

EDUCATION POLICY ANALYSIS IN ORDER TO IMPROVE TEACHER PROFESSIONALISM

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ABSTRAK

Teacher professionalism can be seen from its role in carrying out tasks, namely developing the potential of students with heterogeneous backgrounds, both basic abilities, social, economic and cultural. Today's teacher professionalism is still included in the "semi" or "quasi" professional category because their work, such as teaching, is not fully given autonomy rights in practice. Professionalism in relation to the right to autonomy for a teacher in carrying out his main duties as an educator and teacher includes the ability to plan, implement and evaluate learning. Meanwhile, without mastering various basic knowledge about science, about students, about the society and culture in which the school operates, learning theory, various learning models, and various evaluation models, it is difficult for teachers to easily adapt to the new demands of implementing national education keep changing. As for achieving the real category of teacher professionalism, teacher positions must require further education and special training, namely at least having a Bachelor's degree and continuing with specialized education in their field which currently can be pursued in teacher professional education (PPG).

Keywords: Education policy, teacher professionalism.

INTRODUCTION

In order to implement the mandate of the 1945 Constitution, namely organizing a National Education System to educate the nation's life and promote national culture, as well as in the provisions of Law No. 20 of 2003 concerning the National Education System, especially Article 5 paragraph (1) which states: every citizen has the right to get quality education and Article 12 paragraph (1) every student has the right to get education in accordance with interests, Talents, and abilities, then require the work of teachers as a professional position, which is a position that requires further education and special training. As for the need to achieve and develop certain standards, it becomes a benchmark for all professions in today's competitive working conditions. This phenomenon makes the current issue to improve the standard of work and qualifications of teachers to be in accordance with the development of science and technology. Furthermore, nowadays the concept of professionalism is becoming prominent and is considered as one of the key elements of effectiveness in the work environment.

The concept of professionalism is used in different senses and is rather difficult to define (Kara et al., 2010). The term professionalism is currently widely used to classify the status of occupational groups in terms of honor (Kennedy et al., 2007). Professionalism is also said to be a strategy and rhetoric in an effort to improve one's status, salary, and condition (Evans & Calderwood, 2007). Meanwhile, according to (Hoyle, 2001), professionalism is closely related to improving service quality rather than increasing status. (Boyt et al., 2001) revealed that professionalism as a multidimensional structure consisting of one's attitude and behavior towards his work and refers to the achievement of high-level standards. Based on this expert opinion, it can be stated that teacher professionalism can be viewed from their role in carrying out their duties, namely developing the potential of students with heterogeneous backgrounds, both basic, social, economic, and cultural abilities.

According to (David et al., 2000) there are five criteria for professionalism in terms of work, namely: (1) the profession provides important public services, (2) involves expertise based on theoretical and practical, (3) has the same ethical dimension in theory and practice, (4) requires organization and regulation for recruitment purposes and, (5) professional practitioners require a high degree of individual autonomy for the assessment of independence in effective practice. In this regard, autonomy is one of the main focuses highlighted in the characteristics of teacher professionalism (Bull et al., 1998). Autonomy is a component of the teacher's professionalism that provides an individual decision-making area to achieve goals and control situations related to his work.

(Soedijarto, 2008) revealed that in every professional position known as a professional hierarchy, consisting of professionals, semi-professionals, technicians, interpreters and handymen. As for teacher professionalism, according to David (2000), the reason why teachers in their work teaching students are accepted as "semi" or "quasi" professionals is because they cannot meet the criteria of professionalism in terms of autonomy to practice. Leiter (1978) states that jobs such as teaching can be claimed as professional status but are not fully granted this status because individual autonomy is often under organizational control. More specifically, teachers are monitored by their administrators in terms of consistency between their performance and previously set standards. As a result, they are directed and shaped by the administrators to achieve the goals of the organization so that their autonomy is restricted. Samuels (1970) supports this argument by stating that public school teachers do not have a high level of authority because key decisions in educational settings are not taken by them but are determined by stakeholders.

Teacher professionalism related to the right to autonomy for a teacher in carrying out his main duties as an educator and teacher includes the ability to plan, implement and evaluate learning. Furthermore, to be able to perform this task requires abilities that are supported by mastery of science as a source of learning and as a way of learning in knowing students with their characteristics (basic abilities, interests, talents and learning patterns). As for without mastering various basic knowledge about science, about students, about the society and culture where schools operate, learning theories, various learning models, and various evaluation models, it is difficult to expect teachers to easily adjust to new demands in the implementation of national education that continues to change (Soedijarto, 2008).

Based on these problems, the writing of this article aims to provide a clear picture of government policies in the implementation of education and the competencies that must be possessed by a teacher so that it can be said to be a professional teacher.

METHOD

A literature study approach was used in collecting information in this study. The procedure in this literature study research consists of: (1) collecting data by reviewing documents from a collection of relevant books and articles on the evaluation of discrepancy models in education, (2) presenting the findings of relevant theories, (3) conducting analysis, and (4) drawing conclusions. The data that has been obtained in the document study is then analyzed using a qualitative approach by: (1) data reduction, (2) data presentation, and (3) conclusions.

RESULTS AND DISCUSSION

In the 21st century there is no country in the world that does not implement compulsory education. The implementation of compulsory education requires that all children with different backgrounds must receive quality education and be served and be able to develop according to their abilities, interests and talents. As for the current era of globalization, science and technology which are sources of material for study are developing so quickly. In such conditions, the demand for the quality of educated people, both intellectual, vocational, and sense of community, humanitarian, and national responsibility also increases in accordance with the development of society that continues to change (Soedijarto, 2008).

The heterogeneity of students in various dimensions (intellectual, cultural, and economic) The continued development of science and technology as a source of learning objects makes teachers must be professional. Therefore, the role of the teacher is no longer just to give lessons with lectures or dictate without paying attention to differences in abilities, talents, and interests of students. The role of teachers in the current era of globalization is to be able to design and select learning materials and learning strategies that are suitable for different backgrounds, as well as manage the learning process tactically and fun, be able to choose learning media, and design evaluation programs that are in accordance with educational objectives oriented towards mastering competencies (Idris et al., 2020). Depending on the educational context, it can be said that the definition of teacher professionalism focuses on the professional qualifications of teachers such as being good at their job, meeting the highest standards, and being able to achieve excellence (Demirkasimoglu, 2010).

Baggini (2005) claims that for teachers today, professionalism is defined as the extent to which teachers overcome difficulties and the extent to which they can use their skills and experience related to their profession. At the most basic level, professional teacher refers to the status of a person who is paid to teach; at a higher level, it can refer to teachers who represent the best in their profession and set the highest standards (Tichenor & Tichenor, 2005). Demirkasimoglu (2010) believes that professionalism can be improved when teachers use their excellence as a critical criterion to assess their actions and attitudes. In other words, professionalism is measured to the best and highest standards.

(Hargreaves, 2000) analyzes the development of teacher professionalism through four historical phases in many countries. The main features of this phase can be summarized as follows: 1) Pre-professional age: In this age, teaching is managerially demanding but technically

simple so that the teacher is only expected to carry out the directions of his knowledgeable superiors; 2) Autonomous professional age: This age is commented on by challenges to the singularity of teaching and the unquestionable tradition on which it is based. Autonomy in this case is considered an important component of the teaching profession, where the principle is that teachers have the right to choose the method that they think is best for their students so that teachers gain considerable pedagogical freedom in delivering their learning material to students; 3) The era of collegial professions: This era is attracting attention with increasing efforts to create a strong culture of professional cooperation to develop common goals, to overcome uncertainty and complexity and to respond effectively to rapid change and reform; and 4) Post-professional era: This era is characterized by struggles between forces and groups that seek to deprofessionalize teaching work, and other forces and groups that seek to redefine teacher professionalism and professional learning in postmodern ways that are more positive and principled and flexible, broad and inclusive.

Every education system must be able to make changes towards improvement and quality improvement (Goodwin et al., 2014). In order to achieve teachers who have full professional abilities, it is necessary to hold Strata-1 (S1) education plus a teacher education profession that can prioritize the ability to develop, implement, assess, organize, and update teaching and learning programs. According to (Widiarto, 2020) based on Article 42 paragraph (1), it is stated that a teacher must have minimum qualifications and certification in accordance with the level of teaching authority whose provisions are regulated in government regulations (PP). Based on this opinion, it can be said that teachers with such a level of professional ability will always be able to develop themselves to meet new demands in educational reform such as the application of the independent curriculum.

Departing from the heterogeneity of educational qualifications and professional abilities of teachers, in an effort to improve their professional abilities that can be done are: 1) designing learning programs including compiling syllabi; 2) implement, lead, manage, and assess learning programs; 3) diagnose problems and obstacles faced by learners in following the learning process and mastering the competencies set; and 4) arranging and designing various options that must be developed to help students is not easy (Soedijarto, 2008).

It should be noted that mastery of the four groups of professional abilities needs to be supported by various knowledge and technology related to: 1) student characteristics; 2) science as a learning motorcycle taxi and ways of learning or mode of inquiry; 3) the nature of the objectives of education and competencies that must be achieved and mastered by students; 4) general and specific learning theories; 5) learning models that are in accordance with the field of study; 6) educational technology; and 7) evaluation systems and techniques. On the basis of such an understanding of the knowledge and professional abilities of teachers, the application of Stara Satu (S1) education and the teacher education profession is needed for individuals who want to become professional teachers.

In improving teacher competence to become professional teachers, it will not be separated from the curriculum policy implemented by the school. Changes in the curriculum that have been made by the government for several times do not seem to affect the learning model and educational atmosphere that allows schools as cultural centers to educate the nation's life. In general, the atmosphere and learning process, whatever the curriculum still prioritizes the process of listening, recording, and memorization (rote learning), has not yet reached the

learning process expected by Unesco which is famous for its four pillars of learning, namely: learning to know, learning to do, learning to live together, and learning to be.

Seeing this, according to Widiarto (2020) Article 34 of the Teacher and Lecturer Law states that the government and local governments are obliged to foster and develop academic qualifications and teacher competencies in education units organized by the government, local governments, and/or communities and are obliged to provide budgets to improve teacher professionalism and service. Teacher competency improvement and development activities should not stop when the teacher has obtained a certificate. The development of technology and science requires every teacher to improve their capacity, competence, and expertise in the field of education and teaching. Therefore, the government needs to design or develop a teacher strategic HR development program based on the development of science and technology in accordance with Government Regulation No. 74 of 2008 related to the implementation of the Teacher Professional Education (PPG) program

CONCLUSION

In particular, government-centered education reforms that focus on academic achievement and student character have made educators more accountable by setting high standards of educational performance and quality. Given the many different approaches to teacher professionalism in scientific debates, it is clear that the meanings associated with teacher professionalism and teaching status have dynamic characteristics. This dynamism stems from political and social changes that result in a shift in the meaning and status of the teaching profession. The contemporary interpretation of teacher professionalism has a shift in meaning from the previous understanding in the sense that teachers are faced with various pressures, intensifying work demands and more work control in recent times.

On the other hand, looking at the scientific debate so far, "teacher professionalism" can be interpreted as a field of professional work with sociological, ideological, and educative dimensions to achieve the highest standards in the teaching profession based on professional coaching, knowledge, skills and values. The dominant discourse in the field of education shows that teacher professionalism is associated with improving the quality and standard of teacher work as well as its public image. A dual approach is common in the sense that teacher professionalism means meeting certain standards in education and is related to proficiency. However, the meaning of the term and the status of the teaching profession are considered very problematic and polarized in various fields. At this point, it seems better to look at a different position on teacher professionalism as competing versions of teacher professionalism than to look at one that fits the essentialist definition of professionalism.

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