

# The Principal's Challenge in Improving Certificated Teacher's Professionalism in the Governmental Era of Jokowi-JK in Indonesia

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**Abstract:** *Certificated teacher is tested professionalism teacher, because certificated teacher is a trained and tested teacher in teachers' professional development, after being trained by LPTK in the environment of education and religious departments. However, to make sure whether a teacher is professional or not depends on how the teacher wants to collect more experience or not. In fact, a lot of teachers have been certificated, but they remain on the tracks, because having teaching certificate without no demand of adding or honing their ability, will make them become aftermost teachers. In addition, in the government era of JOKOWI – JK, the certificated teacher's passing grade is 80. This becomes a hard challenge for the teachers and headmasters. The government is rounding in bushes in giving allowance for teachers whose profession as the spearhead changes of the children nation. Moreover, in the government era of JOKOWI – JK, teachers are less considered in getting welfare especially non civil servant teachers. When compared to the Professional labor of Factory, there is a significance difference, because factory's labor in East Java, especially in Gresik Regency has reached Rp. 3,580,369.00. [Regional minimum salary in Harian Jawa Pos pada tanggal, 14 November 2017] per month, while non-civil servant teachers' salary is not reaching that extent on average. Here comes a significance difference to the non-civil servant teachers. Meanwhile, ministry of education and society has nothing to do about the recent situation. How can teachers teach properly if the allowance is not fulfilled the needs of their family, in fact, most of the teachers are having magister degree when the factory's labor don't need to reach the degree in order to get the proper allowance that fulfilled their needs. This thing needs to be the main priority of the rest of the government era of Jokowi-JK.*

**Keywords:** Principal's challenge, teacher's professionalism, government era of Jokowi-JK

## 1. Background

Education is an important part of human life, where humans can nurture personality by fostering their personal potentials to be in line with the values within society and culture. Thus, from the existing would occur an educational process in line with the main purpose of education which is developing the ability of knowledge, skills and attitude of the students optimally.

With that fundamental thought, national education is structured as a conscious effort to enable the Indonesian to maintain their life's continuity and develop themselves continuously. In accordance with the purpose of national education, the existence of educational institutions expected to have the best quality that is managed optimally by the professional teachers is a must. Because qualified educational institutions will produce qualified learners, so it can compete in this era of globalization.

Therefore, education as a conscious effort to develop the whole students' potential to be the perfect human should be managed by personnel teachers who have high professionalism and competent in the education field, otherwise it's just a matter of time to be destructed.

As mentioned in the holy book of Al-Qur "an Surah Al-An" am verse 135, which reads:

135. Katakanlah: "Hai kaumku, berbuatlah sepenuh kemampuanmu[506], Sesungguhnya akupun berbuat (pula).

kelak kamu akan mengetahui, siapakah (di antara kita) yang akan memperoleh hasil yang baik di dunia ini[507]. Sesungguhnya orang-orang yang zalim itu tidak akan mendapatkan keberuntungan.

Means: "Say, O my people, did your best, Indeed, I also do (the rest) ... " [Al-Qur'an dan the translation (Surabaya: CV. Karya Utama, 2005), 195]

School is a formal educational institution that organizes teaching and learning activities as an effort to achieve the educational goal. The person in charge in the teaching learning process is the teacher. Education Quality is much influenced by the quality of the learning process undertaken by teachers, because teachers directly provide guidance and assistance against students as an effort to achieve educational goals. Teachers as educators are the determiner of success' factor of any educational endeavor. This shows how important teachers are in the educational field. Educational decadency is not caused by the curriculum, but by lack of teachers' professionalism and students' reluctance to learn. A professional teacher is a teacher who carries out the task of teacher with the high ability (proficiency) as the source of life. Professionalism emphasizes on mastery of science or management skills and strategies along with the application. Professionalism is not just a technology and knowledge management, but rather an attitude. Professionalism development is more than a technician, not just having a high skill, but has a required behavior.

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As professional teachers, they must have special skills and can master the ins and outs of education and teaching with various sciences knowledge that needs to be fostered and developed through the certain period of education. Teachers have a very important role in determining teaching quality that is carried out, therefore they must think and make careful planning in improving student learning opportunities by improving the quality of teaching. This indicates that teachers are expected able to play an active role as a manager of teaching and learning process, acting as a facilitator who seeks to create a classroom organization, use teaching methods, attitudes and characteristics of teachers in managing teaching learning process.

In conducting education in schools, educational staffs, especially teachers play a key role and determine the success of education through teaching and learning activities besides other resource factors. Therefore, the professionalism of the teacher is strived to be consistent with the development of science and technology because of professional teachers has a very high correlation to the quality of school graduates.

Development of teacher profession in primary and secondary education directed to the quality of professionalism, performance appraisal objectively, transparent and accountable, as well as motivating to improve performance and achievement.

According to Rohman Natawidjaya cited by Cece Wijaya, For carrying out his professional duties, the teacher needs to understand and live the form of students as human beings who will be guided. On the other hand the teacher must also understand and appreciate the graduates' form as a picture of the results of his discipline that is expected by society in line to the philosophy of life an values adopted by the Indonesian nation. [Cece Wijaya, *Kemampuan Dasar Dalam Proses Belajar Mengajar*, (Bandung : Remaja Rosdakarya,1999), 2]

Recently, there are new developments in the teaching system and education. There is a strong tendency that to improve quality services in teacher professional qualifications need to be nurtured and reorganized its ability so that in turn can be used to direct teacher programs. This cannot be separated from the help and guidance of the principals. In performing his duties, the principal is obliged to assist teachers in providing support that can carry out the task as well educators and teachers.

The principal has responsibility for the teachers' ability improvement in managing learning activities in schools and have a very important role in school development and progress. Therefore, he must perform his duties properly and correctly through the right rules and approaches.

A Principal's job is to help, encourage and deliver belief to the teacher, that the learning process can and should be repaired. The development of experiences, knowledge, attitudes and the skills of the teacher should be assisted professionally so that the teacher can expand their work that is to improve the effectiveness and efficiency of the teaching and learning process.

Problems that arise in the field faced by educators and the educational staffs, strived to be addressed instantaneously with guidance or correction by the Principal is not merely bureaucratic, but is clinical (educational technical coaching).

Teacher profession in developing teaching and learning activities will always continue to go along with the development of science and technology as well as the flow of information that is certainly influential in the world of education, then, the Principals' help are very important in developing professional teachers so they can perform their duties with the maximum. With the help, they can have a positive impact in growing and developing the teacher profession, either directly or indirectly.

In improving the quality of education, there should be education with the professional teachers. In other words, to make education can have value for use and more useful results and is expected to answer the above problems, then the teacher still needs guidance and direction from the Principal as leader and underwriter answer. In an organizational group is really needed a leader who is considered capable of organizing, nurturing, and responsible against the group.

Similarly, teachers who teach at Al-Furqon Wedoroanom High School Driyorejo Gresik, although the teachers are a bachelor but in performing their duties, they still need guidance and coaching from the Principal in improving the professionalism of teachers.

Efforts made by the Principal is Al-Furqon SHS Wedoroanom Driyorejo Gresik should always continue along with the development Science and technology as well as information flows that certainly affect the world of education, such as the development of individual teacher professionalism (through upgrading, through self-study), and professional development through organizations profession. From here, many things the author wants to thoroughly and understands in order advancing the education, especially national education. Especially in the government era of Jokowi-JK, there are a lot of teachers who get less attention nationally, especially private teachers whose salary is mediocre. Here is the Minister of Education and Culture should have a concept that defends the interests of teachers, both public and private, but today we see even significance difference earnings between public and private teachers. In that, the minimum salary standard in Gresik nowadays for the labor is Rp.3.580.369,00, [*Harian Jawa Pos published on* 14 Nopember 2017 Metropolis Gresik-Surabaya-Sidoarjo, page.,24] meanwhile, institution teachers has the less salary than that.

#### **a) Research Setting**

This research was conducted at Al-Furqon SHS Driyorejo-Gresik East Java Indonesia.

#### **b) Research Objectives**

Based on the above issues, the purpose of this research is to find out the principal's challenge in improving teachers' professionalism at Al-Furqon SHS Wedoroanom Driyorejo Gresik in the government era of Jokowi-JK and to know which factors affect the efforts made by the principal in

improving teachers' professionalism at Al-Furqon SHS Wedoroanom Driyorejo Gresik.

### c) Research Method

This research is a qualitative research. According to Bogdan and Taylor (as quoted by Lexy J. Moleong), Qualitative method is the research procedures that produce the descriptive data in the form of written or oral words of people and behavior observed. Meanwhile, Kirk and Miller define that Qualitative research is a particular tradition in social science which is fundamentally depend on the observation of a human on his own territory and connect with such persons within his language and in its terminology. [Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2002), 3] The role of the researcher in this research is as the research instrument. In Margono [Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004), 51], described that qualitative researcher trying to interact with the subject of his research naturally and by way of not forcing. In this study, researcher as research instrument tried to find information from the subject as the informants in the current research. Researcher aware that the main purpose is to seek information rather than see the situation. Thus, the data analysis is a description of the data obtained. So, the researcher planned to meet directly with the subject (principal) at least three times.

This research took place in Al-Furqon SHS which is an institution under the auspices of the Al-Furqon Boarding School, which is located in the Wedoroanom village Driyorejo District Gresik Regency. This research will describe and analyze data related to principals' effort in improving the teachers' professionalism who are in Al-Furqon SHS.

## 2. Research Discussion

### 1) The Definition of Principal

Schools are social organizations that provide learning services for the community. [Aan Komariah dan Cepi Triatna, *Visionary Leadership, Menuju Sekolah Efektif* (Jakarta: Bumi Aksara, 2006), 2] While Wahjosumidjo argued that, "school is a complex and unique organization, a complex organization because in the school there are interrelated resources, while as a unique organization because the school becomes a place of teaching and learning process and cultivating the life of mankind ". [Wahjosumidjo, *Kepemimpinan Kepala Sekolah* (Jakarta: PT. Raja Grafindo Persada, 2010), 81] In order to utilize the resources to be optimally utilized to achieve the required goal that has been established, it is required a school leader who is able to role according to the task, authority and responsibility.

The principal is two compounds of words. Both words are "Head" and "school". The word head can mean "chairman" or "leader" in an organization or an institution. While "school" is an institution that becomes the place to receive and give lessons. [Wahjosumidjo, *Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahannya*, (Jakarta: PT. Raja Grafindo Persada, 2007), 83] Whereas, according to Sudarwan Danim, the principal is the teacher who gets the

extra job as principal. [Sudarwan Danim, *Inovasi Pendidikan dan Upaya Peningkatan Profesionalisme Tenaga Kependidikan* (Bandung: Pustaka Setia, 2010) cet. Ke-2, 145] Meanwhile, according Daryanto, principal is a leader in an educational unit. Principal is leader whose attendance process can be directly elected, defined by foundations, or set by the government. [Daryanto, *Kepala Sekolah Sebagai Pemimpin Pembelajaran* (Yogyakarta: Gava Media, 2011) cet. Ke-1, 136] Thus, in general, the principal can be defined as the leader of a school or an institution where to receive and give lessons.

A similar opinion about the principal's definition is also expressed by other experts. Wahjosumidjo suggests that the principal is a professional who is assigned to lead a school as a place where teaching and learning process and the interaction between the teacher giving the lesson and the student receiving the lesson occur. [Wahjosumidjo, *Kepemimpinan Kepala Sekolah.....*, 83]

According to Jamal Ma'mur Asmani, principal is a functional position provided by the institution that oversees school can be the foundation, the Ministry Of National Education, Ministry of Religious Affairs, or others either through electoral mechanism, appointment, or other to someone.

The establishment of principals by these institutions is certainly with mature consideration, especially regarded to the qualifications required in order to be able carrying out his great duties and responsibilities in leading the school. [Jamal Ma'mur Asmani, *Tips Menjadi Kepala Sekolah Profesional* (Jogjakarta: Diva Press, 2012) cet. Ke-1, 18]

Based on some of these opinions, in general, can be concluded that the principal is a teacher who has the ability to lead all the resources that exist in a school, so it can utilized optimally to achieve common goals.

The establishment of the principal is based on the applicable rules. This is regulated in the Minister of National Education Regulation. No. 28 Year 2010 on the appointment of the Principal, as follows:

- a) Appointment of headmaster / madrasah is done through assessment of acceptability by the consideration of appointment principal / madrasah team.
- b) Team for appointment of principal / madrasah consideration determined by the Government, provincial government, government district / municipality, or school / madrasah organizers implemented by the community in accordance with their authority.
- c) The consideration team involving the element of the school / madrasah supervisor and education councils.
- d) On the recommendation of the consideration appointment head school / madrasah team, Government, provincial government, government district / city, or the appropriate school / madrasah organizer with the authority to appoint teachers to heads school / madrasah as an additional task.
- e) Teachers who are given additional task as principal / madrasah receive allowances in accordance with the laws and regulations.

It shows that the principal is a formal position is in school, shown also by the existence of qualifications and



competence regulated in the Minister of National Education Regulation No. RI.13 of 2007 about the principal's standards, including:

**a) General Principal / Madrasah General Qualifications are as follows:**

- 1) Have an undergraduate academic qualification (S1) or diploma four (DIV) of education or non-education at universities which is accredited.
- 2) When appointed as high school principal is maximum 56 years old.
- 3) Have teaching experience of at least 5 (five) years according to their respective school level, except in the Kindergarten / Raudhatul Athfal (TK / RA) has experience at least 3 (three) years in TK / RA, and
- 4) Have rank as low as III / c for civil servants (PNS) and for non-civil servants equalized with the rank of that issued by a foundation or authorized institution.

**b) Special Qualification of Principal / Madrasah / SD / MI includes:**

- 1) An/a Elementary school/Madrasah Ibtidaiyah (SD/MI)'s teacher
- 2) Having a certificate of educator as an elementary school teacher / MI, and
- 3) Have certificate of head of SD / MI issued by institutions established by the government

While the competence must be owned by the principals are personality, managerial, entrepreneurial, supervision, and social. The principal is obliged to always coach the striving so that the management, assessment, guidance, supervision, and educational development can be better implemented. [Wahjosumidjo, *Kepemimpinan Kepala Sekolah.....*,203]

Meanwhile, the main task and function of the principal in the Book of The Principal's work includes program planning, work plan execution, supervise and evaluate, implement school leadership, and implementing school information systems. [Government regulation 2007 No. 13 about Principle]

Based on the above explanation, it can be concluded that the principal is a teacher who is appointed well by Ministry of Education and Culture or Foundation formally to become the leader of the school to lead and perform their main duties and functions in carrying out the schools' functions as well as school vision and goals.

### 3. Principal Requirements

According to Sudarwan Danim, there are five basic skills required to become principal, that are:

- a) Understanding the vision of the organization and having a clear vision of work,
- b) Able and willing to work hard,
- c) Diligent and steadfast in working with subordinates, especially administration and academic staffs,
- d) Providing optimum service while remaining humble,
- e) Have a good working discipline. [Sudarwan Danim, *Visi Baru Manajemen Sekolah; Dari Unit Birokrasi Ke Lembaga Akademik* (Jakarta: Bumi Aksara, 2007), cet. Ke-2, 56]

Meanwhile, Daryanto, in this case proposed three conditions. *First*, Acceptability, which is the real support of the community he leads. Means, existence is supported and accepted unanimously. Teachers and employees as the formal community he leads are supporting. Educational society, including the school committee as a parents' organization, also provides Support. In organizational theory, this is called *legitimacy* acceptability (acknowledgment), ie the feasibility of a leader to be recognized and accepted its existence by those who are led. *Second*, capability. Capabilities concerning aspects of competence (ability) to exercise leadership. The principal must be able to manage resources of the people he leads to avoid conflicts. Typically, conflicts usually arise because of various interests and ideas that are not fully accommodated. If the conflict is managed with good and full responsibility, and accommodate the things that are realistically executable, it will produce to an agreement and understanding that feels united. *Third*, the integrity, the moral commitment and the principle of sticking to the rules of the game agreed upon by the rules and norms that should apply. Integrity also involves consistency in upholding the rules of the game or the norms that apply within world's education. [Daryanto, *Kepala Sekolah Sebagai Pemimpin Pembelajaran.....*, 136-138]

### 4. Various Principals Competencies

**a) Personality Competencies, including:**

- 1) Morality, developing culture and noble character, be a noble example for the community at school
- 2) Have integrity of personality as a leader
- 3) Have a strong desire in developing yourself as headmaster
- 4) Be open in carrying out basic tasks and functions
- 5) Self controlling in facing the problems in the work as principal
- 6) Has talent and interest in the position as principal.

**b) Managerial competence, including:**

- 1) Admirable and innovative for the learning of learners
- 2) Managing teachers and staff in the framework of human power resource utilization optimally
- 3) Managing school facilities and infrastructure in order utilization of school resources
- 4) Managing relationships with the public in order to get support ideas, learning resources, and school finance
- 5) Managing learners in the context of new enrollment students, placement, and capacity building of learners
- 6) Managing curriculum development and learning activities according to the direction and objectives of national education
- 7) Managing school finance according to management principles which are accountable, transparent and efficient
- 8) Managing the administration of schools in programming and making decision
- 9) Utilizing information technology capabilities for improvement of the learning and school management
- 10) Monitoring, evaluating and reporting the implementation of school's program with proper procedure as well as planning the follow-up.

**c) Entrepreneurship Competencies, including:**

- 1) Creating innovations that are useful for school development
- 2) Work hard to achieve school success as effective learning organization
- 3) Have a strong motivation and success in performing the principal task and function as school leader
- 4) Never give up and always look for the best solution in facing obstacles faced by the school
- 5) Have entrepreneurial instincts in managing school activities as a learning resource for learners.

**d) Supervision Competencies, including:**

- 1) Cooperate with other parties for the benefit of the school
- 2) Participate in social activities
- 3) Have a social sensitivity to other people or groups.

**e) Social Competence, including:**

- 1) Plan an academic supervision program in the improvement of teacher professionalism
- 2) Carry out academic supervision of teachers with appropriate approaches and supervision techniques
- 3) Follow up the results of academic supervision of teachers in framework of improving teacher professionalism

Based on the above information, it can be concluded that the principal must have the required standard of competence. However, not everyone is able to become a principal because it has a huge task and responsibility. Principal are also expected to improve their professionalism in managing school in order to produce a qualified school because of school success cannot be separated from the performance of the principal himself in leading that will provide renewal for the school.

## 5. Principal Functions and Roles

The principal as the leader of the educational institution has functions and roles that vary to the level of education. However, in general according to Wahjosumidjo, principals have leadership functions as follows:

- a) A leader functions as a capable person who creates changes effectively in group appearance.
- b) A leader functions to move others, so consciously the other person is willing to do what is desired by the leader. [Wahjosumidjo, *Kepemimpinan Kepala Sekolah.....*, 40]

Meanwhile, the functions and tasks of the principal according to E. Mulyasa are as follows:

- 1) As an educator (*educator*), with increasing the professionalism of the education personnel at his school, creating a conducive school climate, advising citizens school, giving encouragement to all education staffs, implementing an interesting learning model (eg, *team teaching* and *moving class*), as well as holding acceleration program (*acceleration*) for students who are intelligent above average.
- 2) As a manager, by empowering educational teams through cooperation, to provide opportunities for the

education staffs to improve his profession, and encourage involvement of all education personnel.

- 3) As an administrator, by managing curriculum, students, personnel, infrastructure, filing, and finance.
- 4) As a supervisor, taking into its principles account, such as consultative, collegial, and non-hierarchical relationships, implemented democratically, centered on manpower education (teacher), conducted based on the needs of education personnel (teacher), and is a professional assistance.
- 5) As a leader, by providing guidance and supervision, increase the willingness of educational personnel, open up two-way communication, and delegate tasks.
- 6) As an innovator, with the right strategy to establish harmonious relationship with the environment, seeking new ideas, integrating each activity, setting the example to all education personnel at school, and develop innovative learning models.
- 7) As a motivator, with the right strategy to provide motivation to the educational staff in perform various tasks and functions. This seven functions and tasks will encourage the principal to increase his creativity in developing the school in order to provide inspiration and motivation to the ranks of his subordinates to rise chasing backwardness and setbacks in all fields.

Meanwhile, according to Depdiknas there are seven main roles of principal, namely:

- 1) Principal as Educator (Educator)
- 2) Principal as Manager
- 3) Principal as Administrator
- 4) Principal as Supervisor
- 5) Principal as Leader
- 6) Principal as Creator of Work Climate
- 7) Principal as an entrepreneur [Jamal Ma'mur Asmani, *Tips Menjadi Kepala Sekolah Profesional.....*, 36]

Implementation of main tasks and functions of the principal is not enough to rely on practical and pragmatic action, but rather based on knowledge in the intelligent management field and leadership. The nature of knowledge is all what the principal knows about a particular object.

The principal must be able to be an efficient manager and an effective leader. He must have management skills and be able to show attitude and the nature of the principal. Danim and Suparno explain that the principal behavior is reflected in the crystallization of the interaction between organic functions management (planning, organizing, implementing, supervising, and control, and evaluation and report) with substantive function that is, academic, energy, facilities, public relations, special services and so on.

According to Wahjosumidjo, a principal is a planner, organizer, leader, and controller. The presence of the principal as a manager at a school is very necessary, because in the school there are developments of a wide range of knowledge, human resources that have a wide range of abilities, and non-human resources that all are supporters of the achievement of educational goals that have been set before by the school so it requires a principal who able to plan, organize, lead, and control so that the school can

achieve its intended purpose. [Wahjosumidjo, *Kepemimpinan Kepala Sekolah*,....., 95]

Improving the quality of schooling education is largely determined by the principals' ability in empowering the teaching staff and members of the community overall. The main role of the principal, among others, is developing schools to become good and capable educational institutions to achieve educational goals. [Sudarwan Danim dan Suparno, *Manajemen Dan Kepemimpinan Transformasional Kepala Sekolah*....., 13] This was confirmed by the Mulyasa that revealed that the success or failure of education and learning in school strongly influenced by the ability of the principal in managing each components of the school. The principal's ability is particularly relevant with their knowledge and understanding of management and leadership, as well as the tasks assigned to them. [E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta, Bumi Aksara, 2011), 5] Therefore, the principals are responsible for maintaining and motivating teachers, learners and school administration staff to be willing and able to carry out provision and regulations prevailing in school. Here is the essence of that school principals should be qualified in carrying out principal role, the following skills in school management.

From the above, the role of the principal in determining school success in performing their duties for the principal in educating the nation and developing the whole person is very important. Principals function than as a manager, as well as a thinker and developer whose main task is to think about the progress of the school.

## 6. Review of Teachers Professionalism

### 1) Definition of Teachers Professionalism

According to the dictionary, *professions* are certain occupations based on education expertise (skills, vocational, etc.). Professionals is (1) relevant to the profession, (2) requires cleverness specifically to run and (3) require payment for doing it. [*Dictionary of Indonesian*, (Jakarta: Balai Pustaka, 1989), 702]

Tafseer Ahmad said that professionalism is a concept that teaches that every job should be done by a professional person. Professional is a person who has a profession, a profession while it should contain expertise. That is, a program that should be marked by an expertise specifically for the profession. [Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, (Bandung: Remaja Rosdakarya, 2001), 107]

Peter Salim meant that the profession is an area of work based on specific skills education. Profession requires an expertise which is based on specific educational background. This means that he really educated that specialize in a skill. [M. Nurdin, *Kiat Menjadi Guru Profesional*, (Jakarta: Primashopie, 2004), 119]

Based on these opinions, it can be concluded that the profession is an occupation, position or expertise that really controlled in theory and practice through education and

special training. A profession in theory cannot be done by anyone who is not trained or prepared for the profession.

Professional works require multiple disciplines deliberately to be learned and then applied for the benefit of general. Based on this, a professional job is different from the other job because they require specialized capabilities and expertise in carrying out their profession. Meanwhile, professionalism is the ability to act professionally.

Furthermore, to get a clearer understanding about teachers, the writer suggested some opinions from experts as follows:

According to the dictionary, *the teacher* is the one who work (livelihood, profession) teaching. [*Indonesian Dictionary*....., 288] According to the National Education System Law of the Republic of Indonesia, *educators* are qualified educational staffs as a teacher, teachers, counselors, tutors, lecturers, tutors, instructors, facilitators and other designations in accordance with their specialization, as well as participating in education. [Government Regulation No. 19 Th. 2005, National Education Standart, (Jakarta: Fokusmedia, 2005), 95]

While the Ministry of Education and Culture stated that teacher is a person who had the idea to be realized for the interests of the students, thus upholding develop and apply concerning the primacy of religion, culture and science. [Syafuruddin Nurdin dan Basyiruddin, *Guru Profesional dan implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003), 8.]

Based on some of these opinions can be concluded that the teacher is the person who is responsible for the development of the protégé by pursuing the development of the students full potential, both potential effectively, the cognitive and psychomotor potential. Based on the understanding of the professional understanding and teacher understanding, it can be concluded that professional teachers as a whole are a set of functions and tasks in the field of education based on expertise acquired through education and special training in the field of work and able to develop the scientific expertise in addition to his fields of professions.

### 2) Teachers Requirements

Profession is an idea that is used to designate an eligible demanded job at such jobs to be demonstrated their competence in performing their duties. This competence has become the basis of the profession, which is a work in general will be well done in the hands of people who has the authority and skills as well as experts in the field.

Islam has taught that a problem must be undertaken by people who have the authority and expertise in the field. If not, then the problem will be destroyed. This is in accordance with the God's revelation in Surat an-Nisa 'verse 58, namely:

58. Sesungguhnya Allah menyuruh kamu menyampaikan amanat kepada yang berhak menerimanya, dan (menyuruh kamu) apabila menetapkan hukum di antara manusia supaya kamu menetapkan dengan adil. Sesungguhnya Allah memberi pengajaran yang sebaik-baiknya

kepadamu. Sesungguhnya Allah adalah Maha mendengar lagi Maha melihat.

Meaning: *Allah asks you to convey the message to the entitled to receive it, and (told you) if the setlaw among men that you assign to the fair. Verily Allah gives his best teaching you. God is All-hearing, the Seer* (Surah An-Nisa': 58) [Al-Qur'an and its translation, ....., 88.]

Formally, it has become a must that a professional job requires conditions that must be fulfilled, including the job as a teacher. These requirements are intended to determine someone feasibility in the job. In addition, the terms is intended in order teacher performing their duties and responsibilities professionally and can provide services in accordance with hope.

Teacher is a dominant factor in the learning activities. Teachers are as subjects in education and as planners and implementers learning. Therefore, teachers are the critical success of the learning process.

Government Regulation No. 19 Year 2005 on National Standards Education Chapter VI, Article 28 states that:

- a) Educators must have academic qualifications and competencies agent learning, physical and spiritual health as well as have the ability to achieve national education goals.
- b) The academic qualifications referred to in paragraph (1) is in minimal level of education that must be fulfilled by an educator proved by premises or diplomas certificates to the relevant expertise statutory provisions in force.
- c) The competence of teaching agent or primary education and secondary and early childhood education includes: a) pedagogic competence, b) personal competence, c) professional competence, d) social competence.
- d) A person who does not have a diploma or a certificate of expertise as referred to in paragraph (2) but it has special expertise recognized and required can be appointed as an educator after passing feasibility and equality. [government regulation no. 19 th. 2005, national education standart ....., 127]

As for the conditions to be fulfilled by teachers include:

- a) Professional requirements
- b) Biological requirements
- c) Psychological condition
- d) The terms of pedagogical-didactic

Several conditions must be fulfilled by a teacher as those mentioned in detail can be expressed as follows:

### 1) Professional requirements

Teacher is a profession in society, because of it, a teacher before performing the task of educating and teaching is required to have several kinds of skills which are complementary profession. The Professionals are normally associated with a diploma that authorizes responsibility of teachers in performing their duties. Regarding the terms of teachers certificate and authorities in implementing their duties it was stated in article 4 of the ministerial decree of P and K, dated June 8, 1979 No. 0124 / U / 1997 stipulates:

Study of teaching as follows: A-V to teach at the institute higher education; A-IV for high school teachers; A-III to tutor high school / junior; A-II for secondary school teachers and AI for primary teachers / junior. [Cece Wijaya, *Kemampuan Dasar Guru Dalam Proses Belajar .....*, 183]

Diploma requirements as mentioned, have an orientation on education which should be held by teachers before plunging into the field. Through teachers' education, the provision of science that they obtain related with his duties as an educator, that academic knowledge.

Education and specialized skills acquired from the education institute teacher who gives stock to fulfill the task as educators in formal schooling. Clearly is a teacher certificates which gives the right and authority to be a teacher in the classroom.

Minister of Education decision No. 053 / U / 2001 regarding Guidelines Minimum Service Standards Implementation Preparation of schooling Field Elementary and Secondary Education, states that the minimum requirement must be fulfilled to become teachers of upper secondary education are to be educated at least D IV LPTK and non LPTK by deed taught according to the subject areas of responsibility.

### 2) Biological requirements

The teaching profession as educators in formal schooling cannot be seen as light, because it involves many aspects of life as well as demands for accountability a heavy moral responsibility. One aspect that needs to be accounted for being a teacher is the physical requirements or physical requirements. This matter meant that a prospective teacher should be able-bodied and do not have disability that may interfere with his teaching duties. In the world of education always dealing with the students and teachers as a determinant of physical education success required to have a qualified, meant the teacher in the teaching-learning process should always in healthy state, not disability and have a strong stamina to perform their duties.

Regarding the physical requirements to be fulfilled by a teacher, this in accordance with what is stated by Siti Meichati: "The state of physical prospective educators such as health and the absence of a striking physical disability is the essential requirement ". [Siti Meichati, *Pengantar Ilmu Pendidikan*, (Jakarta: Rineka Cipta, 2005), 58]

Based on these requirements, it is clear that the physical requirements and their non-disabilities are one of the requirements that must be fulfilled teachers. With good conditions, then the teacher will be able to perform in front of class as well, so that the educational interaction is expected to achieve maximum results.

### 3) Psychological condition

The psychological requirements are essentially have two elements that are very competent to human development that are the physical and spiritual elements. The combination of two elements in every human being determines the figure of the good teacher.



Psychological requirements to be possessed by the teacher stated by motodic didactic Surabaya Teachers' Training College team who said: psychical requirement is healthy spirit. That is, do not experience mental disorders or neurological disease, which does not allow to carry out their duties, but it is also expected to have the talent and interest of education. [Ibid, 9]

These requirements, are passing more emphasis on mental health of teachers. Health is also associated with emotional stability of teachers in carry out their duties. Because the feelings and emotions of teachers who have integrated personality are steady upbeat and fun. They can captivate their students, because every child felt welcome and cherished by teachers. Similarly, unstable emotions will bring emotional unstable state to their students, especially on matters relating to the obligation protégé. With the above, then a teacher must have a healthy mental exercise in order to support the success of teaching program.

#### 4) The terms of pedagogical-didactic

A teacher will do their job properly determined by the knowledge they have. Good general knowledge and educational knowledge. With the basics of knowledge, that teachers are expected to open possessed extensive knowledge and can develop itself in accordance with the times. Besides that, the knowledge requirements for teachers is also very important to support and format of the teaching profession. This was stated by Amir Daiem Indrakusuma in his book *A Review of Theoretical Philosophy in Education*, said:

*"In forming the teaching profession, it is needed knowledge which is a preparation in carrying out the educating work".* [Amir Daiem Indrakusuma, *Ilmu Pendidikan Sebuah Tinjauan Teoritis Filosofis*, (Surabaya: Usaha Nasional, 1973), 176-179]

The importance of pedagogical-didactic requirements, any person who is a teacher must fulfill in carrying out their duties. Various requirements should be fulfilled by the teacher, so that becoming a good teacher or a professional teacher can be achieved.

Teacher profile describes the qualities that should be possessed by a teacher. These profiles are as follows:

- 1) Personalities include: a) faithful and devoted to almighty God, b) high morals, c) have a high sense of nationality, d) honest in saying and act, e) patient and wise in implementing profession, f) discipline and hard work, g) love for the profession, h) has a positive view of the learner, i) innovative, creative and have a sense of high curiosity, j) likes to read and always wanted to go forward, k) democratic, l) work professionally with students, colleagues and society, m) is open to suggestions and criticism, n) love peace, o) has international outlook
- 2) Knowledge and understanding of the teaching profession: a) learners, b) the theory of teaching and learning, c) curriculum and teaching planning, d) the culture and the community around the school, e) the philosophy and theory of education, f) evaluation, g) the basic techniques in developing the learning process, h) technology and its

use in education, i) research, j) moral, ethical and the rules of the profession.

- 3) Knowledge and understanding of the areas of specialization include: a) thinking way that became his specialty disciplines, b) theories, concepts and the main procedures in disciplines that became his specialty, c) developing disciplines way that became his specialty, d) developing materials and teaching materials, e) research in these disciplines.
- 4) The ability and skills in the profession: a) develop and plan learning, b) using a variety of methods and teaching techniques, c) applying the theories and principles of education in the learning process, d) using understandable language learners, e) manage classes and a creating conducive learning atmosphere, f) motivate and enable learners to learn, g) develop and use the media, tools and learning resources, h) assess learners progress, i) to help cope with the difficulties of learners both corporately and individually, j) utilizing the social environment learners culture to enhance the learning process, k) developing teaching materials, l) communicate with their colleagues and people professionally, m) use technology to find information and develop the learning process, n) conduct school administration, o) apply the ethics and rules of the profession. [Depdiknas, *Pengembangan Sistem Pendidikan Tenaga Kependidikan Abad Ke-21*, (Jakarta: Depdiknas, 2002), 26-28]

The teacher is a professional position that requires some special expertise. As a profession, the professional criteria that must be fulfilled are:

- 1) Physical, which is physically and mentally healthy, Mental or personality that is personality or spirit of Pancasila, able to develop a high intelligence, love of the nation and humanity and compassion to the students, well-mannered sublime, creative spirit, can utilize the existing educational flavor in maximum, able to fertilize attitude and full democracy tolerant, able to develop creativity and great responsibility in his work, be open, sensitive and innovative, show love to his profession,
- 2) Scientifics or the knowledge that science can understand the underlying personal formation, understanding the education and teacher training and can apply them in their duties as educators, to understand, master, as well as the love of knowledge that will be taught, have sufficient knowledge about other fields, enjoyed reading scientific books, able to solve the problems relates to the field of study systematically, understand the principles of teaching and learning activities.
- 3) Skills, include being able to act as the organizer of the learning teaching process, able to solve and implement teaching good techniques in achieving educational goals, able to plan and implement educational evaluation, understand and be able to implement activities and non-formal education. [Oemar Hamalik, *Pendidikan Guru Berdasarkan Kompetensi*, (Jakarta: Bumi Aksara, 2004), 37-38]

Professorship is a professional officer that performs its functions in school. Therefore, the concept contained are professional teachers work in carrying out the functions and objectives of the school should have competencies demanded that the teacher is able to carry out their duties the



best. Then the teacher has assessed the professional competence if:

- 1) Develop a responsibility as well as possible,
- 2) Implement roles successfully,
- 3) Work to accomplish school education goals,
- 4) Carry out its role in the process of teaching and learning in the classroom.

Munir Mursi said that the most important requirement for a muslim teacher is a religious requirement. Thus, the requirement of teachers in Islam are as follows:

- 1) Age, must be grown
- 2) Health, must be physically and mentally
- 3) Membership, must master the field they teach and master of science educate (including science teaching)
- 4) Should the Muslim personality. [Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam.....*, 81]

Based on the opinions it can be concluded that if a teacher has had provisions and requirements as well as personalities as above, it will describe the profile of professional responsible teachers and as an exemplary center for students.

## 7. Ethic Codes for Teachers

Ethic codes serves to provide guidance in line of duty profession. According to Kelly Young, an ethic code is one of the characteristics the requirements of the profession, which gives importance in the determination, preservation and improvement of professional standards. Ethic codes shows that responsibility and trust of the community have been accepted by the profession. [M. Nurdin, *Kiat Menjadi Guru Profesional.....*, 127]

Literally, "code" means the rules and "ethics" means decency (governance norm), or matters related to morality in doing a job. Thus, the professional ethic code is defined as the ethics of professions. The code of ethics of teachers who have been formulated by the Teachers Association Indonesia is as follows:

- 1) Teachers guide the students devoted entirely to form development human based on Pancasila.
- 2) Teachers have professional honesty in setting the appropriate curriculum to the needs of individual students,
- 3) The teacher held communication, particularly in obtaining information about children, but refrain from all forms of abuse,
- 4) The teacher creates an atmosphere of school life and maintains relationships with parents as well as possible for the benefit of students,
- 5) Teachers maintain good relations with the community around the school and the broader community for educational purposes,
- 6) The teacher individually or jointly develop the quality of the profession,
- 7) Teachers to create and maintain relationships among teachers, both based on the work environment, as well as in the overall relationship,
- 8) Teachers jointly maintain, develop and improve professional organizations as a means of devotion,
- 9) Teachers implement all the provisions which are government wisdom in education. [Rostiyah NK,

*Masalah Ilmu Keguruan*, (Jakarta: Bina Aksara, 1998), 183-184]

According to Imam Ghazali, that the ethic codes and the duties of teachers is as follows:

- 1) Affection for learners and treat his own son,
- 2) Follow the example of the Prophet Muhammad,
- 3) Should not be given the title or dignity to learners before he is worthy and competent to carry it and do not give vague knowledge (*al 'ilm al-khofy*) before the complete and clear (*al 'ilm al-Jaly*)
- 4) Should prevent learners from bad morals (wherever possible) by way of innuendo and pointing up,
- 5) The teacher presents a lesson to learners in accordance with their ability level,
- 6) Teachers should apply their knowledge and not do his words contrary to his actions. [Muhaimin, dkk, *Strategi Belajar Mengajar*, (Surabaya: Wicaksana, 1996), 15]

So, someone who runs his profession as a teacher, he must hold and guide teacher code of ethics that has been formulated. Teachers code of Ethics that have guided expected to uphold the profession, could keep and maintain the welfare of the other members, may improve the quality of the profession and the quality of professional organizations.

The code of ethics that guided every teacher behavior, Insha Allah performances will be directed properly. Besides, a teacher is expected to always improve his professional development. Thus, the ethic codes are as a barometer of all the attitudes and actions of teachers in a variety of all life.

## 8. Teacher Certification (Becoming A Professionalism Teacher)

Certification is a recognition of the authority held by a graduates to carry out tasks in a profession in the field of education. Certification is awarded by LPTK entitled to that which has the recognition by national accrediting agency. [Development of Islamic education ....., 58] Certificate of competency given by providers of education and training institutes to students and citizens as recognition the competence to perform certain jobs after graduation test competence held by the educational unit accredited or the certification institute.

License or certificate is obtained through a series of tests of competence related to the profession as well as attitudes and behavior. Professional organizations have strict control of its members, even dare to impose sanctions if case of misuse permission. For those who no longer fit to be a teacher should be expelled from the profession. Professional organizations as stated in in the Law on Teachers and Lecturers No. 14 of 2005 is functioning to advance the profession, improve the competence, career, insight educational, professional protection, welfare, and devotion to community. [Regulation No. 14 Th. 2005, Regulation of Teacher and Lecturer ....., 8]

### 1. Teacher Professional Development as an Effort of Principal In Improving Teacher Professionalism

The principal efforts in improving the professionalism of teachers among others include:

**a) Fostering Professionals to Teach**

In the process of teaching and learning is an integral whole cannot be separated between the students learn and teachers teach. Teacher is a profession that requires specialized skills as a teacher. Student success is influenced by the ability of teachers who are able to organize whole experience of learning in the form of learning, while the principal has a duty to assist, stimulate and encourage teachers to work in a professional manner.

The principal effort is to help teachers improve teaching situation in a broader sense. One of the tasks in order to improve the quality of teaching in schools is to develop and analyze the curriculum applied in the school. In order to analyze the school curriculum, the task of the principal is to help teachers enhance the teaching profession. [Piet A. Sahertian dan Ida Alaeda, *Supervisi Pendidikan Dalam Rangka Program In-Service Education* (Jakarta : Rineka Cipta, 1990), 84]

In an effort to improve the teaching profession, concerned with teacher, help the students to improve their learning. Learning process where the teacher's is a system, namely a set of objects consisting of interconnected dependent components.

According to the analysis Sahertian, that, the situation of the teaching and learning process on the basis of several components that need to be improved. It includes several things:

- 1) Helping teachers clearly see the link between the education objectives;
- 2) Helping teachers to be more capable of guiding experience of learning (*learning experience*) and the activity of learning (*learning activities*) of the students;
- 3) Helping teachers use learning resources and media;
- 4) Help teachers to implement teaching methods and techniques;
- 5) Help teachers to analyze learning difficulties and the learning needs of the students;
- 6) To assist teachers in assessing the learning process and student learning results (assist teachers in preparing a proper test) . [Ibid., 85]

In this discussion, the author does not describe all the components, but here there are some components that affect the activities of teachers in the learning process mostly, namely:

- 1) Assist in the preparation of teachers to teach
- The teachers' activities inside and outside school is very demanding patience, persistence, agility and skill, knowledge and experience. One activity that is closely linked to the task principally as a teacher is teaching preparation is everything that should be provided in conjunction with teacher teaching activities, both of which can be observed as well as abstract.

In an effort to Principal in improving the professionalism of teachers, the teachers should assist in making preparation for

teaching. This is in accordance with its role that seeks their cooperation to repair and improve the quality of education that is constructive, creative, cooperative, objective and democratic that have targeted improvement of the situation of teaching and learning situations.

In his teaching preparation there are three necessary components the authors reveal more deeply related to the supervision of the principal in helping the teaching profession, which is as follows:

**b) Helping teachers develop course materials**

Teachers convey not only the teaching material fixated on textbooks and handbooks, but also teachers required to develop a material with seeking teaching resources to another. This is with a view that students live in complex environments, they need of wider developments. It is expected that with the new grip and wider sources material may be stimuli that really mean to the child's growth learners. For that, the teacher can choose teaching materials from nature about where students live, which is tailored to the interests, needs and abilities of children.

Principal can help teachers to develop the subject matter by seeking other sources apart from rush package and teachers handle, such as the utilization of the natural surroundings, magazines, newspapers and others with pay attention to the following points: 1) The source must be selected harmonically, not to deviate from the education program set; 2) The source must be adapted to the school curriculum; 3) The source must match the grade level; 4) Source must be tailored to the needs of the community (parents); 5) Source should be in accordance with the interests and abilities of students. [Subari, *Supervisi Pendidikan [Dalam Rangka Perbaikan Mengajar]* (Jakarta : Bumi Aksara, 1994), 40]

**c) To assist teachers in understanding and applying the appropriate teaching / more effective method.**

Various methods as already contained in the Qur'an can be reached by three ways : *al-wisdom, al-mauidzah hasanah and bi Mujadalah ahsan hiya al-lati*. As his words:

Meaning: "*Call upon (human) to the way of your Lord with wisdom and a good lesson and argued them in a good way. Your Lord, He is more aware of who stray from His path and He knows best those people who receive guidance*" (QS. An-Nahl: 125) [*Al-Qur'an and its translation* ....., 19]

In the process of learning, a teacher is obliged to teach using the best possible methods by way of wisdom, by giving examples that educate as well as the way a good discussion. Teaching method is one component of the education process, which in its function is one tool for achieving goals. The better and more appropriate method is used, then the more effective the achievement of objectives. Teachers need to recognize and know the kinds of teaching methods.

It also needs to establish where deemed appropriate method to achieve instructional goals that have been set. To achieve the ultimate goal cannot be done all at once but must go through certain stages that every step must leading to the same goal that is devotion. As his words in Az-zariyat letter verse 56:

56. dan aku tidak menciptakan jin dan manusia melainkan supaya mereka mengabdikan kepada-Ku.

It means: "And I have not created jinn and manso that they may worship Me". [Al-Qur'an and its translation ....., 756]

Teachers in implementing the learning activity should adjust students to the situation at hand. In terms of The Abu Ahmadi and Joko Tri Prasetya explained that the provision on the methods of teaching are:

- 1) The method discourse;
- 2) The method of question and answer;
- 3) Method of discussion;
- 4) The method of administration of the learning task or recitation;
- 5) The working methods of the group;
- 6) The method of demonstration and experimentation;
- 7) Method of socio drama and play a role;
- 8) The method of work of travel;
- 9) Method squad system ( *team teaching* );
- 10) The method of the project (unit). [Abu Ahmadi dan Joko Tri Prasetya, *Strategi Belajar Mengajar Untuk Fakultas TarbiyahKomponen*]

Several kinds of teaching methods can be used in learning and teaching interaction, but keep in mind that among the many teaching methods none of the methods that can be called good and methods are ugly. All of these methods may be used based on the interests of each, according to the materials judgment will be provided as well as good and evil respectively. In other words, the selection and use of methods, its effectiveness depends on the value of each, and for not contrary to the principles underlying Islamic methods, it may be used in education. This is due to that all methods have advantages and disadvantages of their own. Excess and lack of it is influenced by several factors:

- 1) The type of material which are given;
- 2) Students are facing;
- 3) The situation and conditions on time of teaching and learning process;
- 4) The objective to be achieved;
- 5) Teaching aids used; etc.

And keep in mind that the teacher in the learning teaching process should use more than one method of teaching, so the lack of methods contained in the method of the can be covered by the excess of the other methods. From here that is important for principals is how to help teachers to apply the methods of the well and effective. The Principal should really know associated between each teaching method.

#### **d) To assist teachers in the use of teaching aids (Use of teaching media)**

In the opinion cited by Azhar Hamalik Arsyad that the use of instructional media in teaching and learning can raise motivation and stimulation of learning activities even bring psychological effects on students. [Azhar Arsyad, *Media Pembelajaran* (Jakarta : PT Raja Grafindo Persada, 2005), 15]

The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and role and content delivery at the time. In the previous, use of props need to hold elections carefully and proposals for more. And keep in mind also that props

has advantages and disadvantages as well as methods. Therefore, a teacher must knowing props that can be used to explain a lesson. The intended use of props is the same so that children understand the words because the language is a tool and the most efficient communication.

#### **2. Assist in classroom management**

In the learning process there are two problems, namely the problem of teaching and class management. Both of them have a very high linkage. It means the successful of the goals of education depends on classroom management. For that matter, the management of the class needs to be arranged in such a way to create and maintain optimal conditions in teaching and learning process. The daily tasks of teachers always face various problems because students have different background, both in terms of age and ability to think.

In relation to the problem, Mulyadi in the book "Classroom Management", divides the problems that occur in classroom management into two groups: individual problem and group problem. [Mulyadi, *Pengelolaan Kelas* (Malang : FT. IAIN Sunan Ampel, 1987), 26]

Classroom management is part of the teacher's duties guided by the Principal. It is very important in teaching or teaching and learning process because it can determine the quality of education.

As a leader, the Principal can conduct procedural activities to foster teachers in managing the class. The procedure can be used as guidance by teachers in managing the class to create optimal conditions. The procedures in question are preventive class management procedures and curative class management procedures. The management of the preventive class shows the teacher's actions in organizing students and appropriate teaching equipment or formats, thereby fostering favorable conditions for the teaching learning process. While curative management of the class shows the steps that must be taken by the teacher in order to arrange students and equipment or teaching and learning format right after the problems, obstacles, disturbances occurred in the of teaching and learning process in the classroom. [Lecturer Team Universitas Negeri Malang, *Manajemen Pendidikan* (Malang : 2003), 44-45]

#### **e) Fostering a Personal Attitude as a Professional Teacher.**

The teacher's personal attitudes are an attitude of the teacher itself, not all teachers have good attitudes. There are some things that have a teacher-like attitude in life. The problems that are often faced by the teacher are the teacher's attitude itself such as *grievance*, welfare issues and personal problems. [Piet A. Sahertian, *Supervisi Pendidikan Dalam Rangka.....*117-118.]

In order to help the teachers, the Principal can handle some of the problems by using the techniques or efforts below:

- 1) Assist in solving the problem of teacher complaints (*grievance*)



grievance is feeling unhappy, feeling like there is something going wrong. grievance A teacher who will affect the spirit of teacher or educator.

To overcome this problem, the Principal, as a supervisor, must be able to manage the problem in order to not disturb the teaching learning process. First, the principal identifies the factors causing that the teacher faced. The principal solve the problem based on the fact. The principal also needs to be careful by fully understanding the welfare issue in order to avoid misunderstanding.

#### 2) Assist in solving teacher welfare problems

Several psychological theories have expressed the basic human needs. The theories are based on the results of research conducted over several years. One of the well-known theories is the hierarchy of need theory proposed by Abraham Maslow. He states that needs are developed from one continuous line to the basic human needs:

- a) Psychological needs;
- b) inner needs;
- c) Social needs
- d) Self-esteem needs
- e) The need for self-actualization (one's security to develop and realize its capabilities). [Bumi Aksara, 1992), 64. Djumhur dkk, *Bimbingan dan Penyuluhan Di Sekolah* (Bandung : CV. Ilmu, 1975), 115]

#### 3) Assist teachers in personal problems

The problems faced by teachers are not only occurred in the classroom or at school, but also come from pressures and other influences as well as personal issues. personal problems of teachers can be caused by various factors, namely:

- a) The teacher's health;
- b) The teacher's financial;
- c) The teacher's life;
- d) The psychology and spiritual experiences of teachers.

Principal can take actions to help teacher in solving their problems. In addition, in order to improve the professionalism of teachers, professional development of teacher is also required. According to Nawawi cited by Djumhur, in order to develop the professional quality of teachers, the Principal can do the following activities:

#### 1) In-Service Education

In-service Training Education is educational and experiential efforts to improve the skills of teachers and employees to align their knowledge and skills with the progress and development of science in their respective fields. In-service Training is a demand to improve the quality of education. [Djumhur dkk, *Bimbingan dan Penyuluhan Di Sekolah* (Bandung : CV. Ilmu, 1975), 115]

In performing his duties, the Principal should seek an opportunity for the teachers to get In-service Training. This activity is done as an effort to improve the ability of teachers in performing their duties and update their knowledge with the newest development in their field. It is in line with Suryo Subroto's suggestion in "Education Administration Education Dimensions", that the forms of teacher training are:

**2) Improvement of the teacher's profession individually**  
The development or professional enhancement of individual teacher is a set of activities undertaken by each teacher as an individual. The forms of this activity are as follows:

#### a) Professional improvement through workshop

Workshop is an effort or activity that aims to improve the level of knowledge and skills of employees, teachers or other education officers. Thus, their expertise will be broader and deeper.

For example, certain teachers have workshop about the methodology and educational administration. Considering that such upgrades are generally run by the region. thus, the main principal's task is mainly to manage and guide follow-up of workshop results, in order to be practiced by teachers.

#### b) Improvement of the profession through self-study

Improvement or development of the teacher profession through self-study is a creativity of the teacher itself because of the awareness of the importance of improving their quality. In practice, a teacher can have self-study by selecting the required books that are appropriate for his or her own self-study.

#### c) Improvement of the profession through mass media (mass media)

Mass media can be used as a tool to obtain information related to the development of material to be given to the students. Mass media such as television, newspapers and magazines broadcast articles of knowledge or skills that are important to be learnt. [Suryo Subroto, *Dimensi-Dimensi Administrasi Pendidikan.....*, 147-148]

#### 3) Improvement of the teacher profession through professional organizations

The professional organization is defined as an organization or group that has certain ties to a particular type of skill or position. Profession organizations are useful for: a) a meeting places between teachers who have similar skills to know each other, b) a place to solve various problems such as problems related to the profession, and c) a place to improve the quality of their quality.

In the teacher organization, the problems encountered are: a) how attitudes and roles of teachers in the development period, b) how to educate appropriately in the classes, c) how to deal with children who are experiencing learning barriers, and d) how to foster good cooperation in education. The forms of professional improvement activities through professional organizations are:

#### a) Group discussion

In group discussion, some people discuss a problem which has already written (prepared first). This kind of discussion will stimulate the members to learn more.

#### b) Scientific lecture

Scientific lectures can be held periodically. The titles or problems can be set up by the chairman or the members.

**c) Field trips**

Organizations can plan and organize a field trip to a particular educational object that contains problems and be able to add knowledge information to teachers. Besides, other objects that support the subject matter can also be the object of the field trip.

**d) Organization bulletin**

A professional organization usually publishes bulletins periodically to be disseminated to the members.

**On-service Education**

On-service Education is an education conducted through a group to foster and develop teacher profession. On-service Education can be done by organizing association of teacher from different school to do discussion or teacher work group. [Piet A. Sahertian dan Frans Mataheru, *Prinsip Dan Teknik Supervisi Pendidikan* (Surabaya : Usaha Nasional, 1981), 7]

In other words, the development of this on service is collected in a meeting developed based on the study or cluster of fields of each school. The member who has the highest-ranking in each cluster is expected to be a mentor.

This group is an informal institution which is full of familiarity. Thus, various difficulties or complaints among teachers will be revealed. They can exchange ideas on matters relating to concrete experiences of interacting with students. The activity of this group has several benefits. They are:

1) Improve the quality and ability in the implementation of teaching and learning process. the activities undertaken are:

- a) Discussion of lesson units,
- b) Discussion of subject substance,
- c) Discussion on the implementation of teaching and learning process including lesson evaluation,
- d) Develop an evaluation of peer class activities,
- e) Developing peer- organizations, and
- f) Review the results of the performance evaluation by learners as group members.

2) Increase the mastery and development of subjects matter. The activities undertaken are:

- a) The study of journals and books,
- b) Follow a higher formal education,
- c) Follow seminars and workshop,
- d) Present upgrading experiences and seminars to group members, and
- e) Conduct research.

3) Improve the ability to communicate academic problems. The activities undertaken are:

- a) Write articles,
- b) Write reports,
- c) write papers, and
- d) write reports and book reviews. [Ahmad Rohani dan Abu Ahmadi, *Pedoman Penyelenggaraan Administrasi Pendidikan di Sekolah* (Jakarta : Bumi Aksara, 1994), 111]

The group activities are sustainable and continuous and periodically the head of the groups of study is able to hold

discussions or teacher meetings to discuss the progress and development of each group.

To develop the quality of teachers, the Principal may include teachers to follow professional development either through in-service or on-service.

A principal needs to be aware of the importance of in-service or on-service education or training in the process of fostering and developing supervised people. The teachers are aware that the activity is an integral part of in-service process and in-service training as a organization is absolutely necessary in every modern educational supervision program. Thus, the teachers are always up-to-date.

**4) Principal's Efforts in Improving Teacher's Professionalism**

Principal is a leader who is responsible for the implementation of education activities, school administration, coaching other education personnel and utilization and maintenance of facilities and infrastructure.

Achieving the objectives of the school is the function of a Principal. Besides, the duty and responsibility of a Principal are to improve the quality of education in the school or institution he led. The improvement of the quality of education must also be based on a professional educator (teacher). Therefore, a Principal should be able to take various ways and techniques to improve the professionalism of teachers. Among the efforts of the Principal in improving the professionalism of teachers are:

**a) Hold a MGMP meeting (Teacher Consultative Meeting)**

This meeting is conducted to unify the views and understanding faced, especially those related to teaching and learning activities by the teacher and seek solutions together. In addition, this meeting is also to train participants to dare to express their opinions and think critically and listen to the opinions of others, and can improve skills in the preparation of the semester program. [Burhanuddin, *Analisis Administrasi Manajemen.....*, 327]

**b) Hold a group discussion**

Group discussion is an activity done by teachers and also involve administrative staff to solve various problems at school. The group discussion can be carried out in the teacher's room or classroom when the students already go home. Thus, it will not disrupt the learning activities. This group discussion can also be held after the meeting. This activity should not be done in the effective hours.

**c) Hold a class visit**

Class visits can be used by the Principal as one of the techniques to observe the learning activities directly. This class visit is a very useful technique for obtaining direct information about matters relating to the professionalism of teachers in carrying out their main teaching tasks; especially in selecting and using learning methods, the involvement of learners in learning, and knowing directly the ability of

learners in capturing the material being taught. Based on the results of the class visit, the Principal along with the teacher can discuss various problems found and develop the solutions for both teacher and learning professionalism. [E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung : PT Remaja Rosdakarya, 2003), 113-114]

**d) Hold personal conversations**

Personal conversation is a guidance and counseling technique which can be used by the Principal to provide counseling to the teacher regarding to learning activities and issues about teacher professionalism. Personal talks can be a very effective educational coaching strategy, especially in solving problems that concern with personal problem of the educator. Nevertheless, this individual conversation is sometimes viewed negatively by some teachers who feel disturbed by their privacy [Ibid., 114]

**e) Conduct a learning simulation**

Learning simulation is a supervision technique in the form of a demonstration of learning conducted by the Principal. Then, the teachers can analyze their performance by doing self-introspection. Although there is no the best way of teaching, this activity can be done routinely. for example once a month teaching in certain classes to conduct simulation learning. [Ibid., 115]

**f) Conduct supervision and discipline**

A democratic principle carries out supervision under a particular program. School meetings have been determined by the division of duties as a place to participate according to each skill, coordination and communication, work program, work direction, and so on.

The principal trusts all employees so that they feel recognized and respected as an equal group. The principle runs the Supervision by participating actively as a role model, to motivate and sometimes to give freedom to work. By participating, the Principal can know the whole school situation, and so on. [Daryanto, *Administrasi Pendidikan*, (Jakarta : Rineka Cipta, 1997), 189]

Discipline is someone's work which is in accordance with the rules and norms that have been agreed previously. The discipline means that the Principal should try to instill discipline to all his subordinates, including the teachers in order to improve the professionalism of teachers in schools. And the Principal needs to make sure that teachers have self-discipline. [Made Pidarta, *Peranan Kepala Sekolah Pada Pendidikan Dasar* (Jakarta: PT Grasindo, 1995), 64] The discipline is expected to achieve goals effectively and efficiently and able to improve school productivity.

**g) Hold a meeting**

Meeting is a form of face-to-face group meetings to plan a program, solve a problem, and get a collective agreement. [E. Mulyasa, *Menjadi Kepala Sekolah Profesional....*, 259] Meeting held in schools is one of the efforts to improve teachers' professionalism. In the meeting, teachers can discuss the difficulties and problems faced in relation to the implementation of education and teaching together with all

participants of the meeting. Through the meeting, teachers are assisted individually or in groups to determine alternatives problem solving.

**h) Conduct upgrading activity and seminars**

Upgrading activity is an attempt to increase specific knowledge and skills about a particular problem, such as ways of making learning tools, updating teaching methods, etc.

Upgrading activity is also one of the techniques for improving the professionalism of teachers, whether religious teachers and general teachers. It is in accordance with upgrading activity itself which is an effort or activity to improve the level of knowledge and skills of employees, teachers or other officers. From this definition, it is clear that through upgrading activity, it is expected that knowledge and ability of teachers can develop and then they can perform his duties effectively and efficiently.

A seminar is a form teaching a learning group. The group is a small group (between 10-15). People hold their own experience or inquiry together on various issues with a certain guidance. The group meets to hear the reports of the members as well as to discuss issues collected by group members. [Piet Sahertian, *Prinsip dan Teknik Supervisi Pendidikan* (Surabaya: Usaha Nasional, 1982), 116]

**i) Hold a workshop**

The term "workshop" as Jusman and Braggs put it, is a short-term program that is organized in a flexible and informally organized manner in which teachers and other educators work intensively on a problem or need of work. [A. Ametembun, *Supervisi Pendidikan* (Bandung: Suri, 1981), 105]

From the statement above, it can be concluded that workshop is a place in which people can learn something by finding problems that hinder the smoothness of a job and find a way out to solve a particular problem. Then, teachers try to develop the ability to think and work together both on theoretical and practical issues to improve the quality of life in general as well as professional quality in particular.

The purposes of this workshop are to: develop personally in harmony; gain experience that can improve knowledge; produces useful results; foster and develop deeper social integrity and feelings; encourage members by growing awareness of the problems they face and trying to work together to solve them. [Dirawat, Busra Lambari S, *Pengantar Kepemimpinan Pendidikan* (Surabaya : Usaha Nasional, 1983), 171]

**j) Provide facilities and infrastructure**

Given the task of teachers for the achievement of optimal goals, then the provision of these facilities and infrastructure should get serious attention. Limitations of funds should not be used as an excuse not to provide facilities and infrastructure because there are many other businesses that can be taken to overcome them. "And keep in mind that the provision of these facilities and infrastructures is not only



limited to books, but also practical tools, laboratories, library books, careers, and school building improvements". [St.Vembriarto, *Kapita Selektta Pendidikan* (Yogyakarta: Yayasan Pendidikan Paramita, 1984), 38]

Thus, the success of the Principal among others can be demonstrated by: the increased awareness of educational staff (teachers) to improve their performance, and improved the skills of educational personnel (teachers) in carrying out their duties.

### **5) The Factors That Influence the Head Master's Effort in Improving the Teacher's Professionality**

A teacher who is really aware of his task, responsibility and obligation in teaching and learning process will always be introspective, thus he does introspection for himself and tries to make a progress to make his duties better. In order to improve their skills, teachers also have many problems faced. The problems are influenced by several factors.

Broadly, the factors that influence the improvement of teachers' professionalism can be divided into two groups, they are internal and external factors. Internal factors are the factors that come from the teacher itself, while the external factors is the factor that come outside teacher.

#### **A. The Internal factor**

The internal factor has actually been determined by the competence owned by the teacher. If the teacher has a competency that allows them to work well, it can be said that the teacher will not face any obstacles. However, for other teachers who don't have any competence in doing their duties, teaching, then as a logical consequence they will face some problems that disturb and obstruct them in doing their duties.

The internal factors are:

##### **a) Background of the teacher's education**

The main requirement that must be possessed by the teacher before doing his duty is having teacher's certificate. By the certificate, the teacher will have written proof of his learning experience that can show the pedagogical and didactic experiences. In contrast, without knowledge of teacher's training, such as knowledge of classroom management, evaluation and other teaching and learning activities, it will be difficult to improve the teacher's professionalism. As Syaifullah said, that as one of the elements education in school, teachers' profession in many aspects are determined by the preparation of education, the work experience and the teacher's personality. [Ali Syaifullah, *Antara Filsafat dan Pendidikan* (Surabaya: Usaha Nasional, 1989), 21]

In conclusion, the teacher's certificate is very important in supporting the teaching process of the teacher's it self.

##### **b) Teacher's orientation of his profession**

The Awareness that grows from the teacher itself is to improve the quality, as the teacher, educator, mentor, and mudaris has the big influence for the implementation of tasks and responsibilities in teaching and learning activities. From some teacher's duties, the teacher is required to have a certain ability that become the responsibility which have been prepared through the program of educational

institutions, educational personnel in accordance with the expectations and the dream of the nation.

If a teacher keeps improving his professionalism, it does not mean the teacher wants to get the higher position but he has the big responsibility that relates to the next generation.

##### **c) The teachers' health condition**

Mostly, the teacher's duties are to teach the students in the class. Every day he stood in front of the class, he kept talking all the day to explain the subject material to the students. thus, he needs a lot of energy and calories. The teacher's health should not be disturbed by standing in front of the class the whole day for talking. Therefore, the teacher should learn to talk lightly, easily, not tense and not overpowered.

Besides physical health, the teacher's soul must also be healthy. Teachers should not have neurological or psychiatric diseases. People who have suffered from mental illness are not allowed to be a teacher, because it is feared the disease will relapse. So, a teacher must have a perfect body, physically and mentally healthy, not have diseased, healthy in a strong sense and have enough energy saving. [Amir Daim Indrakusuma, *Pengantar Ilmu Pendidikan* (Surabaya: Usaha Nasional, 1973), 173]

##### **d) The teachers' economical condition**

The facts on the ground shows about how difficult it is to develop and nurture the professionalism of teacher training with the assurance of a teacher's unworthy life. Frequently, a teacher faces a dilemmatic situation such as being caught in a loop of syetan, not having part time job, his child can not school and the teacher's actualization of his profession are very difficult to maintain. He takes a job as a tutor, becoming a driver, and others that lead the teacher's profession is difficult to meet even often seen the low degree of a teacher.

Therefore, if the needs of the teacher are fulfilled, he will feel more confident, more secure both in work and social environment. [Piet Sahertian dan Ida Aleda S, *Supervisi Pendidikan Dalam Rangka Program Inservice Education* (Jakarta : PT Rineka Cipta, 1992), 129] So without the assurance of a decent life and facilities to develop themselves in maintaining teacher quality, in other word, it will disperse the teachers and their own generation.

##### **e) The periode of teaching experience**

The ability of the teachers in doing their duties greatly affect the improvement of teachers' professionalism. This is also determined by the long experience of the teaching especially on teacher's education background. This aspect means that becoming a teacher is not only having teaching experience without any previous teacher education. Besides the educational experience they have, the experiences gained during their duties are the valuable experience for the quality improvement. A teacher who has taught for a year has better performance than a teacher who has taught for a month. Likewise, the longer a person becomes a teacher, the better his performance in doing his duties for the perfectness. [Amir Daim Indrakusuma, *Pengantar Ilmu Pendidikan.....*, 179]

#### f) The conformity of education with field of study

The conformity of the field of study taught or submitted of the teacher with the experience of his education (teacher) will also determine the smoothness in doing his duties as a teacher. Due to the suitability, it will help the teacher in choosing materials of the lesson that will be taught and it let them to have the ability to organize materials and learning experiences, also use various teaching methods.

#### B. External factors

The external factors that influence the teacher in improving their professionalism are:

##### a) Education facilities

In order to achieve good and optimal in any field, it requires the availability of educational facilities and infrastructure that serves as a support tool to accelerate the teaching and learning activities for the achievement educational goals. Educational facilities are props, buildings, time, opportunity, place and laboratorium tools, library books and others.

As the effort to improve the professionalism of the teachers, to make the process can run smoothly, it needs the support of adequate facilities and infrastructure. The support here does not mean some advanced equipment, but it should be suited with the need of situation and conditions.

In contrast, if educational facilities does not available and there is no teaching aids in teaching, it indirectly will obstruct the achievement of educational goals and professionalism of teachers. The problems of school buildings, school rolls, carers, textbooks, props, books for libraries, labs and laboratories and educational funds are all difficult and complex educational problems that need to be solve as soon as possible, so it won't obstruct the effort of improving the professionalism of teachers. [St. Vembriarto *Kapita Selektta Pendidikan.....*, 35.]

##### b) The Principal's Supervision

The principal's supervision of the teacher's duties is essential to know the teacher's development in carrying out his or her responsibilities. Without supervision from the principal, the teachers will be arbitrary in carrying out their duties, so that the expected goals will not be achieved. Therefore, supervision of the Principal is important for the development teacher's skills in teaching and learning activities, through the effort to analyze various forms of behavior when conducting the teaching and learning process. [Cece Wijaya dan Tabrani Rusyan, *kemampuan Dasar Guru Dalam Proses Belajar Mengajar* (Bandung : PT Remaja Rosdakaarya, 1994), 191] In this supervision, the principal should be more flexible by providing opportunities for teachers to express their opinions for the improvement of education quality.

##### c) Discipline work

Generally in education, discipline is the condition of calm or regular attitudes and actions as one tool to achieve the educational goals. In order to eliminate the erosion of discipline so that the quality of education can be well achieved, it is necessary to have a consolidation of activities, both from teachers and from students in an effort to grow the discipline in teaching and learning process. if the erosion of

discipline in the teaching and learning process is left behind, it will eliminate the activity of learning to teach in education field. [Ibid.,18] So, constructing and developing discipline work is an easy job because each teacher has the nature and background of different life. Thus from the various external factors above, all of them have a great influence on improving the professionalism of teachers in education.

## 9. Research Findings

Teachers and Principals are an absolute requirement for the implementation of the learning process at school. There is not a single school today that does not need a teacher and a principal. Teachers and Principals are one of the success key factors of the implementation of education system in the country.

The Principal's business as a leader in Al-Furqon SHS Wedoroanom Driyorejo Gresik is demonstrated by his ability to foster and develop the morale of the staff. Work morale is a person's mental and emotional reaction to his work. A person has a high working morale when satisfied with his work, has a passion, a sense of responsibility, and enthusiasm. Someone who has low morale is not enthusiastic about work, is not obedient to the rules, often late, but the main job, grumble, work with grumbling, and other attitudes that show a negative tendency.

In order to improve the morale of the staff, the Principal should pay attention to the security of the staff members. The security includes material security and inner security. Material security concerns the fulfillment of biological needs (adequate salary, the provision of housing facilities, transportation, etc.). While inner security includes feeling secure, acknowledged or accepted, treated fairly, obtaining self-esteem, and so on. All of this has been demonstrated by improving the professionalism of teachers at Al-Furqon SHS Wedoroanom Driyorejo Gresik.

According to Burhanuddin in his book *Analysis of Management Administration and Educational Leadership*, there are a lot of actual forms or techniques in improving professionalism of teachers especially: meetings, committees, MGMP meetings, discussions, seminars, symposiums, inter-school visits, workshops, and upgrading. This theory is in accordance with what has been done by Al-Furqon High School Principal Wedoroanom Driyorejo Gresik in improving (fostering and developing) teacher professionalism are:

##### 1) Holding the Subject Teachers' Conference (MGMP).

MGMP exists internally and externally. Internal MGMP is the meeting between teachers who are in Al-Furqon SHS Wedoroanom Driyorejo Gresik itself. External meeting is a meeting conducted outside the school with teachers from other schools. there are four meetings in one semester. The meeting discussed the preparation of teaching and also solving problems. Sending teachers to the coursework, seminars and workshop even at their own expense is suggested

##### 2) Disciplinary

The Principal always urges the teachers to always be disciplined in everything as well as not late in preparing the teaching, coming to school and others. The discipline is influenced by the following factors: a) the nature of humanity in the sense even though the teacher already has an appeal to prepare a good teaching preparation as required by the curriculum, but still there are some teachers who have not completed their administration at the end of the semester b) there are still some teachers who come late even though has been given an example by the Principal who always come earlier than the other teacher; c) older teachers, their performance in teaching has decreased.

The steps taken in improving teacher discipline are: (1) teachers on duty always remind one of them with the bell. This bell remind the teacher to enter the class, but there are still many teachers who have not entered the class then, this bell maid will ring once again to alert the teacher; (2) with a control book. the teacher who is late or lack of discipline will be written in the control notes. If they still repeat it again many times, the teacher will get direct guidance from the Principal; (3) by admonishing that through high spirit of teaching, salary will be more blessing. Besides getting big responsibility, teaching will also get reward if premises worship because of Allah.

### **3) The Principal enhances the professionalism of teachers individually**

For example, making changes in the process of improvement. He encourages the teachers to be more creative, give responsibility to staff, and conduct training to be able to support their work. He invites all roles to participate in making decisions relating to school issues. Besides, teacher welfare, professional development and teaching assistance are needed to be considered. It is intended to further encourage teacher's motivation and creativity and spirit in working.

According to Ibrahim Bafadal, in his book (Improving the Professionalism of Elementary School Teachers) teachers' professionalism skills in schools are grouped into two kinds of guidance namely: first, the development of the ability of employees through supervision of education certificate programs and learning tasks. Second, fostering the commitment of school employees through the development of their welfare. This theory is in accordance with what has been done by the Principal of Al-Furqon SHS Wedoroanom Driyorejo Gresik. They are:

- a) Upgrade through upgrading. Upgrading is provided by the Ministry of Education and Culture project even though Al-Furqon SHS Wedoroanom Driyorejo Gresik send the teachers with their own expense.
- b) Increase profession through self-study. In this case, teachers of Al-Furqon SHS Wedoroanom Driyorejo Gresik chose the books needed in accordance with his interests to do self-study. Th books have been provided in the school library.
- c) Increase profession through mass media. In this case, Al-Furqon SHS Wedoroanom Driyorejo Gresik provides mass media such as newspapers and magazines. Scientific articles and skills are important to be learnt and increase knowledge. Thus, teachers do not miss the information and able to provide updated lessons.

From the explanation above, the Principal should have contribution to increase the spirit, insight and motivation of teacher, such as by giving encouragement through coaching about: (1) The teacher should increase the exchange of thoughts on matters relating to material development experience lessons and interacting with learners. Exchange of thoughts can be carried out in meetings of similar teachers in the workshop or in seminars related to it; (2) giving the teacher the opportunity to give scientific papers with applicative topic. Then, the results of the meeting can be used directly to improve the quality of teaching and learning process; and (3) Teachers should familiarize themselves to communicate the results of the research, especially through print media, MGMP is taken as inputs in teaching students and Al-Furqon High School Teachers also familiarized with making the Learning Module.

### **4) Improving the teacher profession through professional organizations**

Professional organizations are organizations or associations that have certain ties of one kind of expertise or position, such as teachers united in PGRI (Teachers Association of the Republic of Indonesia). In this case, the Head of Al-Furqon SHS Wedoroanom Driyorejo Gresik gIvSe opportunity to every teacher to join the organization. the teachers are expected to formulate and solve problems, both internally and externally.

To develop the profession or skills in the tenure and to keep the teacher up to date in carrying out his duties, Al-Furqon High School Principal Wedoroanom Driyorejo Gresik provides in-service training and on-service education for teachers.

### **5) Improve teaching quality**

One of the principals' assignments is to help teachers improve the teaching and learning situation. It is intended to improve the quality of lessons in schools in order to develop and analyze curricula implemented in schools. The principal's jobs in helping teachers improve the teaching profession, such as:

#### **a) Assist teachers in understanding teaching and learning strategies**

To achieve the purpose of teaching and learning, a teacher must prepare a strategy that will be used in teaching and learning process. strategy is the determination of the broader method of action of the method. The strategy used by high school teachers Al-Furqon SHS Wedoroanom Driyorejo Gresik will help facilitate learners in receiving or understanding the lessons that teachers convey.

#### **b) Assist teachers in formulating teaching objectives**

In the goal-oriented learning process, Headmaster of Al-Furqon SHS Wedoroanom Driyorejo Gresik helps teachers through lectures every Monday about teachers' abilities as planners and implementers of the teaching and learning process. The aim is to enrich the teacher's insight to classify the objectives.

In short, the educational objectives include three dimensions or areas (domains) that are the cognitive / knowledge sphere,



the realm affective / attitude, and psychomotor / skill domains. regarding to these three educational objectives, the Headmaster of Al-Furqon SHS Wedoroanom Driyorejo Gresik can get an idea of the scope and objectives of teaching that can be developed in the planning of teaching programs.

**c) Assist teachers in formulating teaching experience**

In this case, the Headmaster emphasizes the teacher to be able to learn and formulate his own learning experience through his teaching in Al-Furqon SHS Wedoroanom Driyorejo Gresik with teaching methods used by teachers. Through learning experiences, students will gain insights, attitudes, rewards, habits, skills, and abilities.

**d) Assist teachers in formulating learning activities**

In gaining learning activeness, the teacher must observe the other soul functions. In the implementation of teaching activities, if students are more active then the teacher has no so much activity. More activity is done by the students does not mean the teachers stay silent. All teaching and learning activities to be done by the students are included in the lesson plan

**e) Assist teachers in improving basic teaching skills**

In this case, teachers of Al-Furqon SHS Wedoroanom Driyorejo Gresik can master the basic skills of teaching through academic development of teachers, such as: start-up and ending skills, explaining skills, questioning skills, empowering skills, variations in teaching skills and skills of managing classes.

**f) Assist teachers in managing the classroom**

An effective class management is very necessary in order to prevent students' boredom and run the teaching and learning process smoothly.

**g) Improve teacher's welfare**

Teachers' welfare can be improved through the provision of transport fees, additional fees for excess hours of teaching, teacher certification or inclusion of specialized training such as upgrading, seminars, MGMP and guidance given every Monday by the Principal. Therefore, teachers can be independent and creative in accordance with existing facilities.

The headmaster of Al-Furqon SHS Wedoroanom Driyorejo Gresik provides other successes that can be seen through the school development initiatives that have been established to overcome other management issues. Until now, The teacher certification program is done by the principal.

Thus, the efforts made by the Principal in improving the professionalism of teachers has provided a great opportunity for teachers in Al-Furqon SHS Wedoroanom Driyorejo Gresik to be more creative and innovative in carrying out his work as a teacher at school. The Principal does some coaching not just about being a teacher, but how the teacher can develop his/her potential to help the student being independent person in the community.

## **10. Factors in Improving Teacher Professionalism in Al-Furqon Shs Wedoroanom Driyorejo Gresik**

### **A. Internal Factors**

In developing the professionalism of teachers, the Principal explains the existence of internal factors which is teachers is human beings who also need health and balanced nutrition through a healthy diet in order to be productive. As recommended by experts, a good diet can improve health. Based on the statement above, the researcher can conclude that teachers can be healthy (productive and professional), if they only eat one egg or side dish.

In addition, the teacher has responsibility for students and educational institutions and also has responsibilities to the family (child, spouse). With minimal income, the teacher will experience the uncertainty of the welfare of his/her family's life. Therefore, one by one will raise another need or encouragement. the emergence of two or more needs at the same time will lead to conflict. If the need arise, but it cannot be met or obstructed, it will cause frustration or depression.

Another internal factor that affects the effort to improve the professionalism of teachers is about the educational background of the teacher. This is the main requirement that teachers must have. In other words, the teacher, before performing their duties, must have a teacher certificate. They (teachers) will have difficulty in improving professional skills if they do not have certificate.

Another factor is the teaching experience of teachers. Teachers who experience a long teaching is very different from teachers do not. The more / long teaching, the greater the task will be to help student in achieving learning objective. in their duties as teachers, they do not just teach and speak in front of the classroom by reading the manual. But, the teacher is required to make the educational / learning program before performing their duties so that it will facilitate his duty in teaching and learning activities. This is in accordance with what was said by the Head of Al-Furqon SHS Wedoroanom Driyorejo Gresik, Dr. H. Abdul Mu'id, M.Pd.I "if the teacher always make the learning program, semester program and syllabus before implementing the teaching and learning process, then the teaching task will run well."

### **B. External Factors**

#### **1) Education Facilities (Facilities and Infrastructure)**

As an effort to improve teacher professionalism, the process will run smoothly if there is adequate support from educational facilities (facilities and infrastructure). Support and infrastructure is not only in the form advanced equipment, but also adapted the situation and conditions of need.

Conversely, the lack of adequate educational facilities (facilities and infrastructure) and the absence of teaching aids in teaching will indirectly inhibit the achievement of

educational goals and professional development of teachers. The facilities that can be provided at Al-Furqon SHS Wedoroanom Driyorejo Gresik are in the form of school building (classroom, teacher office, principal room, library room, as it is stated in chapter III). According to Abdul Muid, As Headmaster of Al-Furqon SHS, the facility in 2017 is improved, because the school gets a budget from the East Java Provincial Government for the construction of the laboratory worth 318,000,000.00. it is a part of the principal's effort to improve the quality of the school. Then Al-Furqon High School has been accredited by East Java Provincial Government. The school get A score.(90). [The result of laboratory of Al-Furqon di tahun 2017 dan result of accreditation of Al-Furqon SHS Driyorejo Gresik Jawa Timur in 2016 with A label, ( score 90). "This score is perfect",Dr.H.Abdul Mu'id,M.Pd.I" said, the researcher in Al-Furqon SHS Wedoroanom-Driyorejo, Gresik, East Java, Indonesia.]

According to St. Vembriarto in his book Kapita Selekt Pendidikan, "the problems of school shortage, school outbreaks, careers, textbooks, props, books for libraries, and laboratories and education costs are difficult and complex educational problems which need to be immediately sought the solution so that it will not hamper the efforts of the Head of School in improving his/her professionalism. The facilities already exists but is there willingness to use them?".

Suryanto, S.Pd , the Deputy Head of Al-Furqon SHS Wedoroanom Driyorejo Gresik said that "limited time and limited funds are also factors that can hinder the development of teacher professionalism".

### 2) Principal Supervision

The Principal's supervision of the teacher's duties is essential in order to know the teacher's progress in teaching. Without supervision from the Principal, the teachers will arbitrarily in carrying out their duties. Thus, the expected goals will not be achieved properly. Therefore, Headmaster of Al-Furqon SHS Wedoroanom Driyorejo Gresik conducts surveillance, either openly or secretly against teachers who are doing teaching tasks in the classroom. In this supervision, the principal is more flexible by giving teachers the opportunity to develop ideas for improving the quality of education.

### 3) Work Discipline

The factors that can affect the discipline of work are: 1) The nature of humanity in the sense even though the teachers have been urged by the Principal to make good teaching preparations, some of them have not completed administration at the end of the semester; 2) There are still some teachers who are late even though has been given the example by the Principal who always comes earlier than the other teachers; and 3) certificated teachers who have low spirit in teaching.

To eliminate the erosion of discipline the Principal consolidate the activities, either from teachers or from students. Fostering work discipline is not an easy job because each teacher has different character and backgrounds.

Thus, adequate facilities, teacher education background, long teaching experience, principal supervision, and work discipline have a great influence in improving the professionalism of teachers in Al-Furqon SHS Wedoroanom Driyorejo Gresik, especially in Teaching and Learning Activities.

## 11. Conclusion

From the results of research, improving the professionalism of teachers in Al-Furqon SHS Wedoroanom Driyorejo Gresik can be concluded as follows:

**1) Based on the results of existing data analysis, the efforts made by the Principal in improving the professionalism of teachers in Al-Furqon SHS Wedoroanom Driyorejo Gresik can be seen on:**

#### a) Professional Teaching

In conducting guidance on the teaching profession, the principal provides help to teachers in the form of preparatory teaching before conducting teaching and learning activities, such as providing teaching resources, sharing appropriate teaching methods, and assisting in the provision of teaching aids, and assisting in classroom management. By conducting guidance on the preparation of teaching conducted by the Principal at the beginning of the year, the teachers are more prepared before teaching. Good preparation can help the teacher in performing their duties properly and smoothly without any obstacles. the availability of teaching resources that have been provided from the school will help teachers in delivering material to students. In delivering the material, the teacher also uses various teaching methods that he deems appropriate to the material. No less important is a teacher must be able to manage the class in teaching and learning activities because it will help the process of teaching and learning. In this case the Principal also provides individual and group help. Therefore, with the guidance and direction of the Principal, the teachers of Al-Furqon SHS Wedoroanom Driyorejo Gresik will improve their professional skills.

#### b) Coaching Personal and Professional Attitudes

Besides fostering the teaching profession, the principle also foster personal and professional attitudes of teachers, by helping the teacher to solve various problems such as help the teacher's complaint, teacher welfare problems, and personal problems of teachers. Mostly, the Principal help the teachers about general problems and welfare problems. While personal issues, as long as the problem does not affect the teaching task, the Principal does not intervene.

c) The principal nurtures and develops the professionalism of teachers by involving teachers in specialized training such as upgrading, seminars, workshops, subject teacher meetings, and class visits. The most important thing is about upgrading teacher competence and teacher upgrading of subject area. The teacher has higher progress than before by following the upgrading activity. It shows that the professionalism of Al-Furqon SHS Wedoroanom Driyorejo Gresik is good.

## 2) Factors affecting the Principal's efforts to improve the professionalism of teachers in Al-Furqon SHS Wedoroanom Driyorejo Gresik

There are supporting factors and inhibiting factors among the factors that influence the effort to improve the professionalism of teachers. Supporting factors include teacher's educational background, long teaching experience of teachers, suitability of education with the job, and the availability of facilities or learning tools. The most dominant factors are: first is the availability of learning tools or adequate facilities. The adequate facilities or learning will support or motivate students to learn more. The second is the teaching experience of the teacher, the longer the teacher taught, the more competent he/she is in doing teaching and learning process. Another factor is the supervision of the Principal, especially when the teacher is teaching. Without the supervision of the Principal, the teacher will simply carry out his duties (teaching). And the last is discipline. High discipline will be able to assist in achieving educational goals.

The inhibiting factor in improving the professionalism of teachers is the lack of spirit of teachers in making teaching tools, lack awareness of the guardians in participating in donating thought and funding to complement the facilities or learning tools.

## 12. Advice of School and Government of Indonesia

Based on the results of research, the researcher gives some suggestions that may be used as a reference in achieving the predetermined educational goals. The suggestion to improve the quality of education, especially in improving the professionalism of teachers, will be described as follow:

- 1) To improve the smoothness of teachers' duties in the teaching and learning process, the provision of teaching facilities / tools / media needs to get serious attention, either through the principal's cooperation with teachers, teachers with teachers, teachers with students and teachers with the community.
- 2) Lack of funds should not limit the professionalism of teachers. Teachers should be more creative, for example by using the internet media in improving the professionalism of teaching.
- 3) The lateness of Central Government in improving the welfare of teachers. Not all teachers are certificated. In this case, Jokowi-JK reign logs the number of teachers throughout Indonesia especially in Al-Furqon SHS in improving welfare. In fact Government can increase the teacher's welfare. during the reign of Susilo Bambang Yudhoyono, there had been Law Teachers and lecturers number: 14 of 2005 which protects the legal law for teachers and lecturers. While in Jokowi-JK Era, there is no effort to improve the welfare of teachers and lecturers, especially teachers and lecturers in private school in Indonesia.
- 4) the Government only works around the infrastructure. Whereas, improving the quality of Indonesia's human resources must be prosperous both public and private teachers, lecturers and private sector. Teachers and

lecturers in private school should get priority scale from the government.

- 5) Compared to labor welfare in Gresik, private teachers and private lecturers salary is so much lower. Workers in Gresik are paid based on Minimum Wage Regional, (UMR Gresik), about Rp. 3,580,369.00. While teachers' salary is far from it. This is a real sampling of Education in Gresik City, East Java Indonesia. So there is a very striking disparity seen from the point of salary of laborers and salaries of teachers and lecturers in private in Gresik as well as the other areas. Thus, the government needs to make the regulation and the relevant ministerial rules that accelerate the prosperity especially the private teachers, and private lecturers in Indonesia because the Government has the obligation to enforce the Law mandated in 1945 constitution in the preambule, (opening) of the fourth paragraph, "Educating the Life of the Nation".

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