



Professional Teacher Governance in Improving the Quality of Education

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ABSTRACT

Educational governance is a process of planning, organizing, directing, monitoring, and evaluating education so that it can achieve the educational goals that have been determined effectively and efficiently. Professional teachers will greatly affect the achievement of the quality of education. The purpose of this research is to find out how professional teacher governance can improve the quality of education. The method used in this study is a descriptive qualitative method using a literature review by collecting sources relevant to the topic of discussion or problems. The results of this study found a significant effect of professional teachers with improving the quality of education.

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1. Introduction

The implementation of education in Indonesia is the main thing in realizing a just and prosperous society. National development in the field of education aims to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society as well as citizens who develop themselves well in external and spiritual aspects.

The National Education System Number 2 of 1989 article 4 illustrates that the essence of National Education is to develop quality Indonesian people which are characterized by the following characteristics: faith and piety to God Almighty, virtuous character, knowledgeable and skilled, physically and mentally healthy, strong personality, independent and not enough to answer society and nationality.

In accordance with UUSPN No. 2 of 1989, in the general provisions of the Republic of Indonesia Law no. 20 of 2003 article 1:1 concerning the National Education System states that: "Education is a conscious and planned effort to create a proper learning atmosphere from the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Based on this understanding, adequate Education Governance is needed to achieve quality education. Achieving Quality Education requires many interrelated elements or elements that are interrelated with one another. Of the many elements, then in this paper will be highlighted in terms of educators or teachers.

2. Method

This research uses a descriptive qualitative method by using a library study, which collects sources relevant to the topic of discussion or problems. Data processing is done by searching literature through books and scientific journals, reading, comparing, describing and then drawing conclusions.

3. Results and Discussion

3.1 Definition of Governance

Governance is often called or equated with management. According to the Ministry of Education and Culture of the Republic of Indonesia, Education Governance is an educational process that includes planning, organizing, directing, coordinating, controlling, financing, and reporting to achieve effective and efficient



educational goals. In line with that, Nalim Purwanto (1979), states that education governance is the process of directing and integrating everything, both personal, spiritual, and material to achieve educational goals. Governance is the rules of action, related to decisions in setting expectations/goals, empowering, or verifying performance and is part of the management or leadership process.

governance or Management can be defined as the use of human resources or other resources needed to achieve certain goals. Strengthening the capacity of local governments to manage their local education systems effectively is critical to the success of improving the quality of education. Therefore, education governance is the utilization of the necessary resources to improve the quality of existing education. Identifying the key governance aspects underlying the effective delivery of education services can be a starting point for overcoming existing weaknesses and improving education performance. (Emi Nurfadlilah, 2017)

Educational governance is a process of planning, organizing, directing, monitoring, and evaluating education so that it can achieve the educational goals that have been determined effectively and efficiently. Governance or management can be defined as the utilization of human resources and other resources needed to achieve certain goals. Strengthening the capacity of local governments to effectively manage the local education system is very important for the success of improving the quality of education. Therefore, it can be said that education governance is the utilization of the resources needed to achieve the success of improving the quality of existing education. Determining the dimensions of governance is the main foundation for the effective delivery of education services.

In the field of education, there are higher education (academic) governance and school governance (Anik Puji Rahayu, 2019:53). Administrative management in the academic field is the process of implementing all activities related to administration with the field of education which involves the cooperation of all individuals and the existence of a synergy of performance in accordance with the duties and positions in order to achieve the goals that have been set.

Educational Administration Governance is a structure and process that is made based on the decisions of educational institutions, both universities and schools. In the field of education, government consists of two forms, namely: 1). College Governance Administration 2). School Governance Administration. There are two terms used to distinguish the scope of teacher governance, namely: in the macro scope, the term human resource management is used, while in the micro scope, the term personal management is used (Teguh Triwiyanto, 2021:95). Human resource management is defined as the programs, policies, and practices that govern teachers in national organizations. Meanwhile, personal management emphasizes activities that seek to understand, develop, motivate,

Furthermore, it is firmly explained that in teacher governance activities basically have three main functions, namely: organizational functions, managerial functions, and operational functions. Organizational functions, teacher governance tasks include planning, organizing, directing, coordinating, and controlling or controlling. In the managerial function, teacher governance is part of organizational governance that focuses on itself on the element of human resources. While the operational function, teacher governance is more directed at activities, including procurement, development, competence, welfare and assessment. In this paper, the second function is prioritized, namely the managerial function which focuses more on the element of human power, namely the personality of the teacher itself.

3.2 Become a Professional Teacher

The word 'professional' comes from the adjective i.e. livelihood and as a noun which means people who have expertise such as teachers, doctors, judges, and so on. In other words, professional work is only work that can be done by special people be prepared for it and not work done by those who cannot get other professions.

Professional teachers are teachers who have certain components in accordance with the requirements demanded by the teaching profession. Professional teachers always dominate the material or theory of lessons that will be taught in interactional learning, and always develop skills on an ongoing basis, both in terms of their knowledge and experience. While teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, implement, and carry out learning evaluations.

Teacher professionalism is very much needed in improving the quality of education, because the teacher is one of the most important components in the teaching and learning process. If these teachers can professionally carry out their duties, the quality of students will also be good. Professional teachers are a determining factor in the quality of the educational process. To be able to become a professional teacher, he



must be able to find his own existence and actualize it according to the abilities and rules of professional teachers.

The national policy on teacher governance is contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, namely in CHAPTER XI concerning Education and Education Personnel. This law is intended to ensure that education is provided by and with a professional human resource management system. Professional teachers must have four teacher competencies that have been regulated in the Constitution of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely, pedagogic, personality, professional and social competencies.

1. Pedagogic Competence

Pedagogy is knowledge about children's education whose scope is limited between the educative interaction relationship between teachers and students (Murniati, 2022:77). Furthermore, according to Dageng (1989:3), pedagogic competence is the ability of teachers to operate activities to develop teaching procedures that can facilitate student learning, based on principles and/or theories that have been developed by teaching scientists.

Meanwhile, according to Rifma, as quoted by Murniati, the definition of pedagogy is as follows:

- a. Pedagogics related to educational interactions between teachers and students
- b. Pedagogy is a systematic theory in preparing children until they reach adulthood
- c. Pedagogy is more emphasized on what and how education should be implemented
- d. Pedagogy is concerned with the Christian study of human reality and how the educational process is transferred to humans.

There are several benefits obtained by teachers and students with pedagogical competence, namely teachers can understand students by utilizing the principles of cognitive development of students and teachers can understand students' personality development and reflect in the learning process.

In the Core Standards (Pedagogic Competence) of Teachers according to the Minister of National Education Number 16 of 2017, are as follows:

- 1) Characteristics of students who dominate the physical, moral, social, cultural, emotional, and intellectual aspects.
- 2) Dominate learning theories and principles of educational learning.
- 3) Develop a curriculum related to the subject/development of the empowered field
- 4) Organizing educational learning.
- 5) Utilizing information and communication technology for learning purposes.
- 6) Facilitating the development of the potential of students to actualize their various potentials.
- 7) Communicate effectively, empathically, and politely with students.
- 8) Conducting assessment and evaluation of study processes and results.
- 9) Reflective take action to improve the quality of learning.

2. Professional Competence

Professional competence is the ability of a teacher to master learning theory broadly and deeply. In this case, the teacher has the task of directing student learning activities to achieve learning objectives. In other words, the teacher demands the ability to convey theory or lesson material as well as possible to students. The teacher's professional competence is very decisive is that a teacher can carry out his duties and functions as a teacher well.

In the Core Standards (Professional Competencies) of teachers according to Permendiknas Number 16 of 2017, they are as follows:

- 1) Dominate the materials, structures, concepts, and mindsets that support the science subjects being taught.
- 2) Dominate competency standards and basic competencies of the subjects taught.
- 3) Develop learning theory that is taught creatively. Mastery of Theory lessons taught, along with the structure, concepts, and mindset of science.
- 4) Continuously develop professionalism by taking reflective actions
- 5) Utilize information and communication technology to develop themselves.

3. Social competence

The competence that every teacher must have is social competence, namely the ability to manage public relations which requires various skills, abilities and capacities in solving problems that occur in interpersonal relationships.



According to Buchari Alma in Abdul Saidir (2019:212), social competence is the ability of teachers to communicate and interact effectively with the school environment and outside the school environment. Meanwhile, according to PP. 19 of 2005 Social Competence is the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, education staff, students' parents/guardians, and the surrounding community.

In the Core Standards (Social Competence) of teachers according to Permendiknas Number 16 of 2017, they are as follows:

- 1) Acting inclusively, acting objectively, and not discriminating because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
- 2) Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community.
- 3) Adapt in places served throughout the territory of the Unitary State of the Republic of Indonesia which has socio-cultural diversity.
- 4) Communicate with the professional community itself and other professions orally and in writing or in other forms.

4. Personal Competence

In PP No. 19 of 2007, explained that personality competence is the ability to be steady, steady, mature, wise, and authoritative, exemplary for students, and noble behavior. Teacher personality competence is the personality ability possessed by teachers in carrying out the educational process in order to create commendable morals for students.

In the Core Standards (Personality Competencies) of teachers according to Permendiknas Number 16 of 2017, they are as follows:

- 1) Act in accordance with Indonesian national religious, legal, social and cultural norms
- 2) Presenting oneself as a person who is honest, virtuous and a role model for students and the community.
- 3) Present yourself as a person who is steady, stable, mature, wise, and authoritative.
- 4) Show work ethic, high responsibility, proud _ to be a teacher, and confident.
- 5) Uphold the code of ethics of the teaching profession.

5. Education Quality Improvement

To get the results or quality expected by an organization, including education, it must improve quality management in carrying out its operations. Regarding this matter, Gazper (H. Fauzi and Rita Irvani, 2018), states that a quality management system is a set of documented procedures and standard practices for system management that aims to ensure the suitability of a process and product (goods/services) to the needs and those requirements are defined or specified by the customer or organization. Furthermore, Fauzi and Rita Irvani explained that the quality management system is formed from the organizational structure, documentation, procedures, and tools contained in the organization.

Quality is something that satisfies and exceeds the desires and needs of customers, the results obtained from a business or work carried out according to applicable standards. Talking about education quality management must be based on customer satisfaction as the main goal. Customers can be divided into internal customers (internal customers) and external customers (Edward Sallis, 2010). Furthermore, Sallis explained that in the world of education, which includes internal customers are the managers of the educational institutions themselves, such as managers, teachers, staff, and organizers of educational institutions. Meanwhile, outside customers include members of the community, government and industry. An educational institution is called quality if there is satisfaction between internal and external customers for the services provided. In the concept of Total Quality Management, an institution is said to be qualified if it has met the rules or demands that have been set. In carrying out operations, quality is determined by two factors, namely the fulfillment of predetermined specifications and the fulfillment of the expected specifications according to the demands and needs of service users.

Improving the quality of schools is an obligation to fulfill the expectations and goals of the community and interested parties. In realizing quality schools or good education, teacher management is one of the most important things to be considered by the education providers themselves. Of course, many other elements or elements have an important role in improving the quality of education. Quality in Education is the difference between success and failure. That is why improving and achieving quality must be a priority of all efforts, including in the world of education.

According to Amin Haris (2020:361), educator resource management is a professional development process for teachers or teaching staff. Teachers as educators whose main task is to carry out the learning process in the classroom. The principle of providing services as educators can be understood by teachers as human beings, teachers provide knowledge of how each student's attitude is able to find his identity as a perfect human being. For this reason, the attitude of teacher professionalism becomes a rejection in improving the quality of education. Quality improvement is becoming increasingly important for educational institutions that are used to obtain better control.

To obtain quality education, it must involve many interrelated elements. not only highlight or promote one particular side. However, one should not ignore certain aspects. All elements are related to each other like a link. In the world of education, the teacher or teaching staff is one element of the many elements that are needed. For a teacher to carry out his duties as a teacher, he must improve and hone his abilities. Teachers must have good teaching skills, this requires the ability to use various methods in choosing the right models, strategies and learning methods in accordance with the basic character competencies and characteristics possessed by students or learners. Thus, it is certain that students will be easier to understand and accept well every lesson given by the teacher. This of course has shown an increase in the quality of education owned by education providers and students.

Then a teacher has broad insight. This requires a teacher to continue to develop himself by increasing his mastery of knowledge continuously, so that his knowledge always develops in accordance with the demands of the times. Thus, students will continue to get up-to-date knowledge. This will greatly affect the improvement of the quality of education. Another important side is that teachers are expected to have the ability to master learning media. A teacher is called a professional if: he is able to master the learning media. This affects the attractiveness of a student's interest in learning. By using a variety of media and according to the topic of discussion, it will increase the attractiveness or interest of students. With the increasing demand for student learning, it is certain that the quality of education will definitely increase. In accordance with the rapid development of science and technology, a teacher is also required to have good mastery of technology. Along with advances in technology, the world of education also has a very significant impact. For this reason, professional teachers must be able to use technology, such as: laptops, projectors, the internet, and various applications or other learning technology support devices.

Another factor that greatly influences the improvement of the quality of education is the behavior of a teacher who must be an example or role model in real life every day. He is not only required to be able to transfer knowledge to students, but also to show good examples and examples of life. With regard to exemplary, this is also closely related to the personality of a teacher. Teachers should be able to build good relationships with students. The teacher does not become a person who is "scared" but must be a person who is liked by students. One thing is certain that quality service is a key factor or determinant for the development and sustainability of an educational institution.

4. Conclusion

From the explanation above, several conclusions can be drawn, namely, the activities carried out must be designed in accordance with the applicable procedures to achieve the objectives, the same applies in the field of education. Of the many elements of Education Support in the quality of achievement is the improvement of management or governance. The role of the teacher has a very strategic place in improving the quality of education. A teacher is required to be a professional teacher who has four competencies, namely Pedagogic Competence, Professional Competence, Social Competence, and Personality Competence. These four competencies have an important role in improving the quality of education

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