

Research article

The Effectiveness of Teacher Professionalism in Improving the Quality of Education

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Abstract.

Educators are expected to be able to create meaningful education during all kinds of adversity, poverty, and various crises. The problem faced by several educational institutions is that there are a limited number of skilled, qualified, moral, and professional teachers. This study was conducted to determine the effectiveness of teacher professionalism in improving the quality of education. A systematic literature review was conducted to identify and interpret all research results that were relevant to the current study. The results showed that the aspect of teacher professionalism has a strong enough dominance in improving the quality of education and plays a vital role in forming competent graduates by focus on student motivation.

Keywords: professionalism, teachers, quality of education

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1. Introduction

Education is a planned effort to create learning conditions and learning processes so that students actively develop their potential to have control, personality, intelligence, noble character, and skills. [1] Changes to improve the education sector must be made in preparation to answer all the challenges of life in the future. The quality of education is related to the quality in the provision of education, which includes several aspects including the quality in the learning process, the competence of graduates, including the curriculum used, learning infrastructure, educational assessments, education personnel and the management of financing used by the educational institution. [2]

The success of education in schools cannot be separated from the role of teachers who have professional work in these educational institutions. The teacher is one of the parties from the education manager who also has an important role in the success of education, because teachers are required to have exemplary moral behavior and are able to appreciate and appreciate the uniqueness of their students.[3] In other words, the better the professionalism of the teacher, the better the quality of the learning carried

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out, and supported by adequate infrastructure, good management, so of course it will have an impact on the quality of education in the school; and vice versa, the lower the professionalism of teachers, the opportunities to achieve quality educational institutions in schools are increasingly closed [4].

Teacher professionalism is a daily requirement for working with the nation's future children who have various characteristics, none of which are the same. Professional instructors are educators with a wide range of skills. [5] Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial abilities, are skilled, creative, have professional openness in understanding the potential, characteristics, and developmental problems of students, and are able to develop study and career plans for students, as well as the ability to research and develop curriculum in order to improve the quality of education. [6]

Regulation of the Minister of National Education Number 16 of 2009 concerning Teacher Competency Standards states that teachers must have four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence. One aspect of pedagogical competence is that teachers are able to take reflective actions to improve the quality of learning, including classroom action research. [7] Until now, the lack of quality education is caused by teachers who do not have good competency standards. Teachers are still considered to lack the necessary skills to carry out the education and learning process, which requires continuous improvement. [8]

The quality of education can be said to be successful if it is carried out comprehensively (comprehensively), by improving the quality of education. [9] There are two factors that influence it, namely internal factors and external factors. Internal factors are: curriculum, facilities and infrastructure, financing, school management, and leadership. While external includes: socio-cultural, low utilization of science and technology [10]

In general, the quality of education at the level of a limited concept arises because of diverse views. In this case, quality has the meaning of degree or excellence which sometimes causes differences and contradictions between one opinion and another, giving rise to different perceptions. Something quality is part of a very high standard that cannot be exceeded [4]

This study was conducted to determine the effectiveness of teacher professionalism in improving the quality of education in educational institutions. The ability of a teacher will affect the implementation of education which directly affects the quality of education in schools.

2. Method

The method used in this research is literature study. The approach used is the SLR (Systematic Literature Review) approach using data from lens.org, sinta, and scopus, as well as articles relevant to the research theme. Literature Review is a research methodology that aims to collect and extract the essence of previous research and analyze several expert reviews written in the text. policies, triggering the creation of new and useful ideas as research guidelines in certain fields.

The method of searching for data sources for journal articles is done through the collection of articles or nationally and internationally accredited journals that can be accessed from lens.org, sinta, scopus and general search engines such as Google Scholar are used to collect relevant sources using keywords that can document and review all articles. related and obtained as many as 302 journals and there are 21 relevant reference sources from 2017 to 2021, the results of the literature study explain that teacher professionalism can improve the quality of education effectively and the results obtained illustrate that teacher professionalism has a very good level of effectiveness in improving quality of education.

The research methodology includes the following phases:

1. Stage 1 (Identification): 302 results were found by searching all databases using the keyword: "teacher professionalism in improving the quality of education".
2. Stage 2 (Screening): After initial screening, it was found that 57.94% of papers (175) from stage 1 were irrelevant because they were out of scope or context. Furthermore, a more focused search was conducted using a specific combination of the keywords "teacher professionalism and quality of education".
3. Stage 3 (Eligibility): The result from 302 is reduced to 175 by analyzing the document abstract. Only relevant studies are retained.
4. Phase 4 (Inclusion): All remaining papers (52) are now recorded in a structured and systematic format. Articles were read, and a final screening process removed all but 21 papers.
5. Stage 5 (Profiling tables): Profiling tables were created for 21 sources deemed relevant to the research topic and stored for detailed analysis.

3. Results and Discussion

From the results of article searches and analysis by researchers, it was found several articles discussing the effectiveness of teacher professionalism in improving the quality of education, namely as follows:

Professionalism can be defined as the commitment of members of a profession to continuously improve their professional abilities and continuously develop strategies used in carrying out work in accordance with their profession [11] In carrying out his profession as a teacher whose job is to educate, teach and train, the teacher must be able to understand that his duty is noble, greatly determines the success of learning and education and strives to continuously improve his performance [12] Thus, professionalism becomes a necessity that must be followed by teachers in their development. Teachers must be able to motivate students to have a good spirit of learning and discipline students to the rules at school and outside of school, also teach students to be obedient and respectful towards their parents, siblings, or older people. and has a religious nature, then a professional teacher must have 4 competencies, namely: [13] [14]

a. Curriculum Development Competencies (Pedagogics)

Ability to manage learning which includes student understanding, design, and implementation of learning and development of students to actualize their various potentials [15] A teacher in carrying out learning must use design as a reference in classroom learning The teacher has discussed various matters relating to teaching preparation such as the Lesson Plan (RPP), Syllabus, Annual Program (PROTA), Semester Program (PROMES) [16]

b. Personal Competence

The teacher's personality also needs to be considered, where the teacher also carries out time discipline, responsibility and awareness of obligations. Educators have good personalities and can be used as role models for students. In this case the teacher is the figure and type of being who is given the task and burden of fostering and guiding. Therefore, teachers are often referred to as people who are admired and imitated [13]

c. Social Competence

Teachers' social competence refers to their capacity to interact with others as social beings. The following sub-competencies make up social competence: (1) communicate effectively and empathize with students, parents, fellow educators, education personnel, and the community, (2) contribute to the development of education in schools and communities, (3) contribute to the development of education at the local level.

local, regional, national and global, (4) utilization of information and communication technology for communication and self-development [4]

The ability of teachers as social beings is the ability to interact and communicate with students and peers or their profession. An educator can be said to have talented abilities in his profession if the educator has a way of overcoming the obstacles that exist in ongoing teaching and learning activities, the teacher is able to act in an inclusive, objective, and discriminatory manner by treating his students fairly [17]

d. Professional Competence

Professional competence refers to the professional requirements that teachers must have in carrying out teaching tasks professionally [5] This is closely related to teaching actions. One of the competencies that must be possessed by teachers is professional ability. In terms of requirements to improve professionalism. mastery of having skills related to the use of media and teaching materials, to improve professional competence, which includes organizing workshops, sharing activities, and senior teacher associations [6]

Professional teachers will reflect the implementation of devotion in tasks marked by expertise in both material and method. In addition, the expertise of teachers is demonstrated through a comprehensive responsibility to students, society, parents, and the nation [7]

A teacher must work effectively in accordance with the performance or demands of the existing curriculum. Able to integrate methods, objectives, and media well in designing and managing the teaching and learning process [18] Responding to the role of a teacher in education is expected to be good at directing learning and responsibility for the competencies that must be possessed by students. The perspective of a teacher must be oriented to improving the quality or quality of service so that it is expected to be able to satisfy education users which in turn has an impact on improving the quality of education nationally in Indonesia [19] The expansion of these duties and responsibilities has the consequence of the emergence of special functions which are an integral part of the professional competence of the teacher being carried out.

Quality or more often referred to as quality is a description of the overall characteristics of goods or services that show their ability to satisfy user needs. Quality education with a quality school learning process, requires no small amount of money, because it requires more serious handling, diverse activities, with a short period of time [20] In relation to education in schools, the quality of education always refers to the specifications of educational services that are in accordance with the goals or

benefits of education itself and are always guided by the educational standards set by the government [10][21]

The quality of education is not an easy task because it is influenced by various factors such as the quality of educational inputs, the quality of educational resources, the quality of teachers and education providers, the quality of the learning process, and the ability of education manager. to anticipate and deal with the various influences of the educational environment [22]

National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia according to article 3 paragraph 1 PP number 57 of 2021. Content standards, process standards, graduate competency standards, standards for educators and education personnel, standards, facilities and infrastructure, management standards, financing standards, and education assessment standards all fall within the scope of government regulations on Education standards.

The quality of education is the biggest challenge that must be done immediately to improve the quality of education. So it is very necessary for a teacher to have exemplary, expertise, and competencies who are ready to face global competencies and in accordance with the times. [4] Likewise with inadequate facilities and infrastructure in supporting the effectiveness of learning in schools, so that there are still many shortcomings, for example an inadequate library both from local and non-existent rooms, and books that have not been facilitated.

In order to realize quality education, the role of the principal has its own way of implementing the madrasa process standard, by reviewing the contents of the teaching plan regarding competency standards, and checking the completeness of the learning plan, namely annual, semester, program, syllabus, lesson plans, learning media, learning journals. student attendance. and value list [23]

The purpose of the expected quality of education is to determine the feasibility of the program in the education unit [16] The standard of education is to produce graduates who have the ability or competence, both academic competence and vocational competence, quality education is education that is able to produce whole humans or humans with capable integral personalities [16]

Based on the findings of researchers in analyzing articles as a reference source about the effectiveness of teacher professionalism in improving the quality of education. It can be explained that a good teacher requires various aspects of competence that need to be possessed and achieved, while the standard of teacher competence that

must be possessed is a National Education Standard which states that teachers are professionals.

In the implementation of education, it must be believed that it has run in accordance with the National Education Standards (SNP). This has been done well for professional teachers who want to continue to improve their performance in terms of capital for educational success. Meanwhile, in improving teacher professionalism, there are several competencies, including pedagogic competence, personality competence, social competence, and also professional competence.

Quality of Education includes several units organized based on national education standards. The quality of education is not only determined by certain factors but also from the national standard of education which is the main goal in the education process. Of the eight standards that must be met, which is the main factor that is considered not easy, Education Quality includes several units that are implemented in national education standards. The main factor that is considered not easy in this case is that madrasas require fairly good teacher performance, therefore teacher efforts in improving the quality of education are not only based on certain factors but also on national education standards which are the main goals. in the educational process [24] Articles reviewed by search engines found the following articles:

4. Conclusion

Based on the discussion and research findings about the effectiveness of teacher professionalism in improving the quality of education, the authors can conclude that professional teachers who have pedagogic competence, personal competence, social competence, and professional competence strongly support the implementation of quality education in accordance with national education standards set by the government. . The influence of professional teachers on student behavior is very significant during the teaching and learning process, in essence teachers are able to use all components of education so that the educational process can run smoothly and can change student behavior in a better direction. Professional teachers are able to equip graduates with the competencies expected by parents, society and the world of work by motivating students to study well, complying with existing regulations and also being able to teach students to have good morals, so that the achievement of competence can be achieved. graduates who become the main standard in the national education standards that have been determined by the government can be achieved well.

TABLE 1: Articles of Search Results Related to the Effectiveness of Teacher Professionalism in Improving Education Quality.

No.	The Effectiveness of Teacher Professionalism in Improving the Quality of Education	Teacher	Professionalism	Education quality
1	Teacher Professionalism in Improving Education Quality	✓	✓	✓
2	Improving Economics Teacher Professionalism in Learning at SMA Negeri Semarang Regency	✓	✓	
3	Teacher Challenges in Improving the Quality of Islamic Religious Education in the Millennial Era	✓		✓
4	Teacher Professionalism Social Factors	✓	✓	
5	Principal's Efforts to Improve Teachers' Professional Competence	✓	✓	
6	The Urgency of PAUD Teacher Professionalism in the Implementation of Child Protection	✓	✓	
7	Professional Teacher in 2013 Curriculum Concept	✓	✓	✓
8	Teacher Profession in Improving Education Quality	✓	✓	✓
9	Quality Management of Education in Schools The Role of Principal Leadership, Teacher Professionalism, and Community Participation in Improving the Quality of Education in Schools	✓	✓	✓
10	A Systematic Review of English Early Literacy Interventions for Multiple Language Learners		✓	
11	Teacher Professionalism Development," Adaara J. Manaj. educator. Islam	✓	✓	
12	Elementary/Junior High School Teacher Professionalism", Educator Lantern	✓	✓	
13	Principal Academic Supervision, Teacher Professionalism and Education Quality	✓	✓	✓
14	Teacher Professionalism Development Strategy	✓	✓	
15	Teacher Professionalism in Transforming Quality Education Through the Internal Quality Assurance System (SPMI) During the Covid-19 Pandemic: A Case Study at SMP Negeri 13 Oku	✓	✓	✓
16	Teacher Professional Competency Analysis	✓	✓	
17	The Effect of Pedagogic and Professional Competence of Post-Certification Vocational Teachers on Teacher Commitment in Implementing the Learning Process	✓	✓	✓
18	The Effect of Teacher Professionalism and Discipline on Improving the Quality of Education in Elementary Schools	✓	✓	✓
19	Learning Supervision of Madrasah Heads in Improving Quality," J. Manaj. And Educator Supervision	✓		✓
20	Principal Managerial Skills in Improving Teacher Performance Yulekhah Ariyanti Department of Management	✓		✓
21	Improving the Quality of Islamic Educational Institutions			✓

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