Strategies at MIN 45 Pidie.

• RESULT AND DISCUSSION

In carrying out the analysis of the data that has been collected, the author will analyze two main aspects that are compatible with the research that the author has discussed. The first is regarding teacher professionalism at MIN 45 Pidie, the second is the strategy for developing teacher professionalism at MIN 45 Pidie.

A. Teacher professionalism at MIN 45 Pidie

Teacher professionalism is the condition, direction, value, purpose and quality of an ability and authority in the field of learning and teaching related to the work of a person who becomes a livelihood. Professional teachers are teachers who have the competencies required to carry out learning and teaching tasks. Professional teachers are people who

have special skills and abilities in the field of teacher training so that they are able to carry out their duties and functions as a teacher with optimal expertise.

According to Jamil Supentangingrum, stating that as a profession, besides having to have academic qualifications and professional competence, teachers must also be able to uphold the values of dedication, steadfastness, persistence, diligence, accuracy, not easily giving up, and able to share examples with their students (2014: 70).

Professional teachers should have the four competencies that have been formalized in the attachment to the regulation of the minister of national learning No. 16 of 2007 concerning Academic Qualification Standards and teacher competencies, which consist of pedagogical competence, character competence, social competence, and reliable competence. The four competencies that must be possessed by the teacher cannot be separated from one another because these competencies are an integrated component of teacher performance as a reliable teacher.

Therefore, MIN 45 Pidie in improving teacher professionalism is required to have these 4 competencies. In improving pedagogical competence, teachers at MIN 45 Pidie are required to master the subject matter to be informed, because that is one of the requirements to be able to carry out education efficiently. Subject teachers will not be separated from mastering the material because a teacher conducts learning directly or face-to-face with students and the material from the lesson is always growing.

MIN 45 Pidie in improving professional teacher professionalism, educators are required to increase their knowledge in understanding the learning material broadly and deeply in accordance with the material, curriculum and mastery of scientific structures and methodologies, which include exploring MGMP meetings, exploring education and training, and so on are listed using technology Information and Communication and improve yourself.

In terms of the character competency of teachers who have a very big share of the success of learning, the teacher of MIN 45 Pidie also strives to be a teacher who can be emulated by students, to maintain noble morals or akhlakul karimah in accordance with religious norms both faith and piety, honest, sincere, helpful and others. Trying to be a solid, authoritative figure and have a work ethic as a teacher and become a reference for students. Meanwhile, seen from social competence, MIN 45 Pidie teachers always behave in accordance with their responsibilities, which is to socialize and talk efficiently with students, fellow teachers and parents, guardians of students or the community.

This matter refers to the idea that as a competent teacher has (1) an understanding of the characteristics of students, (2) the ability in the field of research, both from a scientific or educational perspective, (3) expertise in providing educational education, (4) desire and expertise improve professionalism and character in a prolonged manner (Sudarwan, 2010: 25).

B. Teacher Professionalism Development Strategy

The strategy for developing teacher professionalism is a method or effort made by a person or organization in improving teacher professionalism. Educator and teacher development is an effort to utilize, realize, and increase the work productivity of every teacher present at all levels of organizational management and levels of education or school. A MIN 45 Pidie teacher training and development program is generally held based on the assumption that there are various deficiencies seen from the demands of the organization, or because there is a desire and need to develop and grow in the educator and teacher class themselves.

Strategies to improve and develop teacher professionals at MIN 45 Pidie need to be endeavored with a variety of efforts, including through learning, training and technical coaching that are tried out with sustainable methods in schools as well as in professional coaching institutions such as KKG and MGMP.

Therefore, the strategy for developing professionalism for teachers of MIN 45 Pidie is to schedule training activities every 1 semester or every 6 months on a regular basis. With the existence of the MGMP, it is hoped that it can increase the professionalism of teachers in providing quality education according to the needs of students.

This professional communication platform is very much needed in contributing to the increase in the professionalism of its members, not only increasing the skills of teachers in matters of arranging educational devices but also increasing the knowledge, knowledge and descriptions of teachers on recommended material and its development.

According to Edy Sutrisno, in the context of human resources, development is seen as an increase in the quality of human resources through training and learning programs. What can be described from the development of human energy sources is about developmental practice and requires collaboration with HRM programs to achieve the desired results. Training can assist employees in mastering instant knowledge and its application, in order to improve the skills, skills, and behaviors needed by the organization in an effort to achieve goals (2010: 62).

MIN 45 Pidie has made efforts to improve teacher professionalism through teacher certification, training and so on, not only through education supervisors because they are technical officers who go to the field directly dealing with teachers in schools.

Supervisors have the task of fostering, calculating and improving the quality of the processes and learning outcomes that are carried out in schools. In carrying out supervisory duties, it is not only the teacher who is the object of the supervisor but also the principal.

The assessment of the increase in teacher professionalism by school supervisors was tried using supervision instruments. This instrument is very meaningful for measuring teacher professionalism in all compulsory competencies. But universally there has not been any follow-up taken by supervisors such as inviting teachers to attend workshops held by the supervisors themselves but waiting for identified teacher professionalism problems.

• CONCLUSION

Based on the results of the author's research on teacher professional development strategies at MIN 45 Pidie, the authors can present conclusions as the final result of the research. The conclusions obtained from this research are as follows:

a. MIN 45 Pidie in improving professional teacher professionalism, educators are required to increase their knowledge in mastering learning materials broadly and deeply in accordance with the material, curriculum and structural abilities and scientific methodologies which include exploring MGMP meetings, exploring education and training, and so on are listed using technology information and communication to talk and self-development.

b. The Teacher Professionalism Development Strategy at MIN 45 Pidie, among others, is through learning, training and technical coaching carried out by continuous methods in madrasas and in professional coaching institutions such as KKG and MGMP. MIN 45

Pidie has made efforts to improve teacher professionalism through teacher certification, training and so on, not only through education supervisors because they are technical officers who go to the field directly dealing with teachers in madrasahs.

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