Professional Performance Strategy for Educators

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ABSTRACT

This study aims to determine the strategy of developing the professionalism of educators; this research is a qualitative descriptive study that tries to explore the meaning of educator professionalism as a step to develop the quality of madrasas by adjusting educational goals. In this study, the teacher sees the teacher as a key or central figure in the implementation of education or improving the quality of madrasa education, which has a very strategic position for all educational reform efforts that are oriented towards achieving the quality of students and schools. This is because, in this era of increasingly massive and extensive globalization, without the support of quality human resources (HR), a country will be left far behind. The benchmark for the development of Human Resources is a very urgent priority in the formation of personality for each country. In the face of social, economic, technological, and humanitarian competition, which is increasingly escalating massively, the requirements for the ability needed by people to do work are increasing, starting from knowledge, skills, and attitudes. From here, the demand for professionalism in working for an educator is needed to spur the success of their students. No matter how good the curriculum is designed by experts with the availability of adequate equipment and costs in accordance with education, in the end the success of professional education lies in the hands of the teacher.

Keywords: human resource development, professionalism, educators

ABSTRACT

Penelitian ini bertujuan untuk mengetahui strategi pengembangan profesionalisme tenaga pendidik, penelitian ini adalah penelitian deskriptif kualitatif yang mencoba mengeksplorasi makna profesionalisme pendidik sebagai langkah mengembangkan mutu madrasah dengan menyesuaikan tujuan pendidikan. Dalam penelitian ini melihat guru sebagai kunci atau figur sentral dalam penyelenggaraan pendidikan atau peningkatan mutu pendidikan madrasah, yang memiliki posisi yang sangat strategis bagi seluruh upaya reformasi pendidikan yang berorientasi pada pencapaian kualitas murid dan persekolah. Hal ini disebabkan, pada era globalisasi yang makin masif dan ekstensif ini, tanpa didukung oleh sumber daya manusia (SDM) yang berkualitas, suatu Negara akan tertinggal jauh. Tolak ukur pengembangan Sumber Daya Manusia menjadi prioritas yang sangat urgen dalam pembentukan kepribadian bagi setiap Negara. Dalam menghadapi persaingan sosial, ekonomi, teknologi, dan kemanusiaan, semakin bereskalasi secara massif, Maka persyaratan kemampuan yang diperlukan orang untuk melakukan pekerjaan semakin meningkat, dimulai dari pengetahuan, ketrampilan, dan sikap. Dari sinilah, tuntutan akan perlunya profesionalisme dalam bekerja bagi seorang tenaga pendidik sangat dibutuhkan untuk memacu keberhasilan peserta didiknya. Betapapun baiknya kurikulum yang dirancang para ahli dengan ketersediaan peralatan dan biaya yang cukup sesuai dengan pendidikan, namun pada akhirnya keberhasilan pendidikan secara profesional terletak ditanggung guru.

Kata Kunci: pengembangan SDM, profesionalisme, tenaga pendidik

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INTRODUCTION

Talking about the quality of education in Indonesia will never have a limit, this cannot be separated from the role of various parties who are responsible for improving the quality of education, one of which is the role of education staff. Oemar Hamalik explained that education staff is a very important component in the implementation of education, which is tasked with carrying out teaching, training, researching, developing, managing and providing technical services in the field of education.(Anwar 2020). In this era of globalization, the world of education faces challenges in producing human resources who are expected to be able to play a global role. The influence of globalization is characterized by the flow of people, information, new technologies, capital and ideas and images. This situation affects the change In order to realize the achievement of educational goals, teachers must become human resources (HR) who are the most important development priority. Today's increasingly fierce competition requires tenacity, patience, ability to anticipate, speed and accuracy of thinking and acting in order to remain able to play an active role in the educational process itself. (Harun 2013).

Education in Indonesia is experiencing many problems, among which are currently prominent regarding the quality of education, education management, and education funds which are felt to be lacking, considering the country is so vast coupled with a large population. So it is difficult to adjust to the new atmosphere caused by advances in science and modern technology. (Amin, Alimni, and Kurniawan 2021) So that the main purpose of education is to be able to educate the nation's life to form a complete human being, namely faith, fear of God Almighty, noble character, healthy, capable, creative, independent, and responsible, unlike anything else. expected as stated in the Law on the Education System (Suriadi 2018).

At a time when the demands of the times are getting tougher, the demand for professionalism in work becomes a necessity. From here, the demand for professionalism in work is very much needed. The main characteristics of professional work are: 1) that the work is prepared through a formal education and training process; 2) get recognition from the community; 3) the existence of professional organizations; 4) have a code of ethics as a basis in carrying out the responsibilities of the profession. So a professional educator is someone who has knowledge, skills and professional attitudes who are able and faithful to develop and devote their profession. (Amin et al. 2022). Thus, the strategy for developing the professionalism of educators in this case is that it is very urgent for teachers to be carried out in structuring educators and education staff. Because the development of teacher professionalism will make a significant contribution to efforts to improve the quality of national education. Based on the background of the problems above, the authors formulate several problems, find out the obstacles in developing educators in the madrasa environment, and the strategies used as a form of developing the quality of educators (teachers). As will be discussed in more depth in this journal. (Rezki 2020)

RESEARCH METHODS

This study uses a qualitative research method literature study (library research). The research stages are carried out by collecting library data sources, classifying data based on research formulas, citing references to be presented as research findings, making abstractions to obtain complete information, interpreting data to produce knowledge for drawing conclusions (Sugiyono 2015). According to Zed (2004), library research is not only for the first step in preparing a research concept framework, but at the same time utilizing various library sources to understand new phenomena that occur. Through this literature study, the author analyzes the duties and functions of the management of educators and education personnel to gain a deeper understanding and is oriented towards the quality or quality of education.

RESULTS OF RESEARCH AND DISCUSSION

Definition of Educators

In Islamic education, the teacher is the person who is responsible for the development
of students by seeking all their potential, both affective potential, cognitive potential, and psychomotor potential (Nurrudin, 2004:156). This statement is in line with the mission of education as a means of transferring knowledge, values and skills, which are basically activities that involve teachers and students. For this reason, the teacher has the power to shape and build the personality of students into someone who is useful for religion, family, homeland and nation (Yani 2021).

The task of the teacher is not only as a profession or only limited to the walls of the school, but also as a humanitarian and social task, meaning as a liaison between schools and society (Octavia 2019) that teachers in educating students are tasked with: 1) handing over culture to students in the form of intelligence, skills, and experiences; 2) form a harmonious personality of the child, in accordance with the ideals and principles of our country, Pancasila; 3) prepare students to become good citizens in accordance with the Education Law and TAP MPR No. 11 of 1993; 4). As an intermediary in learning; 5) the teacher is a guide and liaison between the school and the community; 6) as discipline enforcers, administrators, and managers who are examples of students in all things, because teachers are a profession; 7) teachers are curriculum planners and leaders (guidance workers) as well as sponsors of student activities. (All Miraj 2022).

By looking at the points above, the teacher's task is not easy, for that the teaching profession must be based on the calling of the soul, so that it can carry out its duties sincerely. For this reason, teachers must get their rights proportionally with salaries that are worth fighting for more than other professions, so that the wishes of students are not just slogans on paper. According to al-Ghazali that the main task of educators is to introduce, clean, purify, and bring the human heart to worship Allah SWT.

Definition of Professional Performance of Educators

As competition in various social, economic, technological and humanitarian perspectives is increasingly massively escalating, the requirements for skills needed for people to perform various jobs are increasing. This gives rise to professional demands in a profession. Whatever the form and type of work, professional ability has become a common demand. Teacher and Lecturer Law No. 14 of 2005 explains that professionalism is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency or skills that meet certain quality standards or norms and requires professional education. (Eliza et al. 2022).

The word professional refers to two things. First, people who have a profession. Professional people usually do work by devoting themselves to service users accompanied by a sense of responsibility for their professional abilities, meaning according to their expertise. Second, a person's performance or performance in doing work in accordance with his profession. The performance contains elements of tips or art that characterize the professional appearance of a person with a profession. These arts or tips generally cannot be studied specifically although they can be honed through practice. (Syafaruddin, Asrul, Mesiono 2011).

Professionalism comes from the word professionalism which means professional nature. Professional people have different attitudes from unprofessional people even in the same job. Professionalism is the process of increasing the qualifications or abilities of members with a profession to achieve the ideal standard criteria of appearance or behavior desired by the profession. Professionalization implies two main dimensions, namely increasing status and increasing practical abilities. (Suriadi 2018).

Professional comes from an adjective which means very capable of doing a job. As a noun, professional more or less means a person who carries out a profession using a profession such as livelihood. So, a professional is a person who carries out the duties of the teaching profession with full responsibility and high dedication with supporting facilities in the form of supplies.

knowledge in accordance with the standards that have been set. Professional teachers in the world of education are recognized for three reasons, namely: 1) teaching or educational work is not a routine job that can be done because of repetition or habituation; 2) this field of work requires the support of science or theory that will provide a
theoretical conception of educational science with its branches; 3) this job requires a long period of education and training, in the form of basic education for undergraduate level plus professional education. (Dr. Suriadi, M.Ag., H. Triyo Supriyatno, S.Pd., M.Ag. 2021).

**Professional Performance of Education Personnel**

The success of an educational institution in carrying out its mission is largely determined by the quality of the interrelationship of systemic elements that contribute to improving the quality of the transformation process and the quality of the work of educational institutions, such as education staff, facilities and infrastructure, costs, students, communities and their supporting environment. The education personnel referred to here are as written in Government Regulation (PP) Number 38 of 1992 dated July 17, 1992. In PP Article 3 paragraphs 1-3, it is stated that several types of personnel within the scope of educational personnel are as follows: (1) Educational staff consists of educators, educational unit managers, supervisors, researchers and development in the field of education, librarians, laboratory assistants, learning resource technicians and examiners; (2). The teaching staff consists of supervisors, teachers and trainers; (3). The management of the education unit consists of the principal, director, chairperson, chancellor and the head of the non-school education unit. (Syaifullah 2018).

Included in this type of education staff are education system managers, such as the head of the education office at the provincial or district/city level. If it is to be expanded, educational staff actually includes administrative staff in the field of education, which functions as subjects who carry out the function of supporting the implementation of education. Thus, in general, education personnel can be divided into four categories, namely: (1) Educational staff consists of supervisors, examiners, instructors and trainers; (2) Educational functional staff consists of supervisors, supervisors, researchers and developers in the field of education and librarians; (3) Educational technical personnel consist of laboratory assistants and learning resource technicians; (4) Educational unit management personnel consist of school principals, directors, chairpersons, rectors and leaders of non-school education units; (5) Other personnel who deal with managerial or administrative matters of education.

If education is one of the main instruments for developing human resources, education personnel have the responsibility to carry out this task. Anyone who holds a profession as an educational staff, he/she must continuously undergo professionalization. In the 1989 National Education System Law Article 31 paragraph 4 states that Education Personnel are obliged to try to develop their professional abilities in accordance with the development of science and technology demands and national development. (Rusdiana 2022)

**Improving the Professional Performance of Education Personnel**

Teacher Education and Training (PPTG) and Education Personnel Education (PTK) generally consist of two types, namely preservice education and in-service education (Danim 2016)

1. Pre-service Education

According to Page & Thomas, preservice education is a term most commonly used by teacher education institutions, which refers to education and training conducted by university-level institutions or educational institutes to prepare students who want to pursue careers in the field of teaching. (Amin, Alimni, and Kurniawan 2021)

2. Education in Position

Institutionalization of education, training and development departs from the assumption that even though employees have undergone an orientation process when starting their careers and those who have worked for a long time, they understand the intricacies of work. (Amin 2022)

Educational staff development activities are carried out on the initiative of institutions, groups, and individuals. From an institutional perspective, this activity is intended to stimulate, maintain and improve quality in solving organizational problems. Castetter suggested four steps for the development of education personnel, namely planning, organizing, implementing and evaluating. (Anwar 2020).

Training is every effort to improve job performance in a particular job that is being his responsibility. Bruce Joyce suggests that there are five main components of training, namely presentation of theory, demonstration or
demonstration of skills or models, simulated practice and classroom settings, structured feedback, open-ended feedback and debriefing for applications (Rusdiana 2022)

Factors of Teacher Professionalism Development

When traced about the implementation of teacher professional development efforts in madrasas, several supporting factors will be found, including: 1) having cooperation between relevant agencies; 2) have high enthusiasm and loyalty in developing their duties; 3) accept every input and suggestion given by supervisors and other parties; 4) develop his professional quality which is a very good thing for him or the school where the teacher teaches.

The inhibiting factors faced by madrasas in improving the quality of teaching staff in this case are teachers, among others: 1) the limitations of schools in providing funds or finances to support efforts to develop teacher professionalism; 2) the teacher's lack of activeness and sportsmanship in carrying out his professional activities as an educator; 3) the time they have is very less, this is because the teacher besides serving in the madrasa is also a member of the community where the teacher lives; 4) readiness to accept something new is very low.

With this teacher professionalism development program, it is hoped that madrasa teachers will be more effective and efficient in carrying out their duties as well as educational staff and can bring changes to their students towards progress in accordance with the expected educational goals.

CONCLUSION

Professionals are people who carry out the duties of the teaching profession with full responsibility and high dedication with supporting facilities in the form of knowledge they have in accordance with predetermined standards. The professional performance of education personnel is reflected in three aspects. The first is the pre-implementation aspect which is marked by the level of education taken before carrying out the profession as an educational staff. The second is the implementation process relating to strategies and methods of application when carrying out the profession as an educational staff. Third, after implementation which in this case can be categorized as an evaluation of the process that has been carried out. To improve competence as an educational staff, there are many ways that can be done. Globally, this method is centered on the formation of an educational workforce organization that contains sharing sessions between educators and training that contains competency development as educational staff.

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