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TEACHER PROFESSIONALISM DEVELOPMENT STRATEGY AT MI TARBIYATUSSIBYAN GUNUNG SUMPING

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Abstract. The world of education is required to produce human resources in accordance with the progress of science and technology. Teachers have an important role in education, so that almost all reform efforts in the field of education depend on teachers. The development of teacher professionalism is directed at improving quality. The criteria for teacher professionalism include the ability to: master materials, manage PBM, manage classes, manage media or resources, master educational foundations, recognize teaching and learning interactions, assess student achievement, recognize functions and programs of BP services, and know school administration. In essence, the development of teacher professionalism is emphasized on three basic abilities, namely: professional ability, personal ability and social ability.

Keywords: development, professionalism, teachers.

INTRODUCTION

The development of the times and the advancement of science and technology are increasingly forcing people to continue to learn and follow current developments. Digitization in the world of education is an issue that is quite a concern for the public. In the current situation, the COVID-19 pandemic is currently forcing teachers, students and schools to carry out digital technology-based learning activities. This has become a very difficult problem for both teachers and students in dealing with new situations such as now that educational services have drastically changed both the learning system and the culture. The government and education providers continuously make quality improvements in an effort to improve the quality of education. Teachers as the spearhead in the world of education continuously receive teacher education and training. The world of education as a place or place to study has an important role in the development of the world, schools must be able to produce students who have the ability and expertise as well as good quality in order to be able to survive in an increasingly advanced era. The teacher has an important role in developing the ability of students optimally Wina Sanjaya (2008) states that as a facilitator, the teacher plays a role in providing services to facilitate students in the learning process activities. The teacher's role as a facilitator has consequences for the teacher-student relationship pattern, which was originally a top-down relationship to a partnership relationship. Teachers play an important role in the learning process, with the development of professionalism, teachers are expected to be able to carry out educational learning. A teacher has a role in the formation and development of potential human resources in their field. One of the success factors of education is the role of a teacher, for that the ability and quality of a teacher must be continuously improved and fostered. Teachers must strive to continue to learn and develop their professionalism. Teacher professional development is an effort made to increase the level or degree of a teacher regarding the teacher's ability with the ability to master teaching materials and mastery of teaching methodologies. Continuous education

and training of teachers is a way to achieve teacher professionalism. The definition of a professional teacher according to experts is all people who have the authority and are responsible for the education of their students, both individually and classically, both at school or outside school. According to (Yamin, 2007) the term professional in general is a person who gets a wage or salary from what he does, whether it is done perfectly or not. Professional work is supported by a particular knowledge in depth which can only be obtained by appropriate educational institutions so that their performance is based on the knowledge they have which can be scientifically justified (Wina Sanjaya, 2008).

The role of the teacher according to the Constitution No. 20 of 2003 and Law No. 14 of 2005 is as an educator, teacher, mentor, director, trainer, assessor and evaluator of students. The teacher plays an important role in the whole teaching and learning process in order to be able to create a conducive learning situation. The increasingly rapid development of technology requires teachers to have creative and effective methods and ways to achieve the main goal of educating the nation. As facilitators, teachers must be able to take advantage of existing digital technology in order to create creative learning so that students can be active and think critically. Teachers are required to be able to be an inspiration for students in applying thinking patterns in human self-development. The competence of a teacher is very important in managing education and learning, namely in the form of personal competence and professional teacher competence. According to (Yamin, 2007) "profession has the meaning of someone who has a job that requires special knowledge and skills acquired and intensive academic education". Meanwhile, the definition of professionalism based on Law number 14 of 2005 concerning Teachers and Lecturers states that Professionals are work or activity that is carried out by a person and becomes a source of income for life that requires expertise or skills that meet certain qualities or norms and requires professional education. So a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum abilities. Professional teachers must be able to develop personality, interact and communicate well, be able to carry out guidance and counseling, carry out school administration, conduct research for teaching purposes, master the educational foundation, understand the material to be taught, compile and implement teaching work programs and evaluate results. teaching and learning that has been carried out. Professional teachers must have four important competencies that must be possessed. The Constitution of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers states that the four basic competencies are pedagogic, personality, professional and social competencies. In addition to the ability to teach, professional teachers must also have broad knowledge, be wise and be able to socialize well.

The quality and quality of education must continue to be improved as an effort by the government and education providers to provide education and training for teachers. Schools as education providers strive for teachers to continue to improve their abilities. Observations regarding the development of teacher professionalism were carried out in schools under the auspices of the ministry of religion, Brebes Regency, namely MI Tarbiyatussibyan Gunungsumping, Plompong Village, Sirampog District, Brebes Regency. The study was carried out from April to May 2021. This study will discuss the "professional development strategy of teachers at MI Tarbiyatussibyan Gunung Sumping" as an effort to improve the quality and quality of learning and education at MI Tarbiyatussibyan schools. This school is located in the village of Gunungsumping, from the beginning the teachers at this school were graduates of Islamic boarding schools with formal graduates up to MI level. In 1990, there were teachers who graduated from high school teaching at MI Tarbiyatussibyan. As an effort to improve teacher competence and learning, in 2012 MI Tarbiyatussibyan teachers studied for undergraduate education. Teacher professionalism is closely related to the following three things, namely teacher competence, teacher certification and teacher professional allowances. These three factors are closely related to improving the quality and

professionalism of teachers. Professional teachers are proven by their abilities, which will encourage the realization of an optimal performance process so as to improve the quality of education. Professional teachers are proven by the acquisition of teacher certification along with professional allowances. The government's program to increase professional teachers in private schools is carried out through the PLPG program. The school submits a list of teachers who will be submitted with certain terms and conditions. This step is a form of improving the quality of private teachers, teachers who pass the criteria will be called for PLPG. Teachers who pass the PLPG will get a certificate from the Office of the Ministry of Religion. With the acquisition of teacher certification, it is hoped that it will improve the quality of learning and the quality of education in a sustainable manner. The implementation of teacher certification began in 2007 after the issuance of the Minister of National Education Regulation No. 18 of 2007 concerning in-service teacher certification. In addition to the PLPG program, teacher professional development is also carried out through KKG (Teacher Working Group) activities. MI Tarbiyatussibyan teachers routinely carry out KKG activities which are carried out once a week for each class that is guided by the madrasa supervisor in each KKMI. KKG activities are an evaluation of learning activities carried out by teachers, various kinds of difficulties and obstacles in learning continue to be evaluated including terms of the learning process, data collection of teacher administration.

Education is a very decisive pillar for the progress of a nation. Without adequate education, it is difficult for a nation to develop and it will even sink. Therefore, if a nation wants to progress, the education sector must be a top priority. Currently, there are many problems faced in our education, especially in facing the current digital era. For the world of education, the development of science and technology continues to be an important spotlight because of the need for the development of science and knowledge and its application in the field, technology is expected to make it easier for teachers and students in an effort to understand learning material. In addition, technology is a follow-up to learning that is tailored to the needs of the current era. The pattern of education in the era of advanced technology cannot rely on the pattern of ancient education which emphasizes the memorization pattern of certain definitions or formulas. The current pattern of education is expected to be able to foster a critical and creative attitude for students so that they can come up with bright ideas. Based on this thinking, one of the efforts that can be done is to develop learning patterns that can stimulate students to get used to critical thinking (critical thinking) and problem solving (solving problems). In this century the pattern of education demands basic competencies that can and easily adapt, the competencies must lead to the field and literacy of information and communication technology. This is supported by the results of research from APEC (asia pacific economy corporation) which states that the 21st century will be dominated by ICT-based education (information and communication technology), therefore both teachers and students must be able to anticipate it. There are at least three things that need to be considered, namely 1) teachers and students can be skilled in utilizing information, media and technology, 2) have a desire to continue learning and try to continue to make innovation efforts, 3) have efforts to be consistent, focus on education and life. socialize. It is hoped that with the reference to these three things, both teachers and students can be more competent and competitive.

The difference in learning patterns in the past and the digital era makes teachers face different and quite difficult learning transition patterns so that it becomes a fairly heavy burden. Teachers are demanded to be more creative and innovative in carrying out learning, on the other hand, teachers are also obliged to make class administration and administration to teachers quite complicated. There are many obstacles faced by teachers, including some teachers who have not mastered computers and laptops, internet networks that have not been maximized, difficulties in carrying out teacher administration tasks even though in this digital era the ability to master information technology is very, very important as a means of speeding up information acceptance

in various matters, especially teacher data collection. MI Tarbiyatussibyan itself has become a challenge as well as a passion to be able to further advance the MI Tarbiyatussibyan school. Currently, the existence of teacher certification and KKG activities encourage teachers to learn more, especially in this era of technology. Teachers at MI Tarbiyatussibyan, who previously did not understand technology, have now started to learn and understand technology, can make teacher administration tasks and the teaching process more innovative. This is the result of professional development that is being sought by the government, the school and the enthusiasm of the teachers to improve their quality.

Strategy is a tool or process to achieve goals. Strategy is an action that is carried out continuously in order to achieve the expected goals. Strategy is etymologically derived from the Greek word *Strategos* which means "Military Commander". During the Athenian democracy, initially this word was used for military purposes only, strategy later developed into various different fields such as business, sports, marketing, economics, management etc. Any organization has a certain way and strategy in achieving its organizational goals. Determination of plans and implementation of work is carried out in accordance with procedures, it is hoped that what is the goal can be achieved. Strategy becomes a very important thing that must be implemented. Halim According to (2015) "strategy is a way in which an institution or organization will achieve its goals according to the opportunities and threats of the external environment¹² as well as its internal capabilities and resources". Meanwhile, according to preparedness strategy is a series of basic decisions and actions made by top management and implemented by all levels in an organization in order to achieve the goals of the organization. Based on the above understanding, strategy is sought and carried out by all institutions or other organizations, strategy is the spearhead of realizing the goals of an institution or organization. Educational institutions as pillars of the nation's²⁹ intelligence seek to realize the mandate of the 1945 Constitution as regulated in Article 31 of the 1945 Constitution which reads paragraph (1) "that every citizen has the ri⁵ to education" (2) every citizen is obliged to attend basic education and government must pay for it. (3) the government seeks and organizes a national education system, which increases faith and piety as well as noble character in the context of the intellectual life of the nation³⁶ which is regulated by law. (4) The state prioritizes the education budget at least twenty pe¹³ of the state revenue and expenditure budget as well as from regional budgets and expenditures to meet the needs of education. (5) the government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind. To support the government's goals, educational institutions as a forum in fostering people towards a better direction continue to strive so that the government's goals can be achieved.

Teachers are one of the most important human r¹ources and influence the success of education. Adequate competence for a teacher will affect the improvement of the quality of students. Improving human resources must go through a good and targeted educational process. To achieve this, a strategy for professional development through¹⁶ her education and training is needed. The era of globalization requires schools as a place for education to improve the quality of human resources so that they are of higher quality. The government continues to strive for changes and renewal⁴ our education system, especially schools or educational units.

Pr⁴essionalism comes from the word Profession which means work. According to Kunandar, professionalism comes from the word "profession" which means a field or job that someone wants or will be engaged in. According to Oemar Hamalik (2006:27) professional teachers are people who have taken a teacher education program and have a master's level and have received a state diploma and have experience in teaching.³

The strategy of developing professionalism must be carried out by various parties, namely the government, schools as education providers and teachers as human resources. UUD No. 14 of

2005 on national education standards has set about it. That the teacher must have a D4 or S1 academic qualification and learning competencies include personality, pedagogical, professional and social competencies. Teacher competence as a learning agent is formally proven by an educator certificate. Minimum educator qualifications are obtained through higher education and educator competency certificates are obtained after passing the certification exam (2Mocklas: 2006).

RESEARCH METHOD

This research is based on subjective qualitative research methods. With data collection techniques using interviews and observation. According to Nasution (2003:5) that qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them.

The research was conducted at MI Tarbiyatussibyan, located in Gunungsumping, Plompong Village, Sirampog District, Brebes Regency. According to Sutrisno Hadi, MA defines research as an attempt to find, develop and test the truth of knowledge. Research is supported by the methods and methods that will be carried out to achieve the research objectives. Learning activities at MI Tarbiyatussibyan before the pandemic were carried out face-to-face, there were 7 teaching staff at MI Tarbiyatussibyan consisting of 5 men and 2 women. The process of entering educators at MI Tarbiyatussibyan through the appointment process at that time there were no educators who academically had a bachelor's degree. All teachers have Islamic boarding school backgrounds and high school graduates. Teacher professionalism is based on certain criteria, one of which is academic criteria, teachers are not only able to teach but also complete various teacher administrative tasks. To achieve the title of professional teacher in accordance with the mandate of the 1945 Constitution, MI Tarbiyatussibyan teachers one by one go to school again to achieve an academic degree, namely a bachelor of education. Currently in 2021 all MI Tarbiyatussibyan teachers are academically holding bachelor's degrees.

The development of teacher competence currently requires all teachers to have the ability use digital technology, both computers, gadgets and others, otherwise they can miss information. Based on the results of observations and interviews with teachers at MI Tarbiyatussibyan, it can be concluded that (1) Teachers are still in the learning stage using information technology. (2) Lack of supporting facilities and infrastructure. (3) There are many obstacles and difficulties in completing teacher administration. The teacher professional development strategy is carried out with PLPG education which has been undertaken by several teachers to obtain professional certificates. Schools and teachers also continue to strive for training in improving their competencies, including (1) Participating in KKG activities. (2) Participate in class teacher Bintek activities. (3) Class administration training and preparation.

RESULT AND ANALYSIS

A. The nature of teacher professionalism

The main task of the teaching profession is to serve the community in the world of education. Teacher professionalism is the ability of a teacher in carrying out his main duties as educators and teachers. Teacher professionalism is determined based on certain criteria that can be seen and measured based on the competencies that each teacher must possess. To improve the quality of education, the effort that must be made is to increase the professionalism of teachers. The development of teacher professionalism is carried out to stimulate, maintain and improve teacher competence in solving educational and learning problems that have an impact on improving the quality of learning and student learning outcomes.

Professional competence of teachers is the ability or expertise that must be possessed so that the duties of a teacher can be carried out properly. Professional teachers are teachers who work and teach according to the expertise they have.

Referring to Law NO. 14 of 2005 concerning teachers and lecturers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training,

assessing and evaluating students in early childhood education through formal education, primary and secondary education. Teachers, lecturers and professors are professionals in the field of education.

Based on the above understanding, professional teachers must meet the four professional competencies of teachers stipulated by the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers. These competencies include:

1) Pedagogic

Competencies Pedagogic competencies, namely the ability to master learning material broadly and deeply, namely:

- Understanding the characteristics of students in depth
- Designing and compiling learning concepts and teaching competencies to be achieved
- Implementing learning and arranging for learning to run Conductively
- Designing and carrying out evaluations of learning outcomes as well as improving the

quality of learning programs in general

- Developing students by multiplying the potential that exists in students

2) Personality competence Personality

competence is a personality that:

- Have a good and stable personality
- Able to behave mature in action
- wise and wise personality
- authoritative
- noble character
- being a role model for students and the community
- evaluating own performance
- developing oneself in a sustainable manner

3) professional

Competence strive for broad and in-depth mastery of learning materials which include:

Concepts, structures and scientific/technological/artistic methods that are supportive/coherent with teaching materials. Mastering competency standards and basic competency standards. Can develop creatively empowered learning materials. Continuous professional development. Utilizing information technology for self-development. Social competence is the ability of teachers to get along and communicate effectively with students, education staff, guardians of students and the surrounding community by:

- Acting objectively and not discriminating in any form
- Communicating well and effectively to fellow educators, education staff, guardians of students and the community
- Being able to adapt and socialize with the new work environment
- Communicating orally and in writing

Based on the above understanding, professional teachers are not only able to master the learning material but must be able to communicate well, have commendable traits and attitudes and be able to control the situation in the learning process.

B. Teacher professional development model

Teachers have a very important role in improving quality human resources. For this reason, teacher professionalism is always developed continuously as an effort to increase competence in the face of community progress.

There are many ways that teachers can do to develop their profession, either individually, in groups or in an institutional system. According to **Castetter**, there are five models of teacher development that can be carried out, including:

1. Individual Guided Staff Development This means that teachers can assess their learning needs and are able to learn actively and direct themselves. Teachers should be motivated when selecting learning objectives based on personnel assessment of their needs.

18 Observation / assessment (Observation or assessment)

Observation and assessment of instruction provides teachers with data that can be reflected on and analyzed for the purpose of improving student learning. Reflection by the teacher in practice can be enhanced by other observations.

3. Involvement in a development/improvement process (involvement in a process of development or improvement) adult learning is more effective when they need to know or solve a problem. Teachers need to acquire knowledge or skills in the process of school improvement or curriculum development.

4. Training (Training)

There are techniques and behaviors that are appropriate for teachers to imitate in the classroom. Teachers can change their behavior and learn to imitate the behavior in their classrooms.

5. Inquiry

Professional development is the collaborative study by teachers themselves of problems and issues arising from efforts to make their practice consistent with the values of the field of education.

One of the teacher professional development models carried out by the government is the PLPG training model for teachers who have met the qualifications. Furthermore, teachers who pass the PLPG program will get an educator certificate or teacher certificate which can be used by educators in obtaining the teacher professional allowance (TPG). The purpose of providing professional allowances is not only for the welfare of teachers but also for teachers to further improve their quality, dedication and performance in improving the quality of education in Indonesia.

C. Professionalism development

strategy Strategy is a way to achieve goals. The professionalism development strategy is carried out so that what has been determined and is the goal of the institution or organization can be achieved and realized jointly by various parties. The strategy for developing professionalism in schools involves various parties, namely teachers, educational institutions, and the government. The government has the goal of advancing and improving the quality of human resources through educational institutions. Teachers as the spearhead of improving the quality of education must have professionalism and must be continuously improved. (Mulyasa, 2011) in his book mentions the efforts that can be made by school principals in improving their performance as educators, especially improving teacher performance, by involving teachers in upgrading to increase the knowledge of teachers. Principals can provide opportunities for teachers to improve their knowledge and skills by studying to a higher level.

D. Principles of professional development

In the constitution of the Republic of Indonesia concerning teachers and lecturers, namely the Constitution No. 14 of 2005 Article 7 confirms that the teaching and lecturer profession is a special field of work carried out based on the following principles:

1. Having talents, interests and vocation and have idealism
2. Have a commitment to improve the quality of education, faith, piety and noble character

3. Have academic qualifications and educational background in accordance with the field of work.
4. Have 30 required competence in accordance with the field.
5. Have responsibility for the implementation of 7 professional duties.
6. Earn a determined income in accordance with work performance
7. Have the opportunity to develop professionalism in a sustainable manner by lifelong learning.
8. Have a guarantee of legal protection in carrying out their professional duties.
9. Having a professional organization that has the authority to regulate matters relating to the professional duties of teachers.

By paying attention to the principles above, it can be seen that the teaching profession is not an arbitrary profession, teachers have rules in their work. The teaching profession is a noble and honorable job. A teacher must have a strong desire and passion from the heart to become a professional teacher.

E. Objectives of Professionalism Development

The continuous work of teachers following the times requires teachers to continuously improve the learning process in order to improve the quality of education. The improvement of the teaching and learning process whose achievement through teacher professional improvement is expected to contribute to improving the quality of education (Ali Imron, 1995:23).

The purpose of teacher professional development is to improve the quality, quality and competence of teachers in carrying out their duties and responsibilities. According to Sudarwan Danim (2002: 51) explains that developing teacher professionalism is intended to fulfill three needs. First, there is a social need to improve the capacity of an efficient and humane education system and adapt to the formulation of social needs. The second is the need to find ways to help education staff in order to develop their personality broadly. The third is the need to develop and encourage personal life, as well as assist students in developing the desire and belief to fulfill personal demands in accordance with their basic potential.

F. Professionalism Development Strategy

There are many ways that can be done in the development of teacher professionalism, namely through education and training, training or not training, including:

1. Education and training
 - a. Inhouse Training is training that is carried out internally at KKG and MGMP.
 - b. Internship program is training carried out at relevant institutions in order to improve teacher professionalism.
 - c. School partnerships are cooperation with government or private institutions in certain expertise
 - d. Distance learning, training by not presenting the instructor directly but via the internet.
 - e. Tiered training and special training
 - f. Short course
 - g. Internal coaching by schools
 - h. Further education
2. Training and non-training activities
 - a. Hold regular discussions on educational issues
 - b. Participate in seminars
 - c. Participate in workshops to produce useful products for learning, competency improvement and career development.
 - d. Classroom action research.

- e. Making learning media
- f. Making works of art/technology

The Director General of primary and secondary education at the Ministry of National Education mentions several alternative teacher professionalism development programs, namely:

1. Teacher education qualification improvement
2. Equalization and certification
3. Competency-based integrated training
4. Education supervision
5. Program Empowerment of MGMP
6. Teacher Symposium
7. Other traditional training programs.

G. Obstacles and Solutions

Development Professionalism development is often constrained by various things, especially from the teachers themselves. Teachers are required to produce students who have high competitiveness, but on the other hand, many obstacles are faced. Based on the results of the research at the MI Tarbiyatussibyan school that we did, there were several obstacles for teachers in developing their professionalism

1. Some of the teachers were senior teachers who were accustomed to teaching with a teacher-dominated learning system.
2. The demands of academic professionalism make teachers obliged to study to a higher level.
3. The ability to use information technology is still minimal. Because the teachers here are still in the learning stage to use computers, laptops, etc.
4. Internet access is not good, the school is located in a mountainous area where signal is difficult
5. The work of teacher administration tasks which are quite complicated are a burden for teachers in the transition period in this technological era.

Based on the results of the research above, to achieve quality education is not an easy job, all parties involved must really have the spirit and spirit to never give up to continue working in order to produce quality output. Schools as education providers continue to emphasize teachers, especially those who have successfully passed carrying out PLPG and PPG activities so that they can develop and improve their quality by:

1. Participating in KKG activities guided by madrasa supervisors. This activity is carried out as an evaluation of teacher performance in terms of learning and teacher administration. Principals and teachers get assignments and evaluations from madrasa supervisors for a certain period of time, what are the obstacles and difficulties can be discussed in this KKG forum. In addition, the principal assigned one core teacher as coordinator in collecting teacher administration data.
2. Technical and technical training for teachers which is held once a semester. This activity is organized by the Ministry of Religion and teachers are required to participate.
3. Participate in workshop activities for teachers and school principals.
4. Continue to improve good communication between education providers and teachers so that solutions can be found that are obstacles to the learning process.
5. Schools strive to meet learning facilities and infrastructure for teachers, especially to improve the quality of teachers in terms of mastery of technology by providing computer facilities for teachers to learn to use computers. Providing WiFi facilities so that teachers can learn to access the internet to get up-to-date information regarding data collection or other information related to teacher assignments. With this facility, it is hoped that teachers can continue to learn to improve

their quality. In this era of technology, learning from the internet is easier, teachers can learn anywhere and anytime by searching for and accessing these effective and innovative learning videos that can be used as references for teachers in developing higher quality learning methods.

6. The principal helps the task of teachers who have difficulty in making teacher administrative tasks because teachers are still not able to fully do their own tasks.

7. Schools try to fulfill the rights of teachers. Such as giving proper honors for teachers who have not been certified, and additional fees for certified teachers if there are additional working hours. It is hoped that if the teacher is economically fulfilled, the teacher can teach with more focus and there is a high morale.

8. The school continues to strive for teachers who have not been certified so that one day they can get a call for PLPG or PPG, so that it is hoped that all teachers at MI Tarbiyatussibyan get a teacher certificate and can become professional teachers.

This is what the school has been trying to do for the improvement and professional development of teachers at MI Tarbiyatussibyan Gunung Sumping. This is the responsibility of all parties so that what has been tried can produce results, namely in the form of increasing the quality and quality of education at MI Tarbiyatussibyan in particular and national education in general.

CONCLUSION

Strategy is a way or trick about what can be done so that a goal can be achieved. When a strategy has been implemented and implemented, there is an evaluation of the results that have been achieved, whether they have been maximized or not, what are the obstacles and obstacles so that solutions can be found and what are the goals that can be successfully realized. Likewise with efforts to develop teacher professionalism. The work of teachers as professionals requires teachers to have sufficient skills and abilities in their fields, namely professional abilities, personal abilities, social abilities and the ability to master the learning process. This competence is generated from the academic process, namely a teacher is required to have an educational background according to his teaching field. Professional teachers are shown by having teacher certification through the PLPG or PPG programs. In addition, professionalism must also be supported by various other strategies including ongoing training, workshops and seminars.

The conditions and circumstances in each school are different, this makes the results of the goals to be achieved are also different. However, the steps for change continue to be carried out as much as possible to achieve the same goal, namely to have professional teachers as an effort to improve the quality of education so that it is more qualified and can produce outputs, namely students who are able to compete in the era of increasingly advanced technology.

Awareness of all parties about the importance of quality education is a strong foundation for achieving these goals. The government seeks to improve the professionalism of teachers by trying to improve the economic welfare of teachers, support from the government must also be balanced with the performance of schools and teachers. Every goal must have obstacles and obstacles, especially the current conditions in the era of digital information technology, teachers feel a lot of burdened with tasks that continuously must be completed while there are still many teachers who cannot and understand the use of increasingly sophisticated technology. If you don't follow, you will be left behind in information and data collection. Teachers learn to master learning and master technology. This is not an easy thing, it takes time and hard work to achieve what has become a common goal.

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