The development of integrated service centre system for professional teachers empowerment in North Sumatera

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Abstract. Based on Act number 12 in year 2012 the function of higher education is related to individual, social community, knowledge and technology development. Hence, higher education providers need to think and develop policies in order to improve their service and fulfil the higher education function. As part of the effort to fulfil its function Universitas Negeri Medan (Unimed), which historically was a pre-service teacher training institute, should has a special interest on improving teachers’ professionalism. The Act number 14 in year 2005 described requirements for professional teacher, including academic qualification and set of competencies possessed by the teacher. The Act also guaranties teachers’ right to have opportunities for improving their competencies and academic qualification through training and other professionalism development programme. The question is how this guarantee can be implemented. In order to answer this question a developmental study has been done which aimed on developing an integrated service centre system for professional teachers empowerment. As the name implies, this integrated service centre system is expected to be a real manifestation of Unimed’s support towards the improvement of professional teachers quality, which in the end will boils down to the improvement of national education services quality. The result of this study is an integrated service centre system for professional teachers empowerment that fulfils the professionalism principles described in the Act number 14 in year 2005, which has been developed by considering problems faced by and also supports needed by teachers post certification programme.

1. Introduction
Higher education is part of national educational system that has strategic role in creating intelligent citizens and improving science and technology. This strategic role determines competitiveness level of the nation in facing global challenges. Hence, higher education that capable of improving science and technology and producing intellectuals, scientists, and/or professional who are civilized and creative, tolerant, democratic, strong willed, courageous and righteous is important for a nation. The Act of the Republic of Indonesia number 12 of 2012 described that the function of higher education related to individual development, social community and also science and technology. Based on this, a university in Indonesia needs to think some policies that need to be developed for the improvement of university’s services and the fulfillment of higher education functions.

Historically Universitas Negeri Medan (Unimed) was a pre-service teacher training institute. At that time its services were focused on teacher education. By looking back to this history, it is reasonable if Unime’s role in education especially in North Sumatera province is significance.
part of its effort in performing its function then with its long history in educational world Unimed needs to give special attention in improving teachers’ professionalism.

Teachers’ professionalism is one of policies taken in this last decade in Indonesia. The Act of Republic of Indonesia number 14 of 2005 described some requirements that have to be fulfilled by a professional teacher including academic qualification and some competences. This Act also guarantee teachers’ right to have an opportunity to improve their competences and academic qualification through training and professionalism development programme related to their field of expertise. The question is how to make sure that this warranty is manifested; what kind of policy is needed to support teachers’ professionalism; what kind of effort should be taken to improve professional teachers’ competences and qualification?

As one of teacher training institutions Unimed needs to think the answers for these questions. Unimed needs to develop a policy that based on current effective regulations to empower teacher profession through professional teacher self-development that in the end is expected capable of improving the education and educators quality in Indonesia. In this case, the developed policy should be based on professionalism principles as described in the Act number 14 of 2005 article 7 paragraph 2 that is the self development programme should be democratic, just, non-discriminative, and sustainable while uphold human rights, religious values, cultural values, nation diversity, and professionalism code of ethics.

This article reveals part of the results of an on going study about the development of integrated service center system for professional teacher empowerment. Related to its name this integrated service center system is expected to be a manifestation of Unimed’s support for the improvement professional teacher quality that in the end will improve the national educational service quality.

2. Method
This policy study is intended to improve the service available for teacher’s professionalism in North Sumatera province. Based on this intention then this study is being held in North Sumatera, which covering teachers with different socio-cultural background.

Complexity of the problem in this study demands a wider view to accommodate high variety information as well. Hence, this study uses a mixed-method approach that involved qualitative and quantitative data. Quantitative data will be collected using a competency test. Data analysis will be enriched with qualitative data, in order to have a comprehensive interpretation and feedback. Hence researchers in this study need to understand different interpretation and different ways in understanding the reality that based on different assumptions. This way the researcher may find complex understanding and make meaning of experiences and others’ point of view (Merriam, 2002; Willis, 2007; Taylor, 2008). Different interpretations from different perspectives will enrich the description in this study. Qualitative data is needed for a deeper analysis of a presumption from the quantitative data analysis. Qualitative data are collected through some ways such as questionnaire, interview and observation. With these two types of data deeper understanding on the studied problem may be developed.

![Fishbone chart of research phases](image-url)

Figure 1. Fishbone chart of research phases
This developmental research covers a wide aspect so that it is necessary to divide this research into two main phases, which are model development and informatics system development. The phases are illustrated by figure 1. Since this study is still on going then the result revealed in this article is not the final result, but an ongoing result especially from the literature review of the current effective regulation in Indonesia related to teacher professionalism.

3. Discussion

This professional teacher empowerment is an opportunity for Unimed to perform its function and responsibility as a teacher training institution. Integrated service system that is being developed in this study is a service policy programme of Unimed to empower professional teachers in order to improve professional teachers’ quality that in the end will improve national education quality. This model of integrated service system is constructed by some variables that will be determined by data collected in this study. So far those variable are shown in figure 2.

![Figure 2. Variables of integrated service center system for professional teacher empowerment](image)

All of these variables may facilitate professional teacher empowerment. They may be explained as follow.

3.1. Service programme

This aspect consists of teacher’s competences improvement programme through educational/training programme, such as: training, partnership program, tiered training and special training, short course, advanced education, etc., or non-educational/training programme, such as: discussion about educational problem, seminar, workshop, etc. The service programme is intended to help teacher to obtain the professional teacher competences, which are pedagogic, personal, social and professional competences (Republic of Indonesia Act number 14 of 2005). The programme needs to be filled with transformative education idea (Taylor, 2015), in order to bring transformation in teachers.

![Figure 3. Activities programme](image)
3.2. Resources
In order to guarantee the effectiveness and efficiency of the activities programme, the integrated service system needs some resources, including: human resources experts, tools and media, information about innovation in related theories. According to human resources, Unimed needs to pay more attention in preparing these human resources. The goal of this service is improving teacher professionalism. It is about bringing transformation in teacher, for this purpose human resources provided by Unimed need to understand this transformative education. Experts in this service need to be placed according to his/her expertise. Recruitment system will be developed later for lecturers to be involved in this integrated service system. Human resources in this service will be represent the quality of Unimed and their own, so by being involved in this integrated service system they are promoting Unimed and also being promoted by Unimed. Then it is necessary to maintain the quality standard of human resources in this service system.

3.3. Evaluation System
This evaluation system is intended to evaluate the performance of the system that included effectiveness and efficiency of the system, human resources’ performance and also evaluation system for participants who use the service. Regarding participants, since this service about improving teachers’ professional competences then interpretation system used in the evaluation should be criterion referenced approach, in order to make sure that participants have mastered the intended competencies. Evaluation system will be designed later after the model of integrated service system is clearer.

3.4. Informatics System
Informatics system will play a role as a tool to integrate the whole system and also to connect Unimed as the service provider to the stakeholders. Hence, it also plays the dissemination role that is disseminating necessary information to those who need it. This informatics system will be developed in the second year of this study.

3.5. Other variables
These variables may be clearer by the end of this model development process after collecting the necessary data. Researchers include this variable to accommodate other findings related to the integrated service system model that may be found later in the process of this study.

4. Conclusion
The integrated service system is intended to improve teachers’ professional competencies. This service system is developed to support professional teacher empowerment policy, which is regulated in current regulation in Indonesia about teacher professionalism. This developmental study is still ongoing. So far there are four variables that construct the integrated service system model, they are service programme, resources, evaluation system and informatics system. This system will be an indicator of Unimed’s commitment in empowering teachers’ professionalism and improving educational practices in North Sumatera and in Indonesia.

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