

**THE PROFESSIONALISM OF TEACHERS IN PUBLIC  
ELEMENTARY SCHOOL STATE OF WEST PERAK, VI NO 494,  
DOLPHIN STREET NO. 29 CITY OF SURABAYA**

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***Abstract***

*Professional teachers hold the main key to improving the quality of education in the future. As for the formulation problem in this study, how is the professionalism of teachers in Elementary school State of West Perak VI?. This study aims to determine the professionalism of teachers in Elementary school State of West Perak VI. The approach used in this research is Qualitative with the interview method. The research data comes from the headmaster and teachers. The subjects of this study were four informants, namely one headmaster, one Christian religion subject teacher and two class teachers. The reason the researcher took the subject was based on the consideration of the headmaster that due to limited time and energy it was better to take the four informants. Data collection was done by interviewing techniques. Atlas.ti and drawing conclusions were used to process the interview data. The result showed that the teachers at SDN Perak Barat VI had carried out their duties professionally. It is recommended for teacher professionalism in the teaching and learning process.*

**Keywords:** *Professional, Teachers, formulation, Elementary school.*

**INTRODUCTION**

The Postmodern era is an era where there are rapid changes that leave modern ways of thinking and living patterns. Postmodern characteristics are relativism, pluralism and postmodernism are challenges and demands for humans. Researchers see that in the postmodern era the professionalism of a teacher needs to be considered and improved. The level of professionalism of a teacher has a huge

impact on the world of education.

A professional teacher will be seen from the results of teaching and learning activities in the place where the teacher teaches. Professional teachers will create quality and reliable future generations. To improve the quality of education, teachers are one of the most important factors; Therefore, teachers are declared as professionals. It is within

this framework that the teacher certification program is carried out so that teachers have mastery of competencies as required by the Law on Teachers and Lecturers.

Teacher professionalism is often associated with three factors that are quite important, namely competence, certification, and professional allowances. These three factors are predicted to affect the quality of education. As a professional teacher and has an educator certificate, the teacher is obliged to continue to maintain his professionalism as a teacher.

To improve the quality of education and to educate the life of the nation, it is inseparable from the role of teachers to form complete human resources and have faith in God Almighty. Quality education is determined by educators (teachers). Through quality education, it is hoped that national education goals can be achieved. The teacher or educator is a subject who determines the achievement of educational goals. To achieve educational goals, teachers must have expertise in their fields, this is influenced by their competence.

The teacher is a profession, which is a job that must be done with certain skill qualifications needed for the teaching profession, has the skills, abilities and meets the minimum quality standards obtained through the teaching and learning process.

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## RESEARCH METHOD

Based on the nature of the problem, this research uses the method qualitative approach, which in its approach considers an event that has certain meanings and meanings that cannot be expressed quantitatively, or with numbers. Bogdan and Taylor (followed by Moleong) define a qualitative method as a research method that produces descriptive data in the form of written or spoken words of people and observable behavior.[1] Nawawi said that in the qualitative method there is an attempt to reveal the problem or event as it is. Furthermore, this research will process descriptive data.[2] This descriptive data has various forms, for example, transcription (data from referential sources, interview results from both primary and secondary, and field notes on the results of the research).

Observation), pictures, photos, recorded interviews, and so on. In this study, the approach used is phenomenology with a naturalistic paradigm.

## RESULTS AND DISCUSSION

The term professionalism comes from the profession. In the Indonesian English Dictionary, profession means work. Arifin in the book *Kapita Selekta Pendidikan* argues that profession has the same meaning as the word occupation or work that requires

expertise acquired through education special education or training. Yunus Namsa explained that the profession is a field of work that in carrying out its duties requires scientific techniques and procedures, and has dedication. How to respond to professional service-oriented jobs.[3]

Professionalism is a field of work based on certain skills. A professional understands what, why, and how a job is done. Knowing the efforts and strategic steps and understanding the consequences and risks of a job he carries out. Therefore, a professional is not only equipped with certain skills but also supported by the mental and personality that supports his field of expertise and work. [8]

Furthermore, Kunandar stated that the teaching profession is special expertise and authority in the fields of education, teaching, and training which is occupied to become a livelihood in meeting the needs of the person concerned. Mursiddin also said that teacher professionalism is a job in which some tasks and conditions must be met run by a teacher with full dedication, according to his field of expertise, and always improvising himself.[4]

Suprihatiningrum, explained the meaning of teacher professionalism as follows. Professionalism is also defined as an understanding that creates certain work activities in people's lives armed with high

expertise and based on a sense of the calling of the soul with the spirit to do service to provide service assistance to fellow human beings. Teacher professionalism contains an understanding that includes elements of personality, knowledge, and skills.[5]

According to Martinis Yamin, profession has the meaning of someone who pursues work based on skills, abilities, techniques, and procedures based on intellect.[6] Wignjosoebroto stated that professionalism is an understanding that creates certain work activities in the community, armed with high expertise and based on a sense of calling and a pledge (fateri/profitery) to accept the call with a spirit of dedication.

Always ready to give help to others who are afflicted with difficulties in the midst of the dark of life.[7]

## **Research Findings**

In qualitative research, data analysis is a useful stage to examine the data that has been obtained from several informants who have been selected during the research. In addition, it is also useful for explaining and ensuring the truth of research findings.

As for the research that has been done, the researchers got several findings that can describe the professionalism of teachers, the difficulties faced by teachers in improving teacher professionalism, and

strategies for teacher self-development in order to become a professional teacher at the West Perak VI Elementary School.

In research conducted for several days, researchers found some important points about teacher professionalism at the Perak State Elementary School West VI include: The family burden, in this case, the family burden is one of the obstacles or difficulties faced by a teacher when they want to improve teacher professionalism, besides that there is also a structural burden which is a difficulty also in improving teacher professionalism, work ethic is the ability to maintain the right work, or in other words, Others include attitudes that shape the way a person performs their duties at work following positive moral values, in improving the professionalism of teachers, work ethic is very necessary.

The age factor is one of the obstacles in improving teacher professionalism because where the age of a teacher gets older, the absorption capacity of the teacher is also decreasing so that in increasing teacher professionalism Age factor also needs to be considered. Technological constraints, technology is indeed something very important, especially in today's world of education, when a teacher lacks technology mastery in this case IT, it will be a problem for the teacher to improve teacher

professionalism, so I want to become a professional teacher understanding very much about technology important.

Time management, sometimes think that managing time is something easy, but it's not as easy as it seems. If you want to be a professional, of course, you have to be an expert in time management, otherwise, everything you do will not be handled properly. Time management is also an obstacle or difficulty in improving teacher professionalism. The personality of the teacher, we often hear that the teacher is a role model for students, the teacher is known by the term "tough" and imitated, being a professional teacher, the teacher's personality needs to be considered, a teacher is certainly a person who is physically and spiritually healthy. His personality deserves to be example.

Mastery of the material, a professional teacher of course when going to teach in class the teacher already has material prepared to be presented to his students in class. The lack of facilities and infrastructure, facilities and infrastructure is also something important in supporting efforts to improve teacher professionalism, if the facilities and infrastructure are not supportive, then efforts to improve teacher professionalism will also not be optimal. So the lack of facilities and infrastructure is an obstacle in efforts to increase teacher

professionalism that needs to be considered. Lack of teacher cohesiveness, cooperation between teachers is also needed in improving teacher professionalism.

Cooperation with the service is an important thing in an effort to improve the professionalism of teachers because when the cooperative relationship between schools and the service is weak, of course, the increase in teacher professionalism will also be hampered because the service is an institution that implements training for teachers. Understanding the characteristics of students is something that is very important if you want to become a professional teacher, then understanding the character of students is something that cannot be ignored. In addition to the characteristics of students, the cognitive abilities of students need to be understood by a professional teacher, because when the teacher understands the cognitive abilities of each student, then the teacher will know how to present the material in class and the learning methods used.

Maximizing performance is no less important in an effort to improve teacher professionalism, performance is also one of the determinants of whether a teacher is professional or not. The potential of the teacher also needs to be maximized. And professional teachers must have achievement targets.

To become professional teachers need to equip themselves with various sciences and technologies. Where did all that come from? From attending training held by the education office or at the school where the teacher teaches or what is called independent training. Improved human resources with the above A professional teacher must have a fair attitude towards all students, regardless of any aspect, for example from the cognitive abilities of students, from student attitudes and behavior, and from student personality. As a professional teacher, you must treat students fairly fair and equitably. The vision and mission become a reference for efforts to improve the professionalism of teachers in the school.

## CONCLUSION

After collecting data, managing data, and analyzing data as a result of research on teacher professionalism at the Perak Barat VI Elementary School, the researchers drew the following conclusions: One, Efforts to increase teacher professionalism were carried out through the participation of every teacher in training held by the agency. Education, training held independently in schools with personal costs by each teacher, training held by PGRI, and training outside PGRI.

Two, principals as policymakers in schools must function optimally and be able to lead schools wisely and directed and lead to the achievement of maximum goals and the quality of school education which of course has an impact on the quality of student graduation. Therefore, the principal of the Perak Barat VI State Elementary School has carried out his role as an educator, leader, motivator, and innovator for teachers so that they continue to strive to improve the professionalism of teachers at the school.

Third, the professionalism of teachers at the State Perak Barat VI Surabaya Elementary School is able to improve the quality of professional teacher teaching because teachers have special abilities and expertise in the teaching field so that they are able to carry out their duties and functions as teachers with maximum abilities.

Professional teachers should have the four competencies that have been defined in the attachment of the regulation of the minister of national education no. 16 of 2007 concerning standards for academic qualifications and teacher competencies, which consist of pedagogic competence, personality competence, social competence, and professional competence. The four competencies that must be owned by the teacher cannot be separated from each other

because these competencies are an integrated component in the teacher's performance as a professional teacher or educator.

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