



Policy Analysis to Improve Teacher Professionalism in the Primary School Education System

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Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstrak

This study aims to analyze policies that can be used to improve teacher professionalism in the primary school education system. Teacher professionalism has a crucial role in creating an effective learning environment and has a positive influence on student development. However, challenges remain that hinder the improvement of teacher professionalism in many countries, including the need for improvements in education policy. This research uses a qualitative approach by collecting data through literature studies and relevant policy analysis. The results of the research that emerged in this study are the need for improved education and training for teachers, the construction of a comprehensive performance evaluation system, and better recognition and incentives for teachers who show commitment and excellence in their work. In addition, the importance of collaboration between government, schools, and communities in supporting teacher professional development is also highlighted.

Keywords: Policy, Teacher Professionalism, Education System

Introduction

Improving the quality of education is highly demanded along with the rapid changes in the times. Every education system must be able to make changes toward quality improvement. Sustainable, targeted, and efficient efforts are needed to develop teachers into professionals who can advance the education system if we are to realize the goal of strengthening national education. Realizing the importance of teachers in the classroom has led to new ways of thinking. For children not to suffer from inadequate education and learning services, the provision of highly

professional teachers in adequate numbers is essential to prioritize.

In addition to the above ideas, efforts to improve teacher policy and professionalism are needed. This has resulted in a lot of encouragement lately to conduct studies on teacher management systems, especially those related to teacher procurement, recruitment, appointment and placement, distribution systems, certification, qualification and competency improvement, performance evaluation, competency testing, rewards and protection, welfare, career development, continuous professional development, professional ethics supervision.

Professional teachers can portray the image of a teacher who is open-minded and competent in his work. Efforts to improve teacher professionalism must continue so that the knowledge, understanding, and abilities of teachers associated with their roles are always relevant to the progress of the world of education. Therefore, the Ministry of Education and Culture keep trying to improve policies related to coaching and strengthening teacher professionalism.

As part of their responsibility to protect and advance the rights of their citizens, federal and state governments must ensure that all citizens have access to quality education. Through the government the Ministry of National Education has created some programs to help educators grow and getting better at what they do. Better classroom teaching will result from increased funding for schools. Educators are the lifeblood of the classroom, and we must be aware of this. Reforms in education policy will succeed with teacher participation. As an important member of the learning process, teachers need our immediate focus. Constantly guarantee their services or improve their standing. In addition, material well-being must be considered substantially in order to focus fully on improving the quality of education without distraction (Dahlgaard ., 2005)

The government's attention to improving the quality of teachers is a step in realizing good education. The spearhead of educational success depends on teachers (Jiang.,2021). Therefore, the improvement of various competencies must be considered, one of which is professional competence. The government pays attention to welfare in the field of material and improves the quality of teachers in various competencies. However, the quality in the professional field as a teacher has not shown a reasonable level.

The professional quality of these teachers is an important point in the implementation of learning so that findings in the field become the basis for researchers

to conduct literature studies related to what efforts have been made by the government to improve the professional quality of these teachers. This is done by analyzing government policies and improvement ideas contained in government regulations and various other reference sources. Previously, there have been previous studies that examined efforts to improve teacher quality before, such as research conducted entitled Teacher Quality in Indonesia and Efforts to Improve It, while the findings stated that there were several efforts to improve teachers. quality, Teacher quality improvement includes teacher certification, teacher competency tests, teacher performance assessments, and continuous teacher professional development. The research conducted (Phillips, 2008) has significant differences from the research that researchers do, namely in the type of research method and findings. In this study, researchers conducted a literature study to do a deeper analysis of the government's efforts in improving the professional quality of primary school teachers.

Method

This method applies qualitative in this study. This approach is used because it determines how to identify, collect, process, and analyze data from study findings. Descriptive research methods are applied. Descriptive research is a research method that focuses on solving actual problems as they exist at the time of investigation. A case study was used as a descriptive approach in this study.

A case study is a type of research that can respond to a problem or object of a phenomenon, especially in the field of education. To achieve the goals of national education, this analysis is carried out on many elements related to the case study, in particular the PPG policy. This paper examines PPG policy and teacher professional growth as an in-depth case study.

Results and Discussion

According to the Teacher Law and the Government Regulation on National Education Standards, it has been shown that the main pillar of teacher professionalism lies in the possession of academic qualifications, competencies, and professionalism of teacher certification. But unfortunately there is a separation of pedagogic competence and professional competence that can cause confusion. The explanation of article 10 of the Teacher Law states that expertise in one's field is measured by how well a person knows their subject area. Professional competence, on the other hand, is defined as "the ability to master the subject matter broadly and deeply that allows a teacher to guide his students to meet the competency standards set out in the National Education Standard" (Article 28 paragraph 3 of Government Regulations).

According to the explanation contained in the Teacher Law, professional competence focuses more on mastery and the ability to develop subject matter. That is, teachers with educational background (S1) or diploma four (D-IV) from non-education can be considered to have more professional competence compared to teachers with undergraduate education background (S1) in the field of education. While the explanation of the Government Regulation on National Education Standards shows that teachers must have mastery and ability to develop subject matter.

Ability in the field of substance knowledge requires teachers to master the substance (subject matter) given to their students and understand how to use that knowledge in learning planning under the established curriculum. The profile of a professional teacher is to have skills, abilities, and expertise in their fields, in this case, experts in their fields as well as experts in teaching. That is, a professional teacher is not only required to master the material he teaches, but also be able to

convey the concepts of the science he teaches

Thus, after obtaining the opportunity to develop professionalism periodically, teachers will increasingly have high competence. Professional teachers are teachers who have two components, namely basic skills and strategic components. Basic skills are integrated and embedded skills in a professional teacher which include the ability to communicate, collaborate, master technology, and evaluate. While the strategic component (critical component) is the basic ability to carry out learning, including abilities in the fields of material understanding, pedagogics, leadership, and personal attributes.

The concept of teacher professionalism both juridically and academically is clear. However, it cannot guarantee the level of implementation as expected, both in the preparation of PPG and in practice in schools. Reforms and innovations in the classroom can signify much depending on the actions and ideas of educators. The teacher is a multifaceted entity, but there are several managerial criteria that must be met to ensure the success of the class. This includes the teacher's level of education and experience, the content that should be covered, and the methods that should be used to best convey this information to students.

The low competence of teachers in the PPG program is related to the choice of teacher education program model, namely the consequential model. The advantage of this model is that teachers have better mastery in their main areas, but perform incompetence in aspects of pedagogic, social, and personality competencies. Through the consequential model, competencies obtained through pre-service PPG have a ratio of 1:3. This means that professional competence is convincing but the other three competencies (pedagogic, personality, and social) are of great concern, even though the four teacher competencies are intact. The conceptual-academic error lies in determining the framework of PPG

implementation due to superficial thinking about the contents of Article 8 of the Teacher Law so that it cannot distinguish between professional education and teacher professional education successively

Conceptually, PPG policy is more appropriately focused on PPG programs for teachers which are conceptually much more promising for professional teachers or preparation of primary and preschool (ECCE) teachers. Basically, Primary education does not require high professional competence except pedagogic, personal, and social competence. Given the urgency of the role of teachers in building the quality and character of the nation, conceptual errors in PPG will reap failures in building the nation and state. Education changes depending on what teachers do and think. The development of the field of education depends on what teachers do and think. Thus, the success or failure of education to build the quality of the nation is largely determined by the professionalism of teachers, while the success or failure to create professional teachers depends heavily on the PPG implementation policy.

Academic classifications, competencies, and certifications are all available to teachers. Education, organizing, guiding, directing, training, assessment, and evaluation of learners is the primary responsibility of teachers. According to this policy, qualified teachers who have vocations and ideals can improve educational standards, have academic credentials, are competent in carrying out their duties, assume professional responsibilities, earn income according to performance, develop their profession on an ongoing basis, are protected by law, and belonging to professional organizations.

In developing professional educators, it is necessary to pay attention to the following:

1. The need and consequences of consistent standardization of the teaching profession;
2. The realization of teacher professional development as a

continuous and mutually supportive cycle (starting from the pre-service process, teacher recruitment, and coaching in the office);

3. improvement of teacher management as recommended.

Teacher professional education can be taken through two levels of education, namely S1 and PPG. In this regard, PPG uses academic competencies acquired in undergraduate education to equip and develop professional competencies through teaching experience in real-world contexts. Therefore, PPG professors who have the necessary credentials and human resource competencies are required.

Based on this justification, it is impossible to say that PPG is a fast path to becoming a qualified teacher; On the contrary, it is a very challenging and drawn-out process. Prospective applicants are also required to take part in the SM-3T program, which involves undergraduate teaching in the foremost, outermost, and distant regions of the Republic of Indonesia, to be eligible to take part in this PPG. They can work in government after they receive their PPG degree. Pre-service education and in-service education are two other divisions of PPG. To meet the needs (Supply and Demand), the number of prospective instructors participating in PPG must also be changed.

Chapter 6 of Government Regulation Number 19 of 2005 concerning National Education Standards states that in general, educators must meet academic qualifications and competencies as learning agents, maintain physical and spiritual health, and be able to achieve state educational goals. Academic qualifications refer to the minimum level of education that an instructor must have, as explained (Nazidah, 2021). Qualification Standards are academic credentials or minimum levels of education that an educator must meet by providing proof of educational ability through a diploma or certificate. Furthermore, the Indonesian government's

policy on physical and spiritual health is reflected in the quality of teachers.

According to Chapter IV Article 8 of the Law on Teachers and Lecturers, a teacher must have an academic degree, competence, and educator certificate, as well as maintain physical and spiritual health and be able to achieve national educational goals. Furthermore, academic quality as described in Article 8, is obtained through higher education undergraduate or diploma four programs, as stipulated in Article 9 of the Law of the Republic of Indonesia in 2005.

Currently, teacher qualifications do not allow teaching staff who do not have a bachelor's degree (S1) or diploma four. This is because an educator must know about education, classroom management, learning design, and many other tasks when dealing with students. Therefore, teacher qualifications must be seen from their academic, physical, and spiritual health (Lafendry, 2020). The key to improving the professionalism of teachers is to repair academic qualifications because without edification it is possible to realize a minimal increase in professionalism.

Among many possible definitions of "teacher competence," Broke and Stone propose one term that describes the quality of teachers' portrayal of the importance of their actions in the classroom. Competencies as students at the primary, secondary, and early childhood education levels include pedagogic competence, personality competence, professional competence, and social competence, as stated in paragraph (3) of chapter 6 of PP RI No. 19 of 2005 concerning National Education.

1. Pedagogic competence

Pedagogic competence refers to the skills and knowledge of an educator in planning, implementing, and evaluating the learning process. Pedagogic competence is important for an educator to be able to

effectively teach and facilitate effective learning for students.

- **Mastery of the Material:** An educator needs to have a deep understanding of the subject he teaches. It involves a comprehensive understanding of curriculum content, theories, concepts, and principles related to that field of study.
- **Learning Planning:** Pedagogic competence includes the ability to plan relevant and effective learning experiences for students. A good approach to lesson planning involves selecting clear learning objectives, appropriate teaching strategies, and selecting appropriate resources and evaluation methods.
- **Selection of Teaching Methods:** An educator needs to choose teaching methods that are appropriate to the learning context and characteristics of students. It involves an understanding of various teaching methods, techniques, and approaches that can increase students' understanding and participation in the learning process.
- **Communication Skills:** Pedagogic competence also includes the ability to communicate effectively with students. An educator needs to be able to convey information clearly, listen well, facilitate discussions, and provide constructive feedback.

- **Classroom Management:** An educator needs to have skills in managing classes effectively. It involves the ability to create a positive learning climate, manage student behavior, manage time well, and facilitate collaboration and cooperation between students.
- **Learning Evaluation:** Pedagogic competence includes the ability to objectively evaluate student learning. An educator needs to be able to design and use a variety of evaluation tools, such as tests, assignments, and projects, to measure student achievement and provide constructive feedback.
- **Professional Development:** An educator needs to have a commitment to ongoing professional development. It involves wanting to keep learning, keep abreast of developments in education, and participate in training activities and collaborations with other educators

Strong pedagogic competence assists an educator in creating a positive learning environment, increasing student motivation and engagement, and achieving optimal learning outcomes.

2. A teacher's personal competence refers to the set of knowledge, skills, attitudes, and personal traits necessary to be an effective teacher. The personal competence of the teacher includes the following aspects:

- **Effective communication:** Teachers need to have good communication

skills to interact with students, co-workers, and parents. The ability to convey information clearly and listen well is an important communication skill for a teacher.

- **Empathy:** Teachers need to have the ability to understand and respond to students' needs, feelings, and experiences. By having empathy, teachers can create an environment that supports learning and assists students in their personal development.
- **Leadership:** A teacher often plays the role of leader in the classroom. Teachers need to have leadership skills that allow them to organize classes, inspire students, and build cooperation in a learning environment.
- **Motivation:** Teachers need to have the ability to motivate students to learn and participate actively in the learning process. Good motivation can help students reach their full potential.
- **Interpersonal skills:** Teachers need to be able to foster good relationships with students, co-workers, and parents. Good interpersonal skills include the ability to work together, resolve conflicts, and collaborate.
- **Work ethic:** A teacher needs to uphold good work ethics, including integrity, responsibility, and professionalism. Teachers are role models for students, and a good work ethic is important for creating a positive and fair learning environment.

- **Adaptability:** Teachers need to have the ability to adapt to changes and challenges in education. Technological developments and changes in education policy are some of the factors that can affect the work of a teacher, so adaptability is important.

3. Professional Competence

Professional competence, as defined (Laili & Maulidiyah, 2021), involves knowledge of the subject matter and being sensitive to the unique needs of each student. Teachers need various special abilities in order to do their work effectively (Uzlah & Suryana, 2022). Competency in teaching content that leads to student success. Teachers may see professional competence as a guide for how to best facilitate student learning (University of New England et al., 2018). Therefore, educators need expertise in learning preparation, delivery, and assessment. As a profession, teachers must meet professional criteria of Physical, Personality, Knowledge, and skills.

4. Social Competence

Teachers with a high level of social competence are able to build positive relationships with students, co-workers, support staff, parents/guardians, and members of the local community through effective verbal, written, and nonverbal communication. Teachers must be able to communicate effectively with their students, other educators, parents/guardians, and community

members (Sosial.,2021). Teachers are also human beings, and like everyone else, they have relationships with the people in their lives. Therefore, a teacher needs skills and experience to interact effectively with others.

Conclusion

In policy analysis to improve teacher professionalism in the primary school education system, several important factors are found that can be a foothold in designing effective policies. Improving education and training for teachers is a crucial first step in strengthening their skills and knowledge. Through quality education, teachers can gain a deeper understanding of current teaching methods, effective learning strategies, and progress in relevant academic fields.

In addition, the importance of building a comprehensive performance evaluation system should not be overlooked. A good performance evaluation will provide an objective picture of the teacher's teaching quality and provide constructive feedback for necessary improvements. Education policies should also recognize and provide better incentives for teachers who demonstrate commitment and excellence in their work. These incentives can be rewards, bonuses, promotions, or additional professional development opportunities.

However, to achieve success in improving teacher professionalism, it is important to recognize that education policy must be a collaborative effort. Close cooperation between government, schools, and communities is essential in providing comprehensive support for teachers. Governments need to ensure there are sufficient resources to support teacher education and training, while schools and communities can provide an environment that supports professional growth and shares best practice.

In order to improve teacher professionalism, holistic and integrated policies should be implemented. This approach covers a wide range of aspects, including education, training, performance evaluation, recognition, and incentives. With a comprehensive policy, the elementary school education system can produce teachers who are qualified, highly motivated, and committed to providing an optimal learning experience for students.

In implementing this policy, it is important to consider the unique conditions and needs of each school and region. There is no single-size-fits-all approach, therefore, flexibility in policy application needs attention. Thus, through the development of strong teacher professionalism, the primary school education system can be a solid foundation for academic growth and continuous student development.

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