

The Development of Teacher's Professional Competence: A Theoretical Review

Syarifah Rahmah^{1*}, Titi Kadi²

¹ Institut Agama Islam Negeri Lhokseumawe,

² Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda

HISTORY

Received

14 December 2021

Revised

19 Mei 2022

Accepted

10 Juli 2022

Keywords

Education Management,

Professional

Development,

Quality of Education,

Teacher Professionalism.



ABSTRACT

The functionalization of teachers as the primary contributor to educational quality is demonstrated by their mastery of professional facets. The purpose of this study is to design and examine a model for teacher professional development. a qualitative study design using literary methods. Using the keywords "teacher competence," "teacher professionalism," "professional development," and "educational management," 40 data sources were extracted from main and secondary references in the form of books, research journals, and documentation. Coding, keywords, and classification are then used to process the data. Miles and Huberman's procedures are employed in data analysis. The findings demonstrated that teachers' professional orientation does not end at the point of demonstrating competence but rather develops unique teacher-learner relations. Both internal and external factors have an impact on the professional development of teachers. Internal competence development entails taking several calculated actions. The professional development of teachers is an endeavor to reenergize instructors that are carried out outside of classrooms. Observations of the teaching profession are generally becoming more forward-looking. The idealization is consistent with the official government policies.

CONTACT: □ Syarifah Rahmah | □ syarifahrahmah@iainlhokseumawe

doi : <https://doi.org/10.47766/idarrah.v6i1.110>

Copyright (c) 2022 Idarah (Jurnal Pendidikan dan Kependidikan)

ABSTRAK

Kata Kunci:

*Manajemen Pendidikan,
Mutu Pendidikan,
Pengembangan Profesi,
Profesionalisme Guru..*

Fungsionalisasi guru sebagai komponen utama mutu pendidikan dibuktikan melalui penguasaan terhadap aspek profesionalisme. Penelitian ini bertujuan untuk menganalisis dan mengkonstruksi sebuah model pengembangan profesi guru. Penelitian berjenis kualitatif dengan teknik kepustakaan. Sumber data berjumlah 40 buah yang berasal dari rujukan primer dan sekunder berupa sumber buku, jurnal penelitian dan dokumentasi menggunakan kata kunci kompetensi guru, profesionalisme guru, pengembangan profesi dan manajemen pendidikan. Data kemudian diolah menggunakan koding, kata kunci dan kategorisasi. Teknik analisis data menggunakan teknik Miles dan Huberman. Hasil penelitian menunjukkan orientasi profesi guru tidak berhenti pada tahap pemenuhan kompetensi melainkan membentuk individu guru pembelajar. Pengembangan profesi guru dipengaruhi oleh faktor internal dan eksternal. Internal adalah pengembangan kompetensi profesional melalui serangkaian langkah strategis. Sedangkan eksternal adalah upaya revitalisasi guru yang dilakukan eksternal sekolah yang bersifat pengembangan profesionalitas guru. Secara umum pengamatan terhadap profesi pendidik semakin prospektif. Idealisasi tersebut selaras dengan kebijakan formal yang dibuat oleh pemerintah.

INTRODUCTION

The complexity of educational institutions leads to the quality of educational services ([Shaturaev, 2021](#)). Correlatively the quality of education is influenced by the quality of teachers ([Rahmah et al., 2022](#)). Assessment of teacher quality is mastery of 4 competencies. Referring to the education law, namely personal competence, social competence, professional competence and pedagogical competence ([Darmadi, 2015](#); [Dudung, 2018](#)).

The problems faced by the world of education today are very complex, many factors must be taken into consideration because they greatly influence human life ([Syamsul & Ma'arif, 2018](#)). What needs to be considered is that the influence of education on human life cannot be ignored because education is a key factor and can improve the quality of a nation's human resources ([Supardi, 2015](#)). Education is very important because with education humans become better prepared and can anticipate various problems that may occur ([Hegar, 2011](#)).

Basically, education can hardly go without educators, because educators are the key factor in the implementation of education. The success of education is strongly influenced by the role of educators as *Uswah* or the exemplary ([Fullan, 2012](#)). Educators must always

develop their knowledge abilities so that students can obtain knowledge, skills, attitudes, and good values. The success of the learning process depends on how this key of educational figure does it ([Bellibas et al., 2021](#)).

The quality of education cannot be achieved without the role of the teacher. This fundamental role can be felt in every aspect of educational services in the learning process and educational administration processes ([Caldwell & Spinks, 2021](#)). The increasingly complex challenges of the industrial world have forced the government to issue policies that will support the improvement of teacher competency and teacher welfare. Meanwhile, the teachers are required to provide maximum performance in the process of educational services ([Widaryanti et al., 2016](#)).

Teachers are required not only to be intelligent but creative, productive and innovative ([Suci et al., 2021](#)). Teachers who are qualified and intelligent are the teachers who can provide value and change transformation to students. Much research has been done on teachers, but there is still very limited research on teacher quality in relation to sustainable professional development. The limitations of the term in this study mean teacher quality refers to aspects of professionalism and pedagogical competence, while professional development is more directed to social competence and personality competence ([Prasetyo et al., 2022](#)).

Today, the quality of Indonesian education is on the verge of being unreasonable, especially school education institutions located in rural and inland areas of Indonesia, including several other provinces in the country ([Lumban Gaol, 2021](#)). School or educational institutions that are far from access to technology and information are faced with many problems, generally remote schools do not have complete access to develop their educational institutions. This is inversely proportional to school education institutions located in urban areas such as Jakarta, Yogyakarta, Malang and Surabaya .

The government, in this case the Ministry of Education, must be more proactive in encouraging school education institutions located in rural areas to improve and develop for the better ([Menter & Assunção Flores, 2021](#); [Sucipto, 2013](#)). This development can be achieved by improving the quality of educators. In addition, the concern and seriousness of the local government itself can be shown by being more proactive towards disruptive educational challenges ([McFarlane & Ogazon, 2011](#)).

Competition between educational institutions is getting tighter and more competitive. The main instrument that plays a significant role is the aspect of the teacher. Quantitatively, the aspect of teacher quality can be seen from the teacher competency index. The selection of qualified teachers is carried out through the recruitment of model teacher or "guru penggerak". However, in rural area the results of this recruitment are still less convincing. There is a gap between the teachers' interest, process and competency. The teacher equity index in educational institutions in rural area also has not yet show an encouraging significance. Educational institutions in the rural area faces difficulty in getting qualified teachers, moreover, the existing teachers often request to move to urban

areas. Hence, educational institutions are forced to empower teachers with educational background qualifications that do not meet the requirements.

METHODS

This is a qualitative research using literature method. The data were analyzed through research results and reference books and taken from 40 reference sources considering the relevance of the theme. The study aspect of the teaching profession specifically lead to the professionalism factor both in attitude and competency standards. The data analysis technique used the Huberman model with tabulation reduction techniques, comparisons and model constructs.

RESULT AND DISCUSSION

Analysis of the Complexity and Urgency of Teachers in Schools

The complexity of teacher problems relates to educational institutions as educational facilitators. In reality of the practice of teachers as profession is not only related to technical matters but rather the self-learning process. Teachers are required to be active in improving their competence and develop the learning process. The teaching profession in learning requires more serious development. Currently, teachers are required to use technology to support the learning process.

Nata's opinion focused on creating a harmonious relationship between teacher training college and non-teacher training college in order to create scientific collaboration. What Nata said above is not wrong, but if we look more closely at the disciplines in each institution it is difficult to unify them, especially when considering the goals, vision and mission of the organization. However, with regard to competence, it is legitimate to collaborate, to find similarities that may exist.

Some opinions say that Indonesia's education today is still low and far behind other countries in the world, especially in terms of quality, including the problem of a small education budget, education system that must be improved, socio-cultural society, to obstacles in implementing policies. In order for Indonesian education to catch up, significant effort must be expended on its development. In a broad sense, Indonesia's educational lag is a reflection of the nation's education policy, which constantly revises the school curriculum. ([Rahmah & Ilham, 2022](#)).

At a practical level, weaknesses also occur in policy implementation. Even though policies ideally lead to efforts to improve the quality of education, in reality it often experiences distortions that can reduce the effectiveness of achieving the goals of the policy itself. Moreover, the community considers that today's education is only to produce output and not outcomes from students. Outcome is an important achievement for every graduate, this can be seen in the level of soil fertility, the ocean can be the basis for choosing a field of work that can be taken by intelligent people and experts in their fields.

The teaching staff is one of the most influential variables in determining attempts to increase the quality of human resources through education; through them, education is implemented at a local level. It means that how education carries out its duties professionally is based on the basic values of life, which are not just material but also transient values that can inspire the educational process toward an ideal and meaningful condition for the happiness of the students' lives, educators and the wider community. Educators are also expected to influence the formation of human capital covering the cognitive, affective and skills domains (physical, mental and spiritual) ([Jamil & Rahmah, 2021](#)).

Concepts and Dimensions of Teacher Professionalism Development

Doing work or tasks according to ability and educational background is called professional. Professional teachers who are ready to carry out their profession are a form of expertise that must be carried out and must be able to carry out them professionally. Profession is a skill or a job that is carried out and requires special expertise using scientific techniques and has high dedication. Expertise is obtained from educational institutions specifically intended for that with an accountable curriculum. The development of the teaching profession is a process to assist organizations or individuals in doing their jobs effectively. Typically, development entails a collection of tactics that can assist individuals or organizations in carrying out their vision, mission, and goals/results more successfully.

The teaching profession can also be seen in the effort of hard work, expertise and the level of the work they have, so it is reasonable to receive fair compensation in the form of large salaries and benefits and adequate facilities compared to non-professional employees. Educators' tasks as trainers, supervisors, and teachers are hard work. Educators must work hard, both physically and mentally to educate the nation's future generations. Therefore, educators must be given the opportunity to develop themselves and their positions, such as participating in training, workshops, courses, and upgrading as well as continuing their education to higher education, then given the opportunity to occupy positions according to their expertise.

Danim stated that profession is someone who is engaged in work based on skills, abilities, techniques and procedures based on intellect. Thus the profession is the meaning of a job that is carried by educational staff or educators, or a job that requires knowledge, skills, abilities, expertise, and exemplary to create students to have the behavior as expected ([Danim, 2012](#)).

In terms of the educators profession as a job, it requires higher education for the perpetrators who emphasize mental work, not manual work. The mental ability referred to here is the requirement of theoretical knowledge as an instrument for doing practical work ([Danim, 2012](#)). The performance of educators can be measured by their profession, since working a profession is not easy because profession is a work done with expertise according to one's existing scientific disciplines. Professional teachers are those who have

qualifications for professional competence. The independence of educators is a manifestation of courage to realize what has become their belief by prioritizing expertise and independence. Independent educators will balance their creativity in the field of learning so that learning processes can be more interesting. This is a driving force for improving the quality of education. There is a legal umbrella for the development of the teaching profession individually, because in the individual context the ability to develop oneself personally is the main thing that can strengthen the teaching profession. Self-development is crucial to develop quality of educators.

Educators as profession is inseparable from the ability of educators to develop innovation. The innovations developed can also strengthen professional abilities. Idochi and Amir said, there are seven forms to encourage innovative attitudes in educators and encourage them to be willing to make innovative breakthroughs. The seven things are: (1) creative learning (2) learning like a butterfly, (3) learning the beauty of the world and the beauty of being an educator, (4) learning from the simple and concrete, (5) learning the rotation of life, (6) learn to coordinate with professional people, (6) learn to go out with one mind ([Anwar, 2013](#)). The six lessons listed above are crucial to the development of educators' professional competence. The six components can establish a solid relationship as innovative and professional educators.

To achieve this, creative learning is needed in various ways to gain new knowledge. Creative learning is required for an educator to continue to seek and develop their learning creativity, this is reflected in the butterflies hypnotized by flower essences and keep trying to get them. Through this learning educators participate in learning about the beauty of the world, and educators can design the future of students by providing quality knowledge content.

Teacher self-identification can be performed through independent innovative development and breakthrough activities. From the small to the bigger stage by continuing to coordinate with professional experts to better discover their abilities. In fact, educators are forming new people towards achieving their goals. To achieve all of this, educators must carry out their duties as professionals sincerely and lovingly, besides that educators improve Human Resources thoroughly ([Asy'ari et al., 2021](#)).

Human resource development is an important step in improving human resource management, one of which is through human resource development. Broadly speaking, the development that has been carried out has reached many aspects, such as scientific improvement. The implementation of this development program is actually to cover the difference between the expertise of educators and demand for positions. Furthermore, to improve their performance, the enthusiasm of the education staff is needed to achieve expectations in the world of work. Umar said, to perform development programs, management should do a learning analysis of the needs, goals, objectives, content, and

principles of learning first so that the implementation of the program becomes effective. The development in question is the concepts and techniques developed for the long term.

Suci explained that professional positions must have several characteristics, namely: (a) the job is prepared through a formal process of education and training, (b) the work done gets recognition from the community, (c) there is supervision from an organization such as (IDI, PGRI, and IPBI), (d) has a code of ethics as a basis for carrying out the duties and responsibilities of the profession itself ([Suci et al., 2021](#)).

Identification of work professions in the context of service organizations/schools has five characteristics, work has a function as a form of community service, professions require certain skills that are acquired through relatively long education and training, generally carried out in certain institutions that are socially acceptable. be held accountable, the profession is supported by a scientific discipline, there is a code of ethics that guides the behavior of its members, along with strict sanctions for violators of the code of ethics, as a consequence of the profession as an individual or group receiving financial or material rewards ([Danim, 2002](#); [Ritonga & Prasetyo, 2019](#)).

The expectations of these educators are: (1) Philosophical basis. The demands of the times and students are always evolving. Therefore, the teaching profession must always be improved so that it will not become out of date; (2) Psychological Basis. Educators are always dealing with other individuals who have their own uniqueness and specialties. If educators do not improve their ability and understanding of students, then they will not be able to implement service strategies according to the uniqueness of the students. This is where the importance of students developing psychological understanding of other individuals; (3) Pedagogical Basis. Main professional duties. Educators must carry out the task of educating properly, applying new learning strategies, methods, educational techniques, creating a varied learning atmosphere, and can manage classes well. To do this, educators must stay updated of learning methods innovations; (4) Scientific Basis. Science, technology and art are always developing rapidly. Educators must be able to develop a scientific way of thinking that can always follow the development of science and technology; Sociological Basis. Educators must be experts at establishing social relations by utilizing rapidly growing means and media. These are what require the teaching profession to be developed ([Jamil & Rahmah, 2021](#); [Sambell et al., 2017](#); [Soetopo, 2010](#)).

The opinions stated above provide an understanding that to become a good, professional and highly dedicated educator, one must develop his/her own abilities better by making various changes such as using the latest methods, strategies, and learning models, moreover, educators must also be able bring innovation to the learning process carried out.

Reinforcement of Formal Aspect

In the context of Indonesia's current situation, it is clear that the government's efforts to strengthen and continue to develop the teaching profession as a strong profession are aligned with other professions that have been developing for a long time. This can be seen from the issuance of Law no. 14 of 2005 concerning Teachers and Lecturers. This law clearly describes how the government tries to develop professional educators through legal protection with certain standards and is expected to encourage the development of the teaching profession.

The development of the teaching profession is influenced by many factors, especially environmental factors where the development will be carried out. Convoluted bureaucratic factors, especially the education bureaucracy, are sometimes not very supportive in to create an atmosphere that is conducive for educators to develop professionally ([Geiger & Pivovarova, 2018](#)). If we refer to the laws and regulations related to education, the bureaucracy must provide support for the process of professional development of teaching staff, considering that our bureaucratic system tends to carry out wrong policies so that the ideal role required by law cannot be implemented ([Marchenko et al., 2022](#)).

Legal protection is needed, especially in social aspects so that the duties of the teaching profession receive adequate recognition, but this does not guarantee one hundred percent the development of the teaching profession as an individual, because in the individual context, the ability to develop oneself is the most important thing that can strengthen the teaching profession. Therefore efforts to continue to empower the educators improvement in their self-development ability must be carried out ([Bragg et al., 2021](#)).

Although legal protection is important, the self-development of educators is more important in enhancing professional development. This is because legal protection can be the basis for strengthening the teaching profession, but it does not automatically grow the teaching profession in carrying out its roles and duties in education. Meanwhile individual self-development can provide strength for educators to become a strong and qualified profession to educate the nation's next generation. Thus, educators must continue to strive for self-development in carrying out their duties so that they can contribute to improving human resources in the development of a nation including in moral, advanced, qualified, and following the national education goals ([Fajri & Sukatin, 2021](#)).

The noble task of educators is incomparable to the appreciation they have received so far, especially the attention from the government with regard to legal protection policies for educators. In addition to the legal umbrella, educators must also be equipped with sufficient knowledge and training related to the competencies they have. In terms of the participation of educators in various sectors, activities to improve competence are often carried out, but not all educators have access to this training.

Furthermore, training, workshops, seminars and others events attended by educators are more focused on providing material but has not address the cognitive, affective and psychomotor aspects. To address this, another breakthrough is needed by the government through the ministry to immediately design a form of cooperation with other countries that have the best quality education. The cooperation can be in the form of exchange of educators between countries and sending educators to learn how to run education for the better. Educators who take part in the training must be evenly distributed, according to their field of knowledge and according to the country they are going to. Including educators/teachers of religious education in public schools and Islamic school. The period of training should not be too short, the minimum period required is one year or at least six (6) months. Thus the educator/teacher can make progress in their life and ready to make changes to the world where they live in.

Educator Professional Strategy and Development

The current condition of educational institutions is in a dilemma, there is a gap in the quality of teachers in villages and cities. One of the efforts to improve the quality of teachers is the development of the teaching profession through teacher mobilization and various types of education and training.

Educator professional development strategy carried out by the principal through practical activities. The implementation of training is currently based on output. In the research context, the education training that was held focused on increasing teacher competence. The strategy implemented by the school includes facilitating teachers to attend various kinds of training and education, creating a reward and punishment system for teachers. This policy was made because the progress of schools is largely determined by the development of the teaching profession.

[Nata](#), [Kongebro](#) and [Goodwin](#) stated: (1) the development of professional educators must be carried out because professional educators will support the improvement of the quality of education. So that the development of the professional quality of educators cannot be postponed and neglected, in the same way that superior schools in Indonesia are also accompanied by superior educators as well; (2) professional educators in the view of Islam must also be accompanied by pedagogical, personal, social and professional competence in the academic field, and must be based on the vision and spirit of Islamic teachings so that they have the meaning of worshiping Allah SWT and avoid the influence of materialism and hedonism as the cause of the downfall of education quality; (3) in order to improve the quality of professional educators, it is necessary to consider reviving teacher training schools.

The creation of collaboration between teaching and non-teacher faculties involving professional groups as teaching staff in teacher professional education by implementing an apprenticeship system; the concept of chain and tiered educators; peer tutors. All of these activities are monitored, supervised, and fostered by experienced and professional

senior educators in educating prospective future educators ([Farrelly & Kongebro, 2019](#); [Goodwin, 2021](#); [Nata, 2010](#)).

It was found that the relationship between the extent of teacher cooperation and job satisfaction was more pronounced for male teachers, while student discipline was more important for job satisfaction of teachers with lower self-efficacy beliefs. Implications for policy are further discussed ([Toropova et al., 2021](#)).

Qualified educators can build a good generation. Educators are professional and their position is professional. Professional educators are always ready to develop their profession and willing to develop new learning methods and models for students. Professional development is an activity of educators in practicing science and knowledge, technology and skills to improve quality, both for the learning process and the professionalism of other educational staff. The types of educational activities that include professional development activities are: (1) conducting research in the field of education; (2) find appropriate technology in the field of education; (3) making teaching aids/visual aids or guidance; (4) creating written works; (5) follow the development of the curriculum.

Professional development is an activity of educators in the context of practicing science and knowledge, techniques, and skills to improve the quality of both the learning process and the professionalism of educational staff in order to produce something that is beneficial to education. The element of professional development is mandatory for educators who have occupied the rank/position of mentor educator, this is because the rank of coach educator position is expected to grow analytical, critical and able to solve problems within the scope of their duties ([Muadin et al., 2022](#)).

Teachers in professional position review require further education and special training (advanced education and special training). Teachers as professional positions require further education to form educators as professionals.

The professional development of educators/teachers has several objectives, namely:

1. Educator/teacher Professional Development Goals.

This goal is intended to fulfill three needs, such as, *First*, social needs to increase the ability of an efficient and humane education system, as well as to make adaptations for the preparation of social needs. This need is directly related to the social care of educators/teachers where they live. *Second*, the need to find ways to help education staff to develop their personality, just as they help their students develop desires and beliefs in the learning process.

2. Educator/teacher Professional Development Function.

Bruce Joyce quoted by Supriyadi stating that a comprehensive professional development program should have three functions, namely: (1) as a system reference for carrying out training activities in appropriate positions for educators/teachers. (2) as a provision for schools to improve the quality of their programs. (3) creating

conditions or an atmosphere that allows educators to optimally develop their potential.

In fulfilling this function, according to Joyce there must be a comprehensive model for the professional development of educators/teachers and it is very urgent for that he offers three models of professional development namely: in-service training, government involvement to give equal recognition to professional work and the whole community, then exploit the potential of professional development programs and school improvement programs as a continuous process ([Elele & Fields, 2010](#); [Susetyo et al., 2022](#)).

To overcome this, a special way is needed towards a paradigm shift. The first way is to change the perspective of the bureaucracy so that it is able to develop individuals as service-oriented institutions, not just asking to be served. Changing the perspective of the bureaucracy is quite difficult because it also changes the system that houses it. At least, the paradigm that is built in a change is the paradigm of developing the personality of educators so that they are more qualified in their scientific fields.

The second way is bureaucratization. This method is intended to reduce the level of bureaucratic interference that can hinder the development of educators ([Meyer et al., 1988](#)). The methods mentioned above require operational methods so that they can be carried out through coaching so as to foster bureaucratic awareness to carry out its functions and obligations to advance the quality of teaching staff to make them more professional and broad-minded ([Rahmah & Ilham, 2022](#)).

At this time, a form of independence and the ability of educators must be proclaimed immediately to be more courageous in realizing what they believe by prioritizing expertise and independence. Independence embedded in oneself makes educators more daring to be creative and innovative so that the learning process will run interestingly, and encourage students to want to go to school and learn, this can encourage an increase in the quality of education.

In addition to independence, the marketing basis also needs to be reviewed, this is intended so that education development efforts are not carried out carelessly, but still pay attention to the marketing aspect, where the most important thing that cannot be tolerated is quality ([Murniati & Siregar, 2022](#)). The professional development of educators must pay attention to quality aspects, bearing in mind that currently the development of education at the world level always looks at quality and results ([Powell & Bodur, 2019](#)).

The three main pillars indicated for a profession, namely knowledge, expertise, and academic preparation. Knowledge is all known phenomena that are systematized so that they have predictive power, control power, and certain application power. At a higher level, knowledge means the cognitive capacity possessed by someone through the learning process. Expertise means mastery of scientific substance that can be used as a reference in acting. Expertise also means expertise in a particular branch of knowledge to be distinguished from other expertise. Academic preparation implies that in order to

achieve a professional degree or enter a certain type of profession, special educational requirements are required, in the form of pre-service education carried out in formal educational institutions, particularly at the tertiary level ([Danim, 2020](#)).

Educators must also develop the profession and create innovative ideas, because the professional development of teaching staff will basically only work well if the impact can foster an attitude of innovation. An attitude of innovation can encourage and encourage educators to want to innovate. He added, there are seven forms of learning that must be carried out by educators, namely: (1) creative learning; (2) learn like a butterfly; (3) learning from simple and concrete beginnings; (4) learn life rotation; (5) learn coordination with professionals; (6) study out with one mind. The six lessons mentioned above are important lessons for educators for self-development to develop themselves into professional human beings. The seven lessons will form a unified link for professional and innovative educators ([Aqil et al., 2020](#); [Kearney & Zuber-Skerritt, 2012](#)).

Creative learning is learning to gain new knowledge and must be done continuously ([Tan & Ng, 2020](#)). As reflected in the butterfly which is always sensitive to the essence in the flower and always trying to find and reach it. Learning like a butterfly is the same as learning about the beauty of the world. Educators are designers of future generations, shaping the nation's children to become intelligent human beings who can fill a bright and quality future life.

Strategic steps that can be pursued by educators are required to establish relationships and coordinate with other professionals, especially professionals in the field of education. In this way, educators' knowledge will become wider, besides that they can also share knowledge.

Teachers have a primary orientation, namely realizing expectations as professional educators and being able to carry out their responsibilities properly. Sergiovani said, don't let educators' expectations fall short, due to: (1) the status of educators as professionals who are able to understand the task of teaching as a bureaucratic task; (2) showing higher moral standards to leaders and supervisors compared to educators; (3) assumes that educators are more motivated by self-interest and less desire for work; (4) assumes that the decisions educators make with regard to what is important must be made in a reasonable way and represent individual goals. This reflects that professional educators must be responsible for carrying out their main duties as human beings who are able to make the best contribution in carrying out their duties and responsibilities as professionals.

CONCLUSION

Apart from being a source of inspiration, teachers are also agents of change that determine the quality of future generations. Teachers and schools are fundamental component of the formation of a good quality education. This is a real challenge for educational institutions as educational facilitators. From a macro perspective, the factors

that cause teacher problems in the professional aspect are mapped to being the responsibility of the teacher, which is not comparable to proper welfare; teacher performance has not been supported by the establishment of a comfortable and peaceful work environment; teacher professionalism is influenced by work stress and disharmony in the work environment. Solutive strategies that can be implemented to improve teacher professionalism include increasing the role of school principals in policy making, establishing a harmonious work culture with a family atmosphere. The effectiveness of the role of the school principal is also carried out through operational steps, including providing justice, giving recognition and appreciation of teacher achievements; inculcating values that support individual learners, provide equal opportunities to teachers, provide participatory space in policy making; appreciate the teacher to boost their self-confidence.

REFERENCE

- Anwar, M. I. (2013). *Administrasi Pendidikan dan Manajemen Biaya Pendidikan*. Raja Grafindo Persada.
- Aqil, D. I., Hudaya, A., & Wulansari, L. (2020). Learning Innovation through Biopreneurship to Improve the Interest of Entrepreneurs of Madrasah Aliyah Students Based on Boarding School. *Journal of Education and Learning (EduLearn)*, 14(1), 47–54. <https://doi.org/10.11591/edulearn.v14i1.13605>
- Asy'ari, H., Munawwaroh, Z., & Azmi, U. (2021). Analisis Pelaksanaan Akreditasi Sekolah dalam Meningkatkan Mutu Pendidikan di MTs Pembangunan UIN Jakarta. *Idarah: Jurnal Pendidikan Dan Kependidikan*, 5(2), 143–162. <https://doi.org/10.47766/idarah.v5i2.124>
- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does School Leadership Matter for Teachers' Classroom Practice? The Influence of Instructional Leadership and Distributed Leadership on Instructional Quality. *School Effectiveness and School Improvement*, 32(3), 387–412. <https://doi.org/10.1080/09243453.2020.1858119>
- Bragg, L. A., Walsh, C., & Heyeres, M. (2021). Successful Design and Delivery of Online Professional Development for Teachers: A Systematic Review of the Literature. *Computers & Education*, 166, 104158. <https://doi.org/10.1016/j.compedu.2021.104158>
- Caldwell, B. J., & Spinks, J. M. (2021). *The Self-Managing School*. Routledge. <https://doi.org/10.4324/9781315859217>
- Danim, S. (2002). *Inovasi Pendidikan: dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan* (1st ed.). Pustaka Setia.
- Danim, S. (2012). *Motivasi Kepemimpinan & Efektivitas Kelompok* (2nd ed.). Rineka Cipta.
- Danim, S. (2020). *Profesionalisasi dan Etika Profesi Guru* (2nd ed.). Alfabeta.
- Darmadi, H. (2015). Tugas, Peran, Kompetensi, dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, 13(2), 161–174. <https://doi.org/10.31571/edukasi.v13i2.113>
- Dudung, A. (2018). Kompetensi Profesional Guru. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 5(1), 9–19. <https://doi.org/10.21009/JKKP.051.02>

- Elele, J., & Fields, D. (2010). Participative Decision Making and Organizational Commitment. *Cross Cultural Management: An International Journal*.
- Fajri, M. R., & Sukatin, S. (2021). Budaya Organisasi dalam Menciptakan Daya Saing Menuju Sustainability Perguruan Tinggi. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1), 1-16. <https://doi.org/10.47766/idadrah.v5i1.1442>
- Farrelly, L., & Kongebro, S. (2019). *Defining Contemporary Professionalism* (A. Jones & R. Hyde (eds.)). RIBA Publishing. <https://doi.org/10.4324/9780429347856>
- Fullan, M. (2012). *Leadership & Sustainability. System Thinkers in Action*. Corwin Publisher.
- Geiger, T., & Pivovarova, M. (2018). The Effects of Working Conditions on Teacher Retention. *Teachers and Teaching*, 24(6), 604-625. <https://doi.org/10.1080/13540602.2018.1457524>
- Goodwin, A. L. (2021). Teaching Standards, Globalisation, and Conceptions of Teacher Professionalism. *European Journal of Teacher Education*, 44(1), 5-19. <https://doi.org/10.1080/02619768.2020.1833855>
- Hegar, K. (2011). *Modern Human Relations at Work*. Nelson Education.
- Jamil, M., & Rahmah, S. (2021). Analisis dan Overview Model Peningkatan Mutu Marketing 4.0 di MTs Swasta Syamsudhuha. *Idarah: Jurnal Pendidikan Dan Kependidikan*, 5(2), 175-188. <https://doi.org/10.47766/idadrah.v5i2.131>
- Kearney, J., & Zuber-Skerritt, O. (2012). From Learning Organization to Learning Community. *The Learning Organization*, 19(5), 400-413. <https://doi.org/10.1108/09696471211239703>
- Lumban Gaol, N. T. (2021). School Leadership in Indonesia: A Systematic Literature Review. *Educational Management Administration & Leadership*, 174114322110108. <https://doi.org/10.1177/17411432211010811>
- Marchenko, G. V., Murzina, S. M., Sahavchuk, N. V., & Vodopianova, K. M. (2022). *The Professional Teachers' Training as an Important Factor of Quality Education* (pp. 59-64). https://doi.org/10.1007/978-3-031-04289-8_10
- McFarlane, D. A., & Ogazon, A. G. (2011). The Challenges of Sustainability Education. *Journal of Multidisciplinary Research (1947-2900)*, 3(3).
- Menter, I., & Assunção Flores, M. (2021). Teacher Education, Teacher Professionalism and Research: International Trends, Future Directions. *European Journal of Teacher Education*, 44(1), 1-4. <https://doi.org/10.1080/02619768.2020.1850550>
- Meyer, J. W., Scott, W. R., Strang, D., & Creighton, A. L. (1988). Bureaucratization Without Centralization: Changes in the Organizational System of US Public Education, 1940-1980. *Institutional Patterns and Organizations: Culture and Environment*, 139-168.
- Muadin, A., Muslim, R., & Salabi, A. S. (2022). Internalization of Organizational Culture at Sultan Aji Muhammad Idris State Islamic University Samarinda. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 6(1), 51-64. <https://doi.org/https://doi.org/10.47766/idadrah.v6i1.446>
- Murniati, M., & Siregar, F. A. (2022). Principal Managerial Competence in Improving Organizational Performance. *Development: Studies in Educational Management and Leadership*, 1(1), 75-84.

<https://doi.org/https://doi.org/10.47766/development.v1i1.530>

Nata, A. (2010). *Metodologi Studi Islam*. Rajawali Press.

Powell, C. G., & Bodur, Y. (2019). Teachers' Perceptions of an Online Professional Development Experience: Implications for a Design and Implementation Framework. *Teaching and Teacher Education*, 77, 19–30. <https://doi.org/10.1016/j.tate.2018.09.004>

Prasetyo, M. A. M., Ilham, M., & Asvio, N. (2022). Lecturer Professionalism in Improving The Effectiveness of Higher Education Institutions. *INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW*, 4(1), 140–153. <https://doi.org/10.33369/ijer.v4i1.22406>

Rahmah, S., & Ilham, M. (2022). Management of Students' Religious Culture. *Development: Studies in Educational Management and Leadership*, 1(1), 39–54. <https://doi.org/https://doi.org/10.47766/development.v1i1.644>

Rahmah, S., Prasetyo, M. A. M., & ... (2022). Quality Islamic Boarding School Model: Linking the Principles of Teacher Professionalism and Organizational Management. *AL-HAYAT: Journal Of Islamic Education*, 6(2), 161–173. <https://doi.org/https://doi.org/10.35723/ajie.v6i2.249>

Ritonga, M. A., & Prasetyo, M. A. M. (2019). Peningkatan Kinerja Guru Pesantren Melalui Sistem Reward dan Punishment. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 3(1), 37–51. <https://doi.org/10.47766/idarah.v3i1.611>

Sambell, K., Brown, S., & Graham, L. (2017). From Teaching to Learning: Key Concepts and Foundational Principles. In *Professionalism in Practice* (pp. 13–37). Springer International Publishing. https://doi.org/10.1007/978-3-319-54552-3_2

Shaturaev, J. (2021). Education in Indonesia: Financing, Challenges of Quality and Academic Results in Primary Education. *Архив Научных Исследований*.

Soetopo, H. (2010). *Perilaku Organisasi; Teori dan Praktik di Bidang Pendidikan*. Remaja Rosda Karya.

Suci, E. R., Widodo, A., & ... (2021). Implementasi Model Manajemen Berbasis Sekolah pada MTs Swasta Al-Mushlihin Kota Binjai. *Idarah: Jurnal Pendidikan Dan Kependidikan*, 5(2), 189–202. <https://doi.org/10.47766/idarah.v5i2.176>

Sucipto, B. (2013). Lembaga Pendidikan Islam dan Perubahan Sosial. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 18(3), 483–501. <https://doi.org/10.24090/insania.v18i3.1474>

Supardi. (2015). Arah Pendidikan di Indonesia dalam Tataran Kebijakan dan Implementasi. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(2). <https://doi.org/10.30998/formatif.v2i2.92>

Susetyo, B., Soetantyo, S. P., Sayuti, M., & Nur, D. (2022). The Innovation and the Transformation of Indonesian Schools Accreditation Management System. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(2), 128–139. <https://doi.org/10.23917/ijolae.v4i2.17113>

Syamsul, M., & Ma'arif, S. (2018). Education as a Foundation of Humanity: Learning from the Pedagogy of Pesantren in Indonesia. *Journal of Social Studies Education Research*, 9(2), 104–123. <https://dergipark.org.tr/en/pub/jsser/issue/37944/438286>

Tan, C., & Ng, C. S. L. (2020). Cultivating Creativity in a High-Performing Education System: The Example of Singapore. *Journal of Curriculum and Pedagogy*, 1–20.

<https://doi.org/10.1080/15505170.2020.1808126>

- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher Job Satisfaction: the Importance of School Working Conditions and Teacher Characteristics. *Educational Review*, 73(1), 71-97. <https://doi.org/10.1080/00131911.2019.1705247>
- Widaryanti, W., Daryanto, A., & Fauzi, A. M. (2016). The Students Satisfaction Oriented: Academic Service Improvement Strategy, Department of Aquatic Resources Management, Bogor Agricultural University, Indonesia. *Journal of Education and E-Learning Research*, 3(3), 98-105.