

International Journal of Educational Review

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Content

Analysis of Teachers' Job Satisfaction in Public Primary School Abdurrohman, Yasir Arafat, Mulyadi	121 - 129
The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance Nur Eni S, Yasir Arafat, Mulyadi	130 - 142
Instructional Management of Islamic Education in Primary School Husnani, Yasir Arafat, Happy Fitria	143 - 150
Mapping Principal's Competency of Secondary School Mika Nusa Putri, Muhammad Kristiawan, Rohana	151 - 159
School's Strategy For Teacher's Professionalism Through Digital Literacy in the Industrial Revolution 4.0 Desi Agustini, Bukman Lian, Artanti Puspita Sari	160 - 173
English Language Teaching in Post-Genocide Rwanda: A Study of Teachers' Observance of The Grice's Cooperative Principle Jean de Dieu Karasenga, Innocent Nkundabatware, Olivier Munyansanga	174 - 182
The Influence of School Based Management and Work Motivation towards Teacher's Performance Mochammad Sultoni, Bukman Lian, Mulyadi	183 - 191
Developing Teacher's Professionalism to Improve the Quality of Education in Remote Areas Meili Kurniati, Yasir Arafat, Mulyadi	192 - 202
Teacher's Strategies to Protect Misbehavior of Students Sumani, Bukman Lian, Yessi Fitriani	203 - 211
An Evaluation of School Operational Fund Program Son Haji, Bukman Lian, Yessi Fitriani	212 - 221

DEVELOPING TEACHER'S PROFESSIONALISM TO IMPROVE THE QUALITY OF EDUCATION IN REMOTE AREAS

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Abstract: This study aimed at determining the efforts to develop elementary school teacher's professionalism in remote areas and the factors that become obstacles faced by teachers to improve the quality of elementary school education. This research was carried out in SD Negeri 16 and 31 Pulau Rimbau. This research is descriptive qualitative. Data were collected using documentation, interviews, observation and literature review. Data were analysed using data collection, data reduction, presentation, and drawing conclusions and verification. The results stated that the development of professionalism of remote regional teachers in Banyuasin was 1) facilitating permission for elementary school teachers to continue their studies; 2) emphasizing school principals and teachers who have more ability to share abilities with peers; 3) reviewing each teacher after completing various training activities; 4) improve school facilities and infrastructure; 6) providing assistance to teachers who are implementing education; and 7) increasing the competency of school supervisors.

Keywords: Teacher's Professionalism, Quality of Education, Remote Areas

1. Introduction

In the current era of globalization, Indonesia must be able to improve the quality of education, so that it can not compete with other countries (Kristiawan et al, 2019; Tobari et al, 2018). Our country must produce people who are independent and able to compete at the world level. At present, Indonesia needs people who can think effectively, efficiently and productively. This can be realized if we have educators who are reliable and able to produce a generation of people who are smart and moral. The teacher is an educational component that is very important in teaching and learning activities. The position of teacher is an important position in the world of education, especially in formal educational institutions (Khasanah et al, 2019; Renata et al, 2018; Murtiningsih et al, 2019).

One of the problems in the world of education faced by the Indonesian people today is the low quality of education in every type and unit of education, especially primary and secondary education (Depdiknas, 2000).

The problem of the quality of education seems to have been a very important problem for quite a long time. This was highlighted by the public, especially education observers who highlighted the problem of the low quality of education at the level and units of education in the context of national education, especially at the level of basic education (Sumarna, 2010).

The quality of education is highly correlated with the quality of teachers (Irmayani et al, 2018). The teacher is an essential component that determines the quality of learning. Especially at the level of basic education, the quality of basic education is strongly influenced by the level of professionalism of the teacher (Bafadal, 2003). Teacher knowledge and competence have a significant impact on the academic performance of students, so it can be said that the quality of education itself is not possible to exceed the quality of the teacher (Barber, 2007). The condition of teachers who work in remote areas, it will be difficult to expect the quality of education in remote

areas the results will be good without the support of the existence of teachers who have good quality and competence.

Therefore, the quality of education needs to be a concern of various parties to be able to jointly advance it. We know that the quality of Indonesia's education at this time has not moved from its fairly low achievements even at the ASIA level. The results of a Political and Economic Risk Consultancy (PERC) survey (Yastrawan, 2017) state that the education system in Indonesia is the worst in the Asian region, from 12 countries surveyed by the Hong Kong-based institution, South Korea is considered to have the best education system, followed by Singapore, Japan and Taiwan, India, China and Malaysia. Indonesia ranks 12th, one level below Vietnam. While the report from the United Nations Development Program (UNDP) in 2018 stated that the index of human development in Indonesia declined. In 2015, Indonesia ranked 113th, down from 110th in 2014 from 188 countries (Fauzi, 2017).

This condition shows that there is a significant relationship between the implementation of education and the quality of Indonesian human resource development that has been produced so far, although there are still other factors that also influence it. Education Platform is one of the studies developed in relation to the world of education. It is believed that in the field of education, what is meant by quality has an understanding in accordance with the meaning contained in the learning cycle.

Tilaar (2009) suggested that an important indicator regarding the current condition of our education, one of which is the still low quality of teachers for all levels of education, so that it also affects the performance of teachers who are considered to be still low. Therefore currently teachers are highly required to have competencies in accordance with competency standards that are able to realize maximum performance. Teacher competence is a set of mastery abilities that must exist within the teacher in

order to be able to realize performance appropriately and effectively (Fitria et al, 2019; Fitria et al, 2017; Fitria, 2018). While professional teachers are teachers who have special abilities and expertise in the field of teacher training so that they are able to carry out.

Professionalism is a demand of every profession. Without exception, the teaching profession handles everyday children of the nation's successors with different characteristics, each of which is not the same. According to Makawimbang (2011) professional teachers are those who have professional abilities with various capacities as educators. Makawimbang further (2011) states that professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial ability, skilled, creative, have professional openness in understanding potential, characteristics and problems student development, able to develop students' study plans and careers and have the ability to research and develop curriculum.

To realize this goal, various steps have been taken by the world of education, especially related to human resources that deal directly with education and learning activities, teachers. The government has launched various programs aimed at providing teachers with opportunities to develop and improve their quality. To support the need for education funding, the government allocates funds for education up to 20% of the state budget. The various programs that have been launched are at least a concrete step launched by the government in an effort to raise the quality of education. During this time, the lack of quality education is caused by the quality of teachers who do not match the demands of their profession. Teachers are still not considered to have the proper ability to carry out the education and learning process so that it needs to be continuously improved (Fauzi, 2017).

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provide input and suggestions if the teacher lacks discipline. Of the two intrinsic and extrinsic factors that most play a role in motivating the work of teachers to serve in SD Negeri 23 Pulau Rimau are the principal and the community around the school. This is because community awareness is very high to support and be able to work together with the community, the level of community care is very high. The research equation above with this research is the same as making primary schools in remote areas the object of research. The difference is that the above research more specifically analyzes the problems faced by elementary school teachers in remote areas. While this research focuses on the state of teachers, efforts to improve teacher professionalism and what factors are obstacles to efforts to improve the professionalism of elementary school teachers in remote areas.

Tilaar (2009) suggested that an important indicator regarding the current conditions of our education, one of which is still low quality of teachers for all levels of education, so that it also Affects the performance of teachers who are considered to be still low. Therefore currently teachers are highly required to have competencies in accordance with competency standards that are able to realize maximum performance. Teacher competence is a set of mastery abilities that must exist within the teacher in order to be able to realize performance appropriately and effectively. While professional teachers are teachers who have special abilities and expertise in the field of teacher training so that they are able to carry out.

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have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial ability, skilled, creative, have professional openness in understanding potential, characteristics and problems of student development, able to develop students' study plans and careers and have the ability to research and develop curriculum.

To realize this goal, various steps have been taken by the world of education, especially those related to human resources that deal directly with education and learning activities, namely teachers. The government has launched various programs aimed at providing teachers with opportunities to develop and improve their quality. To support the need for education funding, the government allocates funds for education up to 20% of the state budget. The various programs that have been launched are at least a concrete step launched by the government in an effort to raise the quality of education. During this time, the lack of quality education is caused by the quality of teachers who don't match the demands of their profession. Teachers are still not considered to have the proper ability to carry out the education and learning process so that it needs to be continuously improved (Fauzi, 2017; Salwa et al, 2019).

2. Research Method

This research uses descriptive qualitative method. Moleong (2011) mentions qualitative research as a research procedure that produces descriptive data in the form of written or oral words from people and observable behaviors, where the method used emphasizes the process of searching data / information until it is felt to have been sufficiently used to make an interpretation. Then Iskandar (2008) argues that qualitative research is research that adheres to the naturalistic or phenomenological paradigm of what is understood by research subjects such as behavioral perceptions, motivations,

actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. Sujarweni (2014) corroborates the above explanation by arguing that qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other methods of quantification (measurement). but by using work methods or methods that are systematic, directed and accountable.

The approach used in this research is a qualitative method with a descriptive design, namely research that gives a careful description of a particular individual or group about the circumstances and symptoms that occur (Koentjaraningrat, 2013). In this study, researchers will explain the efforts to develop the professionalism of elementary school teachers who work in remote areas in Pulau Rimau District and the quality of education in remote areas in Pulau Rimau District.

In this study, researchers took informants who were able to provide accurate information about the problem under study. The key informants in this study were school supervisors, school principals, educators and students.

Data collection techniques in this study used observation, interview and documentation study techniques. This is based on the opinion of Fauzan (2012) that the success of a naturalistic study is highly dependent on the accuracy and completeness of the notes compiled through observation, interviews and documentation studies. The data that has been obtained will be processed using qualitative research, then domain analysis to obtain a general and overall picture of the research object through the process of data reduction, display and verification (Huberman, 1992). The information that has been arranged is then presented systematically in order to obtain conclusions as research findings. The information presented is in accordance with the focus of the research objectives, namely

the development of teacher professionalism and improving the quality of education in remote areas in the District of Rimau, Banyuasin Regency.

3. Results and Discussion

Based on the results of the above research, it can be stated that efforts to develop the professionalism of elementary school teachers in remote areas in Pualu Rimau Subdistrict are distinguished by level, namely by the district education office and KORWIL, school supervisors and school principals. Efforts to develop teacher professionalism that have been carried out by the district education office and KORWIL are through KKG / MGMP and PPG activities as teacher competency testing activities. Efforts to develop elementary school teacher professionalism carried out by school principals are carried out through supervision activities through a family approach by visiting home teachers to help solve personal problems related to the teaching profession and providing motivation for time discipline in teaching and instilling an understanding of the importance of increasing ability the teachers through the habit of reading educational books and scientific articles relating to the management of learning.

From the research results, it is known that the professionalism development efforts undertaken by the Banyuasin District education office and the education supervisor have not been able to have a significant impact on the efforts to develop the professionalism of remote elementary school teachers in the Pulau Rimau District. Practically the initiative of the principal through the supervision approach as well as direction and motivation for the teacher to increase competence give rise to individual initiative from the teachers themselves to develop their professionalism. Efforts made by teachers independently in developing their professionalism are carried out through studies to improve educational qualifications to undergraduate level (S2) both through

collaborative programs with Palembang PGRI University, and also by utilizing information technology through the internet to explore the latest information about education, access subject material and books and articles on scientific articles related to learning management.

The lack of active frequency of education supervisors in conducting monitoring and coaching activities for teachers in remote areas has caused ineffectiveness in the development of professionalism of teachers in remote areas in the District of Pulau Rimau. . On the other hand, the limited teacher resources that have high competence possessed by remote areas, also becomes an obstacle in developing teacher professionalism.

In addition to limited resources, funding in the activities of developing elementary school teacher professionalism in remote areas has not been specifically allocated, especially for elementary school teachers who work in remote areas. In addition, the limited budget of the district education office and KORWIL has resulted in the activities of developing teacher professionalism that cannot be carried out optimally in remote areas. Obstacles encountered in an effort to develop the professionalism of remote area teachers in a concise manner based on the results of the study include 1) the geographical conditions to and from that area are difficult to access and limited internet access access; 2) lack of facilities and infrastructure owned by remote areas to realize the implementation of teacher professional development activities; 3) limited budget and has not been specifically allocated so that the variety of elementary school teacher professionalism development activities have not been running optimally; 4) the limited competency of education supervisors in carrying out elementary school teacher professional development activities both in terms of quantity and frequency of activity in the field.

Based on the problems encountered from the results of this study, the effort that must

be made to develop the professionalism of remote area teachers in the District of Pulau Rimau is to increase the participation of stakeholders in efforts to develop the professionalism of elementary school teachers in remote areas both those that have been implemented or will be implemented to going forward, namely: 1) facilitating licensing for elementary school teachers to continue their study in upgrading strata 2 (S2) level qualifications so that teachers can improve their competency through academic qualification levels; 2) emphasizing school principals and teachers who have more ability to share abilities with peers; 3) review each teacher after completing various kinds of teacher professional development activities; 4) improve school facilities and infrastructure as part of fulfilling primary school teacher teaching and learning facilities in remote areas; 6) providing assistance to teachers who are implementing education; 7) increasing the competency of school supervisors so that the activities of developing the professionalism of elementary school teachers, especially in remote areas, can be carried out optimally through coaching activities.

Facilitating licensing for elementary school teachers to continue their study to improve strata 2 level qualifications is considered an effective enough effort to realize professional teachers in the Banyuasin district area, the regional government in this case the Banyuasin district education office in this case must continue to conduct direction and motivation to the teachers to continue their studies in improving academic qualifications. The district education office in this case has made efforts to provide licensing facilities for teachers in accordance with their turn and quota to continue their studies either through collaborative programs with Palembang PGRI University and other Universities. Not only to licensing alone, local governments through the district and provincial education offices must also seek to provide material assistance/funding for study

assistance for teachers who continue their studies to improve the qualifications of the education.

The explanation above, supported by the opinion of Akhdinirwanto (2009) that if the teacher is said to be professional, the teacher must be able to provide services based on the knowledge that the teacher has systematically prepared in a relatively long time in college. The condition of education is getting higher and higher indicating that the higher the level of education of a teacher is expected to be the higher the degree of professionalism.

In addition, so that efforts to develop the professionalism of remote area teachers in Pulau Rimau District can run optimally should the school principal be demanded to have more abilities in order to provide direction and share knowledge and abilities with teachers. as stated by Suyanto (2012) that efforts to improve teacher professionalism ultimately depend on and are determined by the teachers themselves who can be pursued through: 1) understanding the demands of existing professional standards; 2) achieving the expected qualifications and competencies; 3) building good and broad peer relations including through professional organizations; 4) develop a work ethic or work culture that prioritizes high quality services to constituents; 5) adopting innovation or developing creativity in the enhancement of cutting-edge technology and information so that they are always left behind in their ability to manage learning.

Particularly in terms of building good and broad partnership can be done by teachers by fostering networking. The teacher must try to find out what his successful colleague has done, so that the teacher can learn to achieve the same success or even more. For this reason, there is a need for support from all parties, both from the education office, school principals and colleagues themselves, to transmit and share their abilities to teachers who are still lacking.

In addition, it is necessary to have a progress report on the improvement of teacher competency in remote areas with the aim that professionalism development activities participated by teachers can continue to be evaluated whether it is effective or not yet running optimally.

One other effort, which has not yet been implemented is to increase the ability of teachers to conduct research, especially research on classroom improvement. Based on the findings of the researchers, the Banyuasin district education office has not given an obligation for teachers to conduct classroom action research (PTK) or similar research. In fact, to develop teacher professionalism, especially in remote areas, teachers must practice writing and research skills that are useful later so that teachers are accustomed to doing small research related to their professional assignments which will later be beneficial to the teacher himself. Arifin (2010) argues that in the activities of developing professionalism of teachers in the context of the practice of science, technology and skills to improve quality for the teaching and learning process and the professionalism of educational staff and in order to produce something that is beneficial to education and culture, there are at least four professional development activities teachers, one of which is Scientific Writing (KTI) activities.

Another effort considered not yet implemented was community involvement. Community involvement in efforts to develop the professionalism of remote area teachers in Pulau Rimau District, both directly and indirectly, motivates teachers to want to take responsibility as educators of children from communities in the area. In addition, community involvement in the form of supervision certainly makes teachers continue to try to improve and develop their professional performance in carrying out tasks in educating the children of the community they educate at school.

As stated by Harris (2002), it is an important philosophy that schools and a

region must operate as a professional culture in which each member is committed to the personal and professional good of each, and the aim of socializing teachers who work in an area is part of cultural operations and involvement staff other than school principals, are a key feature of the collaborative aspects of cultural support in the development of teacher professionalism. then Hadiyanto (2004) who argues that the role played in improving the quality and fate of teachers can be done through cultural channels, and the struggle must be done more by the teacher himself as a corp. Culture is the values and norms or sometimes unwritten rules that are believed to be beneficial by society. Included in this are courtesy and respect for the teacher.

The next effort is to increase the competency of school supervisors who foster elementary schools in remote areas. As stated by Suyanto (2012) that in an effort to develop professionalism teachers need to utilize all resources for the sustainability of these activities. Professionalism development activities either through KKG / MGMP, seminars, training and others will be able to take place properly if they receive support from both internal and external. Internal support, namely support from the teachers themselves need to have high motivation, creative, dynamic, and innovative. While external support is the support of resources in the form of infrastructure, development staff / activity guides, resource persons and also funds. It was further said that in supporting teacher professionalism development activities it could be carried out by optimizing the role of functional power, namely education experts at the central, provincial, district level, both as academics and as practitioners in education.

The results of this study are supported by the results of a study conducted by Yonantias (2019) with the results of a study that concluded that the distribution of education is a very complicated and unresolved problem. Many things affect the

problem of equal distribution of education in Indonesia such as education is still oriented in urban areas, the number of poor people is quite large, and the number of areas that are remote and difficult to reach by vehicles. Various efforts have been made by the government in overcoming the problem of equal distribution of education such as the 9-year compulsory education program, School Operational Assistance (BOS) funds, relocation of fuel subsidies, and the use of APBD. But these efforts are still uneven. The advice given is that the government should increase efforts to equalize education in Indonesia and supervise the distribution of aid provided by the poor, such as increasing student fees so that the assistance is targeted. Seriousness is needed by all parties, both from the government, the community, and from other parties to contribute to the realization of equitable and equitable access to education. Local governments must be creative in making inroads and knowing the problems that exist in their area each one.

Then the research conducted by Krisnani (2015) with the results of the study which states that the education gap that occurs in urban and rural areas can be seen from the number of teaching staff available in urban schools and rural schools. There are more teachers in urban areas than in rural areas. The low interest of teachers teaching in rural areas is caused by the lack of access to transportation and poor school facilities found in rural areas. In addition, the education gap between urban and rural areas can be seen from schools in urban areas that have good facilities, of course, also have competent teachers so that they will produce intelligent students. This is inversely proportional to schools in rural areas that have poor school facilities and less competent teaching staff. The Government, with all its efforts, especially the Ministry of Education and Culture of the Republic of Indonesia, in this case is trying to overcome the education gap that occurs in rural and urban areas, namely by issuing a Bachelor of Education in

the Region (SM3T) Program that aims to overcome the problem of education disparity between villages and cities. Of course social workers can help control outcomes and play a role in the implementation of policies.

Rahmawati (2019) with the results of the study stated that the quality improvement program for educators and education personnel in remote areas was less synchronous with the facts in the field when the researchers conducted this research. Provision of educational facilities and infrastructure in remote areas is done quite well by the ministry of education. Inhibiting factors that influence the performance of education to improve the quality of basic education in remote areas in internal factors are human resources can be seen as unfavorable, the organizational structure in the ministry of education and culture in Tulungagung Regency is well organized and feasible. In addition, external factors are efforts to improve the quality of basic education in Tulungagung Regency and especially in remote areas that have problems mainly related to educators and funding, which come from DAK, APBD and BOS.

4. Conclusion

Based on the results of the research described above, the results of the study which state that the professionalism of remote area teachers in the District of Rimau is still in the low category can have an impact on the quality of education of the remote areas in the District of Pulau Rimau. The low professionalism of teachers causes the teaching and learning process is not optimal and of course the quality of learning is very influential on the results of the achievement of primary school output in remote areas in Pulau Rimau District. The findings which state that the professional development efforts carried out by the Office of Education and school supervisors are deemed not to have a significant impact on teachers and practically only the efforts made by principals through supervision activities state that the Office of

Education's programs have not been maximally empowered and do not pay attention to the underlying fundamental problems. faced by elementary school teachers in remote areas in Pulau Rimau District such as geographical conditions from and to the area are difficult to access and limited internet access, lack of facilities and infrastructure owned by remote areas to realize the implementation of teacher professional development activities, limited budget and have not been specifically allocated so that the activities of developing elementary school teacher professionalism have not been able to be carried out to the maximum and the uneven competence of school supervisors that has influenced the efforts to foster elementary school teachers in remote areas in North America.

Therefore the potential of school principals must be maximized and maximize other potential potentials such as facilitation of licensing for elementary school teachers to continue the study of strata level academic qualifications to improve teacher professionalism and other efforts such as providing assistance to teachers who are conducting education and increasing the competency of school supervisors so that Elementary teacher professional development activities especially in remote areas can be carried out maximally through coaching activities, will have an impact on developing the professionalism of remote area teachers in Pulau Rimau District.

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