

Efforts To Improve Teacher Quality

Nurus Sobakh

STKIP PGRI Pasuruan, Indonesia

Abstract: *Teachers are professionals practitioner who have vision, action, special mission as the main actor in developing the quality of human resources. The development effort can be implemented by continuously improving various education quality programs through three approaches, they are content approach, technical approach and managerial approach. Qualified teachers have at least four criteria: 1) Professional Ability, 2) Professional Efforts, 3) Time for Professional Activities, and 4) Reward for their work result. Therefore, to keep the teachers' needs existances, it is necessary for conducting cooperation between LPTK as producers of teachers with teacher education offices regularly and institutionalized.*

Keywords: *Quality, Teachers.*

I. Introduction

An educational system has a good quality, if the learning process is interesting and challenging. Learners can learn as much as possible through continuously learning process. Quality education process will produce a harmonious, balanced and relevant education. Therefore, systematic improvements need to be given to the inputs, processes and test systems to ensure the creation of high quality. Optimal quality of education is expected. The achievement of human resources can master the knowledge, skills and expertise in accordance with the evolving science and technology.

To realize a quality and efficient education, it should be prepared and implemented national education programs from the central and regional The educational unit that can be learned in a sustainable manner. Among a number of very important factors in achieving quality education system and efficiently is the factor of the teacher as the spearhead (frontier) in carrying out the mission of education in the field. Since Repelita I, teacher development programs have occupied one of the priorities in the development of the education sector.

Teacher-building programs should be based on the assumption that teachers can not be categorized as a kind of 'job' in which teachers work to be paid and done, but more than that. If the teacher is regarded as merely a source of livelihood, that assumption undermines their dignity and prestige. Instead, the teacher is a mission, a devotion, even as a worship that has more value than other positions. In short, the teacher is a professional position that has a special vision, action and mission as a leading player in the development of quality human resources. The development effort can be implemented by continuously improving various education quality programs, which can be done through three approaches simultaneously, they are education subsystem approach, educational technical approach and education management approach.

First, is content approach. The quality of education is determined by the change in behavior that students need to be achieved. Learning that has been leading to the mastery of the abstract concept and the theory has been proven to be less interest and motivation for learners to learn, so students' achievement is always low. What is learned in the classroom tend to be artificial and as though separated with environmental problems that occur in everyday life. As a result, the learning activities that should be oriented to the students (learner centered) defeated by the teaching activity dominated by the teacher (teacher centered) rigid and boring.

The core curriculum content that is oriented to the maximum student learning process consists essentially of the two categories. Besides the curriculum content related to the basic ability to learn such as: the ability to read, numeracy, writing, hearing and listening, and recognizing environmental problems. Curriculum content also deals with the substance of learning such as: knowledge, insight, values, attitudes and skills. Lesson content is not necessarily delivered through lectures, as knowledge acquisition can be done through reading textbooks, manuals, announcements, news, and observation of social issues and through mass media. Information obtained learners further scrutinized and is described by the concept of science with a teacher in a classroom discussion.

Second, is technical approach. The quality of education can be improved through mastery learning approach. This approach requires learners to learn at every stage until they reach a high stage of mastery. Before mastering a particular stage of learning, they should not follow the learning activities at a later stage. To determine the level of mastery of a learning phase, it is necessary to apply an objective and reliable school test system. Quality control of education should be carried out regularly by an independent test institute, reliable and institutionalized and has the authority to determine or define the various national or regional standards both concerning student achievement, curriculum standards and quality standards of education. The quality

measurement results are then analyzed by comparing inter-time, inter-regional and even interstate. The results of this quality analysis will be an input for the refinement of and process of education in the future.

Third, is managerial approach. The quality of education is enhanced through the strengthening of the ability of each unit of educational institutions in implementing specific strategies individually. Through school base management, for example, headmasters have responsibility to study and understand the issues regarding the allocation and optimal utilization of educational resources (such as teachers, facilities, infrastructure and environment), which can hinder the process and learning achievement. After understanding the problem, the principal is given the freedom to decide what is best for his school to improve the efficiency and quality of education and improve learning achievement.

Teachers also need to be given the discretion to research, review and understand student learning difficulties, so to decide the most appropriate student learning strategies and mastered by the teacher, including helping students in learning difficulties. The success of principals and teachers in achieving high quality education must be measured with a test system state or a region free from interference by the executive or manager of education (independent). Based on the quality level that was achieved, implemented a reward system and punishment that is objective and consistent with the principals and teachers.

Teacher Professional Quality in Perspective

Improving the quality of education is a hard task because the quality of education is influenced by various factors, such as the quality of educational input, the quality of educational resources, the quality of teachers and management of education, the learning process, the examination system and quality control to manage conducive learning environment.

Teachers' quality has been found by various studies as one of the most important factors in determining the quality of education. In these studies, qualified teachers are able to teach students effectively. They can also give birth to a quality graduate and in accordance with the needs of employment in various channels, types and levels of education. The need for teachers themselves still has to be grouped again in three difficulties, namely the need for professional quality, quantity and distribution both by geographical and according to expertise.

Qualified teachers are those who have professional skills with various capacities as educators. In the study found that teacher quality has at least four main criteria: (1) professional capacity, (2) professional effort, (3) time devotion and (4) the remuneration for his work.

Professional ability is intelligence, attitudes and achievements in accordance with their work. It can be demonstrated by the ability of teachers to master the subject matter taught including efforts to enrich and rejuvenate the knowledge. The professional ability of teachers can also be demonstrated by the high score of the test results that measure the ability subject matter taught. Qualified teachers are those who can teach students correctly and successfully, and they must master the skills both in the discipline of science and teaching methodology. If teachers teach subjects that are not their areas of expertise, they will have difficulty in creating a quality learning process. The suitability of skills with work is important with the assumption that teachers prepared to teach a subject area are considered qualified with subject matter. Therefore, the conformity of teachers teaching with the field of study that it is an absolute prerequisite to assess a teacher has a professional ability.

Professional effort is a teacher's effort to transform its professional skills into action to educate and teach real and successful. Teacher's professional are demonstrated by the mastery of teaching skills both in mastering the subject matter, using teaching materials, managing student learning activities, controlling the classes, and enriching and rejuvenating his ability in developing teaching programs.

Teacher's time shows the intensity of the time of a teacher who concentrated on the tasks of his profession. It is one of the most important indicators of the quality of teachers, as indicated by the concept of "learning time" (Time on Task) as measured from the intensity of individual student learning. It has been found through various studies and research in various countries, including Indonesia as one of the best predictors of the quality of student learning outcomes.

The teacher can be said to be professional if his job can guarantee their life. The income of a professional is determined by his or her ability and achievement in working. As a professional, teachers are individually tied to the interests of their clients, ie learners as payers of education. If the client is satisfied with the results of his work, then the teacher will be able to get sufficient rewards as a professional. Conversely, if the work of the teacher can not satisfy his client, then the teacher should not receive adequate rewards. As a professional, a teacher should not arm of the bureaucracy, and he has the freedom (autonomy) are full and are not regulated by other parties to determine any technical approach in its efforts to achieve success in its work.

These four criteria of professional teachers are still in our minds realm as idealism or ideals. However, the idealism may be different and perhaps even contradictory in reality. To develop professional, teachers is always quality-oriented, attitudinal and behavioral attitudes of teachers,

II. Discussion

Problems about teachers can be understood from a variety of perspectives, among them the most highlighted: the question of the number of teachers, the quality of teachers, the distribution of teachers and the level of their welfare. Therefore, in every effort to improve the quality of education in the country, teachers can not be separated from various things related to their existence. The socio-cultural philosophy in education in Indonesia has placed the role and role of teachers in such a way that teachers in Indonesia are often have multiple roles and even multi-function. They are demanded not only as educators who must be able to transform the values of science, but also as a moral guard for students. In fact not infrequently, teachers are regarded as the second person, after the parents of students in the education process globally. In the current era, the issue seems to be more complicated, because the management of educational staff including teachers is having an effect due to the regional autonomy policy, although at the beginning of this year the management of teachers has become a shared responsibility between the central government and local governments, apparently management issues require more attention Specifically, such as: recruitment, LPTK development, teacher rotation and rotation, placement, career coaching, including certification as well as the teaching profession.

Our teachers may be regarded as a mass position played by a large number of people, who are in fact fostered and managed within the national and local government. Without an efficient and effective management system, these teachers will be a burden both for the government (central and local) as well as for the community. Conversely, if handled in the right direction then the teachers will become a major force as the spearhead in an effort to improve the quality of human resources. It is in these circumstances that a professional system and mechanism for teacher management is required.

Teacher Quality Problems According to the Head of the Human Resource Development Agency for Cultural Education (BPSDMPK) and Education Quality Improvement (PMP), Ministry of Education and Culture (Kemdikbud), Syahwal Gultom, from 2.92 million teachers, it is only about 51 percent are educated S-1 or more, while the rest have not educated S-1. So even from the certification requirements only 2.06 million teachers or about 70.5 percent of teachers are eligible. While 861.67 other teachers have not yet met the certification requirement, that is the certificate indicating the teacher is professional. This kind of reality affect the quality of the students produced. A teacher (especially elementary school), often teaching more than one subject (teacher class) that is not rare, is not the core of his knowledge, it can certainly lead to the learning process becomes not maximal.

Quantitatively the number of teachers is sufficient but they are concentrated in urban areas and in rural areas and remote areas, especially outside Java is still lacking.. Another inequality is seen when viewed from the expertise of his teachers. While there is a shortage of teachers in certain fields (such as: IPA, English, etc.). This is caused by the needs of the planning and supply of teachers that we have not carefully arranged.

The problems of teachers are not merely quantitative aspects, but more important is the fostering of their professional status. At this time the government is under severe pressure to meet the needs of teacher quality and its all-dimensional hook-related. The dimensions of qualified teachers consist of the number of aspects, suitability of area of expertise, distribution in placement, and professional career after work. Meeting the need for teacher quality is the most fundamental challenge that needs to be given attention in the planning and fostering of education in the future. Here are some important challenges for all of us about teacher issues,

a. Master's Professional Ability

To be professional, a teacher should have at least three important factors: special skills prepared by a particular skill education program, the ability to renew and improve capability, and adequate welfare as a reward for his profession.

Although teachers have been prepared by special educational institutions. Various research findings show some concerns if our teachers have not fully mastered their professional proficiency. Based on one study, teacher mastery of subjects is still below the expected standards. Therefore it is not surprising that teachers have not been able to carry out their work professionally.

Perhaps, by the time they graduate from LPTK, they still have sufficient ability, but the effort to add and renew the ability has not grown after they have worked. It is necessary to have systematic and planned efforts to foster teacher profession through an institutionalized mechanism. efforts to create a systematic upgrading of teachers have begun to be realized, such as teacher equity through the Open University or the implementation of PGSD / PGMI programs by LPTKs. Through institutionalized efforts it is expected that the process of coaching teachers runs in a system that can make our teachers learn throughout life. If this situation is realized then it is expected that the teachers will teach more professional they are.

b. Structuring Teacher Education

Professional title holders are those who can rely their lives on their work based on their expertise. If the teacher is a professional job, then there is no other party who is not authorized other than those who receive

education and professional coaching. In contrast, LPTK graduate teachers can not be considered professional if their positions are still replaceable or even defeated by non-LPTK graduates, and thus the position of the teacher can not be considered a professional position. Some cases we can see that elementary, junior and senior high school teachers can still be replaced by graduates of non-LPTK higher education institutions that in fact can teach well. Several studies have found that student achievement does not differ significantly, both taught by LPTK graduate teachers and non-LPTK graduate teachers. This is one indicator that teachers' positions have not yet evolved towards professionalism but are still regular bureaucratic employees.

The organization of teacher education programs should be based on careful planning of the field needs of teachers in accordance with their expertise, quality, and distribution. LPTK programs organized solely on the basis of the growing demand for social demand rather than based on teacher needs careful planning, as long as this has led to imbalances supplies and the need for teachers in the field. Many symptoms are found that LPTKs produce more teachers who are less needed, while more teachers are needed to produce only inadequate quantities. If these disparities are allowed to continue, then the implementation of teacher education programs is very inefficient.

c. The Problem of Teacher Welfare

There are still many fundamental issues concerning aspects of teachers' welfare. This aspect of welfare from a more basic point of view Welfare is a broad concept that is not rooted in the material aspect, but there is a more intrinsic, non-material aspect. Teacher welfare does not need to be reduced to mere salary issues. Essential welfare is essentially a person's psychological situation formed by a balance between hope and reality supported by determination, passion, high work ethic and commitment to his profession. If government apply this in the welfare of teachers, then teacher salary is not a problem that needs to be exaggerated, because it is not the only factor that can provide prosperity. Money should not be a major role, because our role model is his devotion to the profession itself and human beings Success in creating a quality teaching-learning process is a goal for a professional, so that if this goal fails then the mission of the teaching profession will not achieve that goal. If this understanding has developed then that is the professional attitude, and this attitude for the teacher will be the power to obtain the welfare of both material and non-material. From this point the government can begin to set up the teacher's payroll system as a professional position

d. Development of LPTKs

Facing the need for a sufficient number of qualified and professional teachers, the deepening of the structure of educational personnel education institutions (LPTK) needs to be done soon. The teacher education system now in the university, reorganized in an integrated system. The system of teacher education is to prepare skilled new teachers who grade (pre-service training), as well as improving the quality of teachers who are already working (in-service training), the assessment for promotion, as well as carry out the planning of teachers in quantity and quality adequate.

Another fundamental problem of LPTK is the gap between the number and quality of graduates with teacher job needs. This inequality is not really a problem experienced only by LPTKs as educational institutions. Every type and level of formal education has the same inequality, if the labor market as the only criterion in assessing the suitability of education. This is due to the characteristics of formal education institutions that are always less flexible to the needs of employment. This field of formal education is no different from a 'carrier' that is difficult to move and changes with the waves of the ocean, thus the analogy of changes in employment. Changes in the school system can only be done if there is a great power suppressing.

LPTK as a "Motherhead" is certainly not easy to move to follow the needs of a constantly changing market at any time. Thus it is necessary to generate thoughts to be able to direct a change in order to help LPTKs have a solid resilience and are not oscillated by the constantly changing needs. The education system is still more controlled by the bureaucracy, at least to this day, the main challenge for the LPTK is not "the market" in a fully competitive sense, but the government's programs and policies in the implementation of national education. It is necessary to think and anticipate from LPTK planners to produce teachers and education personnel, both in quantity, type of expertise, and quality in accordance with the changing times.

One alternative thought that might be traced is the structuring of LPTK program structure that is not rigid and fragmented. It is important to distinguish between the terms "department " on the one hand and "courses" on the other. Majors are specialized in LPTK structures in accordance with the basic structure of science. In LPTKs that have changed into universities, the departments in question are the department or department of pure sciences that exist. In each department was incorporated experts related to certain scientific fields. If, for example, at UM (State University of Malang) there are 25 departments, then there will be 25 units of strong expert groups related to their respective scientific majors.

The courses are an educational program that is an ingredient of various areas of expertise with the aim of establishing a teacher's skill and skills or specific technical personnel. For example, the UM is ordered to

produce a math teacher, the MW needs to develop a mathematics teacher education program with the empowerment of lecturers from pure mathematics majors plus some education specialists such as developmental psychology from psychology majors and curriculum development experts from curriculum research and development institutions.

If majors are solidly structured programs that are not easily revamped and adjusted, the courses can vary dynamically each time. The dynamics of the material can always be responded by the establishment of a new program of study required or the closure of a saturated old study program. A particular teacher-study program may develop at times necessary, or may be minimized or completely closed if a course is no longer needed. Through the establishment of courses, it is possible that a faculty is not fragmented, but integrated in order to carry out certain courses that are needed at a particular time, and will change again at other times when those courses are not required Again by the schools.

III. Conclusion

The task of LPTK is to carry out planning studies on the needs of teachers and other education personnel in accordance with the needs of employment. This planning study activity should be a routine activity of the LPTK, particularly in an area (eg a particular province) where the LPTK is located. The needs of teachers are of course not only the amount and composition by department, but also the quality that must be responded based on empirical studies in the field. Therefore, the cooperation between LPTK as a teacher producer with teacher education offices and other education personnel in the region needs to be done regularly and institutionalized. If this cooperation has done, then it will be an educational institution LPTK inseparable from LPTK own world, it is the need for users of educational output.

Bibliographies

- [1] Asdiqoh, Siti, 2013, *Etika Profesi Keguruan*, Trust Media Publishing, Yogyakarta. Kompas, Sabtu, 10 Oktober 2009.
- [2] Lailatussaadah, 2015, *Jurnal Intelektualita*, Vol. 3 Nomor 1 Jan – Juni, *Upaya Peningkatan Kinerja Guru*, UIN Ar-Raniry, Banda Aceh.
- [3] Mulyasa, 2009, *Standar Kompetensi dan Sertifikasi Guru*, Remaja Rosda Karya, Bandung.
- [4] Murni, 2012, *Upaya Peningkatan Profesionalisme Guru di Indonesia*, *Jurnal Kompas berita Kategori Artikel*, Makalah Pendidikan, Jakarta.
- [5] M. Surya, 2004, *Bunga Rampai Guru dan Pendidikan*, Penerbit Balai Pustaka, Jakarta.
- [6] Muslich, Mas Nur, 2007, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, Bumi Aksara, Jakarta.
- [7] Nurdin, 2008, *Kiat Menjadi Guru Profesional*, Ar-Ruz Media, Yogyakarta.
- [8] *Permendiknas No. 16 Tahun 2007 : Kompetensi Guru*, Jakarta.
- [9] *Undang-Undang Republik Indonesia No. 14 Tahun 2005, 2006, Tentang Guru dan Dosen*, Eka Jaya, Jakarta.