

## Teacher Professionalism Development

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### ABSTRACT

The professionalism of educators is closely related to the quality of education, because the learning process as the core of education will depend on professional educators. The purpose of this study, researchers can determine the development of teacher professionalism from the aspects; 1) preparation; 2) implementation; 3) evaluation of the model for developing the professionalism of kindergarten teachers. This study uses a descriptive qualitative approach with the design of several sites with data collection through interviews, observation, and documentation. The stages include reduction, presentation, and conclusion drawing with research conducted at TK Aisyiyah 39 Al Ummah Banjarmasin and TK Aisyiyah 42 Banjarmasin. The results showed; 1) preparation consists of agenda from the Education Office, input from supervisors and cluster development planning; 2) the implementation of development consists of the implementation of development from the education office, at the school and cluster levels; 3) the development evaluation by the education office needs to be increased again on the development frequency agenda, the development material is directed at practical abilities, and the intensity of the PTK development material needs to be increased.

*Keywords: Development, professionalism, teacher*

### Introduction

At this time, especially in the era of the industrial revolution 4.0, there is a fast-paced process of change in human life that demands the quality of intelligent and character human resources (Tandon & Tandon, 2020). Meanwhile, the term industrial revolution 4.0 refers to the technological transformation society that is undergoing in the 21<sup>st</sup> century (Ross & Maynard, 2021). It can be defined as a new level of organization and control over

the entire value chain of the life cycle of products that geared towards increasingly individualized customer requirements (Vaidya, Ambad, & Bhosle, 2018). Industrial revolution 4.0 trends are digitization, automation, and the increasing use of information and communication technology (Alaloul et al., 2020) which its practices can be found in many fields and affect nearly all of us in so many ways (Yang & Gu, 2021). Hence, it has become one of the trending topics among the

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academicians and practitioners around the world (Sony, 2020) as well as the new challenges this era has been brought. According to Syamsuar and Reflianto (2018) stated that to face the challenges of the era of the industrial revolution 4.0, the Indonesian people are required to produce quality human resources, this process is carried out through a quality education process from PAUD to tertiary institutions.

Judging from the demands of globalization, one of the absolute advantages that schools have is the superior quality of human resources, in this case teachers (Basit, Khotimah, & Hartono, 2020). However, globalization is not something new (Michie, 2017) which can be identified as the increasing extension, interpenetration and interdependence of production systems, corporations, markets, and networks of flows across national borders (Martin et al., 2018). This globalization exposes the firms to the challenges occurring in the prominent field of human resource (Agarwal & Al Qouyatahi, 2017). Multiple conceptualizations of human resources systems exist, including high performance, commitment, and involvement (Boon et al., 2019). This is in line with Suriansyah's opinion (2014) that quality improvement in educational institutions at any type and level is strongly influenced by work habits, work culture and teacher professionalism in carrying out the learning process so as to achieve the demands of society. While, children's development and learning are shaped by interactions among the environmental factors, relationships, and learning opportunities they experience, both in and out of school (Darling-Hammond et al., 2020) which can be attained with learning style that refers to the unique ways an individual processes and retains new information and skills (İlçin et al., 2018) that can be taught and depended on the teachers.

Teachers are the spearhead and have a decisive role in the quality of national education output (Kawuryan et al., 2021). While, teaching has become a more and more complex activity (Flores, 2017), teacher caring has a greater impact on students who are

struggling academically (Ramberg et al., 2018). In line with Shabir's opinion (2015), teachers are one of the micro components of the education system that are very strategic and take many roles in the wider education process. One of the biggest obstacles reported by teachers is still teaching conventionally, equating kindergarten learning strategies with learning strategies in elementary schools, less innovative and varied in learning and the use of learning media that is less attractive to students. As a result, children get bored quickly in the learning process, this seems to be related to the competence and professionalism of teachers in carrying out learning in Kindergarten (Lukman et al., 2021). This is also supported by the opinion of Suriansyah (2015) stated that one of the efforts to improve the quality of education is through teachers, because teachers are the main key to improving the quality of learning outcomes which in turn will improve the quality of education as a whole.

Based on the observation of documentation in kindergartens, it was found that there were indications of teacher educational backgrounds which varied from various college graduates and even teachers' educational backgrounds from high school graduates or the equivalent. For this reason, the ability of educators / teachers must always be developed so that the quality of learning can be maintained and improved (Berestova, Gayfullina, & Tikhomirov, 2020). According to Muslim (2020) states that in such conditions, it is clear that the development of teacher performance programs is a crucial part that needs attention in developing the quality of education services.

According to Suryana and Ismi (2019) explains that whether or not a school or a curriculum is very dependent on the quality of the teachers/educators, so that teachers/educators are required to have/fulfill certain skills requirements. For this reason, the ability of educators / teachers must always be developed so that the quality of learning can be maintained and improved (Zuhaeriah, Ali, & Yusra, 2020). This is also

supported by the opinion of Notanubun (2017) stated that the development of teacher performance programs is a crucial part that needs attention in developing the quality of education services.

TK Aisyiyah 39 Al Ummah Banjarmasin and TK Aisyiyah 42 Banjarmasin are two kindergartens located in the city of Banjarmasin chosen to be research taxis because these two kindergartens have teachers who excel at the sub-district, provincial and national levels. This achievement cannot be separated and is greatly influenced by the ability and professionalism of the teacher.

According to Hartono et al. (2019) explained that teacher professionalism is the key to achieving educational success. It is since education is the most central precondition for the future competitiveness and success of both individuals and states that teachers as the key contributor to the economic growth have been given the responsibility (Dodillet, Lundin, & Kruger, 2019). In line with the opinion of Isnawati, et al. (2020) that explained as a teacher in carrying out his duties he is expected to be able to manage his class into an educational environment that is full of (full) values. Thus, the teacher prepares his students not only as independent individuals, but also helps his students to achieve their perfect level of humanity (Sumarto & Harahap, 2020).

Kristiani et al. (2019) explained that the teacher is a profession that demands professionalism according to the development of science and technology. In addition, the professionalism of a teacher must be accompanied by high consequences, accompanied by the spirit of educating and continuing to develop competencies that are adapted to technological developments (Lea, Buib, & Phung, 2020). This is supported by Aslamiah and Suhaimi (2019) states that competence shows performance or actions that have a rational nature that are adapted to the flow of their profession and meet certain specifications when carrying out educational tasks.

The service of teacher professionalism is also related to the personality of the teacher (Sakin, 2020). In line with Fitriana's opinion (2019), the personality of a teacher is the element that determines the intimacy of the teacher's relationship with students, the teacher's personality will be reflected in his attitudes and actions in fostering and guiding students. Personality can describe the unique psychological qualities that influence individuals' behaviors, thoughts, and feelings across situation and times (Kim, Jorg, & Klassen, 2019). Hence, teacher's personality is the most important and complex variable in the educational process (Göncz, 2017) that high-quality teachers can influence their students' achievement and motivation through their ability to provide high instructional quality (Roloff et al., 2020).

Based on the description above, the researcher is interested in conducting research on the development of teacher professionalism. In this study, the researchers chose the research location at the Aisyiyah 39 Al Ummah Kindergarten School in Banjarmasin and Aisyiyah 42 Kindergarten in Banjarmasin. Because there is no research that examines the school. The purpose of this study, researchers can determine the development of teacher professionalism from the aspects; 1) preparation; 2) implementation; 3) evaluation of the model for developing the professionalism of kindergarten teachers

### Material and Methods

This study used a qualitative descriptive approach with a multi-site research design. The research was conducted at more than one site, namely there were 2 research sites, namely TK Aisyiyah 39 Al Ummah Banjarmasin and TK Aisyiyah 42 Banjarmasin. The results of this study are in the form of narrative sentences resulting from data analysis from interviews, observations and documentation describing the facts of developing the professional abilities of kindergarten teachers.

With subjects in the study consisting of supervisors, principals, and teachers.

Therefore, the criteria used as a sampling technique are purposive, which refers to part or all of the educational process at the

research site. The data analysis process is carried out by going through the steps described as follows:

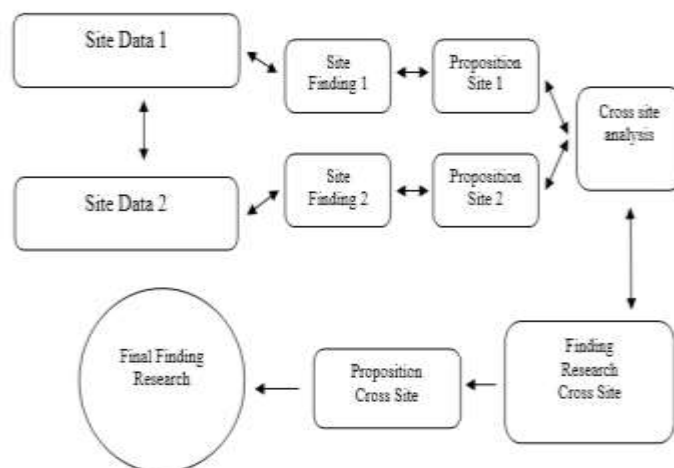


Figure 1. Cross-site data analysis

## Results and Discussion

### *Preparation for kindergarten teacher professional development*

Based on the results of research obtained in the field, the data that can be observed is in the preparation of professional development of teachers for Kindergarten Aisyiyah 42 and TK Aisyiyah 39 Banjarmasin based on: Agenda/work program from the Banjarmasin City Education Office, carried out on the basis of input from supervisors. This is related to the planning in this condition is temporary depending on how the information is entered and the planning in the developer is based on the agenda of the group activities. Supported by research results from Kotten (2005) stated that the existence of preparatory activities in the development of teacher professionalism is expected to be helped in determining how the direction of professional development is desired, providing knowledge and insight so that it is hoped that later teachers can be better prepared to prepare themselves in professional development. This is also supported by the opinion of Mudarissa (2016) The results of his research state that planning activities make it easier for schools and teachers to improve their quality, both in

terms of school quality and the quality of teaching staff which will have implications for students by developing quality, which is believed to be able to contribute to the world of education.

The form of teacher professional development activities in the city of Banjarmasin consists of Pre-Service Training, development activities are carried out by the Banjarmasin City Education Office. This aims to provide provisions for teachers, this is also in line with the results of Sarkati's research (2013) which states that Pre-Service Training can spur teachers to participate in activities, besides that it can also increase the number of credits for promotion proposals and can add insight and experience to improve teacher competence. In-service training takes the form of activities in the form of educational and training activities, workshops, upgrading and so on. This is supported by research by Sumiharyati and Arikunto (2019) explained that In-Service Training is an effort to provide provisions for teachers to improve skills that are useful for balancing knowledge and skills in their respective fields that are tailored to the task and can increase efficiency and productivity in carrying out tasks.

Materials in the development of teacher professionalism; (1) activities organized in development activities carried out by teachers who work in low class (A class) or high class (B class); (2) Patterns, principles and development steps, parties and steps in development are usually adjusted to the instructions from the Education Office. In line with Utami's opinion (2015) In the results of the research, it is explained that to improve the professionalism of teachers, it is necessary to collaborate with the relevant agencies which aim to jointly help teachers to develop the skills and professional development of teachers.

### *Implementation of teacher professional development*

The research findings based on the findings on sites 1 and 2 were found in the implementation of teacher development in schools in terms of results and benefits, they can be grouped according to the capacity of who is the organizer and what form it takes. If the development carried out by Disdik, of course, lies in the objectives of the development activities carried out. That is, the output of development is in accordance with the objectives of the development carried out by the Education Office or the institution that should be able to see or feel the benefits.

However, regardless of the high and low benefits of teacher development organized by Disdik, at least the teachers who take part in the Development always convey the latest information on the results of the Development. The follow-up is left to the school whether it can continue and run the information or not. The activities in the professional development of teachers carried out by the relevant agencies are in accordance with the research results of Parker et al. (2011) explained that in the process of teacher development stages, it should be based on a flexible HR management platform and have an information system that can facilitate adequacy and equity as well as support for teacher development.

For development activities carried out at the school or cluster level, direct benefits are often felt, especially with regard to how a teacher can solve learning problems faced in his class. In line with Maksum's opinion (2015) in the results of his research stated that development activities at the school or cluster level were the most effective forum in transmitting the information obtained by teachers after participating in the development activities at the education level.

In line with the results of research by Kastawi and Yuliejantiningasih (2019) Based on the results of this study, it is stated that the role of the Department of Education and Development carried out at the school or cluster level is a place to develop teacher professionalism on an ongoing basis. In addition, there is a need for support, both in the form of funds and infrastructure.

### *Teacher professional development evaluation*

Based on the results of the study, it was found that the Kindergarten Teacher Development organized by the Education Office needed to be scheduled with a higher frequency (Gallego & Caingcoy, 2020). Supported by the opinion of Suliati et al. (2019) related to the implementation of activities that develop the professional competence of teachers in order to involve teachers in the form of workshops/training activities, technical guidance, seminars, MGMP, and other activities aimed at developing the professional competencies of teachers.

Regarding development material, it should be directed at practical abilities, not just concepts (Mamadaliyev et al., 2020). Avalos (2011) explained that professional development is about teachers learning, learning how to learn, and changing their knowledge of practice for the benefit of their students.

In addition, with regard to the current needs of Kindergarten Teacher Development, the intensity of teacher development regarding Classroom Action Research materials needs to be increased. One of the professional

development activities that teachers can do is by doing PTK. Noorjannah (2014) explained that PTK is a report of real activities carried out by teachers in the classroom aimed at improving the quality of learning, in addition to conducting research activities it can be said that teachers have done one of their duties in professional development activities

### ***Impact of development on teacher performance***

The results of the research findings show that the impact of development felt by teachers is: Mastery of materials, such as: materials in the field of development in the kindergarten curriculum and their application. There needs to be an increase, because of the need for the development of learning technology that continues to increase). In line with the research results of Utami and Hasannah (2020) a teacher who has professional competence must master the field of science he is forgiven and must have extensive knowledge and master various models and methods in the learning process and be able to use technology.

Managing teaching and learning programs, such as: formulating competency objectives and indicators, recognizing and being able to use teaching methods, selecting and compiling appropriate instructional procedures (I feel quite mastered because there are guidelines in the textbook); in line with the results of Ridwan's research (2014) a teacher who has the ability and good understanding in terms of teaching plans, teaching abilities, teaching material according to his expertise, providing subject matter in accordance with the objectives in the curriculum (KTSP), understanding the characteristics of students, guiding and observing the development of students , provide an assessment (evaluation) using suitable teaching methods, use learning media, create a good learning environment, apply discipline to students, and participate in assisting the implementation of school administration. Then these teachers can carry out their duties effectively and efficiently, they not only play a function as subjects who

transfer knowledge to students, but also perform tasks as facilitators (Pitkänen, Iwata, & Laru, 2020),

Managing the class, such as: arranging the layout of the classroom for teaching, creating a suitable learning climate (Tyagi, 2020). In line with the research results from Darmin (2016) professional development of teachers through classroom management, this requires efforts to improve with the development of pedagogic competencies to understand how to teach and educate children.

Using media/sources, such as recognizing, selecting and using media, making simple learning aids for the teaching and learning process. (needs improvement, especially related to support for optimal learning media facilities) In line with the results of Irmawati and Mariah's research penelitian (2020) in the results of his research stated that the professional competence of teachers in using media and learning resources is a competence that must be mastered by teachers in relation to the implementation of their main task of teaching. It is certain that teachers who are not able to use media and learning resources will face various difficulties in shaping the competence of students, and will even fail in carrying out teaching and learning.

Manage teaching and learning interactions. (need improvement, especially with the ability to apply thematic models) Teaching and learning interactions have the aim of helping children in a development. Inah (2015) explained in the results of his research that teaching and learning interactions were marked by the cultivation of a special material, in this case the material must be designed in such a way that it is suitable to achieve the goal. Liberante (2012) shows that in the learning environment, an important need that arises is to develop positive relationships between teachers and students because these relationships have a tremendous influence on student behavior and learning outcomes.

## Conclusion and Recommendation

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